

ISSUE TWENTY | SUMMER/FALL 2018

learn

THE MAGAZINE OF BC EDUCATION



SUPPORTING DIVERSE LEARNERS THROUGH INCLUSIVE EDUCATION

4

MEET THE NEW COMMISSIONER FOR TEACHER REGULATION

9

GET TO KNOW THE ITA AND ITS YOUTH PROGRAMS

11

FOSTERING FRIENDSHIP THROUGH BEST BUDDIES

13

learn

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 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. 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.

Requests for permission to reprint an article may be directed to trb.magazine@gov.bc.ca.

ISSN 1915-5182 | Ministry of Education

Copyright ©2018 | All rights reserved



Teacher Regulation Branch

400 - 2025 West Broadway, Vancouver BC V6J 1Z6
t 604 660-6060 | toll-free 1 800 555-3684 (within Canada and the US)

PUBLISHED BY Ronda Barzilay & Associates under the direction of the
Ministry of Education

MANAGING EDITOR Sally Mercer - Teacher Regulation Branch

WRITERS AND EDITORS Lynn Sully • Ward Stendahl - Inscript Inc.

CREATIVE DIRECTOR Valery Mercer - Mind's Eye Studio

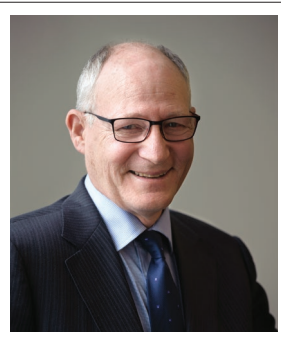
PHOTOGRAPHY Hamid Attie

IN THIS ISSUE

FEATURE 4 ▾



FEATURE 9 ▾



IN PROFILE 13 ▸

FEATURES

4 SUPPORTING DIVERSE LEARNERS THROUGH INCLUSIVE EDUCATION

Inclusion advocates talk about tools and strategies for planning for diversity, collaborating with colleagues and ensuring our classrooms support all learners

9 MEET THE NEW COMMISSIONER FOR TEACHER REGULATION

Howard Kushner speaks about his position, background and commitment to fair and timely processes

11 GET TO KNOW BC'S EDUCATION PARTNERS

A profile of the Industry Training Authority and its innovative Youth Programs, which give students hands-on exposure to the trades

13 FOSTERING FRIENDSHIP: BEST BUDDIES PROGRAM CREATES CONNECTIONS

In Profile: Integration support teacher Randy Stetson oversees a life-changing program for students with intellectual and developmental disabilities

IN EVERY ISSUE

15 NEWS + NOTICES

IN THE PUBLIC INTEREST

16 DISCIPLINE CASE SUMMARIES

ON THE COVER

Howard Kushner, Commissioner for Teacher Regulation

Photographer: Hamid Attie

SUPPORTING DIVERSE LEARNERS THROUGH INCLUSIVE EDUCATION

As we learn more about how individuals learn, the tools and strategies for teaching to the diversity of the students in our classrooms continue to evolve. Where it was once thought reasonable to exclude students with physical and cognitive disabilities from regular educational opportunities, we now embrace a model of inclusive education and equitable access to learning.

But what does inclusive education actually look like in practice? Educators say that their classrooms are increasingly diverse: students have a wide range of physical, cognitive, social/emotional and learning differences. Ensuring that they all have appropriate access to meaningful learning opportunities is often easier said than done.

The timing for a new approach to inclusive education in BC has never been better. BC's new modernized curriculum emphasizes personalized learning and teaching to diversity, and opportunities for consultation, collaboration and partnership between colleagues at the school level and educational partners on a provincial scale are facilitating a shift in perspectives and practices. →



Planning for Diversity

“Inclusive education is about so much more than just including people who are different in a class,” says Shelley Moore, an inclusion advocate and consultant. “It’s about teaching to that diversity.”

And for Moore, the best way to teach to diversity is through design and planning. She’s a strong advocate of Universal Design for Learning, which offers an approach to curriculum design and lesson planning that considers students’ diverse needs from the very beginning.

“The old paradigm of a standardized model of education – where you teach the exact same standard to everyone in the exact same way – no longer applies,” says Moore. “That model requires so much in-class support because everything needs to be retrofitted for students with diverse needs. The work I am trying to do is to shift support for students to occur during the design and planning phase, rather than after. The more support you can provide in planning, the less support is needed after the teaching has happened.”

Her experience – both while working as a classroom and support teacher and in her current role as a consultant to school districts and the Ministry of Education – is that by planning instructional strategies with the assumption that diversity is the



— Shelley Moore,
consultant and
inclusion advocate

norm rather than the exception, educators are far more successful at creating meaningful learning opportunities and engaging all students, from the start.

She mentions an example of a Science 10 class where the teacher was not sure how to include a student with Down syndrome. Moore and the teacher collaborated to identify the big idea behind a unit connected to the periodic table of elements and together they co-planned lessons and activities to provide multiple access points for the students.

“My role as a special education teacher shifted my practice from providing support to individual students in a classroom to providing support in the planning stage with the classroom teacher, so that together we could support the entire class. Simple frameworks like the planning pyramid and Universal Design for Learning, where teaching starts from the greatest point of access and complexity is added on, can be very helpful. It’s giving permission to say we’re all starting together, but we won’t necessarily end up at the same place and that the students can take control of their own learning journey.”

The difference for the student in that science class was significant. Where he had previously struggled to stay awake during the school day because he was not engaged, he was now actively involved with class activities. Moore says that by “changing our aim” as educators to include students at the farthest ends of the learning spectrum, we end up helping all students, providing more engaging learning experiences and eliminating many behaviour challenges.

Embracing inclusive teaching practices

Donna McGhie-Richmond – an Associate Professor in Educational Psychology and Leadership Studies at the University of Victoria – agrees that Universal Design for Learning is a powerful planning approach. “It’s an educational framework for designing your classroom environment and instructional approaches and strategies considering diverse learners from the very beginning of the planning process, and not waiting for a student who struggles in reading or who has a physical disability to be in your class.”

She argues that this approach is complemented by Differentiated Instruction, which uses ongoing assessment to continually monitor and respond to student progress and make changes to the content, process and products as needed to ensure that instruction and learning opportunities are accessible to all students. →



Donna McGhie-Richmond,
Associate Professor
University of Victoria

"Inclusion is about understanding and addressing all student diversity, not just students with special learning needs – whether mild or severe – but for *all* types of student variance such as culture, language, gender, religion and so forth," McGhie-Richmond says. "Inclusion is about embracing and including all students from the community so that our neighbourhood schools and classrooms reflect the diversity of our communities and society at large. It's really *diversity* education."

Research shows that these strategies do benefit all students. "Inclusion is about understanding and addressing all student diversity, not just students with special learning needs – whether mild or severe – but for *all* types of student variance such as culture, language, gender, religion and so forth," she says.

"Inclusion is about embracing and including all students from the community so that our neighbourhood schools and classrooms reflect the diversity of our communities and society at large. It's really *diversity* education."

Collaborating with colleagues

Learning how to design and plan for inclusive classes, like all learning, develops through trial and error, and practices will shift with each class and each student. But just as students often learn best by watching others and trying out new skills in a supportive environment, the same holds true for educators.

"Teaching for diversity is not more work, but it is different work," says Moore. "And when the work is different, teachers are going to need support to figure that out. The question becomes one of how do we support teachers to take up their practice in a situated and context-specific way. There is no one-size-fits-all approach. It's about trying different things, sharing our learning and focusing on the process."

Moore provides the example of her work as a consultant to the Maple Ridge School District, where each school is connected to one of three inclusive education facilitators. The facilitators meet with school teams multiple times over the year, presenting research-based strategies and frameworks and then giving teachers the opportunity to plan, go back into the classroom and experiment with new approaches. Moore and her two colleagues also go into schools to model what these inclusive strategies look like in practice, and to co-teach classes through processes similar to those used in a lesson study. Other teachers are invited to observe the class, which is then followed by a debriefing session. →



McGhie-Richmond says that her research shows that one of the most important factors in creating an inclusive learning environment is an openness to collaboration: being comfortable saying that you aren't sure what to do and seeking help.

"Having an open and collaborative way to work within a school is essential," she says. "Ongoing opportunities for teachers to collaboratively problem-solve, work and teach together need to be embedded in their everyday practice." McGhie-Richmond notes that school leadership sets that tone and expectation by creating time and spaces for teachers to collaborate to develop effective instructional practice.

Seeking out professional development and post-graduate learning opportunities

Regulatory standards specify that BC's teacher education programs must offer three credits in "studies related to teaching students with special needs which include diagnosis, planning for instruction and assessment and evaluation." Programs must also have content that recognizes "the diverse nature of our society and which addresses throughout the program philosophical, ethical, and societal concerns" with specific attention to areas of diversity.

Yet completion of a three-credit course and exposure to content that covers various areas of diversity may not necessarily be enough to ensure that new teachers feel confident in their abilities to support all learners in their classrooms. A survey conducted by the BC Teachers' Council in 2014 found that a significant number of new teachers felt their teacher education programs had not provided them with the tools to "recognize and work effectively with students with special needs, physical disabilities, emotional/behavioural disorders or students at risk."

While classroom practice, professional development and collaborative learning opportunities can help boost new educators' confidence, teachers can also pursue additional studies in inclusive education as a way of deepening their practice.

Many faculties of education in BC offer specialized programs in inclusive education for teachers wanting to enhance their skills and expertise. McGhie-Richmond was one of the developers of and is an instructor for the University of Victoria's Professional Specialization Certificate and Diploma in Special Education that is beginning its tenth year. The programs are offered online in a cohort model complemented by a three-week on-campus Level B Assessment course each July. New and experienced teachers →

“Teaching for diversity is not more work, but it is different work,” says Moore. “And when the work is different, teachers are going to need support to figure that out. The question becomes one of how do we support teachers to take up their practice in a situated and context-specific way. There is no one-size-fits-all approach. It’s about trying different things, sharing our learning and focusing on the process.”

benefit from the cohort model, working and learning together. Successful completion of the diploma meets TQS requirements for category five or five plus.

Universal Design for Learning provides the foundation and is developed through the courses in the programs. In addition to delving into strategies for Differentiated Instruction, assistive technologies and assessment of learning needs, the programs also expand teachers’ skills as collaborators and communicators.

“Research shows that providing opportunities for teachers to work collaboratively is essential, and the certificate and diploma therefore offer explicit instruction on best practices in collaboration and communication,” says McGhie-Richmond. “If we’re saying that this is an essential component of inclusive practice, we also need to prepare teachers to do this and learn from each other.”

Educational partners collaborate on inclusive education

In 2017 the BC Ministry of Education conducted jurisdictional and literature reviews, analyzed information from the Special Education Policy Review Project that was completed in 2015, and worked with BC Council of Administrators of Special Education to draft an Inclusive Education Multi-Year Plan. Patricia Kovacs, Director of Inclusive Education at the Ministry of Education, says that the Ministry consulted with formal and informal education partner groups to develop the plan, which establishes priorities of focus over the next two to five years.

“We have worked very hard to develop connections and build relationships with formal and informal stakeholders,” says Kovacs, who explains that the priority work that emerged out of the

consultation process is organized around the following three themes:

- A common understanding of inclusive education aligned with current research and promising practices is necessary to ensure a strong framework for inclusion aligned with curriculum, assessment, reporting and graduation
- The diversity of today’s classrooms requires a flexible curriculum that allows for each student to develop and explore personal passions and interests
- Data informs policy and program decision-making and is used to improve student outcomes

Areas of collaboration between the Ministry, school districts and educational partners have been identified for each theme, along with an outline of priority work over the next five years. The plan – developed in close collaboration with partner groups – is founded on a belief statement: “Each student can learn; learning requires active participation; learning is an individual and social process and learning occurs in a variety of ways and at different rates.”

It’s an insightful guiding statement, speaking to every student’s need to belong, be challenged and be treated with respect and dignity. As McGhie-Richmond says: “We need to have high expectations for each student. Belonging is fundamental to who we are as humans, and understanding that and keeping that central is important.”

Moore also has a few last words of advice for educators: “We cannot do everything, but we can all do something. Inclusive education is about more than just creating space for disability – it is teaching to diversity in all its many aspects.” ←

LEARN MORE

- Shelley Moore’s blog, blogsomemoore.com, includes handouts, videos, instructional resources and templates
- The BC Ministry of Education offers inclusive education resources at www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/inclusive-education
- In addition to the certificate and diploma programs offered at the University of Victoria, other teacher education programs in BC also offer programs in inclusive education: check their websites for more information

MEET HOWARD KUSHNER, COMMISSIONER FOR TEACHER REGULATION



Howard Kushner,
Commissioner for Teacher Regulation

Former British Columbia Ombudsperson Howard Kushner was appointed Commissioner for Teacher Regulation in March 2018. *Learn* spoke with him about his new position, his background and his commitment to a fair, timely and transparent disciplinary process.

Tell us about the role of Commissioner.

The Commissioner is an independent officer appointed by the Lieutenant-Governor in Council. Under the *Teachers Act*, the Commissioner receives reports and complaints about teacher conduct and competence and then makes a preliminary review to decide on next steps. Next steps can include taking no further action or initiating a consent resolution process or investigation. Possible outcomes of an investigation can include dismissing the complaint or report, making a proposal for a consent resolution agreement or issuing a citation, which leads to a hearing. If the complaint or report goes to a hearing, the Commissioner appoints a three-person panel to hear the case and determine the outcome.

The Office receives about 250 complaints or reports a year. While the Commissioner is not an employee of the Ministry of Education, the role is supported by a team of investigators, intake officers and administrative support staff at the Teacher Regulation Branch. These individuals handle the day-to-day work of the Commissioner's Office including intake, investigation and hearings. →

Can you tell us about your career leading up to this appointment? What skills and strengths do you bring to the position?

I am a lawyer by training and have had a varied career that includes working in the public sector, teaching at the University of British Columbia and the University of Alberta, serving as Ombudsperson of BC and working for and advising numerous professional regulatory bodies in BC. My work from 1999-2006 as Ombudsperson has many areas of overlap with my current role. The Office of the Ombudsperson investigates complaints from the public to ensure that provincial and local government authorities have acted fairly and reasonably. I subsequently was the Chief Legal Officer of the Law Society of BC, overseeing the discipline and complaints process for lawyers. After semi-retiring in 2012, I continued to provide legal advice to a number of regulatory authorities, including the College of Physicians and Surgeons of BC, the College of Dental Surgeons of BC and the Association of Professional Engineers and Geoscientists. During this time, I also served on disciplinary panels for BC's teaching profession.

Why did you decide to take on this position?

The Office of the Commissioner for Teacher Regulation was established based on two guiding principles: the public interest and transparency. These are principles that I have focused on for many years, first as Ombudsperson and subsequently in providing advice to various regulatory bodies. The Commissioner's role provides an excellent opportunity to apply my skill set to one particular profession - to look at issues of conduct and competence that arise in the context of the teaching profession.

What are your top priorities in this role?

I am continuing the work of the previous Commissioner and am still familiarizing myself with the processes and systems in place. Bruce Preston, the past Commissioner, expressed concerns about delays, and I agree that it is important that reports and complaints be dealt with as expeditiously as possible.

"I am a lawyer by training and have had a varied career that includes working in the public sector, teaching at the University of British Columbia and the University of Alberta, serving as Ombudsperson of BC and working for and advising numerous professional regulatory bodies in BC."



*Howard Kushner,
Commissioner for
Teacher Regulation*

However, although we want to avoid delays, a fair process takes time and complaints and reports need to be reviewed carefully. If they proceed to an investigation, that too takes time. It's a challenge in any complaint system to ensure you are getting all the information you need and decisions are being made in an appropriate time frame. Having said that, we need to do whatever we can to reduce delay. Delay is both frustrating for complainants and stressful for the person who is the subject of the complaint or report.

Along with timely reviews, we also want to ensure the process is fair and transparent. The person who is the subject of the complaint or report needs to know the details of the complaint and have the opportunity to respond and put forward their point of view. Transparency is also important. This includes respecting privacy issues, as well as providing reasons for decisions to explain how and why a decision was reached so that the public, complainants and other stakeholders better understand the process.

Is there anything else you'd like to share with readers?

Teachers play a fundamental role in ensuring the success of our students. They interact with their students on a daily basis providing leadership and guidance. The Commissioner's role in reviewing complaints respecting teachers' conduct and competence contributes to maintaining the public's trust in our education system. ←

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 to Jason Leber, manager of youth programs at the Industry Training Authority.



Jason Leber, manager of youth programs at ITA

Industry Training Authority

Founded	The Industry Training Authority (ITA) was formed in 2004 to co-ordinate BC's skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and government to issue credentials, support apprenticeships, fund programs, set program standards and increase opportunities in the trades.
Structure	ITA is a crown agency under the Ministry of Advanced Education, Skills and Training. It is governed by a nine-member Board of Directors.
Apprentices & Employers	There are more than 45,000 registered trades training participants in BC, including youth foundations and pre-apprenticeship participants. There are over 10,000 employer sponsors who hire and train apprentices in BC.
Vision	To create a world-class training and apprenticeship system for British Columbians.
Phone	1-866-660-6011
Website	itabc.ca youth.itabc.ca



Tell us about ITA's Youth Programs.

ITA's Youth Programs are all about giving youth a career path to trades. For students in elementary school, we run Youth Discover Programs. Districts can apply to us for grants to run Maker Days or events that give students hands-on experience in a trade. We also offer professional development for teachers, including strategies for incorporating design thinking into their classes. Last year, more than 12,000 students between kindergarten and Grade 9 participated in a Discover program.

In high school, we offer Youth Explore the Trades Programs. These are often offered as a Grade 10 elective that gives students the opportunity to explore three different trades over the course of the year. Students can experiment and try out trades, so that if they decide to pursue an apprenticeship stream, they already have some hands-on experience in that area.

Finally, our youth apprenticeship programs in high school consist of Youth Train in Trades (the classroom portion that accounts for about 20 percent of the apprenticeship) and Youth Work in Trades (the hands-on training in the workplace that accounts for about 80 percent of the apprenticeship). Students who pursue the Youth Train in Trades program typically complete trades training at their high school or a partner post-secondary institution. Students in the Youth Work in Trades program are hired by an employer, as a registered apprentice, get paid and accrue hours towards the work-based training requirements. →

What are some important milestones for ITA's Youth Programs?

The mid-2000s was when we launched the dual-credit Train in Trades and Work in Trades programs that enable students to begin their apprenticeship training while in high school, receiving credit towards their high school diploma, Level 1 of classroom training and work hours.

Another important milestone was our 2016/17 restructuring of the Youth Trades Programs that gave districts a strategy and pathway for introducing students to the trades and the career opportunities as early as Grade 5. Research shows that the earlier we introduce trades to students, the more likely they are to consider a trade as a career.

What are some of your successes as an organization?

We are most proud of the stories we hear from students who have found their passion: it's rewarding to know that our work has helped students find a career that aligns with their interests and skills. We've grown our Youth Trades Programs from 3,000 students a year to just over 5,000 by the end of this school year, which shows the growing interest in these opportunities thanks to increased awareness, funding and support. We're also pleased with the awareness in the employer community that they can meet their workforce needs by hiring youth apprentices through our programs.

How does the ITA work with other education partner groups?

Our primary partnerships are with each of the 60 school districts across the province, as well as with independent schools and First Nations schools. We work with districts to help them grow the programs and we have developed and made available comprehensive support materials for teachers, including curricula and resources accessible on Open School BC. We also reach out to post-secondary institutions as these organizations will offer the technical training component if it is not available within the school district.

What are some of the challenges facing the growth of your programs?

It can be hard to find certified teachers with technical training – those with their Red Seal Endorsement and a post-secondary degree in education. We're working with education partners to explore ways to upskill teachers. We're also concerned any time we see shops in schools closing. We need to ensure there are sustainable funding levels for trades programs and teachers in place who can deliver those programs.

What do you wish people knew about ITA and trades in general?

Many trades require a high level of knowledge and skill, especially in math and problem solving. Although attitudes are shifting, we wish parents, educators and counsellors better understood that trades training programs benefit all students, no matter what their career goals. Anyone with even a year or two as an apprentice on their resumé is going to stand out from others when applying for a job or to a post-secondary educational program.

For those who do choose to go into the trades, they can, on average, finish their apprenticeship in four years, without any student debt and earning money throughout the duration of their trades education. It gives students a fantastic start on their early working years, and there are so many career advancement opportunities to explore as they gain experience. ←

“We are most proud of the stories we hear from students who have found their passion: it's rewarding to know that our work has helped students find a career that aligns with their interests and skills. We've grown our Youth Trades Programs from 3,000 students a year to just over 5,000 by the end of this school year, which shows the growing interest in these opportunities thanks to increased awareness, funding and support.”

Randy Stetson with her Best Buddies group



Randy Stetson, an integration support teacher at Claremont Secondary School



Teaching assistant Lauryn Orme with student at Claremont



FOSTERING FRIENDSHIP: Best Buddies program creates connections

Claremont Secondary School's Best Buddies program provides valuable opportunities for students with intellectual and developmental disabilities to make friends and be part of a larger social group. →

Randy Stetson, an integration support teacher at Claremont, says there are around 10 students in the Saanich school of more than 1,200 who are appropriate for the Best Buddies program. The students may have autism, developmental delays or mild to severe intellectual disabilities, and they are generally functioning below the age level of their neurotypical peers.

"It's easy for these students to get lost in a big school," she says. "They are often in separate life skills classes, and if they're in a regular classroom they may have an educational assistant, which can create a barrier to forming friendships with other students. They often don't feel a strong connection to the school." Seven years ago, Stetson introduced the Best Buddies program as a way for neurotypical students (called peer buddies) and students with disabilities (called buddies) to create a community.

Each peer buddy is matched with a buddy at the beginning of the school year. The Best Buddies group meets once a week for lunch, and several times a year everyone will get together outside of school to participate in an activity or event. Peer buddies and buddies also communicate regularly in person, by phone or email.

"This is life-changing for the buddies – literally life-changing," says Stetson. "Students now have points of connection within the school: they receive texts from friends and are greeted in the

"My favourite musical is Annie. My favourite subject is Math. I'm in Grade 13. My buddy and I talk and play iPad games. I have known her one year. It's good to be with people." - A STUDENT AT CLAREMONT

hallways, not just by their own peer buddy, but by everyone associated with the group and the friends of the friends."

Her advice for other educators interested in introducing the program into their school is to start by identifying those students who would make good peer buddies by asking counsellors and teachers for recommendations. She says the program's success depends on the commitment of the peer buddies, and that once they are in place the program is relatively self-perpetuating.

"I've had one of the buddies tell me how happy he was to finally be part of a group where he felt welcomed and that provided him with a social life at school," Stetson says. "And parents have told me that this is the first time their child has had a phone call from a friend. These small things add up, increasing the buddies' confidence in their ability to interact socially and make lasting personal connections." ←



Randy Stetson and students enjoy a Best Buddies lunch break at Claremont



LEARN MORE

- Best Buddies Canada (bestbuddies.ca) offers useful resources and support for schools wanting to set up a program.

NEWS + NOTICES FROM THE TRB

“YOUR ACCOUNT” LOGIN PAGE NOW ACCESSIBLE VIA BCeID

Over the past few months, the Teacher Regulation Branch (TRB) has been making improvements to the Certificate Holders' Area and Applicants' Area of the TRB website. These two areas have now been merged into “Your Account” with a single login page. Certificate holders and applicants can now log in using government BCeID accounts. This change makes it easier for certificate holders and applicants to access and view their information in a single place. Using a BCeID better aligns with government login requirements and provides increased security for personal information. Learn more by visiting the “Your Account” login page on the TRB website. ←

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 TRB facilitates compliance with this requirement by collecting your authorization and submitting it to the Criminal Records Review Program of the Ministry of Public Safety and Solicitor General, which conducts the check. Certificate holders who last authorized the processing of their CRC through the TRB before 2014 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 into Your Account on the TRB website. ←

ANNUAL PRACTICE FEE 2018-2019 PAYMENT REMINDER

Under the *Teachers Act*, for certificate holders to retain valid BC Ministry of Education certification, the annual practice fee of \$80 must be paid by May 31, 2018. The Act stipulates that 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. 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 payment fee now applies. For more information on how to pay the fees, please visit the Fee Information section under the Certificate Services tab on the TRB website. ←

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 the Check a Teacher's Status on the Online Registry link 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. For more information, visit the TRB website, click on the Certificate Services tab and choose Proof of Certification in the menu. ←

CERTIFICATE HOLDERS, PLEASE MAINTAIN THE ACCURACY OF YOUR CONTACT INFORMATION

If the TRB does not have up-to-date contact information for you, you may not be receiving notices and news – such as changes to standards or regulations – that affect you as a BC educator. You can easily update your email address and mailing information online. Log in to Your Account on the TRB website and edit your profile. Remember to save your changes and log out when you have finished. ←

BRITISH COLUMBIA TEACHERS' COUNCIL 2018 ELECTION RESULTS

The 2018 elections have taken place and the results are posted on the TRB website. The term for the following newly elected British Columbia Teachers' Council members will end in the spring of 2021: Jatinder Bir (Fraser Zone), Janine Fraser (Interior Zone), Matthew Cooke (Northern Zone), Marjorie Dumont (Vancouver Coastal Zone) and Alice Kedves (Vancouver Island Zone). ←

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

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.

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 A Teacher (T-BL-2017)

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand

The summary is published under section 54(3) of the *Teachers Act* to protect the identity of a student who was harmed, abused or exploited by the teacher. In June 2017, a district made a report about a high school teacher under section 16 of the *School Act*. The teacher failed to immediately report a student's suspected self-harming to district staff or to the student's parents even though the teacher was aware that the student had been previously hospitalized for suicidal thoughts. The teacher resigned in July 2017. The teacher entered into a consent resolution agreement with the Commissioner in which the teacher agreed to a reprimand. ←

CERTIFICATE HOLDER Fred Barisenkoff

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand

In September 2016, a district made a report under section 16 of the *School Act* about Fred Barisenkoff, who was employed as a high school teacher. Barisenkoff would periodically pat female students on the head. As a result, some students reported feeling uncomfortable. During the 2015/16 school year, Barisenkoff would periodically use profanity or raise his voice when he was angry or frustrated. On November 20, 2015, a student in Barisenkoff's Grade 9 class wanted to leave early and there was confusion about whether he had the appropriate permission. Barisenkoff lost his temper, yelled at the student in front of the class and told him he was not allowed to leave. During the interaction, Barisenkoff was approximately 20 centimetres from the student. On November 23, 2015, after a storage compound in the mechanics class had been vandalized, Barisenkoff proposed that to use the equipment all students agree to be responsible for it. When one student who had missed many of the discussions questioned the proposal, Barisenkoff told the student he was selfish and was keeping the other students back. The student felt threatened and ultimately dropped the class. On February 2, 2016, Barisenkoff was teaching a Grade 10-12 mechanics class. A Grade 9 student had been given permission to take the advanced class. Barisenkoff told the student in front of his classmates that →

he knew a little about a lot of things, but not a lot about everything, which the student reported was humiliating. Barisenkoff also made the student repeatedly read a safety rule out loud in front of classmates. The student reported feeling embarrassed and subsequently dropped the class. On January 10, 2018, the Commissioner executed a consent resolution agreement in which Barisenkoff agreed to a reprimand. ←

CERTIFICATE HOLDER Tara Anne Belcourt

AGREEMENT Professional Misconduct/Standards 1, 2, 3, 4 and 5

DISPOSITION Reprimand/Limitation

In April 2014, a district made a report under section 16 of the *School Act* about Tara Anne Belcourt, who was employed as an elementary school teacher. On May 22, 2013, while teaching a Grade 4/5 class, Belcourt took the students on a field trip to the Vancouver Art Gallery. During the trip, Belcourt interacted with the students in a disrespectful and unprofessional way by using a loud voice that was perceived by other adults as screaming and by making demeaning comments to or about students. During the 2013/14 school year, while teaching a Grade 4/5 class, Belcourt failed to provide an effective learning environment for students by failing to properly plan and deliver lessons and by failing to manage the classroom. On January 12, 2018, the Commissioner executed a consent resolution agreement in which Belcourt agreed to a reprimand and that her certificate of qualification be limited to working as a non-enrolling teacher. Belcourt may apply to be released from the limitation by providing satisfactory proof that she has successfully completed a course in classroom management. ←

CERTIFICATE HOLDER Darryl Egan Inancsi

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand

In October 2012, a school district made a report under section 16 of the *School Act* about Darryl Egan Inancsi, who was employed as a high school teacher. In September 2012, Inancsi interacted with students in an inappropriate and unprofessional way, which included asking a female Grade 11 student who was pregnant if pregnancy made her “hornier,” asking another female student whether she did drugs over the summer and repeatedly raising his voice and swearing at students. On February 20, 2018, the Commissioner executed a consent resolution agreement in which Inancsi agreed to a reprimand. ←

CERTIFICATE HOLDER Arezoo Bastany Oskooee

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

In April 2017, a district made a report under section 16 of the *School Act* about Arezoo Bastany Oskooee, who was employed as a special needs teacher. Bastany Oskooee called in sick to work on November 7 to 10, 2016. However, she was not sick but was instead on a trip out of the country. Bastany Oskooee should have been teaching on November 7-9, 2016, and she was supposed to participate in professional development on November 10, 2016. On October 3, 2017, the Commissioner executed a consent resolution agreement in which Bastany Oskooee agreed to a reprimand. ←

CERTIFICATE HOLDER Hal Blaine Blackwater

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand

In July 2015, a district made a report under section 16 of the *School Act* about Hal Blaine Blackwater, who was employed as a middle school teacher. On January 21, 2014, Blackwater confronted two female Grade 8 students in the school office. During the incident, Blackwater was visibly angry and yelled at one student while the other student was crying. The students reported that Blackwater was threatening to them, both physically and through his tone of voice, and that they were afraid of him. On October 28, 2014, a Grade 6 student and a Grade 7 student were looking through another student’s backpack. Instead of telling them to stop, Blackwater went through their backpacks in front of the class, ridiculing the two students about the contents of their bags. When he came across one student’s crumpled work assignment, he said, “Look what I found – toilet paper.” The class laughed, and the two students reported feeling humiliated. On October 19, 2017, the Commissioner executed a consent resolution agreement in which Blackwater agreed to a reprimand. ←

CERTIFICATE HOLDER Weldon Cheung**AGREEMENT** Professional Misconduct/Standard 1**DISPOSITION** Certificate suspended for two weeks

In September 2017, a district made a report under section 16 of the *School Act* about Weldon Cheung, who was employed as a high school teacher. On or around May 15, 2017, Cheung asked a female student in his Grade 10 physical education class to demonstrate the proper technique for a type of curl-up. As the student was demonstrating, Cheung approached her and hit her in the stomach several times with a closed fist, saying something like “if clients don’t do this right, this is what I do.” He explained that if the exercise is done properly, the muscles are flexed and the punching does not hurt. The student reported feeling pain and was left with bruises on her abdomen. On May 30, 2017, Cheung told the class he wanted to teach an elective course on self-defence. The same student asked if he would be teaching how to get out of a headlock. Cheung responded that if a man like him put her in a headlock, she would not be able to get out. He then asked her to stand up and he put her in a headlock. The student described the hold as being so tight that she could not breathe, causing her to struggle, panic and grab at Cheung’s forearms. Cheung held the student tighter and pulled her backwards, causing them both to fall. After the student fell, she lost consciousness. After the incident, the student reported feeling sore in her neck and shoulders. Cheung did not seek help from the school first aid attendant and did not tell the school administration or the student’s parents that she had lost consciousness. On December 21, 2017, the Commissioner executed a consent resolution agreement in which Cheung agreed to a two-week suspension of his certificate. ←

CERTIFICATE HOLDER Matthew Norman Lettington**AGREEMENT** Professional Misconduct/Standard 1**DISPOSITION** Reprimand/Certificate holder to complete a course

In September 2015, the Commissioner initiated an investigation into Matthew Norman Lettington’s conduct under section 47(1)(b) of the *Teachers Act*. In October or November 2014, a student in Lettington’s Grade 12 photography class asked him why the paintbrushes were dirty. Lettington replied using a derogatory and demeaning term about the abilities of other students. In November 2014, a female student told Lettington that she might not be in class on a certain day. Lettington asked “Why? Is it a boyfriend?” When the student said it was because of a cousin, he asked “Is it a kissing cousin?” When the student looked confused, Lettington did not offer an explanation of what the term means. The student reported that this made her feel “weird and awkward.” While explaining a “selfie” project, Lettington showed sample images from social media. He made a point of saying that girls like to get their bust in the picture after which he began to laugh nervously. At least one student reported feeling uncomfortable. Lettington also posted one photo of a student on his Facebook page where her face was not obscured although she was wearing sunglasses, and on Instagram he posted another photo of a student with her face obscured. He did not have parental consent to publish these photos as required by district policy. During a Grade 12 film studies class, Lettington took a photo without a student’s consent. He manipulated the photo and sent it to the student’s classmate via a private Instagram message and engaged in an exchange with the classmate. On October 3, 2017, the Commissioner executed a consent resolution agreement in which Lettington agreed to a reprimand and to complete a course on creating a positive learning environment. ←

CERTIFICATE HOLDER Jeffrey Rohin Muthanna**AGREEMENT** Professional Misconduct/Standard 1**DISPOSITION** Reprimand

In September 2016, a district made a report under section 16 of the *School Act* about Jeffrey Rohin Muthanna, who was employed as an elementary school teacher. For approximately two years, Muthanna used his district laptop to access pornographic images and a chat room during non-work hours. This was contrary to the district’s acceptable use guidelines that prohibit the use of district equipment to access or download sexually oriented material. On June 2, 2016, Muthanna was using his laptop while teaching his Grade 6/7 class. While online and attempting to project an educational site onto the whiteboard, a picture of female genitalia from an Internet “pop up” was inadvertently projected. This was seen by students and an education assistant. On November 28, 2017, the Commissioner executed a consent resolution agreement in which Muthanna agreed to a reprimand. ←

CERTIFICATE HOLDER Daniel Shaen David Artur Oliver

AGREEMENT Professional Misconduct and Conduct Unbecoming/Standards 1 and 2

DISPOSITION Certificate cancelled

In June 2016, the Commissioner initiated an investigation under section 47(1)(b) of the *Teachers Act* after learning that Daniel Shaen David Artur Oliver had been charged under the Criminal Code. On the same day, a district made a report about Oliver under section 16 of the *School Act*. Oliver signed an undertaking not to teach in any role that required a teaching certificate or letter of permission until the matter was resolved or the Commissioner released him from the undertaking. On January 31, 2017, Oliver was charged with one count of possession of child pornography, to which he pleaded guilty. On April 24, 2017, Oliver was sentenced to six months in jail with three years of probation on conditions and a requirement to comply with the *Sexual Offender Information Registration Act* for 10 years. On October 10, 2017, the Commissioner executed a consent resolution agreement in which Oliver agreed to the cancellation of his certificate of qualification. ←

CERTIFICATE HOLDER Mehmet Metin Toyata

AGREEMENT Conduct Unbecoming/Standard 2

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

In April 2013, a district made a report under section 16(2) of the *School Act* about Mehmet Metin Toyata, who was employed as a high school teacher. In July 2013, Toyata signed an undertaking not to teach in any role that required a teaching certificate or letter of permission until the matter was resolved or the Commissioner released him from the undertaking. On October 10, 2014, Toyata was charged with accessing, importing or distributing, and possessing child pornography. In November 2014, the Commissioner initiated an investigation under section 47(1)(b) of the *Teachers Act* after learning of the charges. Toyata pleaded guilty to charges related to accessing and possessing child pornography in May 2015. The charges relating to importing or distributing were stayed by Crown counsel, and the charge of accessing child pornography was conditionally stayed by the trial judge. On August 10, 2016, Toyata was sentenced to 60 days' imprisonment on the charge of possessing child pornography, and he was placed on three years' probation with terms. On October 11, 2017, the Commissioner executed a consent resolution agreement in which Toyata agreed that he will never apply for, and the Director of Certification will not issue him, a certificate of qualification, an independent school teaching certificate or a letter of permission. Toyata's certificate of qualification was cancelled in 2015 for non-payment of fees. ←

CERTIFICATE HOLDER Nicole Monique Vieira

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand/Certificate holder to complete a course

In December 2014, an independent school made a report under section 7 of the *Independent School Act* about Nicole Monique Vieira, who was employed as a high school teacher. The following events occurred between September and December 2014. During this period, Vieira openly referred to five students as her "Favourite 5." During a flex block, Vieira braided a student's hair while other students were trying to complete their work and receive help from her. She continued to braid the student's hair while responding to another student's request for help. Vieira breached acceptable boundaries with her students by using numerous social media platforms to exchange messages with them about non-school-related activities. In some of the messages, Vieira shared inappropriate and personal information about herself, and she used inappropriately familiar language. As a result of these exchanges, a number of students came to consider Vieira as a "friend." On October 31, 2017, the Commissioner executed a consent resolution agreement in which Vieira agreed to a reprimand and to complete a course on boundaries. ←

CERTIFICATE HOLDER Conrad Douglas Wiker

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

In March 2017, a district made a report under section 16 of the *School Act* about Conrad Douglas Wiker, who was employed as a middle school teacher. On January 30, 2017, Wiker called in sick to work. He attended a meeting related to his personal business and not in his capacity as a district employee. At the meeting, he presented an organization with an award he had made using school equipment and resources. On January 10, 2018, the Commissioner executed a consent resolution agreement in which Wiker agreed to a reprimand. ←

STANDARDS for the Education, Competence and Professional Conduct of Educators in British Columbia



1. Educators value and care for all students and act in their best interests. Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2. Educators are role models who act ethically and honestly. Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. Educators understand and apply knowledge of student growth and development. Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

4. Educators value the involvement and support of parents, guardians, families and communities in schools. Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting. Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

6. Educators have a broad knowledge base and understand the subject areas they teach. Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

7. Educators engage in career-long learning. Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

8. Educators contribute to the profession. Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

The Standards for Educators communicate to certificate holders, letter of permission holders and the public a description of the work of educators – what they know, what they are able to do and how they conduct themselves as they serve the public. The Standards provide the foundation and stability on which educators can grow, articulating both the values and characteristics that distinguish their work. Read about the BC Teachers' Council and the Independent School Teaching Certificate Standards Committee that establish these standards on the [TRB website](#).