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Trevor Smith (registraire et directeur général de la CREPS), Geraldine Knudsen (conseillère juridique de la SSBA) et Fay Humbert (directrice adjointe de la FES) ont présenté conjointement sur Les médias sociaux et le personnel scolaire aux délégués de la conférence annuelle sur les politiques de la League of Educational Administrators, Directors and Superintendents (LEADS).



L-R Trevor Smith, Geraldine Knudsen, Fay Humbert

Geraldine Knudsen a présenté la perspective de l'employeur sur l'utilisation des médias sociaux par le personnel scolaire. Mme Knudsen a misé sur l'importance du développement de politiques par les conseils scolaires pour adresser l'utilisation inacceptable ainsi que la protection de l'intégrité, la précision et la nature confidentielle des renseignements personnels. Mme Knudsen a aussi souligné que les informations acquises des médias sociaux peuvent être utilisés en tant que preuves dans l'imposition de discipline dans le cas où un(e) employé(e) afficherait des commentaires offensifs, insultants ou irrespectueux au sujet d'un employeur. Mme Knudsen identifie les facteurs suivants qui sont considérés par la cour ou par les médiateurs dans des cas concernant l'utilisation des médias sociaux : la nature du message publié; la violation de confidentialité; l'attitude de l'employé; les dommages à la réputation de l'employeur; les dommages à la relation d'emploi. Elle a conclu la présentation en soulignant que l'utilisation inappropriée des médias sociaux ne sera pas excusée si : il n'y avait qu'un seul message publié; l'employé(e) était intoxiqué, ou si le message n'avait été publié que temporairement.

Trevor Smith a présenté sur la perspective de la réglementation sur l'utilisation des médias sociaux par les enseignant(e)s enregistré(e)s. Il a identifié les enjeux suivants qui risquent de faire surface lors de l'utilisation des médias sociaux :

- Harm to the public's trust in the profession
- Breaches of confidentiality
- Crossing professional boundaries

Smith reported that social media has taken center stage in four complaints, received by the SPTRB, in which professional misconduct was either found or admitted. In one case, a teacher and student used Facebook messenger to arrange for the purchase of some stolen jackets. In another, a teacher sent an explicit image of himself to his girlfriend at the time. Upon their parting of the ways, the image was shared with others. In a recent case a male teacher posed as a young woman on Facebook and friended some of the female students from his school and used their conversations to lure the students. He also stated there have been several complaints that were dismissed by the PCC in which social media use by teachers was a key component to the complaint.

Smith shared the following tips for the use of social media in the practice of teaching:

1. Show integrity
2. Remain authentic
3. Stay civil
4. Take precautions
5. Show professionalism
6. Keep information confidential
7. Value originality
8. Scrutinize your online presence

Fay Humbert presented the Federation's perspective of the use of social media by its members, emphasizing the need for teacher professionalism in a digital world with the following quote:

"One is not a free individual when one accepts membership in a profession. The very act of becoming a professional commits one to the ethical principles and standards of membership in the community of that profession and to the service of its general purposes. (Soltis, 1986)"

Humbert explained the Federation's role:

- Bring awareness of the professional codes to Federation members
- Provide information and guidance to members re: professional boundaries
- Assist members in working with school divisions to address and resolve potential issues

Support members in responding to a complaint Humbert concluded by sharing the STF's recently produced postcard sized hand-out *Professionalism in a Digital World: Starting the Conversation* (which may be viewed on the STF's website [here](#)). This handout features: *Top 10 tips for teachers* and *Ask yourself before you post*.

Board Approves New Standards of Professional Conduct

The Standards of Conduct were approved by the Board of Directors on May 17, 2018. The Standards Development Committee presented the final draft to the board following consultation with registered teachers, education sector stakeholders, and members of the public. The members of the Standards Development Committee include: Steve Fraser, Sandra Hagenes, Courtney Hildebrand, Andrea McKinley, and Dan Mielke. We thank them for their dedication and commitment to the project.

Registered teachers were invited to assess how well the draft standards captured what it meant to be a teacher in Saskatchewan in a survey during the 2017/2018 registration period. There were 2739 respondents who volunteered their feedback when

Respondents were asked to rate how well each standard captured the expectations we should have of the teaching professions on a scale from 1 (Not all All) to 5 (Completely). The average number for each standard chosen by respondents was 5. Additional comments supplied in the survey were reviewed by the Standards Development Committee and informed further revision of the draft set of standards.

The draft Standards of Conduct was also distributed to education sector stakeholders in the province for review. The following stakeholders provided feedback: Saskatchewan School Boards Association; University of Regina Faculty of Education; Gabriel Dumont Institute; Saskatchewan Teachers' Federation; First Nations University of Canada; Ministry of Education.

Specific feedback from then Education Minister Don Morgan: "I am confident these standards will continue to support the profession in a positive manner" (May 31, 2017).

Lastly, the draft Standards of Conduct was presented at three Town Hall Forums throughout the province to gather feedback from members of the public. Town hall forums were held in the following locations: Prince Albert, November 7, 2017; Regina, January 11, 2018; Saskatoon, January 18, 2018. The feedback gathered at each town hall forum confirmed that the draft standards and their indicators effectively capture the expectations of and for registered teachers in Saskatchewan. The approved Standards of Professional Conduct are as follows:



Standards of Professional Conduct

Registered teachers have a duty to uphold the professional standards and reputation of the teaching profession and to assist in the advancement of its goals, organizations and institutions.

Integrity is the fundamental quality of registered teachers. Integrity is the foundation of the commitment made by registered teachers to learners and to their reputation as a profession.

Public confidence in the teaching profession may be bolstered by professional conduct on the part of registered teachers. Accordingly, the conduct of registered teachers should reflect

favorably on the profession, inspire respect and trust of learners and the community.

Conduct on the part of a registered teacher in either public life or professional practice will reflect upon the integrity of the profession. Teacher conduct can directly impact public trust. Registered teachers ensure public trust is upheld by adhering to these standards. Registered teachers are also expected to adhere to all applicable policies and procedures set by their employing school division, the Ministry of Education, the STF, LEADS, or any other professional organization that relates to their work as a registered teacher.

These standards set out the conduct expected of registered teachers in Saskatchewan. Each standard outlines a principle for behaviour, which allows for context to be built upon. The included indicators are examples of how the standards may be demonstrated. The standards are intended to guide the decisions and judgements of registered teachers and to inform parents, guardians, learners, and the general public of the conduct they can expect from registered teachers.

1. Registered Teachers base their relationships with learners on mutual trust and respect.

Registered teachers demonstrate this standard when they:

- ✓ maintain healthy professional expectations that place learners' interests first, both in school and in the community.
- ✓ ensure that all forms of communication with learners are thoughtful, honest and appropriate.
- ✓ honour individual identity and circumstance without prejudice.

2. Registered Teachers have regard for the safety and academic, physical, emotional and spiritual well-being of learners.

Registered teachers demonstrate this standard when they:

- ✓ take reasonable measures to provide and model a safe, inclusive, and respectful environment at school.
- ✓ implement appropriate, consistent, and clearly articulated rules and expectations.
- ✓ provide effective supervision.

- ✓ follow emergency procedures.
- ✓ act as prudent educators who place learners at the forefront of decisions.
- ✓ implement classroom management practices that encourage mutual respect and cooperation.

3. Registered Teachers act with honesty and integrity.

Registered teachers demonstrate this standard when they:

- ✓ communicate openly, truthfully and respectfully with all relevant parties while maintaining necessary confidentiality.
- ✓ are responsible for their assessment, evaluation, record keeping, and classroom practices.
- ✓ maintain an accepting classroom that promotes learning for all students.

4. Registered Teachers take responsibility for maintaining the quality of their practice.

Registered teachers demonstrate this standard when they:

- ✓ participate in continual self-reflection and professional learning.

- ✓ seek, accept, and provide feedback to improve professional practice
- ✓ work in a collaborative manner with other members of the learner's support network.

5. Registered Teachers uphold public trust and confidence in the education profession.

Registered teachers demonstrate this standard when they:

- ✓ are mindful of their responsibility as a role model in school, in the community, and online.
- ✓ maintain appropriate communication and professional relationships with learners, parents, guardians, colleagues, and other stakeholders.
- ✓ act in a manner that reflects positively on the teaching profession.

Notice of Regulatory Bylaws Amendments

The *Registered Teachers Act* requires registered teachers to be notified when bylaws are made or amended. The Honourable Gordon S. Wyant, Q.C., Minister of Education, has recently approved amendments to the SPTRB's Regulatory Bylaws. The board of directors has amended the SPTRB's initial set of regulatory bylaws in order to:

- assure compliance with the Registered Teachers Act;
- clearly delineate the responsibilities of the SPTRB from those of other sector organizations; and
- better govern the affairs and business related to the SPTRB's legislated mandate.

The amendments are summarized below and may be viewed in their entirety at www.sptrb.ca by clicking on *Regulatory Bylaw Amendments* under the *About Us* tab.

- RB1.02(2) - A registered teacher is to be notified as soon is practicable after the SPTRB receives a complaint about the teacher.
- RB1.02(3) - Clarification that it is the Professional Conduct Committee and only the Professional Conduct Committee that may dismiss a complaint received by the SPTRB.
- RB1.02(4) - Clarification that the Board of Directors, in the absence of a complaint or employer's notice, may ask the Professional Conduct Committee to investigate a matter.
- RB1.03(1) - Both the registered teacher and the registered teacher's employer will be notified when the Professional Conduct Committee initiates an investigation into a complaint about the registered teacher.
- RB1.05 (1) and RB1.06(1) Clarification about the process by which persons are assigned to a Professional Conduct Committee or Discipline Committee from the corresponding panel of candidates.
- RB1.05(5) Clarification of roles of the Professional Conduct Committee, SPTRB staff and stakeholder organizations in the administration of the terms agreed to in a consensual complaint resolution agreement.
- RB1.09(2) - Clarification about publicizing a consensual complaint resolution agreement.
- RB2.02 - Addition of a Duty to Cooperate clause that clarifies a registered teacher's duty to cooperate with the SPTRB in the carrying out of its mandate.
- RB6.02(2) - Clarification of the process by which newly certified teachers are also registered with the SPTRB at the time of certification.
- RB6.04(2)(g and h) - Clarification of the information to be provided in a statement of professional standing.
- Schedule F(1)(a)(ii) - Providing for the certification of internationally educated teachers upon the completion of a bridging to teaching in Saskatchewan program.
- Corrections to typographical errors and re-sequencing due to addition and removal of various clauses.
- Addition of clarifying terms to existing language.

