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Registrar's Update

Hello Everyone - It is my pleasure to provide you with this spring update from the SPTRB. Now that winter has finally let go, I've been doing a fair bit of traveling around Saskatchewan. Over the past few months I have met with the principals from the Treaty 6 Education Council schools and education representatives from Meadow Lake Tribal Council, Saskatoon Tribal Council, Prince Albert Grand Council, and Buffalo River Dene First Nation. The purpose of these meetings was to encourage the participation of First Nations in Saskatchewan's teacher regulatory system.

Over the winter the Standards Development Committee concluded its public consultations on the Standards of Professional Conduct. The Committee's final draft and recommendation were presented to the board at its May 17th meeting. For further information about the standards, please see the section "Board Approves New Standards of Professional Conduct" in this newsletter. The standards will now be presented to the Minister of Education for approval in the form of a Regulatory Bylaw amendment.

Speaking of bylaw amendments, bylaw amendments made by the board of directors some time ago were recently approved by the new Minister of Education, Gordon Wyant. Further discussion of those amendments is included in the "Notice of Regulatory Bylaw Amendments" section of this newsletter.

The SPTRB recognized another milestone earlier this spring when the transitional board of directors was dissolved and the SPTRB's first "regular" board was installed. For details about the board, please see the section of this newsletter entitled "New Directors Appointed to the SPTRB Board."

Spring is a busy time of year for the SPTRB staff because the annual registration period and the certification of Saskatchewan's recent university graduates both occur. If you have not yet registered for the 2018/2019 school year, please be sure to do so prior to August 31, 2018; there will be no fee associated with the registration process again this year.

In addition to certification and registration, the SPTRB continues to fulfill its mandate of administering the standards of conduct and competence of teachers for the purpose of serving and protecting the public. Over the winter the Professional Conduct Committee completed one case through a Consensual Complaint Resolution Agreement (CCRA). The Discipline Committee held one hearing and subsequently issued a discipline order. CCRA's and decisions of the Discipline Committee are located at www.sptrb.ca under the *Conduct and Competence* tab.

I think that pretty much brings you up to date. As always, if you have any questions or concerns or if you would like to arrange for a presentation by SPTRB staff, please do not hesitate to contact our office. Enjoy the rest of the spring and have a great summer!

Sincerely,
Trevor Smith
Registrar & COO

Annual Registration

2018/2019 Annual Registration opened on May 7, 2018 and runs until August 31, 2018. Registration is valid from September 1, 2018 to August 31, 2019. All teachers are required to register with the SPTRB. As of June 1, 2018 there have been 8,005 registrations approved for the 2018/2019 school year. For comparison purposes, there were 18,179 registrations in the 2017/2018 school year.

New Directors Appointed to the SPTRB Board

The SPTRB Board of Directors is tasked with managing and regulating the affairs and business of the SPTRB.

When the *Registered Teachers Act* was proclaimed in effect in October of 2015 a transitional board of directors was appointed by the Lieutenant Governor in Council. The transitional board remained in place until it was dissolved by the Lieutenant Governor in Council on March 15, 2018.

Upon the dissolution of the transitional board, Sections 6 and 7 of the *Registered Teachers Act* came into effect. These sections of the Act provide for the appointment of members of the SPTRB's Board of Directors as follows:

- Three registered teachers appointed by the Saskatchewan Teachers' Federation (STF);
- Three registered teachers appointed by the Minister of Education;
- One registered teacher appointed by the League of Educational Administrators, Directors and Superintendents (LEADS); and
- Two members of the public (not teachers) appointed by the Lieutenant Governor in Council.

The STF appointed Kimberlee Schlageter, Chris Garner and Jill Tressel. Al Boutin was appointed by LEADS. The Minister of Education has appointed Darrell Burko, Linda Blaser-Fiddler and Markus Rubrecht. The public members, appointed by the Lieutenant Governor in Council, are Robin Bellamy and Tom Schonhoffer. We would like to welcome Al, Kimberlee, Markus, Chris and Jill to the board; they will join Darrell, Linda, Robin and Tom, who served on the transitional board of directors.

The appointment of new board members results in the departure of others. We would like to extend our sincere appreciation to Chris Janzen and Dave Carter for their work during the SPTRB's formative stages. Chris and Dave were both valued members of the transitional board and active sub-committee leaders.



New Directors: (L-R)
Markus Rubrecht, Jill Tressel, Kimberlee Schlageter, Chris Garner

Call for Committee Members Professional Conduct Committee and Discipline Committee

If you are interested in an excellent professional learning experience and an opportunity to contribute to your profession, please consider submitting an application to serve on the SPTRB's Professional Conduct Committee or Discipline Committee. For further information about the two committees and application process, visit www.sptrb.ca and click on the *Committees* tab.

Joint Presentation: Social Media and School Staff

Trevor Smith (SPTRB Registrar & COO), Geraldine Knudsen (SSBA Legal Council), and Fay Humbert (STF Associate Executive Director) made a joint presentation entitled *Social Media and School Staff* to delegates at the League of Educational Administrators, Directors and Superintendents (LEADS) Annual Policy Conference.



L-R Trevor Smith, Geraldine Knudsen, Fay Humbert

Geraldine Knudsen presented the employer's perspective related to the use of social media by school staff. Knudsen emphasized the importance of school boards having policy to address acceptable use as well as the protection of the integrity, accuracy and confidentiality of personal information. Knudsen also advised that information acquired from social media can be used as evidence for imposing discipline if an employee posts offensive, insulting or disrespectful comments about an employer. Knudsen identified the following factors which are considered by courts or arbitrators in matters concerning social media use: nature of the posting; breach of confidentiality; attitude of the employee; damage to the employer's reputation; damage to the employment relationship. She concluded by emphasizing that inappropriate use of social media will not be excused if: there was only one posting; the employee was intoxicated; or if the post was only made temporarily.

Trevor Smith presented a regulatory perspective of the use of social media by registered teachers. He identified the following issues that can arise out of the use of social media:

- Damage to professional image and integrity

- 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, "friended" some of the female students from his school and used their conversations to lure the students. Smith 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 lodged with the SPTRB

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 Professional Conduct were approved by the SPTRB 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 2,739 respondents who volunteered their feedback when completing their 2017/2018 annual registration.

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

The draft Standards of Professional 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 of the 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 Bylaw 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.

