



**INDEPENDENT SCHOOL TEACHER
CONDUCT AND COMPETENCE STANDARDS**

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Introduction

The Inspector of Independent Schools may issue certification to a person if the applicant meets guidelines developed by the Independent School Teacher Certification Committee (ISTCC) or if the ISTCC recommends the applicant for certification. The Inspector may further issue a letter of permission to an independent school authority to use the services of a person as a teacher for that authority for a specified period of time. The Inspector may not issue certification or a letter of permission if the Deputy Registrar under the *Criminal Records Review Act* determines that a person presents a risk of physical or sexual abuse to children. The Inspector may suspend or revoke an authority's letter of permission. The Inspector may also suspend or revoke a teacher's certificate (on the recommendation of the ISTCC).

In regard to the Independent School Teacher Conduct and Competence Standards, it should be noted that independent schools and their communities may have developed particular codes and standards of conduct that serve their particular educational philosophy or community standards. Breach of such local community standards may not be a breach of the Independent School Teacher Conduct and Competence Standards.

INDEPENDENT SCHOOL TEACHER CONDUCT AND COMPETENCE STANDARDS

1. Educators value and care for all students and act in their best interests.

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

2. Educators are role models who act ethically and honestly.

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

3. Educators understand and apply knowledge of student growth and development.

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

4. Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and support the role of parents as primary educators and the role of the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children

5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

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

6. Educators have broad knowledge bases and understand the subject areas they teach.

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

7. Educators engage in career-long learning.

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

8. Educators contribute to the profession.

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

Definitions:

Aboriginal:

- Includes all Aboriginal peoples, especially First Nations, Inuit and Métis

Authority:

- A society incorporated under the *Society Act*, or
- A corporation incorporated under the *Business Corporation Act* or a private Act, or
- A person designated, by regulation, as an authority that operates or intends to operate an independent school

Community:

- All those in the local area and those served by the independent school

Competence:

- Having the knowledge and skills to carry out the duties of an educator

Conduct:

- The actions or omissions of an educator including such actions or omissions both within and outside of an educator's professional role.

Educator:

- Authorized teacher as defined by the Independent School Act

Minor:

- A child or youth under the age of 19

Parent (in respect of a student or a child):

- The guardian of the person of the student or child
- The person legally entitled to custody of the student or child
- The person who usually has the care and control of the student or child

Student:

- A person enrolled in a K-12 educational program provided by an independent school authority or a Band operating an independent school and for whom an educator has responsibility

Applications:

1. To establish commonly held standards of practice and conduct for the profession that guide teacher education, practice and ongoing professional growth
2. To communicate to the public the standards that educators hold
3. To establish a regulatory framework that guides the Office of the Inspector of Independent Schools in decisions related to teacher education programs, certification, fitness to practice and discipline