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From the Registrar's Desk

This communication will arrive in your inbox at one of the busiest times in your year and I wish you well as you complete the very important work that ends one cycle and prepares for another.

Like the work of teachers, the SPTRB's work is cyclical because it is driven by annual events. In the spring, the conclusion of university classes causes a sharp increase in the number of applications for teacher certification, and preparations for the upcoming school year cause many teachers to register in advance of the fall.

It is an exciting time of year in the SPTRB office because we interact with teacher candidates who are eager to begin their careers and with in-service teachers as we assist with the completion of the registration process. Throughout May and June, more than 600 new graduates will receive their teacher's certificates and 14, 000 teachers will be registered for the upcoming school year.

Once the hustle and bustle of June subsides, I hope you are able to spend some time reflecting on the successes of your year and that you are able to enjoy some rest and relaxation over the summer.

Sincerely,
Trevor Smith
Registrar & COO

SPTRB Registrar and COO Trevor Smith addresses the Saskatchewan Self-regulated Professions Working Group at its Fitness to Practice forum in Saskatoon on March 13, 2019.



Thank you to SPTRB's Former Chairperson

At the May 30, 2019 meeting of the SPTRB's board of directors, Chairperson Robin Bellamy (right) presented Tom Schonhoffer (left) with a token of appreciation for serving as the inaugural Chair of the board of directors from 2015 to 2018.

Committee Members Wanted

What does it mean for a teacher to remain current in their practice?

For how many years should a teacher be permitted to not practice or engage in professional learning before they are considered not current in their practice?

If a teacher is considered to be not current in their practice, how do they become current?

Do all registered teachers participate in sufficient professional learning as part of their regular duties to meet a minimum standard of continual professional learning?

How much professional learning is needed and what “counts” as professional learning?

Are there differences in the professional learning needs of teachers depending upon their employment situation?

Is it necessary for teachers to catalogue or document their professional learning or does this already occur as part of an annual professional growth planning processes?

If you are interested in trying to find out the answers to the questions posed above, please consider applying for a position on the SPTRB's Continual Professional Learning and Currency of Practice (CPLCP) working group.

The CPLCP working group is seeking three registered teachers to join the group.

The CPLCP working group will ultimately be responsible for making recommendations to the SPTRB's Teacher Education and Certification Committee (TECC) concerning:

1. A continual professional learning framework for registered teachers; and
2. A currency of practice framework for registered teachers

The three teachers selected will join three members from the TECC to form the working group. The CPLCP working group will oversee a research project that will survey:

- a. the current state of professional learning for Saskatchewan's registered teachers; and
- b. the currency of practice requirements for teachers both nationally and internationally.

If interested, please submit your expression of interest to registrar@sptrb.ca by August 31, 2019. Expressions of interest should include:

1. a statement explaining why you are interested in the project and what you can contribute to the working group;
2. the names of three professional references who will provide letters in support of your participation on the committee (references should email letters of support directly to registrar@sptrb.ca with your name in the subject line); and
3. acknowledgement that your employer, should you be selected for the working group, will approve of your absence from work for 3 to 5 days during the 2019 - 2020 school year. (Substitute costs are reimbursed by the SPTRB).

Farewell to Two Members of the Teacher Education and Certification Committee

The Teacher Education and Certification Committee (TECC) will say farewell to two of its members next year. The valuable contributions of Dr. Val Mulholland from the University of Regina and Ms. Laurie Gatzke from the League of Educational Administrators, Directors and Superintendents will be missed. The SPTRB's board of directors and staff thank them for their service on the TECC.

SPTRB's TECC committee is tasked with making recommendations to the board of directors concerning teacher education and certification matters. The membership of TECC comprises representatives from the First Nations University of Canada, Gabriel Dumont Institute, League of Educational Administrators, Directors and Superintendents, Saskatchewan Ministry of Education, Saskatchewan School Boards Association, Saskatchewan Teachers' Federation, University of Regina, University of Saskatchewan and is chaired by a member of the SPTRB board of directors.

SPTRB Work is Province Wide

Over the past few months the Registrar and Assistant Registrar have been travelling to and meeting with school division senior leadership across the province. The goal is to meet with all 27 divisions by the end of the 2020 school year as time and logistics allow. Although we often meet with divisions and others for specific matters, the purpose of these meetings is to connect with school division leadership and review with them SPTRB mandates, policies and procedures as well as to discuss emerging issues where our mandates overlap in the areas of professional regulation.

To date we've had the opportunity to meet with the following divisions:

- Holy Family
- Holy Trinity
- Ile-a-la-Crosse
- Lloydminster Public
- Lloydminster Catholic
- Northern Lights
- Prairie South
- Regina Catholic
- Regina Public
- Saskatoon Public
- South East Cornerstone
- Saskatoon Catholic

We look forward to meeting with the other divisions in the coming months.

Additionally, we very much welcome the opportunity to meet with others in the education sector. This may include professional development events, school/division/association meetings, board meetings, school community councils, etc. Topics could include the SPTRB mandate, teacher certification, complaint management processes, the role of professional regulation, specific emerging issues within education, or any other relevant topic.

Please feel free to contact us if you would like to explore the possibility connecting and having us attend or present at an event or meeting.

SPTRB's Standards of Professional Conduct

All Registered Teachers have an obligation to be familiar with and incorporate the Standards of Professional Conduct into their practice.

Preamble to the Standards:

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 the 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 the 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.

Standards of Professional Conduct (continued)

The Standards are:

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 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.



204 - 3775 Pasqua Street
Regina, SK, Canada S4S 6W8
Phone: 306.352.2230
Fax: 306.352.0022
Email: general@sptrb.ca
www.sptrb.ca

