

ISSUE EIGHT | SUMMER/FALL 2014

learn

THE MAGAZINE OF BC EDUCATION

Project-Based Learning: The Forest as Classroom

4

LEARNING IN DEPTH

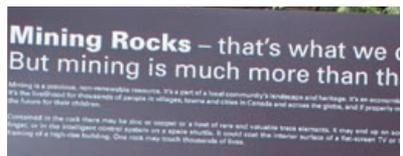
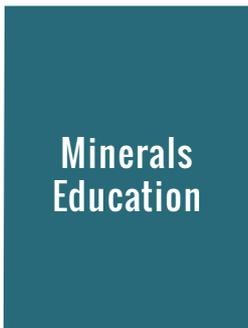
13

A MULTI-AGE INQUIRY-BASED CLASSROOM IN SAANICH

18

CONDUCT EXPECTATIONS FOR COACHES

22



A teacher-industry partnership program dedicated to Earth sciences, mineral resources and mining education.

MineralsEd 900-808 West Hastings Street, Vancouver, BC T 604.682.5477 W www.MineralsEd.ca

learn

SUMMER/FALL 2014

IN THIS ISSUE →

↘ FEATURE 4



↗ FEATURE 13



↗ IN PROFILE 18



FEATURES

4 PROJECT-BASED LEARNING TURNS A FOREST INTO A CLASSROOM

Port Alberni educator Ryan Dvorak combines natural resource management with the Grade 9 curriculum to create transformational learning opportunities

13 LEARNING IN DEPTH

SFU professor Kieran Egan discusses his simple yet radical approach to curriculum innovation

EXPLORE

10 OPENING DOORS TO POST-SECONDARY EDUCATION

Vancouver Island University leads the way in minimizing barriers to education beyond Grade 12

IN THE PUBLIC INTEREST

22 PROFESSIONAL CONDUCT ADVISORY ON COACHING SCHOOL SPORTS

24 DISCIPLINE CASE DECISIONS AND CASE SUMMARIES

IN EVERY ISSUE

16 BRANCH NEWS + NOTICES

17 BITS + BYTES

18 IN PROFILE

ON THE COVER Ryan Dvorak – Alberni District Secondary School
Port Alberni

Photograph by Hamid Attie

learn

THE MAGAZINE OF BC EDUCATION

THE MANDATE OF THE TEACHER REGULATION BRANCH

The Teacher Regulation Branch is part of the Ministry of Education. Its mandate is to regulate educators and it is empowered through the *Teachers Act* to ensure that educators who work with students in BC classrooms are competent and suitable for the important role they play in society.

KEEP IN TOUCH

Learn and other communications of the Branch are the means by which the Branch informs its certificate holders 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.

To subscribe to *Learn* via email, simply edit your profile in the certificate holders area at bcteacherregulation.ca.

Readers' questions and comments about *Learn* are welcome and may be submitted to trb.magazine@gov.bc.ca.

Learn's EDITORIAL POLICY

The Branch welcomes ideas and topics of interest for articles. Please send your suggestions by email to trb.magazine@gov.bc.ca.

The Branch does not necessarily endorse any product advertised in *Learn*. The Branch takes no responsibility for the content of ads, promises made or the quality/reliability of the products or services offered in the advertising.

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

as per agreement Publication No. 40050835
ISSN 1915-5182

Ministry of Education
Copyright ©2014 All rights reserved

Learn is printed on paper that is Forest Stewardship Council® (FSC®) certified. FSC is an international, membership-based, non-profit organization that supports environmentally appropriate, socially beneficial and economically viable management of the world's forests.



BCTEACHERREGULATION.CA

ADVERTISING ENQUIRIES

Ronda Barzilay
t 250 707-0720 | f 250 707-0716
toll-free 1 888 847-6632
rondabarzilay@shaw.ca
rondabarzilay.com

RETURN UNDELIVERABLE CDN MAIL TO

Teacher Regulation Branch
400 - 2025 West Broadway
Vancouver BC V6J 1Z6
t 604 660-6060
toll-free 1 800 555-3684

PRODUCED 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

PRINTER Mitchell Press



Learn and grow together at our **WORLD-CLASS EVENTS**



William M.
Ferriter



Garfield
Gini-Newman



Cheryl
Lemke



Will
Richardson



Karen
Branscombe



Damian
Cooper



Anne
Davies



Tom
Hierck



Ken
O'Connor



Ainsley B.
Rose



Gerry
Varty



Austin
Buffum



Mike
Mattos

21st Century Skills Workshop

October 24–25 Vancouver, BC

#st21c

Design tomorrow's learning using the latest social, learning, and neuroscience research on critical thinking, multitasking, multimodal learning, collaboration, and engagement.

There's no better way to spend your provincial PD day.

Assessment NOW Canada

November 3–5 Victoria, BC

#asmtnow

Learn from Canadian assessment leaders who challenge you to rethink assessment and grading systems, as well as classroom strategies, to ensure effective instruction and increased student learning.

RTI at Work™ Workshop

November 13–14 Vancouver, BC

#rtiaw

Mike Mattos and Austin Buffum have worked with hundreds of schools throughout North America and can help your school make RTI efficient, effective, and equitable.

Register today!

solution-tree.com/CanadianEvents 800.733.6786

When the forest is the classroom ...





PROJECT-BASED LEARNING IN THE ALBERNI SCHOOL DISTRICT

It's unlikely that you'll hear the students in Ryan Dvorak's Grade 9 class question the relevance of what they're learning. That's because the 14 students are part of a unique program where they demonstrate their learning through their work on a local woodlot, a Christmas tree farm, a fish hatchery and the area's streams and parkland.

The Alberni District Secondary School (ADSS) Project-Based Learning Program was first launched in the 2008-2009 school year as a pilot project to explore how natural resource management could be used as a vehicle for academic instruction. Dvorak came on board to implement the program, which is still going strong thanks to support from the district, local businesses and community partners.

Every morning, students meet with Dvorak at ADSS and are bussed two or three times a week to a one-room building on a Christmas tree farm and woodlot. It's during this morning block that the students cover all of the academic content of the Grade 9 curriculum, spending at least half of their time outside engaged in experiential activities. In the afternoons, they attend the larger school for their electives.

"Math, science, English and social studies are integrated in almost everything we do," explains Dvorak. "There are no silos here. We'll start with math, move into English and pull back to science - all depending on the student, the project we're working on, the work we need to cover or the time of year." →→

A photograph of a person wearing a white hard hat, a red safety vest with yellow reflective stripes, a black hoodie, and blue jeans. They are standing in a lush green forest, looking towards the right. The background shows a dense forest of evergreen trees under a cloudy sky.

Ryan Dvorak teaches Grade 9 students about natural resource management at a local Christmas tree farm and woodlot

Which road will you take to your Master's in Educational Leadership at VIU?

viu.ca/education

The Campus Commuter:

Six Friday evenings and six Saturdays per semester and one July residency.

The Scenic Route:

Study online and enjoy two brief summer residencies via the Centre for Innovative Educational Leadership at VIU.

The Bike Path:

Study full-time at VIU for one year. Contact us to help you start your journey today.

Dr. Harry Janzen,
Dean, Faculty of Education
harry.janzen@viu.ca

Donna Nelson, donna.nelson@viu.ca



VANCOUVER ISLAND
UNIVERSITY

Love where you learn.



Dvorak says that the program's focus on real-world projects makes it a transformational learning experience. In math, for example, he will teach students a concept such as measuring and calculating the volume of a cylinder. As in a traditional class, students then get a chance to practice the concept. But in addition to completing a worksheet or doing a couple of examples from a textbook, Dvorak's students get outside, put on their safety gear and scale logs to demonstrate their understanding.

In a similar manner, students use their math skills to calculate the number of trees on the Christmas tree farm to provide a baseline for inventory, use trigonometry to calculate tree height in the woodlot, and use angle measurement for farm-mapping projects. Other tree farm-based projects develop their knowledge of business, project planning and silviculture.

Students use the solar-powered electricity system of the woodlot building to develop and design projects to investigate Ohm's law. They investigate chemistry by sampling and monitoring the water quality of nearby streams. And ongoing work at a nearby fish hatchery – including egg takes – deepens their understanding of ecology.

For Dvorak, this process of “taking the abstract and making it real” is one of the key strengths of the program. These authentic, challenging and relevant activities reinforce for his students that learning has value.

“In this program, there is a strong link between learning and outcome. For our work on riparian restoration, for example, students are working alongside community organizations. Students know that they have a real job to do, and with that, a significant level of accountability. They know that if they do the job well, then they've done it right. If they →



PROFESSIONAL DEVELOPMENT FOR TEACHERS

REGIONAL DELIVERY & ONLINE OPTIONS

M.Ed. Graduate Cohorts
Diplomas & Certificates
Online Courses
F2F Courses
Summer Institutes

Discover your opportunity:
pdce.educ.ubc.ca

 @UBC_PDCE



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education

  grousemountain

Stimulate Discovery, Fuel Imagination

Wow your students with a Grouse Mountain curriculum-relevant adventure. Meet Cleo our resident barn owl, be transported by a First Nations' cultural experience, or embrace sustainability in motion with The Eye of the Wind turbine.

Book your adventure today.
Email education@grousemountain.com
or call 604.980.9311.

ONE DESTINATION, ENDLESS EXPERIENCES



GROUSE MOUNTAIN
THE PEAK OF VANCOUVER

Richer thinking and deeper understanding.

**Tools for
Powerful Learning.**

“Smart Learning
is about stimulating
brainpower”

— SUSAN CLOSE

SMART
BETTER TOOLS. BETTER LEARNING.
LEARNING

a Susan Close Learning initiative
in B.C., Alberta, Yukon
and N.W.T.

susan@susanclose.ca
Tel 604-569-7559



www.susanclose.ca

NEED EXTRA INCOME?



We are looking for certified
teachers for in home tutoring in...

Greater Vancouver **Comox Valley**
Greater Victoria **Campbell River**
Okanagan **Fraser Valley**

Resume to tutor@schooliseasy.com



1-877-ITS-EASY
schooliseasy.com

“Thank you for your support. Your staff is pleasant and truly cares about teachers and students. Keep up your amazing service.”

— *Sonia Aston, BC certified teacher*

Franchise opportunities
available in Canada

FEATURE 01



plant a tree correctly, it will live. What they bring to their work matters – and it enables them to make that link between their learning and an outcome in a way that is far more concrete than a grade on a report card.”

Over the past few years, students in his class have partnered with local environmental organizations on fisheries enhancement projects. Students in the 2013-2014 cohort recently planted several thousand trees along Dry Creek under the oversight of a registered fisheries biologist.

Students also have the opportunity to apply their knowledge in building structures. Through a partnership with Greenmax Resources, the class of 2008-2009 built much of the one-room woodlot school that is used by current students for their indoor lessons, and subsequent classes – in partnership with the school district’s residential building maintenance program – have built structures used by ADSS and the woodlot, or purchased by local organizations.

“Part of my philosophy is that students should be doing long-term projects that are permanent, that do more than get filed in a

binder or hung on a wall,” says Dvorak. According to Dvorak, when students work on these types of collaborative and hands-on projects, engagement and motivation follow. When he studied the outcomes of the program as part of his master’s degree in education, he found that participating students had statistically significant higher levels of intrinsic motivation for learning than others. The program’s emphasis on self-reflection also encourages students to become more aware of their learning process.

Dvorak believes that similar project-based learning programs could be developed at any school, anywhere in the province. “It’s a matter of following your passion. I’ve chosen forestry and natural resources because that’s what I love and the Port Alberni community is built around them. But you could run this program with a focus on agriculture or cooking or just about anything else.”

He also notes that creating an experiential project-based program around the defining characteristics of the nearby area is a good strategy for establishing long-term partnerships with local organizations. These



KWANTLEN POLYTECHNIC UNIVERSITY



**KPU Cloverdale • KPU Langley
KPU Richmond • KPU Surrey**

Your University kpu.ca

partnerships enable students to take on quasi-professional roles of significant responsibility that directly benefit the broader community.

Program funding comes from the school district as well as from community organizations, industry associations and local businesses. Dvorak names the BC Truck Loggers Association, Western Forest Products, Alberni Valley Community Forest Corporation, Greenmax Resources, the Alberni Valley Enhancement Association, the City of Port Alberni, West Coast Aquatic, the Hupacasath and Tseshaht First Nations and others as important partners for providing program funding, in-kind support and expertise.

"Here, the forest is our classroom," he says. "As educators, we can do so many amazing things with what's outside our school building when we are empowered and motivated to do so. I'm fortunate in how my class is structured. But even in traditional classes, there is a powerful shift that takes place when you get students out exploring the world and making that link between their learning, their experience and their community." ←

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

**You want to inspire others.
Let us inspire you.**

**MEd
Counselling**

Williams Lake
September 2014

**MEd
Leadership**

Terrace
January 2015

**MEds
Counselling
or Leadership**

Prince George
September 2015

**MEd
Special
Education**

Online
September 2015

BEd Elementary & Secondary - Prince George | BEd Elementary - Terrace (2015)

unbc.ca/education



PreK3 - Grade 12

Jon Zurfluh, Director
www.aas.ru



Established in 1949. PYP & IB Programme.
Non-profit school chartered by the Embassies
of Canada, United Kingdom & United States.
1300 students from over 60 countries.

We offer highly competitive salaries, fully paid furnished housing, travel allowance, comprehensive medical insurance coverage, retirement plan, generous professional development program and more!

We require overseas-hired faculty to be citizens of Canada, US, or UK, with a minimum of two years' teaching experience after receiving certification.

To apply visit
www.aas.ru/employment.
Contact: hr@aas.ru

“...empowering individual academic and holistic excellence.”



Metro Vancouver Tutors Needed

TTS is looking for qualified teachers for one-to-one, in-home tutoring in all areas of Metro Vancouver. Teachers must be BC Ministry of Education certified. Applications will be reviewed starting in August. Please do not send applications before June 24, 2014. To apply, please forward your current resume, a copy of your teaching certificate and two letters of reference. To apply online, visit our Join Our Service page at www.tutor.bc.ca.



Teachers Tutoring Service
A non-profit society

203-1929 West Broadway, Vancouver, BC V6J 1Z3
tel 604 730.3410 fax 604 730.3416
teacher@tutor.bc.ca www.tutor.bc.ca

EXPLORE

EXPLORE OPENING DOORS TO POST-SECONDARY EDUCATION

Whether they are kindergarten teachers or university presidents, educators understand the importance of minimizing the barriers that prevent students from achieving academic success. For Dr. Ralph Nilson, president of Vancouver Island University (VIU), a strongly held belief that post-secondary education should be accessible to students from all backgrounds has led to the development of innovative programs at his institution.

Nilson notes that the Nanaimo region and nearby coastal areas of Vancouver Island have the greatest number of children living below the poverty line in the province, as well as a high percentage of children in foster care. Last fall, VIU was the first university in B.C. to waive tuition fees for any student who had been in foster care for more than one year.

He says that 17 students have taken advantage of the program, at an average age of 26. “Helping this population group is in line with our institution’s values and our desire to do what we can to increase people’s choices about how they want to participate in society generally and the economy in particular.”

Recognizing that there are barriers that prevent low-income families from even considering post-secondary as an option for their children, Nilson and his team have also been active champions for the federal government’s Canada Learning Bond (CLB) program. This initiative provides children from lower-income families with an RESP of up to \$2000.

Nilson says that five years ago, only 11 percent of eligible families in the Nanaimo region had registered for the program. In an effort to reach his short-term goal of having 75 percent of eligible families register, he’s hired students to run a mobile program that helps families register their children for a social insurance number and set up a bank account – both of which are needed for the CLB.

“When a young child knows that there is money waiting for them that they can use after they graduate from Grade 12, it can shift their values and influence the decisions they make. I see so many people who don’t think they have a choice, which is why it’s important to get upstream on this, to work with families with young children. Those kids may not attend



Dr. Ralph Nilson

VIU, and that's fine, but I just want them to have choices for their future."

Other innovative VIU programs include its Elders-in-Residence initiative, which acknowledges the crucial role of First Nations Elders as knowledge keepers within the community. And peer mentoring programs and small classes provide a welcoming and supportive environment for all learners.

VIU's support also extends to top students. The university offers full-ride scholarships to the top academic student at each of Vancouver Island's 52 high schools, the top scholar-athlete on each of the school's athletic teams, and to the top two students from the island's three First Nations language groups.

Nilson believes that educational institutions like VIU have a responsibility to reduce the barriers that prevent students from accessing post-secondary education. "We're always looking for ways to help people be successful. That doesn't come at the expense of compromising standards - rather, it's about ensuring we have the programs in place to support students who need a bit of extra help." ←



Neuroplasticity and Education

Strengthening the Connection

FRIDAY OCTOBER 24, 2014 8:30am – 5:30pm

Presented by Eaton Educational Group

At the Four Seasons Hotel, Vancouver, BC

You have the opportunity to be a part of a revolutionary day in Vancouver. One where six leading experts in the fields of neuroscience and education will come together to speak about the incredible potential for positive change that comes when we understand the connections between our brain's ability to change and grow and educational practice.

SPEAKERS:



Dr. Silvia Bunge
Reasoning and the Brain: Implications for Education



Dr. Carol Greenwood
The Diet and Brain Connection: Are You Really What You Eat?



Dr. Carol S. Dweck
Mindsets: Using Neuroplasticity Concepts to Motivate Achievement



Dr. Lara Boyd
Brain Plasticity in Children with Learning Disabilities



Dr. Sara W. Lazar
The Impact of Mindfulness Training on Brain Plasticity and Cognition



Dr. Kimberly A. Schonert-Reichl
Social and Emotional Learning and Mindfulness-Based Programs in Schools

Register at: www.neuroplasticityandeducation.com



UBCO GROUP ACCOMMODATION

Bring your class to UBC's Okanagan campus between May and August and experience a night or two in student residence, check-out the beautiful campus and enjoy all the fun things Kelowna has to offer. **Youth group rate only \$39 per night!**

MORE INFORMATION: 250.807.9804

stayatubc.ca



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA
Conferences & Accommodation
Okanagan Campus



**ADVANCE
YOUR CAREER**

Study with award-winning researchers and earn a doctoral or master's degree, graduate diploma or certificate.

**FACULTY OF EDUCATION
GRADUATE STUDIES**

www.educ.sfu.ca/exploreit

Applications open starting November 15th for 2015 programs.



**Teach in China
Maple Leaf Educational Systems**

- Great Salary, Great Benefits, Great Students
- Opportunities for new professional challenges
- Experience China – while living and working with Canadian colleagues
- Positions for BC Certified academic teachers and ESL teachers

Now hiring for Fall 2014

Maple Leaf International Schools blend the best of Chinese and western content and methodology creating active learning environments for engaged students.



View the employment tab on our website at www.mapleleaveschools.com or call our Vancouver office at 604 675-6910

Maple Leaf International Schools are certified BC Global Education Program-Offshore Schools



LEARNING IN DEPTH: A SIMPLE YET RADICAL PROGRAM FOR TRANSFORMING STUDENTS' LEARNING EXPERIENCES

By Kieran Egan, Professor of Educational Theory at Simon Fraser University

Kieran Egan

Vincent Van Gogh stated that “If one is master of one thing and understands one thing well, one has, at the same time, insight into and understanding of many things.” This statement forms the foundation of the Learning in Depth program, which I developed in 2007 to provide opportunities for students to engage in deep self-directed inquiry and learning as they build unprecedented expertise on a particular topic.

Learning in Depth began in September 2008 in two classes: one in Langley and one in Victoria. Now in its sixth year, more than 20,000 children are participating annually in Learning in Depth programs around the world – from Australia and Iran to Chile and China.

Learning in Depth enables all students to become experts about one particular topic during their K-12 education. During the first few weeks of the school year, students attend a ceremony where they are assigned the topic about which they will become experts. Topics include apples, railroads, beetles, birds, counting systems, horses, the solar system, the wheel and so on. Over the course of their education, students will explore their topic in a variety of ways, gradually developing genuine expertise.

The program takes an hour a week of school time, although students often spend much more than that outside of school developing their portfolios. Within a few months, each student will know more about their topic than the teacher, so the teacher’s role is very much that of a facilitator. Once a year, students give a presentation on their topic – and these presentations are often stunning displays of learning. Children usually take to the program with great enthusiasm, and within a short time, the Learning in Depth program dramatically transforms their experience as learners.

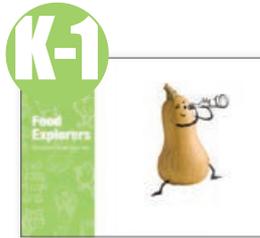
COMMON CONCERNS

Some people imagine that students will get bored with their topics after a few months – to say nothing of years. But boredom is a product of ignorance, not knowledge. The more students learn about their topics, the more interested they become. As a seven-year-old boy from Gabriola Island recently said to me, “I am obsessed with birds.”

Sometimes educators are shocked that topics are randomly assigned when students begin the program in Kindergarten through Grade 3. However, our experience shows that offering young students topic choice can be problematic – it’s typical that with young children, five will want to focus on horses, six on princesses, eight on dinosaurs. We need topics that they will be equally interested in at fifteen as at five. An increasing amount of choice is appropriate when students begin the program at later grade levels. →→



Teach one of these programs and become eligible for a mini food grant to make your lessons come alive!



Programs are:

- available through free teacher workshops
- designed to meet curriculum outcomes
- based on Canada's Food Guide
- colourful, fun and easy to teach!



Book a workshop today and begin teaching tomorrow!
For more information about resources and programs contact nutrition@bcdairy.ca or call 1.800.242.6455

FEATURE 02

And as for assessment? Teachers do not grade or formally assess students' work completed as part of the Learning in Depth program – which perhaps contributes to the program's transformative effect on students' experience of learning. But, of course, teachers informally monitor students' progress so they are better able to guide them if they ask for help.

A POSITIVE EXPERIENCE FOR TEACHERS, PARENTS AND STUDENTS

Schools have found that the Learning in Depth program creates new avenues for exchange and cooperation between students in different grades, enriches the culture of the school and provides a community focus of interest.

The Langley Superintendent told me she had heard positive things about Learning in Depth and visited some schools in her district to see it in action. She described chatting with a six-year-old boy about his topic, which was trees, and was delighted by the depth of knowledge he had gained and his enthusiasm for learning more. After a lengthy conversation, the student paused and thanked her for her interest, but said he had to go because "I've got work to do." (He only had the one hour each week to spend on his Learning in Depth project and couldn't afford to spend it chatting with the Superintendent of Schools!)

For teachers, the program opens up the classroom in exciting new directions. It positions the teacher as a learner alongside the student, removes the pressure of grading, provides the pleasure of working with enthusiastic learners and enriches the regular curriculum.

Linda Holmes, a teacher from Langley, writes: "I have never experienced the kind of questions and interactions I now have with my students." Many teachers echo the sentiment shared by Christa Rawlings in Surrey: "This is what I got into teaching for; working with enthusiastic learners, with no pressures of grading, working alongside kids and being able to help them make tangible progress in their work and skill development, is just great."

Parents are often the program's greatest supporters. The comments from Nicole Clydesdale, a parent of a student at Gordon Greenwood Elementary in Langley, are not unusual: "My

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD



**upgrade
collaborate
inspire**

**FACULTY OF EDUCATION
GRADUATE STUDIES**

FIELD PROGRAMS
www.educ.sfu.ca/fp

A Graduate Diploma program designed for today's professional teachers with direct practical application to classroom practice.

Applications close July 11th for September 2014 programs.

son was introduced to Learning in Depth by his teacher in his Grade 2 year. As [the students] studied their topics, I began to realize that my son was commanding my attention with a new excitement in his voice. I couldn't help but be amazed by the conversations . . . I was astounded by what he knew and how he was able to articulate this knowledge with such confidence."

Administrators, teachers and parents around the world are seeing the many benefits of the program. For students, Learning in Depth provides a unique opportunity to:

- acquire expert knowledge of a topic,
- develop learning skills applicable to all knowledge areas,
- engage their imaginations and emotions in learning,
- build their confidence as learners,
- share knowledge and learn from a variety of people in a variety of ways and
- be part of a community of learners.

Students' comments about the Learning in Depth (LiD) program are enthusiastic:

- From a Grade 3 girl: "I wish that every Wednesday would come really fast so that LiD day would come sooner. And that the days of the week would only slow down when I was having a really good time or on LiD day."
- From a Grade 6 boy: "LiD means to me that I get a chance to explore the things I want to know. I get to [do] LiD by myself. I have gained the understanding of exploring things my way at my speed and in my own time." ←

- Explore the Learning in Depth website: www.ierg.net/LiD.
- Contact a member of the Learning in Depth team at lid-ed@sfu.ca.
- Look at the LiDKit, which includes a wealth of resources to support educators: pacifiedpress.ca/?p=2129.

LEARN MORE

VIU: Your choice for studies in Special Education



Blended model that is accessible from anywhere in BC and beyond

- Innovative approach to the field
- Grounded in current research and evidence-based practices

Two programs to choose from:

Master of Education in Special Education
Gail.Krivel-Zacks@viu.ca

Special Education Teacher Specialty
Post-Degree Diploma
Elisabeth.Kroeker@viu.ca

For more information contact
Donna.Nelson@viu.ca

viu.ca/education



NEWS + NOTICES FROM THE BRANCH

Teach in Abu Dhabi United Arab Emirates

The Abu Dhabi Education Council (ADEC) requires qualified classroom teachers:

- Native English speakers
- University degree(s) in education or a university degree with post-secondary teaching certification or diploma
- Recognized teaching license or certificate from your home jurisdiction
- Two years recent and continuous classroom teaching experience

Adaptable, patient and committed teachers are invited to view www.aidcinc.com



AIDC

www.aidcinc.com

REQUIREMENT FOR A CRIMINAL RECORD CHECK

If you are a certificate holder and have not had a criminal record check in the last five years through the BC College of Teachers or the Teacher Regulation Branch (TRB), you are required to give your authorization for a check by completing a form and submitting it to the TRB before December 31, 2014. The TRB will be mailing individualized notices in the coming months. However, **you can help us save money and reduce waste**. If you are due to complete the criminal record check authorization this year, please consider submitting it now, as this will reduce the number of personalized notices that the TRB needs to mail to certificate holders.

To do so, please visit the TRB website, click on the Certificate Services tab, choose Criminal Record Check in the menu and follow the instructions for submitting your authorization. If you are unsure when your next authorization is due, you can confirm the date by logging in to the Certificate Holders' Area. ←

PROOF FOR CERTIFICATION

As a certificate holder, you may be asked by an employer to show proof that you are a certificate holder in good standing with the Ministry of Education. There are two ways to do this. First, you can ask your employer to enter your name into the Online Registry on the TRB website. The registry is linked to a database and provides the current status of any BC teaching certificate. The second option is to ask your employer to use the Employers' Area of the website, where 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. ←

REMINDER TO PAY THE ANNUAL PRACTICE FEE

For certificate holders to retain valid BC Ministry of Education certification, the annual fee of \$80 must be paid by May 31, 2014. Under the *Teachers Act*, boards of education and independent school authorities must deduct this fee from the pay of the certificate holders they employ. 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. ←

HAVE A NEW ADDRESS?

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

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



aitc.ca/bc

aitc.ca/bc

Through BC Agriculture in the Classroom's programs and resources, students can learn about their food, their environment, and their future.

For more programs and teacher resources visit: aitc.ca/bc

BCAITC, Abbotsford Agriculture Centre
1767 Angus Campbell Road, Abbotsford, BC V3G 2M3
phone: 604 556 3088 fax: 604 556 3030

STEP INTO THE WILD!

Not your ordinary field trip...

Discover how to make a memorable day for YOU & YOUR STUDENTS this year!



Teacher's Professional Development Day Friday October 24th



5048 – 264th Street Aldergrove, BC
www.gvzoo.com

GET INSPIRED & LEARN how the zoo provides an important resource for teaching students about conservation education & our role as an accredited Zoo.

PLUS new ways to teach students about animals & our environment!

*** Excellent School Rates ***

Over 40 years dedicated to creating an educational experience encouraging appreciation & concern of wildlife.

For more info: 604.856.6825 ext 26 or email edu@gvzoo.com

Exit #73 off Hwy #1
Approximately 45 minutes from Vancouver



BITS + BYTES

START UP! PROGRAM: CURRICULUM-BASED SUPPORT FOR EARLY CAREER TEACHERS

The Start UP! Program welcomes early career teachers to four days of workshops held this August and September. Experienced teachers will provide specific suggestions and web-based resources for the first crucial months with a class. Subsequent events will include six workshops held over three days on how to Start UP! each subject with practical approaches and resources designed for new teachers. Later in the year, eight more workshops will support teachers in specific topics, such as geometry or journaling. New workshops for TOCs and primary grades are being developed. To learn more, please visit startupyourclass.ca. ←

OWLKIDS TEACHER'S PACKAGE

Turn your students on to learning
...and get free gifts for your class and yourself, too!

Limited
Quantity
Reserve your
package
TODAY!



Chirp, chickaDEE and OWL are content-rich magazines that apply a fun, interactive approach to social studies, math, science, history, geography, and the environment.

Each issue is loaded with material that is great for *inquiry based learning*, *story starters*, *discussion groups*, *opinion writing*, and much more. Great for all kids, the magazine format is ideal for students with high-interest/low-reading levels.

Teachers' Package Program benefits include:

- **FREE** classroom magazine • Best subscription prices for students
- **FREE** classroom resources • **SAVE 40%** off Owlkids Books

Request your Teachers' Package at
www.owlkids.com/back-to-school



BREAKFAST CLUB OF CANADA: FEEDING THE BODY AND MIND OF BC STUDENTS

The Breakfast Club of Canada is a non-profit organization that provides funding, equipment, food, training and support to school breakfast programs from coast to coast. The organization is dedicated to ensuring every child starts their day with a nutritious meal in a nourishing environment, helping them thrive at school, at home and in their community. Every school morning, with the help of dedicated volunteers, the Breakfast Club of Canada feeds a nutritious breakfast to nearly 5,500 students in BC alone. Unfortunately, the need is greater: over 55 schools, representing more than 3000 children, are currently on the Club's waitlist in the province. Want to learn more about the Club or how you can help? Visit breakfastclubcanada.org. ←



INQUIRY-BASED APPROACH TO LEARNING

“I have never in my career been able to get the depth of thought and levels of perseverance, enthusiasm and engagement in my students that I have since bringing inquiry-based and interdisciplinary learning into my multi-age class.”

An educator who has taught for 30 years, Jean Bowman speaks about her Grade 6/7 class in Saanich’s Royal Oak Middle School with unbridled and infectious enthusiasm.

While she acknowledges that multigrade classrooms are often created to accommodate student grade distribution that doesn’t fit neatly into single-age classes, Bowman believes there are compelling pedagogical reasons for bringing together students from two or more grades into a multi-age class. The distinction is important, as a true multi-age class is one of deliberately planned diversity – and one that by its very nature values continuous student learning above all else.

For Bowman, the celebration of diversity is the greatest strength of her class. “Let’s be honest – multi-age is the way of the world. School is that last bastion where we ‘egg carton’ people, moving students from one arbitrary and artificial carton to the next. I say, let’s capitalize on our diversity and talk about it explicitly. Let’s embrace a class configuration of diverse learners with individual strengths and challenges and welcome everyone with their unique point of view and contributions.”

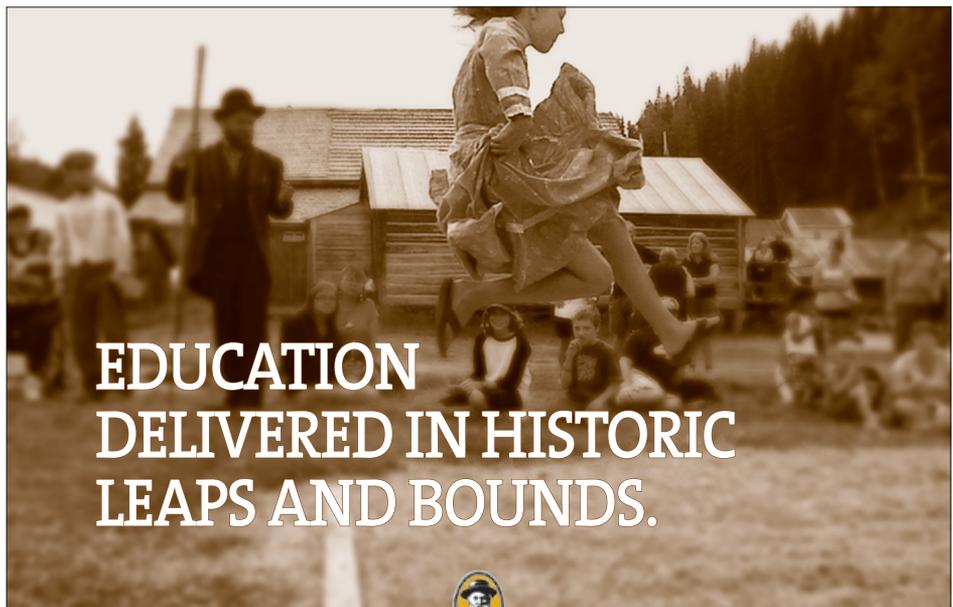
With diversity as a starting point, Bowman oversees an inquiry-based and interdisciplinary approach to learning, organized around three broad themes. Last year, for example, students’ explorations were conducted through the cross-cutting lenses of interaction, power and change; this year, the focus is on survival, legacies and systems.

For the theme of interaction, the class looked at the beginnings of culture and how that plays out in ancient and modern civilizations. The students examined interactions in biology through a stream stewardship program at Beaver Lake. And, at the beginning of the year, they focused on their own intellectual interactions to deepen their understanding and appreciation of themselves as learners. →→



Jean Bowman





EDUCATION
DELIVERED IN HISTORIC
LEAPS AND BOUNDS.



BARKERVILLE
Gold and new since 1862

1-888-994-3332 • www.barkerville.ca • A NATIONAL HISTORIC SITE OF CANADA

Barkerville education programs generously supported by



RBC Foundation*

**AMUSEMENT PARK,
SCIENCE, PHYSICS,
BIOLOGY & CHEMISTRY**
AN EXCITING WAY FOR STUDENTS TO LEARN

**CURRICULUM
AVAILABLE
FOR GRADES
4-12**

**play
land**
At the PNE
Vancouver

ENRICHMENT EXPERIENCE: September 18, 2014
Bring your class to experience the science of amusement park fun!

2 EASY WAYS TO REGISTER:
phone: 604-252-3663 • email: groupsales@pne.ca
www.pne.ca/education

This year, Bowman's class has been engaged in a year-long inquiry that began with the challenge of imagining a world without human habitation or infrastructure and the need to establish a colony that would ensure the survival of its 300 inhabitants. Students have explored – individually, in small groups and as a class – the implications of a growing population, quality of life issues, and economic and governmental systems.

"If the students are interested in something, off we go," says Bowman. "It's fine if we're not all doing the same thing, if one student or a group of them want to investigate something outside the curriculum."

For Bowman, the experience is all "about getting the students really thinking about ideas that are important in their world today, not just filling in the blanks." And by all accounts, thinking is what happens in her class. She describes animated and sustained group discussions that can last beyond the

ringing of a bell and says that her class has a "totally different energy" from her more traditional classes of the past. Even students who struggle are much better at the process of learning and articulating what they are thinking than their peers in previous years.

While multigrade classes at Royal Oak may have initially been based on demographic and scheduling needs, the school is now intentionally embracing the multi-age classroom concept. Bowman works in a planning team of two with her colleague Del Morgan, and there are now six Grade 6/7 multi-age classes helmed by educators exploring the interdisciplinary and inquiry-based approach to their own personal comfort level.

The school also tries to "loop" its Grade 6 students, so that they stay with the same teacher for two years. Bowman says that this approach is an invaluable opportunity to build relationships, trust and achievement from year to year. "For the students, it's not

about the grade or doing a job, handing it in and having it be over. It's a philosophy of continuous learning. Our students see themselves as learners who are making progress and improving on their work all the time."

Her advice for educators interested in moving to an interdisciplinary and inquiry-based approach is to start small and see what happens when the power and control is shifted from the teacher to the students. She also suggests being very upfront with students and facilitating open discussions with them about your approach to teaching and learning.

"Give your students opportunities to talk about how this approach is benefiting or frustrating them. When you give them choice and voice – and when they believe that you believe in them – the depth of thought they can attain is incredible." ←

CityUniversity
of Seattle
IN CANADA

**Take the next step
in your career
NOW!**
with a
**Master of Education
in Leadership or
School Counselling**

What do we offer?
City University of Seattle in B.C. offers two Master of Education programs: in **Leadership** and in **School Counselling**. Both programs allow teachers to advance their careers to assume leadership or counselling positions.

Why CityU?
Fully accredited by the BC Ministry of Advanced Education and TQS recognized, the M.Ed. programs are Canadian in content and instruction.

Both programs are delivered by leading Canadian scholar-practitioners and conveniently offered in local districts throughout the province on alternate Saturdays. CityU Canada's M.Ed. programs are ideally tailored for teachers who want to pursue a M.Ed. degree while continuing to work.

**Still accepting applications for
Fall 2014!**

For further program information, contact:
Dr. Jill Taggart jtaggart@cityu.edu
Dr. Charles Scott charlesscott@cityu.edu

For registration information, contact:
Ms. Sim White 1.800.663.7466, simwhite@CityU.edu
#310 – 789 W. Pender St. Vancouver BC, V6C 1H2

www.cityuniversity.ca

Accreditation and approval: The term 'university' is used under the written consent of the Minister of Advanced Education in BC effective April 11, 2007, having undergone a quality assessment process and been found to meet the criteria established by the Minister. City University of Seattle has held regional institutional accreditation from the Northwest Commission on Colleges and Universities (NWCCU) since 1978. City University of Seattle is a not-for-profit and an Equal Opportunity institution.



Queen's
UNIVERSITY

FACULTY OF EDUCATION

Continuing Teacher Education

POST-GRADUATE CERTIFICATES in Special Education and ESL

REGISTRATION NOW OPEN FOR SUMMER 2014

- ✓ **FULLY ONLINE**
- ✓ **FLEXIBLE LEARNING SCHEDULE**
- ✓ **B.C. CURRICULUM-BASED**
- ✓ **B.C. TQS APPROVED FOR SALARY INCREASES**

Learn more and register at:

www.coursesforteachers.ca/bc





FALL INSTITUTE

October 21-25, 2014

The Legislative Assembly of British Columbia offers B.C. teachers a unique professional development program at the Parliament Buildings in our provincial capital.

Learn about parliamentary democracy and become champions of citizenship education. Meet with the Speaker of the Legislative Assembly, MLAs, parliamentary staff, and take a behind-the-scenes tour of your Parliament Buildings. You will return to your school with an enhanced understanding of our parliamentary system in British Columbia.

Application Deadline: August 15, 2014

For further information and to apply online:

www.leg.bc.ca/bcti



*"It was a wonderful experience!
It increased my knowledge about
the functioning of our provincial
government immensely."*

~Teacher, Spring 2014

IN THE PUBLIC INTEREST

PROFESSIONAL CONDUCT ADVISORY: CONDUCT WHILE COACHING SCHOOL SPORTS

By the Honourable Bruce Preston, Commissioner for Teacher Regulation

I have received a number of complaints about the conduct of coaches in the school athletic environment. The most common complaints from parents are those in which a coach's comments – rather than being motivating – are seen as bullying in that they belittle and demean the student athletes.

This type of behaviour may take place in professional sports when a coach deals with mature, seasoned and professional athletes; however, it has no place when the recipient of the demeaning or belittling comments is a student of an age and at a stage of development when being singled out can have profound consequences. Students, whatever their age, are vulnerable to emotional injury when such behaviour is directed at them from persons in positions of authority, such as coaches. The potential for damage is enhanced by the fact that these incidents often occur in front of others, including teammates and parents, and in an atmosphere of heightened emotion during competitive sporting events.

The *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* communicate the professional conduct of teachers in all educational activities, including coaching. The Standards set out the professional role and duties of certificate holders and include the following statements:

- 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. [Standard 1]
- Educators are role models who 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. [Standard 2]
- Educators are knowledgeable about how children develop as learners and social beings, and demonstrate an understanding of individual learning differences and special needs. [Standard 3]

These Standards apply equally to all educators whether they teach in a classroom or gym, administer a school or school district or volunteer as a coach. They apply in the school, at a sporting venue and on a field trip. Coaches do not and cannot have any other relationship with students and athletes than that defined by the Standards. Especially in a time when schools and other agencies are making a concerted effort to stamp out bullying, it is imperative that all teachers act as role models to set an example that counters the bullying message.



BC's Voice for Independent Schools

*"...one of many partners working
towards excellence in education."*



FREEDOM INCLUDES SECURE ALTERNATIVES

tel 604 684.6023 fax 604 684.3163
info@fisabc.ca www.fisabc.ca

Invading students' personal space by yelling at them in a hostile manner, making derogatory comments about their performance in the presence of others, expressing displeasure at their performance in a demeaning manner, or conveying any of those messages through body language or facial expressions has no place in the coach's motivational toolbox. Those sorts of actions could lead to disciplinary action if a complaint is made.

A second common parent complaint results from differences of opinion between the parent and coach about the skill level of students or the amount of time that a coach plays a student. These types of complaints often strain the limits of diplomacy between parent and coach. It is the obligation of the coach to minimize the extent to which students are involved in these situations and to remain professional in their interactions with parents.

Another source of concern for parents arises in circumstances in which the coach's son or daughter plays on the team. A coach must be very careful to ensure there are no grounds for a perception that his or her child receives special treatment.

The preservation of the dignity, self-image and confidence of the student, and the profession as a whole, should be a paramount consideration of coaches when dealing with motivational issues or when responding to disputes.

Coaching student athletes is a demanding job. It occurs in an emotional and fast-moving environment. If your coaching style is one that might benefit from a new approach, I encourage you to take programs offered by organizations such as BC School Sports. As part of the regulatory structure in BC, I appreciate the hard work and devotion of the coaches in our schools and I applaud the many hardworking coaches who build the skills and character of the students they coach by modelling appropriate interactions. ←



Hiring Certified Teachers and School Counsellors

AEG is currently hiring certified teachers to provide in-class and/or in-home tutoring services in addition to school counsellors to work as Academic Coaches for K-Grade 12 students.

Please send resume to: kelly@aegexpert.com



AEG EDUCATION

Canada AEG Education Services Centre Inc.
500-666 Burrard St., Vancouver, BC V6C 3P6

aegexpert.com



Kathy Clarke, teacher and Saint Mark's grad

Want to become the leader you were meant to be?

Saint Mark's College Master's in Educational Leadership

Develop professionally and personally through an academic program that challenges you to deepen knowledge of your Christian/Catholic faith - and emerge as an outstanding leader.

- Affiliated with UBC
- Online/onsite delivery
- BC TQS approved

Join us for a transformational experience - so you can help transform others.



SAINT MARK'S COLLEGE

Catholic Theological College at the University of British Columbia

stmarkscollege.ca/programs

Burnaby Village Museum

Where History Comes to Life



All Aboard for Old-Fashioned Fun!

Thanks to our partners:



604-297-4565 | burnabyvillagemuseum.ca



Science Made Fun!



Attention K-7th Grade Teachers

- 75-minutes of hands-on Fun science
- Workshops meet BC Learning Outcomes
- Follow-up and assessment activities provided
 - Take-home experiments

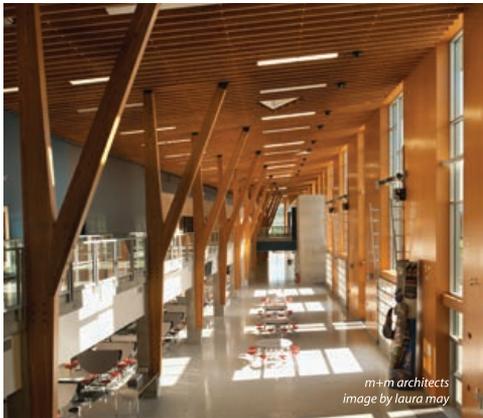
Check out our Monthly Specials

Totally Safe, Age Appropriate + Hands-On

Okanagan Region Now Open.
Now taking bookings - 250.769.1446.

CALL 778.737.5277

ScienceMadeFunBC.net
ScienceMadeFunOK.net



m+m architects
image by laura may



GHM Architects

Preparing our Students for the Global Community

Pacific Northwest Regional
CEFPI Conference 2015
Save the date - June 18 - 20, 2015
UBC - Vancouver, BC

Healthy • Safe • Sustainable Educational Environments that support 21st Century Learning

Since 1921 CEFPI professionals have advocated excellence in learning environments.

BC CEFPI embraces all stakeholders interested in and committed to building healthy, safe, high performing school buildings and stronger communities.

BC CEFPI understands schools impact the learning, development and behaviour of the facility user.

Find out how you can become involved in improving the schools we learn and work in every day.

To make a difference contact
cefpi.org

FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE CASE DECISIONS AND CASE SUMMARIES

The Commissioner for Teacher Regulation oversees the process by which reports or complaints about the conduct or competence of certificate holders in both the public and independent school systems are addressed. As the operational arm of the regulatory structure, the Teacher Regulation Branch (TRB) provides administrative support to the Commissioner.

Together, we are committed to ensuring a safe learning environment for students and that all educators are fit and competent for the important role that they play. By publishing the outcomes of discipline cases, we enhance the transparency of the processes and 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 will appear on the TRB website at bcteacherregulation.ca/ProfessionalConduct/DisciplineDecisions.aspx.

The Standards for Educators in British Columbia can be found on the TRB website at bcteacherregulation.ca/Standards/StandardsOverview.aspx.

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

Consent Resolution Agreements

CORRECTION

An error was made in the case summary for Sandra Marie Careen in the spring 2014 issue of Learn. The summary stated that Ms. Careen counselled the student not to report the matter. However, this is inaccurate and was not part of the consent resolution agreement. The TRB regrets the oversight and apologizes for the error.

CERTIFICATE HOLDER Penelope Dawn Abgrall

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Certificate suspended for three days/Agreement that the certificate holder will complete courses

Penelope Dawn Abgrall admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. In July 2013, the TRB received a district report indicating that in January 2013 Ms. Abgrall was teaching a Grade 8 math class and during the lunch break that

followed, she told a female student (Student A) that she was doing the math wrong, criticized her for not doing her school work during the Christmas break and advised she would have to stay behind at lunch to do it. Two other students also stayed. Ms. Abgrall yelled about working harder and pushed and kicked desks and chairs. One of the students left because he was scared. As Student A prepared to leave, Ms. Abgrall yelled at her. The district suspended Ms. Abgrall without pay for five days in September 2013. The district had previously issued two letters of expectation for her to treat students professionally and respectfully. On December 31, 2013, the Commissioner executed the consent resolution agreement in which Ms. Abgrall agreed to a three-day suspension of her certificate, pursuant to sections 53 and 64(b) of the *Teachers Act*. Ms. Abgrall also agreed to complete conflict resolution and anger management courses. ←

CERTIFICATE HOLDER Cecil Maurice Baird

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

Cecil Maurice Baird admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In May 2013, the Commissioner received a district report indicating that Mr. Baird falsely claimed sick leave for his absence from work on March 15, 2013 when he intended to travel for vacation. The district had previously denied his request for personal leave days for March 14 and 15, 2013, because the collective agreement does not permit teachers to take discretionary leave immediately before or after spring break. The district suspended Mr. Baird for one day without pay and substituted a personal day in place of sick leave for Mr. Baird's absence on March 15, 2013. On October 10, 2013, the Commissioner executed the consent resolution agreement in which Mr. Baird agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Justin Dean

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand/Agreement that the certificate holder will complete an anger management course

Justin Dean admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In January 2011, the BC College of Teachers received a district report indicating that between September and December 2010, on three separate occasions during his Grade 11 automotive class, Mr. Dean instructed two students to perform a task without supervision or adequate instruction, used profane language and called a student an idiot, and used profane language and made rude and unprofessional comments in the presence of students. The district issued a letter of discipline and subsequently suspended Mr. Dean without pay for five days. On November 7, 2013, the Commissioner executed the consent resolution agreement in which Mr. Dean agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. Mr. Dean also agreed to complete an anger management course. ←

CERTIFICATE HOLDER James Ellery Goddard

AGREEMENT Professional Misconduct

DISPOSITION Certificate suspended retroactively for one month

James Ellery Goddard was issued a citation by the College in November 2011. Effective January 12, 2012, Mr. Goddard entered into a non-practising agreement in which he agreed not to practice pending disposition of the citation. In March 2013, the citation was amended. The citation was based on incidents that pertained to inappropriate behaviour and communication with students and administrators between 2008 and 2012. These included Mr. Goddard allowing a female student to stay at his home for several days after she left her family home following a dispute, allowing students to socialize at his home, consuming alcohol in students' presence and engaging in personal conversations with students. Mr. Goddard also disagreed with the school's principal, who suspended a student for alcohol consumption, and he repeatedly telephoned the principal's home, sometimes using abusive and offensive language. The principal reported these calls to the RCMP, who advised Mr. Goddard to not contact the principal. Mr. Goddard was intoxicated when he placed the calls and left messages. After he received written statements made by two administrators and another school in connection with the citation, Mr. Goddard also sent an email to each criticizing their evidence, impugning their credibility and alleging misconduct by one of them. In 2009, Mr. Goddard voluntarily entered a residential treatment program for alcoholism. After completing the program, he resumed teaching part-time in May 2009 but has not taught since July 2009. On October 7, 2013, the Commissioner executed the consent resolution agreement in which Mr. Goddard agreed to a one-month retroactive suspension →→

and that a limitation and condition be placed on his certificate. Prior to returning to teaching, Mr. Goddard will provide a report from a medical addiction specialist stating that he is following a treatment plan, abstaining from alcohol use and is fit to teach. After he returns to teaching, Mr. Goddard is to provide additional reports to the Commissioner at regular intervals confirming that he continues to be fit to teach. ←

CERTIFICATE HOLDER Michael Andrew Kiss

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand

Michael Andrew Kiss admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In June 2013, the TRB received a district report indicating that, for two students who had missed the deadline for submitting a course registration form, Mr. Kiss had signed the names of the students' parents. The school counsellor called the mother of one of the students to discuss the form and learned that the parent had not seen or signed the form nor agreed with the course selection. Mr. Kiss initially denied forging the mother's signature but later admitted he had been untruthful and accepted that his actions were not supportive of students by teaching them to be deceitful. The district suspended Mr. Kiss without pay for one month effective June 2, 2013 and required him to complete a boundaries course, which he did on September 5, 2013. Mr. Kiss voluntarily left the school as a result of these events. On October 22, 2013, the Commissioner executed the consent resolution agreement in which Mr. Kiss agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Isabel Nancy Lummis

AGREEMENT Professional Misconduct/Standard 2

DISPOSITION Reprimand

Isabel Nancy Lummis admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In June 2013, the TRB received a district report indicating that Ms. Lummis had inappropriately used her sick leave. She arranged for a teacher-on-call for March 15, 2013, the day prior to the start of March break, and called in sick rather than request leave for the day. The district suspended Ms. Lummis without pay for one day, and she was required to reimburse the district for the sick pay received. On October 21, 2013, the Commissioner executed the consent resolution agreement in which Ms. Lummis agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Joseph Paul Stéphane Marion

AGREEMENT Professional Misconduct/Standards 1, 2 and 3

DISPOSITION Reprimand/Agreement that the certificate holder will follow a treatment plan and provide medical reports/Agreement that the certificate holder will complete the TRB's workshop on professional identity and boundaries

Joseph Paul Stéphane Marion admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2 and 3. In January 2010, the College received a district report indicating that Mr. Marion had downloaded pornography onto a school-issued computer, repeatedly crossed teacher-student boundaries and was dismissive and disrespectful towards students. The report also indicated that Mr. Marion knowingly and surreptitiously video-recorded female students in his classroom, but he stated he did not realize the camera was on. Following a medical leave, the district suspended Mr. Marion without pay for three weeks and, under a discipline settlement agreement, he agreed to undergo a psychological assessment, participate in counselling regarding boundaries and receive mentoring to improve his teaching skills. He was also transferred to a new school. In January 2011, the College received another district report indicating that it had reprimanded Mr. Marion for not complying with the agreement regarding counselling with a psychologist. The district had reminded Mr. Marion to attend psychologist appointments on two separate occasions. However, Mr. Marion did not fulfil this requirement until the district issued the formal reprimand and directive. In April 2011, the district placed Mr. Marion on medical leave after a colleague smelled alcohol on him at school. Mr. Marion admitted that he had an alcohol problem, although he did not drink nor was he under the influence while at work. Mr. Marion entered a residential treatment program and subsequently has been regularly attending Alcoholics Anonymous. On October 12, 2013, the Commissioner executed the consent resolution agreement in which Mr. Marion agreed to a reprimand pursuant to section 64(a) of the *Teachers Act*. Mr. Marion also agreed to follow a treatment plan and provide medical reports to the Commissioner confirming his fitness to teach, as well as complete the TRB's workshop on professional identity and boundaries. ←

CERTIFICATE HOLDER Sean Vincent McLaughlin

AGREEMENT Professional Misconduct and Conduct Unbecoming a Teacher/Standards 1 and 2

DISPOSITION Certificate cancelled/Agreement that the former certificate holder will not apply for a teaching certificate or letter of permission

Sean Vincent McLaughlin admitted to professional misconduct and conduct unbecoming a teacher and agreed that his conduct was contrary to Standards 1 and 2. In October 2010, the College received a district report indicating that Mr. McLaughlin had been given a letter of discipline because of inappropriate off-duty email exchanges he had with a former female student. In January 2013, another former student of Mr. McLaughlin contacted the TRB to make a complaint about Mr. McLaughlin's conduct when she was his student and following her graduation, which included his sending inappropriate emails and two incidents where Mr. McLaughlin made her feel physically uncomfortable. Mr. McLaughlin acknowledged that the emails he sent were unwelcome and inappropriate. Mr. McLaughlin's certificate was suspended by the Commissioner on February 12, 2013 pursuant to section 50(1) of the *Teachers Act*. On October 28, 2013, the Commissioner executed the consent resolution agreement in which Mr. McLaughlin agreed to the cancellation of his certificate pursuant to sections 53 and 64(e) of the *Teachers Act* and that he will not apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or letter of permission at any time in the future. ←

CERTIFICATE HOLDER Malcolm Murray McTaggart

AGREEMENT Professional Misconduct/Standards 1 and 5

DISPOSITION Reprimand

Malcolm Murray McTaggart admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 5. In 2009, the College investigated a complaint against Mr. McTaggart's conduct. The TRB decided that no further action was warranted. However, during the course of the investigation, the TRB received details of alleged misconduct by Mr. McTaggart that had not previously been reported. This included Mr. McTaggart misusing sick leave for three half-days in 1993, for which he reimbursed the district for a teacher-on-call; inappropriate physical contact in 1994 that included Mr. McTaggart placing his hand on the back of a student to direct him to the office as well as tapping desks with a ruler as a classroom management technique, for which he received a letter of discipline; and Mr. McTaggart making sarcastic comments to students and using profanity in the classroom in 2002, for which he received a letter of expectation. On November 28, 2013, the Commissioner executed the consent resolution agreement in which Mr. McTaggart agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Joseph Robert Millward

AGREEMENT Professional Misconduct/Standard 1

DISPOSITION Reprimand

Joseph Robert Millward admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In January 2013, the TRB received an independent school report regarding Mr. Millward's conduct between November 2012 and January 2013. When tutoring a female student in Grade 12, Mr. Millward sat close enough that their shoulders touched and he periodically placed his hand on her thigh and also brushed hair away from her face. When tutoring a female student in Grade 11, Mr. Millward sat shoulder to shoulder with her, periodically patted her back and on three occasions brushed his hand up against her leg. Both students felt uncomfortable as a result of these interactions. The school placed a letter on Mr. Millward's file. He since resigned from the school. On November 28, 2013, the Commissioner executed the consent resolution agreement in which Mr. Millward agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Norimitsu Nori Nishi

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Reprimand/Agreement that the certificate holder will complete the TRB's workshop on professional identity and boundaries

Norimitsu Nori Nishi admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In July 2011, the College received a district report indicating that Mr. Nishi had inappropriate physical interactions with students during the 2011-2012 school year. These included Mr. Nishi placing his hand on the back of students' heads and pushing their heads towards their desks in order to get them to focus on their work, taking a badminton racket from a student and shaking the student's shoulder, and pointing a stapler at two students and →

firing staples in their direction, hitting the students with some of the staples. The district issued a letter of discipline to Mr. Nishi. On November 7, 2013, the Commissioner executed the consent resolution agreement in which Mr. Nishi agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. He also agreed to complete the TRB's workshop on professional identity and boundaries. ←

CERTIFICATE HOLDER Russell Lance Read

AGREEMENT Professional Misconduct/Conduct Unbecoming a Teacher/Standards 1 and 2

DISPOSITION Certificate cancelled for non-payment of the annual fee/Agreement that the former certificate holder will never apply for a teaching certificate or letter of permission

Russell Lance Read admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In June 2009, a College hearing panel suspended Mr. Read's certificate and directed him to not apply for certification for 10 years after having found that he had engaged in professional misconduct and conduct unbecoming a teacher by sexually touching a school-aged female, giving her a drug for non-medical use, and making sexually inappropriate comments to students while he was teaching. In December 2012, Mr. Read was convicted in the BC Provincial Court of two counts of sexual exploitation of a young person contrary to section 153(1) of the *Criminal Code of Canada*, and one count of administering a stupefying or overpowering drug with intent to enable himself to commit sexual exploitation contrary to section 246(b) of the *Criminal Code of Canada*. Mr. Read was sentenced to jail for 18 months for the first count of sexual exploitation and concurrent jail sentences of 12 months each for the other two counts. On November 28, 2013, the Commissioner executed the consent resolution agreement in which Mr. Read agreed he will never apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or letter of permission pursuant to section 64(g) of the *Teachers Act*. Mr. Read's certificate was cancelled in October 2006 for non-payment of the annual practice fee. ←

CERTIFICATE HOLDER Kevin Alan Startin

AGREEMENT Professional Misconduct/Standards 1, 2, 3 and 6

DISPOSITION Reprimand

Kevin Alan Startin admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2, 3 and 6. In September 2012, the TRB received a district report indicating that Mr. Startin made inappropriate comments in his classroom and singled out students and commented on their progress and failures in their coursework. He also led inappropriate political and ethical class discussions related to the cost-effectiveness of government decision-making in a math class, and neither discussion was a part of the math curriculum. Mr. Startin also made inappropriate references to a student's and another teacher's ethnic background. He recognized that his comments were inappropriate and, upon the school administration setting its expectations on what constituted appropriate discussions and boundaries, he altered his behaviour. The district suspended Mr. Startin for one-and-a-half days and required him to take a course on diversity and participate in counselling from a district-appointed psychologist. On December 3, 2013, the Commissioner executed the consent resolution agreement in which Mr. Startin agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Robert Robinson Sturney

AGREEMENT Professional Misconduct/Standards 1 and 2

DISPOSITION Certificate cancelled for non-payment of the annual fee/Agreement that the former certificate holder will not apply for a teaching certificate or letter of permission

Robert Robinson Sturney admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In December 2009, the College received a report from a district. In February 2012, Mr. Sturney was convicted in the BC Provincial Court of sexual exploitation of a young person between October 2008 and September 2009 contrary to section 153 of the *Criminal Code of Canada*. The young person had previously been a student in Mr. Sturney's class. Mr. Sturney was sentenced to 14 days of intermittent imprisonment as well as 18 months of probation. There is a ban on disclosure that prohibits the publication of any information that could identify the young person. Mr. Sturney's certificate was cancelled in November 2010 for non-payment of the annual practice fee. On December 9, 2013, the Commissioner executed the consent resolution agreement in which Mr. Sturney agreed that he will not apply for, nor will the Director of Certification, pursuant to section 64(g) of the *Teachers Act*, be required to issue to him, a teaching certificate or letter of permission for 12 years ending on October 30, 2025. ←

CERTIFICATE HOLDER Fiona Elizabeth Walsh

AGREEMENT Professional Misconduct/Standards 1, 3 and 4

DISPOSITION Reprimand

Fiona Elizabeth Walsh admitted to professional misconduct and agreed that her conduct was contrary to Standards 1, 3 and 4. In November 2011, the College received a district report indicating that from the beginning of the 2011-2012 school year until November 18, 2011, when she was suspended with pay, Ms. Walsh used inappropriate force in disciplining and interacting with students and failed to follow school procedures and directions. This included forcibly moving a kindergarten student across a carpeted area that resulted in bruising and abrasions on his arms, grabbing the hand of a student who was putting away Lego in the wrong container, not properly following the school's fire drill procedures, and routinely starting lunch early in her class despite being directed otherwise by the principal. During this time, parents of two students requested that their child be removed from Ms. Walsh's class. On April 24, 2012, the district suspended Ms. Walsh without pay for 10 days and, after the suspension, placed her as a teacher-on-call. It further decided that, in the 2012-2013 school year, Ms. Walsh would be transferred to another elementary school and be placed in a teaching assignment of Grade 2 or higher. On October 17, 2013, the Commissioner executed the consent resolution agreement in which Ms. Walsh agreed to a reprimand pursuant to sections 53 and 64(a) of the *Teachers Act*. ←

CERTIFICATE HOLDER Lorene Vivian Woronchak

AGREEMENT Incapacity

DISPOSITION Certificate suspended

Lorene Vivian Woronchak admitted that she did not have the capacity to carry out the professional duties and responsibilities of a teacher because of a medical disability. In December 2002, the College received a district report indicating that Ms. Woronchak had undergone a medical examination under section 92(2) of the *School Act* and that the medical report concluded that she should not be teaching due to her medical condition. As a result, the district suspended Ms. Woronchak until the school medical officer found her to be medically fit to return to her duties. The College issued a citation to Ms. Woronchak and imposed an interim suspension of her certificate pending the disposition of the citation. On November 14, 2013, the Commissioner executed the consent resolution agreement in which Ms. Woronchak agreed to a suspension of her certificate pursuant to sections 53 and 64(d) of the *Teachers Act* until she satisfies the Director of Certification that she is able to carry out the professional duties and responsibilities of a teacher. ←

Hearing Decisions

CERTIFICATE HOLDER T-A07-2013

AGREEMENT Professional Misconduct/Standards 1, 6, 7 and 9

DISPOSITION Certificate holder will complete courses

The certificate holder, T-A07-2013, was found guilty of professional misconduct contrary to Standards 1, 6, 7 and 9 (Second Edition, May 2004). The College received a district report regarding the certificate holder, and a citation was issued on June 2, 2010. The hearing panel considered the testimony and evidence presented and made its final decisions on December 23, 2013. It found that the certificate holder failed to treat students with respect and dignity by humiliating two students in his class. He required one student, who had medical conditions and was a victim of bullying, to read out loud in front of the class despite her discomfort; and used as a negative example the assignment of another student who suffered from medical conditions and found school a challenge both academically and socially. He also created an atmosphere that undermined the intellectual and emotional security of the students in his classroom when he slammed books, pushed binders and notebooks to the floor, and grabbed pens from students to express his frustration. In addition, the panel found that he behaved inappropriately and aggressively towards a colleague who had offered assistance when she tried to raise concerns about his behaviour towards students. The panel ordered that the certificate holder complete courses as required by the Director of Certification. It also found that making its written reasons public would cause significant hardship to the students who were harmed and, consequently, directed that the Reasons for Decision on both Verdict and Penalty be made public in a summary, excluding all identifying information, pursuant to section 66(4) of the *Teachers Act*. ←



MC118915

Let's talk shop

Beginning **July 2015**, TRU will offer a new and innovative **Bachelor of Education in Trades and Technology (BETT)** program for individuals interested in teaching in middle and secondary schools.

Tradespeople with Red Seals and with experience in the trades have the opportunity to teach after one year of study.

Find out more: tru.ca/bett



THOMPSON RIVERS
UNIVERSITY