

**From:** [Jasper, Jennifer](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Mercer, Sally EDUC:EX](#); [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Blackburn, Kelly](#)  
**Subject:** Course Materials for Review  
**Date:** Friday, August 12, 2016 2:55:44 PM

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Hello,

The course materials for Reinforcing Respectful Professional Boundaries are currently in the hands of Kelly Blackburn (cc'd on this email) who is in the final proofreading stages.

Once she has completed this work early next week, she will forward the materials to you for final review. If you could please let her know by **Friday, August 19<sup>th</sup>** if you have any changes or are ready to sign off that would be very much appreciated.

Thanks so much and have a great weekend!

Jennifer

Program Manager, Centre for Leadership

.....

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**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** TBD  
**Course Title:** The Mindful Educator in Managing Conflict  
**Prerequisite Courses:** N/A  
**School:** Health, Community and Social Justice  
**Division/Academy/Centre:** Conflict Resolution  
**Previous Course Code & Title:** N/A  
**Course First Offered:** August, 2015

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

**Course Goal(s):** To apply emotional self-regulation and effectively respond to anger in others in order to manage typical interpersonal conflict situations that arise in a K-12 educational setting.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
2. Describe their assumptions and beliefs about conflict and anger.
3. Articulate the impact of such beliefs and assumptions on their conflict approach.
4. Identify inconsistencies among beliefs, assumptions and practice.
5. Define emotional intelligence and explain how it relates to work place success in a conflict setting.
6. Describe the components of anger and angry behaviours.
7. Identify own anger triggers.
8. Describe the anger arousal cycle.



9. Construct more effective means to handle workplace stressors and dilemmas.
10. Use strategies to manage and express own anger.

**Course Topics/Content:**

**Day One:**

- Standards for Competence & Professional Conduct of Educators in BC
- Beliefs about and origins of anger.
- Physiology and neuroscience of anger arousal cycle.
- Triggers, distorted thinking and self-talk.
- Managing your own anger.

**Day Two:**

- Dealing with anger in others.
- Using empathy, reframing, assertiveness, limit setting and disengaging to deal with anger.
- Constructing a collaborative conflict conversation.

**Day Three:**

- Coached role-play practice.

**Text and Resource Materials:**

**Required:** The Mindful Educator in Managing Conflict course workbook

**Recommended:**

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Praxis Exercise				
Practicum/Fieldwork				
Online				
Correspondence				

<b>Total Class Hours</b>	21			
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**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	20%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	30%	Other (feedback)	20%
Quizzes/Test	%	Simulations	30%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

Evaluation based on attendance, participation in small and large group discussion and exercises, written preparation assignment and incorporation of feedback from instructor, coach and peers in simulated roleplay.

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Globally-Minded**

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#)  
Subject: Development and Delivery of Professional Boundaries course - invoice  
Date: Thursday, January 5, 2017 12:17:00 PM

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Hi Kent,

I hope you had a nice holiday season.<sup>s.22</sup> but back at it now and trying to catch up.

I wanted to touch base with you about the invoice we received for the development and delivery of the Reinforcing Respectful Professional Boundaries course from Aug 31, Sept 1-2, 2016. You may recall that we spoke over the phone about the amount (I thought it ought to be \$2,000 more based on the contract), and you were going to check with Jennifer.

Were you able to find out anything? Should the invoice be adjusted and send to us again, or should we be paying the invoice we have?

Thanks,

Sally

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**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Bahr,Christina JAG:IN](#)  
Cc: [Clarke, Wilma EDUC:EX](#); [Chritchley, Matt EDUC:EX](#); [Mirbagheri, Sarvi EDUC:EX](#); [Preston, Bruce EDUC:EX](#); [McMullin, Shawn EDUC:EX](#)  
Subject: Feedback on CRES1120-The Mindful Educator  
Date: Thursday, December 1, 2016 4:33:00 PM

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Hi Christina,

Thank you very much for sending over the draft copy of the Manual and the PowerPoint for **CRES 1120 The Mindful Educator in Managing Conflict**. We've reviewed the materials and we have the following feedback for you.

Overall, we are satisfied with the approach. However, we wonder about the coverage of the special needs portion. There is no acknowledgement that generally speaking the dynamics of conflicts with students/children is different than conflict with adults (power imbalance, evolving capacity, child's right to voice) and may require adapted strategies. By focusing on special needs students alone, these students may be viewed as "the problem" in the classroom. Another issue is that the various behaviours that typically accompany certain special needs are listed but there is no specific communication or conflict resolution strategies presented that would assist in dealing with the behaviours. The focus really seems to be on adult/adult conflict management. We think this needs to be augmented with more information on adult/child conflict management. Perhaps it would be useful to develop the special needs education piece with further assistance of a special needs educator. A general direction for additional material may be the following:

Two basic principles of special needs education are:

1. Behaviour is communication. When dealing with special needs students in particular the first reaction to behaviour changes in students is to ask yourself: what is he/she trying to communicate to me with this behaviour:
  - frustration
  - opposition to the behaviour of others
2. The job of a special needs teacher is to identify and remove barriers to learning. Teaching special needs students requires an expanded "toolbox" of skills. Interpreting behaviour and identifying barriers is the essential basis for deciding which of the tools to use. Approaching special needs situations with the two basic principles in mind will provide the foundation for avoiding the conflict which can result from misunderstanding. A special needs education specialist could help to refine this part of the program.

Also, the Outside-of-the-Moment Anger Management Plan is good but we wonder if that could or will be expanded into a conflict management plan. What happens when you can't easily walk away from a conflict with a teacher/administrator/student/parent? How would you reset a relationship or what would you do if you realize you're heading in the wrong direction? What if the conflict/behaviour is associated with longer term issues? Will this be dealt with in the context of the course?

We also like the concept of the Picture It slides. Most of them deal with lower level conflict though. Would it be possible to include a scenario where a teacher/student has a strong emotional reaction with yelling, threatening or physical contact? Or is this likely to be covered within course examples? The following feedback is more specific:

**TRB PowerPoint:**

- A lot of the slides have an uppercase or a lowercase "p" in the titles. What is this?

- Slide 10 – all the words are capitalized except “emotion”
- Slide 15 – all the bulleted points begin with a capital letter except the last “power”
- Slide 30 – Occipital Lobe is spelled incorrectly
- Slide 51 – the words in the final bullet are cut off

A couple of the words have the British spelling or the American spelling or both. For example, “behaviour” versus “behavior”

- Slide 45 – uses “behavioural” with the “our” ending
- Slides 6 & 17 – uses “behavior”
- Slide 58 – uses “behaviour” & “behavior”
- Slide 61 – uses “honor”

#### **TRB Manual:**

- 5<sup>th</sup> page, Introduction
  - 3<sup>rd</sup> bullet should perhaps be “Who are you in conflict **with**?”
  - 6<sup>th</sup> bullet uses “behaviours”
- 6<sup>th</sup> page, What is Conflict
  - 1<sup>st</sup> bullet under “Conflict at its best” replace “exits” with “exists”
  - 4<sup>th</sup> bullet under “Conflict at its best” uses “behaviors”
  - 3<sup>rd</sup> bullet under “If mishandled” uses “behaviors”
- 6<sup>th</sup> page, Who are You in Conflict?
  - Should the title be “Who are You in Conflict **With**?”
- 8<sup>th</sup> page, Beliefs about Conflict
  - Last bullet, replace “anyways” with “anyway” (Anyways might be too colloquial for a formal course.)
- 9<sup>th</sup> page, Belief Cycle
  - 2<sup>nd</sup> and 4<sup>th</sup> sentences in the 1<sup>st</sup> paragraph use “behaviours”
- 11<sup>th</sup> page, Conflict Approaches
  - 3<sup>rd</sup> bullet uses “behaviour”
- 12<sup>th</sup> page
  - 3<sup>rd</sup> bullet uses “behaviour”
- 13<sup>th</sup> page, Five Conflict Styles
  - In the 1<sup>st</sup> paragraph there’s reference to “Kraybill Conflict Style Inventory tool” but no footnote or explanation about what this is. Should there be? And is this tool going to be used with participants? If not, does it need to be referenced?
  - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> paragraphs use “behaviour”
- 14<sup>th</sup> page
  - 1<sup>st</sup> & 2<sup>nd</sup> paragraphs use “behaviour”
- 17<sup>th</sup> page
  - 1<sup>st</sup> paragraph, last sentence – Should the sentence be “This use of anger is learned very young and **has** become a set pattern simply because it continues to work”?
- 18<sup>th</sup> page, The Purpose of Anger

- In the final paragraph, the suggestion is to use “maybe” or “is usually” rather than “is” because there are times that attacking or judging is the right thing to do from a safety or justice perspective.
- 20<sup>th</sup> page
  - Final sentence on the page is missing a period.
- 21<sup>st</sup> page
  - In the image, “Occipital” is spelled incorrectly.
- 23<sup>rd</sup> page, In-the-Moment Anger Management Plan
  - The final sentence uses “behavior”
- 25<sup>th</sup> page, Outside-of-the-Moment Anger Management Plan
  - 1<sup>st</sup> paragraph – there’s a word missing in the last half of the sentence
  - Point 5 – uses “favorite”
- 31<sup>st</sup> page, The Difficult Person
  - 1<sup>st</sup> indented question – Should the sentence be “Am I trying to change **the** other person ...?”
- 33<sup>rd</sup> page
  - The 1<sup>st</sup> and 2<sup>nd</sup> secondary bullets use “behavior”
- 34<sup>th</sup> page, Special Needs
  - 1<sup>st</sup> sentence, perhaps use “accommodate” rather than “manage”
- 40<sup>th</sup> page, How to Give Feedback
  - 1<sup>st</sup> paragraph & the 3<sup>rd</sup> bullet use “behaviour”

Thanks again. Please let us know if you have any questions about any of this.

Kind regards,

Sally

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**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

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**From:** [Chritchley, Matt EDUC:EX](#)  
**To:** [XT:Bahr,Christina JAG:IN](#)  
**Cc:** [Mercer, Sally EDUC:EX](#); [Clarke, Wilma EDUC:EX](#); [Preston, Bruce EDUC:EX](#); [McMullin, Shawn EDUC:EX](#); [Mirbagheri, Sarvi EDUC:EX](#)  
**Subject:** For Review: CRES1120-The Mindful Educator course outline  
**Date:** Thursday, January 5, 2017 3:24:16 PM  
**Attachments:** [CRES1120-MindfulEducator Courseoutline.docx](#)

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Hi Christina,

**Re: Feedback: The Mindful Educator course outline**

The only suggestions we have with the course outline are to include some reference to 'students' and 'special needs.'

- The second line could read, "Conflict can arise between students, teachers, administrators, parents and others, and can be difficult to manage. In this course Educators will gain...."
- Learning outcome 9 might be changed to add "Special considerations in dealing with young students or students with special needs." This could also be added as a course topic or added in brackets under *Dealing with anger in others* in Day 2.

Thanks you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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**From:** [Clarke, Wilma EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Mercer, Sally EDUC:EX](#)  
**Subject:** FW: amended files  
**Date:** Tuesday, July 12, 2016 3:21:08 PM

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Hi Kent,

Apologies – I forgot to copy you on the communication with Laura below.

*Wilma Clarke,*

*Executive Director ,*

*Teacher Regulation Branch, Ministry of Education*

*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*

*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*

[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Hugh And Laura Bickerton [mailto:[s.22](#)]

**Sent:** Tuesday, July 12, 2016 3:18 PM

**To:** Clarke, Wilma EDUC:EX

**Cc:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX; Mercer, Sally EDUC:EX; Preston, Bruce EDUC:EX

**Subject:** Re: amended files

Hi all. Thanks for the feedback. I will respond to you all when I can access the feedback on my computer which I will have tomorrow or the next day <sup>s.22</sup> for now wo the computer). All materials will be ready for the end of July. W did not want to do the final work until you had a chance to review. I think the format of the third day could certainly be changed to the format we originally had discussed - we set it out this way as the classroom management course did not use the third day for counselling and we structured ours based on theirs. We will be happy to do whatever you think best - and would be happy to talk about pros and cons of each. L

Sent from my iPad

On Jul 12, 2016, at 1:57 PM, Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)> wrote:

Hi Laura,

Please find below a compilation of the feedback from TRB staff who have reviewed the materials sent. We appreciate all the work that has gone into developing the course and provide this feedback fully appreciating the efforts of the development team.

Day 1

- Reflecting on Relationships Exercise - Does this relate to professional boundaries, or is it just an ice breaker?
- Slide 21 – Regulation/Advocacy – not completely accurate- government does also create some advocacy orgs under legislation, concerned with both individual/public interest (e.g. Seniors Advocate, RCY)
- Slide 34 – Could there be a question or two about how they feel about children? i.e. good kid/bad kid/challenging kid (do they value the compliant? the questioners?)
- Slide 35 – find this question unclear - *What is important to you in making sense of the ethical world of teaching?*
- Case Studies - Would it be more interesting to deal with cases from the teaching

profession? The topic is sensitive, but it might help to deal with the elephant in the room.

- Regarding the elephant, It might also help to acknowledge that participants in the course are taking it because they are interested, or have engaged in conduct that is not of the most egregious nature. A role play with the coaches could show how easy it is for anyone to cross professional boundaries without intention. (I.e. – talking about personal life in class, or touching a student on the shoulder)
- Understanding Professional Regulation & Standards of Professional Conduct – Is there too much emphasis here? This course is not on Professional Identity as much as it is about behavior that leads to the blurring on professional boundaries. What leads to violations in professional boundaries, and what can happen if they are not respected?

Day 2

- Slide 11 – (*Are often unable to confront others to resolve conflict appropriately*) *but (may also use skill and charm to redirect concern)* – I think that there are actually two separate (and both important) points here, so they should not be rolled into one bullet
- Slide 29 – suggest adding a bullet about how the child welfare system relies on the school system as being the primary “eyes and ears” of the child safety net. The expectation is not that the teacher intervene but that any concerns are promptly reported.
- Self-Understanding: Values and Beliefs – I am not sure that the slides on this make clear the connection directly to behavior. I can see that Maslow’s Hierarchy speaks to the vulnerability of students, and the needs (belonging, love..) of teachers, but I am not sure about choice theory. Could this be dealt more directly by talking about attraction, or loneliness, or self-awareness, or weakness, as it relates to teachers and student needs?
- Case studies and Boundaries traps – More here!!
- Competence or Incompetence – is this important re boundaries?
- Conduct Becoming or Unbecoming a Professional – Is this important or just labeling things?
- Boundaries, Communication and Interpersonal Relationships – Does talking about the teaching certificate or interpretation of Standards relate to behavior?
- Grooming behavior – Good. What about the 21 year old teacher and 18 year old student?
- Some of the privacy and information sharing materials seem go beyond the focus of the course – for example much of Slide 32
- Privacy Sharing / Disclosure -Not sure about the inclusion of the Traffic Light Tool – Is the “red light” putting the emphasis where it is intended? -may need to understand better what the classroom conversation around it will look like

Day 3

- Slide 17 – Dilemmas in Defining the Boundaries – wondering if this discussion shouldn’t happen up front – day 1?
- Understanding one’s own motivations in relationships with students. Could this be a focus of the course from day 1?
- Effective listening and Emotional Intelligence – Picking up cues from others is important,

but is this key to professional boundaries. What about dealing with personal feelings and setting limits for yourself, and setting limits on students. How to stop a student from sitting on lap, or how to deal with a student that wants help with the personal life? Texting after hours? What if a teacher is attracted to a student?

- The Answer slide- Should there be a focus on self-control and dealing with behavior?

GENERAL FEEDBACK:

- Although it's important that the folks understand the Standards, perhaps there is too much emphasis in the Day 1 PowerPoint on those broadly and on the disciplinary process/Commissioner's role when the focus should be on professional boundaries and changing people's views on what those really are (esp. in case the only boundary they recognize is what's listed in the Day 3 PowerPoint of "An educator must care for students but cannot be their lovers").
- Can those that are not comfortable trying a role play with the group, do a role play with the coaches?
- Can there be exploration of what is professional boundaries at the outset? Perhaps reading/reviewing some stories together.
- Review the breath of boundaries violations and try to guess what was behind the conduct?

Without having the case studies to review, it could be that many of the questions and suggestions above are covered off (i.e. cases to reference on all the various types of pitfalls teachers need to be on their toes about; e.g., texting, social media, informal counselling, etc.). **Also, the contract with JI indicates that the TRB will deliver the following. Could you verify that we will be forwarded the finalized course materials including case summaries/scenarios (i.e. all materials that will be used with participants0, any manuals developed and evaluation tools? Also according to the contract, day 3 is to be an "inclusive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio". Can you also confirm that this is the structure of day three?** Thanks.

In consultation with the Commissioner for Teacher Regulation , the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:

- a. develop course content and scenarios for three, 3-day courses
- b. draft, finalize and produce course materials (course manuals, psychometric evaluation tools)
- c. draft, finalize and produce participant course feedback surveys
- d. include an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio
- e. integrate the following learning techniques into each of the courses:
  - dialogue
  - self-reflection
  - skill building exercises
  - scenario analysis
  - peer feedback

Wilma Clarke,  
Executive Director ,

Teacher Regulation Branch, Ministry of Education  
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Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

-----Original Message-----

From: Hugh Bickerton [<mailto:s.22>]

Sent: Monday, June 20, 2016 12:47 PM

To: Clarke, Wilma EDUC:EX

Cc: Westgrowth

Subject: amended files

Hi, Wilma. here are the amended files - not much has changed. let us know your thoughts whenever you are ready! thanks. Laura and Chery

**From:** [Chritchley, Matt EDUC:EX](#)  
**To:** [Mercer, Sally EDUC:EX](#)  
**Subject:** FW: CRES1120-The Mindful Educator  
**Date:** Monday, November 28, 2016 2:30:29 PM  
**Attachments:** CRES1120-MindfulEducator Courseoutline.docx

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**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Monday, November 28, 2016 2:23 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator  
Hi Matt,

Please find attached the course outline for The Mindful Educator.

Thank you,  
CB

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 9:29 AM  
**To:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

Sorry to be so slow with this. I am looking at it today and hopefully we will have a Branch response for you soon. Do you have a course outline for this yet? I may have one already but can't put my hands on it at the moment.

Thanks,  
Matt

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**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Thursday, October 20, 2016 9:24 AM  
**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** CRES1120-The Mindful Educator

Hello Matt and Wilma,

Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,  
Christina Bahr

Program Manager, Centre for Conflict Resolution  
School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
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INSTITUTE**  
*of* BRITISH COLUMBIA

CENTRE FOR LEADERSHIP

# Reinforcing Respectful Professional Boundaries August 31 – September 2, 2016

The Ethic of Care: Balancing care and control  
Day 1

# Task 1.1: Getting Acquainted

- Interview partner.
- Possible topics for questions:
  - Background
  - Education
  - Employment history
  - Family
  - Travel
  - Hobbies
- Repeat with another partner
- Be prepared to introduce your partner to the group

# Overview of the Three Days



# Setting the Stage: Tackling Difficult Subjects

- It is important to create a positive learning environment. We realize you may have concerns for our 3 days together as the topic is complex and often emotionally charged.
- As a group, we will develop some norms to create a safe and non-judgmental environment.

## Task 1.2

- On your own consider the following questions:
  - What do you hope to learn from our three days together?
  - What is most important for you to gain out of the next 3 days?
  - How can we work together to contribute to the positive culture of the group?

## Task 1.3

*“Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives.”*

Take a few moments to write about how you would want to be remembered by your students and others.

By the end of the three days, we hope you have clarified the answer to the question ...

*How do you want to be remembered?*

# Professional Accountability

Read the case and discuss the issues that arise for you.

- What concerns do you have about the actions of the person in the case? Why do the actions concern you?
- What do you see as a reasonable consequence of the action?
- What “rights” do you think the public or clients should have in these types of cases? Should the public and potential clients be informed?

Be prepared to share your thoughts with the large group.

# Regulation of Occupations

- Provinces have the authority to regulate and establish standards for workers in different occupations. This is created through legislation.
- On January 9, 2012, the legislature passed the **Teachers Act** which created a **hybrid or shared responsibility** regulatory system based on two foundational principles: the **public interest** and **transparency**.

# Teachers Act

- Because the Commissioner's role is set out in legislation, he must work within the boundaries of administrative law which defines the rights of those he investigates.
- At times, this can be time consuming and frustrating for those involved as it involves careful and meticulous attention to principles of fairness.

# Regulation of Teachers

- All teachers, principals, superintendents whether in public, independent or First Nations schools must hold certificates to teach.
- A certificate is like a license to practice – you cannot work as teacher or administrator in BC without a certificate.

# 1. BC Teachers' Council

## **16 council members including:**

- 5 elected from among the certificate holders
- 3 appointed by the Minister from a list submitted by the BCTF on behalf of public school teachers
- 7 appointed by the Minister from lists submitted by other education partners on behalf of their members
- 1 appointed by the Minister to represent the Minister (non-voting)



# BC Teachers' Council

- Establishes standards for the education, competence and conduct of certificate holders
- Establishes standards for applicants' qualifications and fitness
- Evaluates and approves teacher education programs for the purpose of certifying their graduates
- Carries out its duties in the **public interest**
- Separate and independent of government
- Separate and independent of the organizations to which they belong

## 2. Commissioner

- Appointed by Cabinet, the Commissioner is **independent** of government and oversees the discipline process.
- The Honorable Bruce Preston
- Retired BC Supreme Court judge
- Appointed for 5 years

# Commissioner

**Receives reports and complaints regarding possible breaches of the Standards from:**

- the public
- employers – boards, independent school authorities
- attorney-general's office
- other certificate holders – **more later**
- other sources such as the media

# Commissioner

Determines what processes should be undertaken with respect to a report from an employer or a complaint from the public.

- take no further action
- undertake an informal resolution
- order an investigation
- initiate an alternate dispute resolution
- issue a citation leading to a hearing

### 3. Disciplinary and Professional Conduct Board (DPCB)

- Provides the Commissioner with a pool of council members and lay persons who can serve on hearing panels.
- Three people sit on a hearing panel to act as judges and determine whether or not a certificate holder has breached the Standards, and if so, what penalty should be imposed.

# Disciplinary and Professional Conduct Board (DPCB)

- Penalties include reprimands, suspensions or cancellations of certificates.
- Hearing panels must **act independently** of government or any other group.
- Act in the **public interest**.

## 4. Director of Certification

- Issues Certificates of Qualification for applicants who meet all of the necessary requirements, based on the standards set by the BC Teachers Council.
- Issues Independent School Teaching Certificates based on requirements set out by a separate board.
- Issues letter of permission on a temporary basis when a certified teacher cannot be found to fill a position.
- Maintains a registry of certificate holders and an employers' area on the TRB website.

## 5. Teacher Regulation Branch (TRB)

- Not created under the Teachers Act

- A fifth entity, the TRB, is part of the Ministry of Education and provides administrative support for the BC Teachers Council, the Commissioner and the DPCB.
- BUT the TRB is not a decision-making body. It only provides the necessary assistance to the decision-makers: the BC Teachers Council, the Commissioner, the DPCB and the Director of Certification



# Overview of the Regulatory Model

BC Teachers Council (BCTC)	Commissioner	Disciplinary and Conduct Board	Director of Certification
Sets Standards	Oversees discipline process of certificate holders	Conducts hearings	Issues certificates
Independent of government though overseen by the Minister of Education	Independent of government	Independent of government	Government employee
<b>Teacher Regulation Branch</b> <b>Supports the work of the four statutory entities above.</b>			

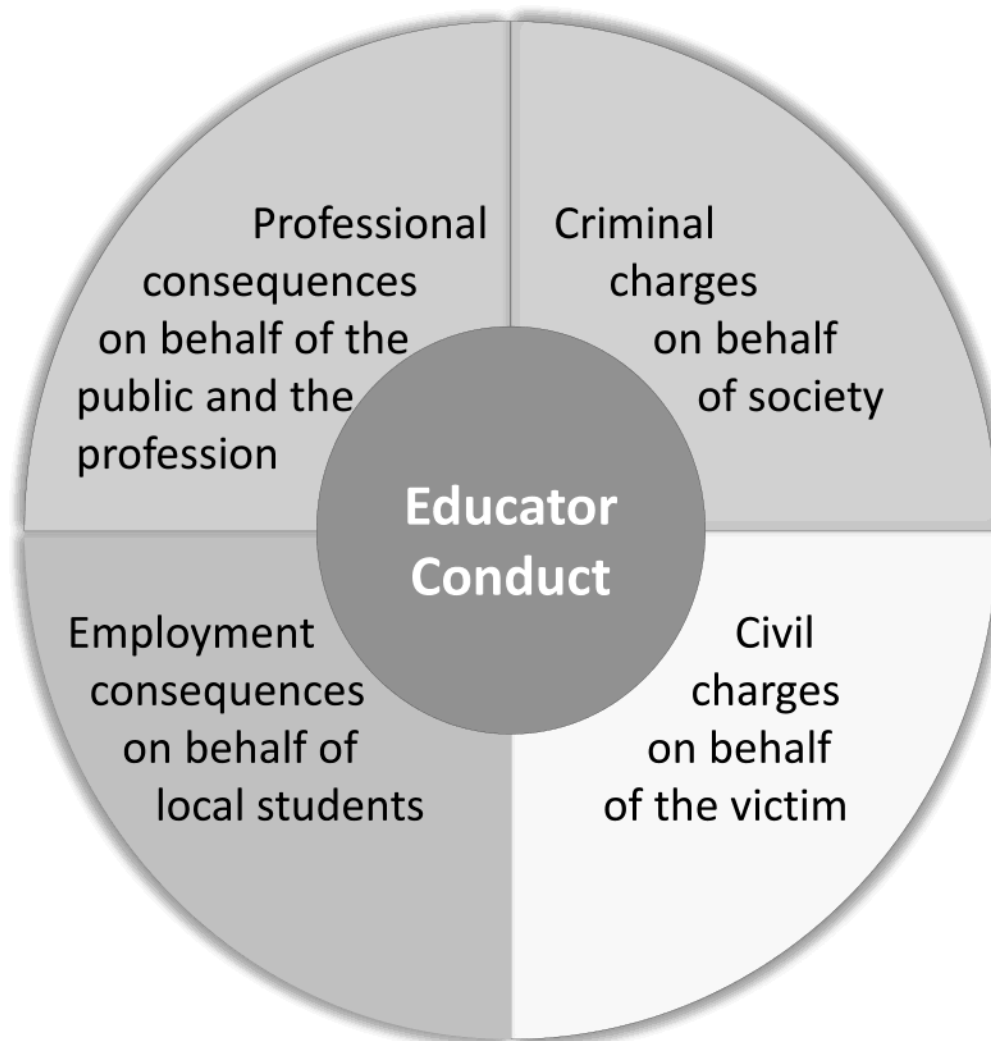
# Understanding Professional Regulation and Advocacy

Professional Regulation	Professional Advocacy
Established by statute Powers of government given to regulatory body	Established by will of a group usually within an employment context
Concerned with the public interest and protecting “clients” from incompetence or misconduct of professionals	Concerned with the collective interests of members and protecting individuals within an employment context
Teacher Regulation Branch	Eg BCTF (union of public school teachers only) - membership is mandatory, BCPVPA (principals and vice-principals in the public system- voluntary) , BCSSA (school superintendents in the public system - voluntary), Catholic Teachers Union, Christian Teachers Association
Law Society of BC, College of Pharmacists of BC, College of Registered Nurses of BC	BC Bar Association, BC Pharmacists Association, Registered Nurses Union

# Understanding Employment and Regulation

Regulation	Employment
Issues certificate (license) to teach	Involves hiring teachers in the K-12 system, public or independent
Sets Standards for awarding (cancelling) a certificate	In the public system, teachers and employers agree on employment rules through a collective agreement, employment contracts and the School Act
Provides ability to gain employment in BC and may be used to gain certification in other jurisdictions	Salary, pension (if any), hours of work are set in this context

# Multiple Jeopardy



# Professional Standards

- Describe a desired and achievable level of performance by which actual performance can be measured.
- Allow for assessment or measurement of performance and conduct
- Describe a degree of excellence, competence
- May be broadly stated (BC Teachers) or very detailed (BC Physicians)
- Considered to be the hallmark of a profession.

# Standards for the Education, Competence and Professional Conduct of Educators in BC

- Eight statements of principle, along with brief descriptors, that describe what certificate holders in BC should know and be able to do as well as the conduct they must adhere to.
- All applicants must sign that they understand and will abide by these Standards
- All those who hold teaching certificates have joined a professional “club” and membership in the club is continued only if the Standards are upheld.
- Failure to uphold the Standards is the basis for the actions of the Commissioner when disciplinary decisions are made.

# TASK 1.8 BC TEACHING STANDARDS

- Read the eight standards.
- In groups of 3-4, discuss the following questions:
  - Do the Standards in your view accurately describe the work and expectations of teachers?
  - What, if anything, would you add or delete? Why?
  - How do you imagine professional standards are created?
  - To whom do professional standards belong? What are your thoughts?

Debrief in large group

# Standards in Practice

This course will help you answer the questions:

- What do the Standards mean – how can I interpret them?
- What should I understand about the Standards that will help me in my everyday work and life?
- How will these tools help me to be a better teacher?
- How will understanding the Standards help to keep students safe?



# Standards Embody: The Ethic of Care

- Teachers struggle with relationship boundaries as part of their emotional interactions with students
- Codes of conduct in other professions, especially the helping professions, **also** deal with boundaries in the practitioner–client relationship
- Boundaries are derived from the Standards and exist to distinguish between what is appropriate and inappropriate in relationships. They “act to constrain, constrict, and limit” and involve issues of power, control, and influence

# The Ethic of Care

- In the field of education, the teacher–student relationship is a central component in successful teaching and learning but, outside of a few exceptions ethical boundary issues have not always been appropriately explored
- The importance teachers place on developing positive personal relationships with their students has been suggested as one aspect of effectiveness and expertise in teaching
- It is often through personal interest in students that teachers find ways to bring students into these important conversations

# The Ethic of Care

- Teachers and students have characterised caring relationships as being composed of several different basic concepts: time, talking, sensitivity, respect, acting in the best interest of the other, being there, caring as feeling and doing, and reciprocity (Gomez, Allen, Clinton, 2004; Tarlow, 1996; Terry, 2006).
- Researchers suggest that engaging in the process of establishing and maintaining caring relationships requires considerable emotional work and investment (Isenbarger & Zembylas, 2006; Schutz, Cross, Hong, & Osbon, 2007; Williams et al., 2008; Zembylas, 2003).

# The Ethic of Care

## Example:

- Teachers may choose to display motivational enthusiasm and excitement when teaching, spend personal time on behalf of a student, or even mask anger when upset with a student. Some teachers find their work and investment of self emotionally and physically draining, leading to fatigue and frustration with their careers (Hargreaves, 2000, 2001; Sutton, 2004).
- Because of that, they may create their own boundaries that help them deal with situations in the classroom while limiting their emotional involvement and feelings of burnout (Hargreaves, 2001).

## Standards: Balancing care and control

- “The caring work of teaching is premised upon having a reciprocal relationship between students and teachers. Reciprocity entails teachers and students continually developing, negotiating, and maintaining a social connection.” (O’Connor, 2008;Wright, 2004)
- Teachers’ commitment to social and emotional connections with students naturally brings with it relational tensions (McBride & Wahl, 2005; Muller et al., 1999) that have to be negotiated - sometimes daily.
- Reciprocity also means that not only do teachers influence students, but students also influence teachers. When teachers speak of “losing control,” the flip side of that perception is that the students have “gained control” in the classroom (Schlechty &Atwood, 1977).

# Standards: Balancing care and control

## ***What are my beliefs about how students learn?***

- How “up-to-date” are my beliefs? How much are they based on research or on my own opinions and ideas? How do my beliefs influence the way I teach?

## ***How do I create a positive climate for learning?***

- How do I build strong, positive relationships with my students? Engage and motivate all my students to learn? Inspire my students to learn and to continue their learning after they leave me?

## ***Which students challenge me the most?***

- Behaviour problems, learning disabilities, self-regulation problems? Others?

# Balancing care and control: the Dilemmas

## Issues to consider:

- Drawing upon boundary questions such as inappropriate self-disclosure, misuse of power or authority, and ignoring institutional policies
- Ethical behaviour can be construed as acting conscientiously within appropriate boundaries/Standards

## Task 1.9: Self-Reflection Exercise

It is important to examine teachers' own views of their profession, teacher–student relationships, and ultimately what constitutes ethical, caring behaviour in the teaching profession

### **Self-Reflection: Why Am I Here?**

Part 1 – to be done individually

- If I have not linked what I'm doing on a daily basis on my school campus with my core values by reflecting on my professional identity, it is unlikely that I will understand my role as an educator as anything more than a job.



# Task 1.9: Self-Reflection Exercise

## Part 2

- What brought me to the teaching profession?
- I am an educator because ...?
- My best memory of school is.....?
- My worst memory of school was...?
- Most of my classmates thought I was...?
- Most of my teachers thought I was...?
- The hardest part of being a student for me was...?
- I feel least sure that I am in the right vocation when...?
- My greatest strength as an educator is..?
- My greatest weakness as an educator probably is...?

## Personal Mission Statement

- I am an educator because...

# Task 1.9: Self-Reflection Exercise

## Part 3

- What do you think that “getting too involved with students” means?
- What values and principles are important to you in making sense of the ethical world of teaching?
- How would you suggest decisions relating to students, parents, colleagues and employers can be made within the boundaries of the Standards?
- How do these considerations impact your approach to teaching?

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CENTRE FOR LEADERSHIP

# Reinforcing Respectful Professional Boundaries August 31 – September 2, 2016

## Reinforcing Respectful Professional Boundaries

Day 2

# Reflecting on Day 1

Talk together about the work we did on the first day.

What was the important learning for you?

What questions do you have about yesterday's content?

What issues still remain to be addressed for you?

# Small Group Exercise

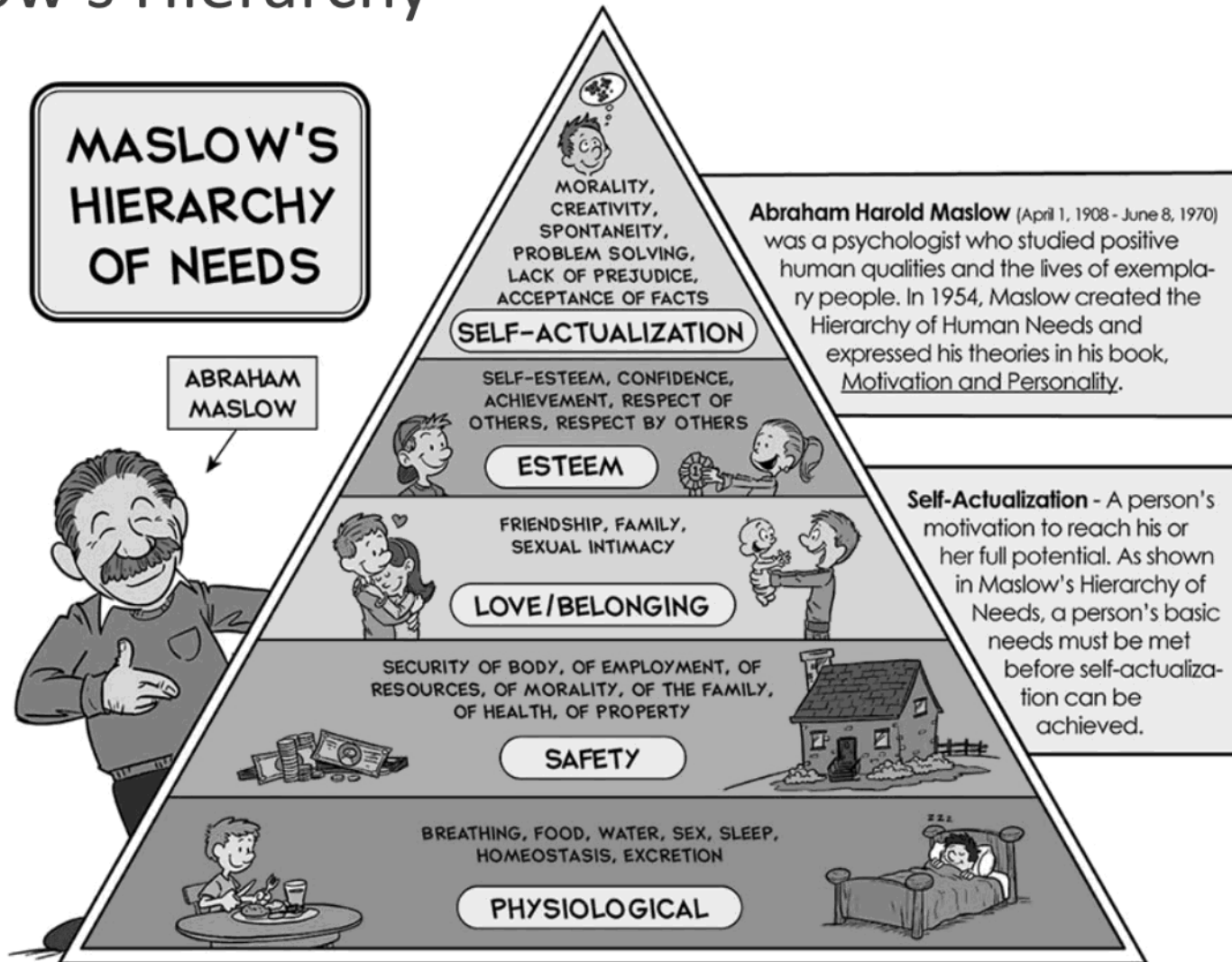
In your small groups discuss:

- How do you see schools, classrooms and students are different from when you went to school?
- What are the challenges of these changes for the teacher related to:
  - the role of education?
  - the role of a professional teacher?
  - expectations of society/parents?
  - values and beliefs that you currently hold ?

# Self-Understanding of Values and Beliefs

- A healthy relationship begins with the premise that the other person is a good person who makes mistakes.
- How can we create a practical guide for educators to position themselves to be most poised to create and sustain the kinds of relationships that will make a difference?

# Maslow's Hierarchy





# Self-Understanding of Values and Beliefs

Maslow offers the following description of self-actualization:

- It refers to the person's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially.
- The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, and in still another it may be expressed in painting pictures or in inventions' (Maslow, 1943, p. 382–383).

# Self-Understanding of Values and Beliefs

## Choice Theory Basic Needs

According to Dr. William Glasser, M.D., all behavior is *purposeful*.

- It is our *best attempt* at the time, given our current knowledge and skills, to meet one or more of our basic human needs, needs which evolved over time and have become part of our genetic structure.
- These needs are the general motivation for everything we do.

# Choice Theory Basic Needs

1. **Survival** - This need is a physiological need, which includes the need for food, shelter, and safety. Because we have genetic instructions to survive, not only as individuals but as a species, this includes the need to reproduce.
2. **Love & Belonging** - This need and the following three needs are psychological needs. The need to love and belong includes the need for relationships, social connections, to give and receive affection and to feel part of a group.
3. **Power** - To be powerful is to achieve, to be competent, to be skilled, to be recognized for our achievements and skill, to be listened to and have a sense of self worth.

# Choice Theory Basic Needs

4. **Freedom** - The need to be free is the need for independence, autonomy, to have choices and to be able to take control of the direction of one's life

5. **Fun** - The need for fun is the need to find pleasure, to play and to laugh. Should you doubt that this is as important as any of the others, imagine a life without hope of any enjoyment.

Glasser links the need for fun to learning. All of the higher animals (dogs, dolphins, primates, etc.) play. As they play, they learn important life skills. Human beings are no different. It is true that "play is a child's work."

# Choice Theory Basic Needs

## **Characteristics of the Five Basic Needs:**

- Universal
- Innate
- Overlapping
- Satisfied from moment to moment
- Conflict w/ Others' Needs

# Boundaries, Communication and Interpersonal Relationships

## **Boundaries Simplified**

- Boundaries are about knowing what belongs to me and what does not
- Boundaries are both internal and external and standards form the external boundaries for professionals
- Establishing boundaries contributes to the safety of the “client” and to one’s own sense of safety – it clarifies where what the teacher owns ends and where what others own begins – understand your qualifications and job
- Without clearly defined boundaries, those who we are in relationship with, our colleagues, parents, employers will not feel safe entrusting the care of students to teachers

# Case Studies: Task Handouts

For each of the cases, work in small groups to discuss

- What issues and concerns do you have?
- How do you see the decisions of the teacher impacting students, parents, colleagues or employers?
- What Standards, if any, have been bent or broken?
- What would you suggest is a reasonable consequence of the teacher's actions?
- What do you think could have been done to prevent the situation from occurring?

# Boundaries, Communication and Interpersonal Relationships

## **Boundary Traps**

### Unskilled individuals:

- Harm others even when they act out of good intentions
- Lose respect of students, parents and colleagues with whom they interact
- Act on first impulse but may also be acting with mal intent
- Are unable to confront others to resolve conflict appropriately but may also use skill and charm to redirect concern
- Don't notice when someone else displays a lack of boundaries or ignore when someone violates a boundary (particularly their own boundary)



# Living up to the Standards

- Balancing autonomy with responsibility and accountability
- Understanding the importance of the work of teachers as relational
- Establishing boundaries in those relationships that keep children/students safe
- Recognizing that being a popular, good teacher does not imply that the teacher is ethical or respecting boundaries

# Standards

## **Competence/Incompetence**

- Competence refers to the ability to successfully carry out the duties of an educator
- For example, keep accurate records, manage a classroom and students, plan engaging, thought-provoking learning experiences, assessing, evaluating and reporting on learning
- Incompetence is the inability to perform the duties of an educator appropriately

# Standards

## **Conduct/Misconduct**

- Conduct refers to the particular behaviours that educators exhibit in the course of their work but that are not directly related to the skills of teaching.
- Include inappropriate touching of students within the school or on a field trip.
- Misconduct is often a result of misunderstanding the nature of appropriate relationships with students and others but may also be more pathological.

# Standards

## **Conduct Becoming/Unbecoming a Professional**

- Conduct unbecoming a professional is conduct that occurs outside of the employment situation but that does not reflect well upon the educator and the profession.
- This may include criminal activity or other situations that could bring disrepute on the education system.
- Examples are speaking publicly about anti-Semitic views or having sexual relations with an underage non-student.

# Standards, Boundaries, Communication and Interpersonal Relationships

Individuals who have difficulty setting or staying within boundaries often rationalize their behaviour:

- A boundary isn't necessary because I have no intention to hurt others
- A boundary is not necessary because I can't get close to students when I put up barriers
- A boundary is not necessary because I see other teachers who don't establish boundaries

Teachers who are too eager to be accepted or to be perceived as cool by students often fail in their attempts to establish appropriate boundaries.

These teachers are at risk of violating boundaries with students. Students hold higher respect for adults who can establish and maintain boundaries.

# Standards, Boundaries, Communication and Interpersonal Relationships

## **How does one begin to interpret the Standards in order to set appropriate boundaries?**

- When you accept a teaching certificate, you have entered into a contract to uphold the Standards in your work and in your personal life to the extent that your personal actions have an adverse affect on the teaching profession. *When my interaction with another violates their intellectual, emotional or physical freedom or safety, I need a boundary!*
- The effectiveness of setting and maintaining my boundaries is closely linked to my sense of self.

# Standards, Boundaries, Communication and Interpersonal Relationships

Write down 5 key personal boundaries that you value/employ in your work with students, parents and colleagues.

At your table, brainstorm examples of boundaries with:

- students
- parents
- colleagues

Discuss:

- how you came to define these boundaries.
- How might these boundaries protect the children and youth you work with?
- How might these boundaries improve your working relationships with colleagues and parents?

# Professionals and the Law of Consent

- The criminal law sets out legal age of consent as it relates to the age of sexual partners.
- If a person is in a position of trust or authority over another, or the other person is dependent on a person, then there can be no consent established.
- People in positions of trust or authority include, for example, a teacher, coach, babysitter, family member, minister or doctor.
- Because of the power imbalance and the great possibility of manipulation or coercion, sexual consent cannot be freely given.



# Professionals and the Law of Consent

## Case Study:

- Read the case of Ms. Bee.
- The teacher is reported to the employer and the Commissioner.
- Has a Standard been breached? Has the law been broken? What is the difference?

# Ms. Bee

Ms. Bee began teaching in the Greater Vancouver area in a very large secondary school that also offered adult education courses. The majority of the students in adult education were in their twenties and as Ms. Bee was only 25 she found herself the object of some interest to them. One young man paid her particular attention and one day invited her to join him and some of his friends at a nightclub. Ms. Bee accepted the invitation and found that she got along well with the young man. They went out several more times.

# Ms. Bee

At school one day, one of the students in the hall commented on pictures that were posted on social media – pictures of Ms. Bee and the young man together having drinks and dancing in a very tight embrace.

# News Story from CKNW Online

A former <sup>s.22</sup> elementary school teacher who pleaded (sic) guilty to sexually assaulting a former student has been barred for teaching anywhere in the province.

The Teacher Regulation Branch says <sup>s.22</sup> .  
teaching certificate has been cancelled.

<sup>s.22</sup> admitted to sexually assaulting a former student at  
<sup>s.22</sup> now <sup>s.22</sup> is banned  
from teaching in the province of B.C.

<sup>s.22</sup> pleaded (sic) guilty to sexually assaulting a <sup>s.22</sup>  
from <sup>s.22</sup> while <sup>s.22</sup> was between the ages of  
<sup>s.22</sup>

## News Story from CKNW Online

s.22 came forward and reported the crimes years later. **A number of colleagues and students wrote in s.22 defence, saying that s.22 was an educational leader and cared deeply for students.**

s.22 was fired from s.22 school in June s.22. In a consent resolution agreement, s.22 agrees not to apply for a certificate of qualification or an independent school teaching certificate.

In March, s.22 was handed a conditional sentence of two years less a day for sexually assaulting a s.22 from s.22 while s.22 was between the ages of s.22.

# Grooming and Sexual Abuse

- Situational abusers – Audet
- Preferential or serial abusers – cases in the media such as Sandusky at Penn State or hockey coach Graham James
- Most abusers offend up to 70 times and are never caught
- Children who are abused have life-long impacts
- Children and youth who have been abused are at a much higher risk for suicidal ideation and completion
- Positive school environment & appropriate teacher connectedness is a powerful protective factor against youth suicide

# Grooming

- Any behavior that tends to focus on developing an improper relationship with a person who has less power
- Prepares the person with less power (student or child) to do things s/he normally would not do – engage in a sexual act
- The relationship may at first seem caring to an outside observer or to the victim but will slide into inappropriate actions

# Grooming

- The relationship may seem to benefit the student or child but is focused on the needs of the groomer/abuser
- In the beginning, the groomer may not use coercion or violence to achieve his goals, preferring to use charm and manipulation. This may shift as the offender relationship continues but may not – children and youth are often easily controlled by guilt and shame



# Grooming

- Abusers know that children are often not believed when they tell an adult
- Both men and women engage in grooming and abuse but the overwhelming majority of known abusers are men – over 90%
- **Child Sexual Predator: The Familiar Stranger**

# Why talk about this?

- Knowledge is power
- Most common professions for pedophiles to enter – teaching, coaching and the clergy
- Historically, cases have been covered up
  - Sandusky – Penn State University coach
  - Graham James – junior hockey involving Sheldon Kennedy, Theoren Fleury, others
  - Robert Noyes – BC principal
  - Tom Ellison – Vancouver teacher
  - Rolf Harris – international entertainer

# Confidentiality and Duty to Report

- Teachers have a legal and ethical duty to protect the confidentiality of their students – “clients”
- Confidentiality can be inappropriately broken through gossip, ignorance, misplaced good intentions
- However, there are times when breaching confidentiality is ethical and/or required by law
- Knowing when to keep quiet and when and to whom to report is crucial to keeping children and youth safe

## BC and Ontario Statement on Privacy

- Commissioners *Loukidelis* and *Cavoukian* stress that privacy laws in both provinces **permit the disclosure** of personal information in compelling circumstances. The Practice Tool for Exercising Discretion, aimed specifically at educational institutions, provides three sample cases of where personal information may be disclosed without the student's consent.
- “Privacy laws are not the problem,” said *Commissioner Cavoukian*. “Tragedies can occur when people who could act do not do so, due in part to a misunderstanding of privacy legislation.”

## BC and Ontario Statement on Privacy

- “There is no question,” said Commissioner Loukidelis, “that the decision to disclose a student’s personal information without consent is extremely difficult and requires a reasoned judgment call. A great deal of deliberation and discretion is needed, and often staff have to act very quickly. But privacy laws do not stand in the way of disclosure where appropriate.”

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# BC and Ontario Statement on Privacy

- One of the examples cited by the Commissioners in the Practice Tool deals with a student who is severely depressed, with concerns arising about a possible suicide attempt. The second example deals with a student's mental state and the possible risk of significant harm to the public. The third deals with a case where a counsellor is concerned that a student may be on the verge of a breakdown and fears that the student may harm himself or others.

[https://www.ipc.on.ca/images/Resources/2008-10-30-IPC-BC-edu\\_551333512500.pdf](https://www.ipc.on.ca/images/Resources/2008-10-30-IPC-BC-edu_551333512500.pdf)

# BCTF Code of Ethics

5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.

*\*It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.*



# Duty to Report

## 38

(1) An authorized person must promptly provide to the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves any of the following:

- (a) physical harm to a student;
- (b) sexual abuse or sexual exploitation of a student;
- (c) significant emotional harm to a student.

# Duty to Report

## 38

(2) Subsection (1) applies even if the information on which the belief is based

(a) is privileged, except as a result of a solicitor-client relationship, or

(b) is confidential and its disclosure is prohibited under another Act.

(3) An authorized person who knowingly reports false information under subsection (1) commits an offence.

(4) No action for damages lies or may be brought against an authorized person for reporting information under this section unless the authorized person knowingly reported false information.

# Duty to Report

Talk together about the different sections of s38(1).

- What do you see as circumstances when each of the three areas of misconduct would be “reportable” to the Commissioner?
- When would you not expect to have to report?
- What principles or criteria would you use to make a decision to report a colleague to the Commissioner?  
Ministry of Children and Youth? Police?

## Case Study: Mr. Cee at the Mall

Mr. Cee is a teacher in a town in the Kootenays. He went to visit his mother in a town some distance away one Saturday afternoon and stopped at a mall to pick up a gift for his mother. There he saw there another teacher from his school walking with a grade nine student from the school.

They were holding hands and talking together in what appeared to be very intimate way.

Mr. Cee followed them out of the mall and observed them getting into a car together and driving away.

- Should Mr. Cee be concerned?
- What should Mr. Cee do?



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CENTRE FOR LEADERSHIP

# Reinforcing Respectful Professional Boundaries

## August 31 – September 2, 2016

### Reinforcing Respectful Professional Boundaries

#### Day 3

# Day 3

- Active Listening and Suspension of Judgement
- Emotional Intelligence Competencies
- Guidelines for Case Study Discussion

## Reflecting on Day 2

Talk together about the work we did on the second day.

- What was the important learning for you?
- What questions do you have about yesterday's content?
- What issues still remain to be addressed for you?

# Active Listening

- A tool to help us gain a deeper understanding of students, parents, colleagues and our own and their behaviour
- Engage in active listening before making decisions that you may be making on the fly
- Listen without judgment and ask clarifying questions



# Active Listening Tips

- We all act and respond on the basis of our understanding, and too often there is a misunderstanding that neither of us is aware of.
- With active listening, if a misunderstanding has occurred, it will be known immediately, and the communication can be clarified before any further misunderstanding occurs.
- When we listen effectively we understand what the person is thinking and/or feeling from the other person's own perspective.
- True attentive and reflective listening offers the opportunity for others to share their life with you.
- Listening and leveling has a chance of healing hurts and building bridges in a relationship.

# Active Listening Tips

- When someone listens to you and you feel understood, you are much more likely to trust the other person, thus opening the gate for more intimate communication.
- Effective listening requires an understanding that it is not just the speaker's responsibility to make sure he/she is understood.
- The listener has a major role to play in hearing the complete message. The following ideas will assist the listener in understanding the message.

# Ten Tips for Effective Listening

1. Stop talking!
2. Put the speaker at ease.
3. Pay attention to the nonverbal language.
4. Listen for what is not said.
5. Reflect back what the other person has said.
6. Be aware of "tune out" words.
7. Concentrate on "hidden" emotional meanings.
8. Be patient.
9. Hold your temper
10. Empathize with the speaker.

# Ten Tips for Effective Listening

Lingren, Herbert G., Listening With Your Heart as Well as Your Ears. (1992). Historical Materials from University of Nebraska - Lincoln. Paper 552

# Emotional Intelligence Competencies

Daniel Goleman one of the originators of the concept of EI, identifies five basic competencies of individual emotional intelligence. These competencies fall into two categories: self-management and ability to relate to others.

# Emotional Intelligence Competencies

## **Self-management Skills include:**

Self-awareness (knowledge of one's strengths and weaknesses)

- Recognizing and understanding your own emotions is essential in understanding what you really want and understanding your impact on others

# Emotional Intelligence Competencies

## Self-regulation (ability to control one's impulses)

- Being able to control your own emotional state is essential for being able to take responsibility for your actions and can save you from hasty actions that you might later regret

# Emotional Intelligence Competencies

Motivation (a passion for achievement for its own sake)

- We can use our deepest emotions to move and guide us toward our goals, helping us to take the initiative and to persevere in the face of obstacles and setbacks



# Emotional Intelligence Competencies

## **The ability to relate well to others requires:**

Empathy (ability to take others' feelings into account during decision-making)

- Being able to sense and respond to the emotions of others
- Picking up cues of others and noticing your own feelings in response.

# Emotional Intelligence Competencies

Social skill (ability to build rapport with and influence others).

- Being able to handle emotions in relationships and being able to inspire others are essential foundation skills for successful teamwork and leadership

Goleman argues that strength in these five areas distinguishes outstanding performers from merely adequate ones. How can you hone these skills? According to Goleman, it's extended practice, feedback from colleagues, and personal enthusiasm for making the change.

# Writing a Case Study

## **With a partner:**

Talk together about situations that you have observed that push or cross boundaries and stretch or break the Standards

# Writing a Case Study

## **Individually:**

- Choose one incident and write a short case study – a brief story with enough detail to elicit discussion and reveal dilemmas
- Disguise the setting and characters in the story so that identities are protected
- Do not analyze or solve the case in writing it, simply present the “facts” of the case as observed by another – what was happening?

# Writing a Case Study

After completing your case, talk together about how you see the situation.

Be prepared to share your case with the class and to have the class discuss and analyze the case as a large group..

# Guidelines for Case Study Debrief

The Goal of utilizing Case Studies is for teachers to analyze the situations:

What is happening?

Who is involved?

Where are the dangers?

What are the Standards being stretched, or broken.

What could have been done to prevent the situation from happening in the first place?

How does the case build understanding of where the boundaries are drawn and how to make decisions that respect those boundaries?

How would you, as an observer, respond to these situations?

What are the consequences of your suggested responses?

# Setting Boundaries

- Know what the Standards are telling you.
- Understand other codes of conduct you may be obliged to follow:
  - Employment contracts
  - BCTF *Code of Ethics*
  - *Standards for the Education, Competence & Professional Conduct of Educators in BC*
  - *School Act or Independent School Act*
- Make sense of these in the context in which you work.

# Boundary Violations

- Educators have the ethical and legal responsibility to establish and maintain the boundaries of a professional relationship and this responsibility lies entirely with the educator, no matter what the circumstances. Educators must accept responsibility for managing the power imbalance and apply an ethos of care.



# Dilemmas in Defining the Boundaries

- An educator must act “in loco parentis” but is not the parent.
- An educator must establish rapport with students but cannot be their friend
- An educator must care for students but cannot be their lovers
- An educator is not a therapist, religious advisor or social worker – get help for students who need it and don’t try to be who or what you are not

# Making Good Decisions: A Tool

**Consider the bigger picture – look beyond the moment. Ask yourself:**

- Is the action consistent with the Standards and other expectations such as the BCTF Code of Ethics or employer policies?
- Is the action clearly aligned with my job description and my professional role?
- Am I qualified and competent to carry out the action?
- Is the action clearly aligned with the needs and best interests of the student(s)/public?
- Would I be comfortable having my actions pictured on the front page of the paper or being uploaded to the internet?
- Is the action safe?

**If the answer to any of these is NO, do not proceed!**

# Being a Professional

**An individual described as a “professional” has been ascribed these characteristics:**

*...those who are willing to accept the honour, status and other benefits of the designation [of professional] in exchange for which they agree to place the welfare of those whom they serve foremost and to **avoid any conflicting biases of confounding relationships.***  
[Emphasis added.]

Michael Doherty, Privacy and Access to Information Issues: Self-Governing Professions,  
B.C. Public Interest Advocacy Centre.

# The “Answer”

- Educators must act in ways that consider the best interest of their students and not their own needs or interests. Ask whose needs are really being served.
- Educators must be aware of their own motivations and act with self-control as they make decisions about how best to ensure the intellectual, emotional and physical safety and security of students, youth and children.
- Educators must act to uphold the integrity of the profession as a whole and the protect the public interest. Ask if the action would be praised by others.
- Understanding this makes your job easier and joyful.

# Summing Up and Reflections

- What are your thoughts about the meaning of a teaching certificate?
- What are your values, beliefs and understandings related to teacher conduct?
- How have your thoughts changed from the morning of Day 1 until now?
- What strengths do you take back with you into a new year that will help you maintain appropriate boundaries with students, parents, colleagues and employers?
- What supports do you have in your professional and personal lives to ensure that your work is grounded in the Standards and within the boundaries of healthy professional relationships?

**From:** [Mercer, Sally EDUC:EX](#)  
**To:** ["Jasper, Jennifer"; Clarke, Wilma EDUC:EX](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN; Forest, Susan](#)  
**Subject:** RE: COUN 1037 - Reinforcing Respectful Educational Boundaries  
**Date:** Friday, October 7, 2016 10:36:00 AM

---

Hi Jennifer,  
Thanks for the update.  
Happy Thanksgiving,  
Sally

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Thursday, October 6, 2016 8:18 AM  
**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; Forest, Susan  
**Subject:** COUN 1037 - Reinforcing Respectful Educational Boundaries

Hello Sally and Wilma,

Hope all is well with you both!

I just wanted to let you know that we had 27 learners in the Respectful Boundaries course. There were 26 registered and we had one student show up on spec in the hopes that we would have at least one no show. Cheryl and Laura decided to allow him to participate either way.

Please let me know if you have questions.

Thank you!

Jennifer

Program Manager, Centre for Leadership

.....

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**From:** [Chritchley, Matt EDUC:EX](#)  
**To:** ["Forest, Susan"](#)  
**Cc:** [Mirbagheri, Sarvi EDUC:EX](#); [Mercer, Sally EDUC:EX](#)  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017  
**Date:** Wednesday, January 25, 2017 3:17:34 PM

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Hi Susan,

We looked at the courses this morning and I have set out some proposed dates for 2018. These are the same dates that the JI is looking at for 'Creating a Positive Learning Environment.' Please let me know if you have any questions.

- March 22-24, 2017 (scheduled)
- July 10-12, 2017 (scheduled)
- March 21-23, 2018
- July 11-13, 2018

Thanks,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Tuesday, January 17, 2017 1:36 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017  
Hi Matt

Just checking in to see if you have dates for the rest of 2017 and 2018. We would like to get as many as possible into our calendar. Also our instructors get booked up.

Many thanks,

Susan

Susan K Forest, MA RCC

Program Manager

Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 2:03 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Great that you are planning that far ahead and I will get you info asap. No need to apologize. Getting the info up on the site is perfect.

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Thursday, November 24, 2016 2:02 PM  
**To:** Chritchley, Matt EDUC:EX

**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Sorry about that, we had to book a room asap as they go quickly here. I wasn't aware our new system opens registration right away once we request a room.

On a note for future offerings we are now booking rooms for the 2017-2018 school year and need to book rooms. Are you able to provide me with dates and number of offerings you wish to have for the upcoming 2017-2018 (September – August)school year?

Thanks so much,

Susan

Susan K Forest, MA RCC

Program Manager

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]

**Sent:** 2016, November 24 1:55 PM

**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>

**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We are all in agreement that the course should go ahead at the TRB I see that it is already open for registration on your website. We will be sending out some communication regarding the courses in the next couple of weeks, and so I expect teachers to start enrolling soon.

I really appreciate all of your assistance and that of your team,

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]

**Sent:** Monday, November 7, 2016 11:55 AM

**To:** Chritchley, Matt EDUC:EX

**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC

Program Manager

Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]

**Sent:** 2016, October 31 4:09 PM



**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>

**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts.

If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]

**Sent:** Monday, October 24, 2016 3:01 PM

**To:** Chritchley, Matt EDUC:EX

**Cc:** Clarke, Wilma EDUC:EX

**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.

Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC

Program Manager

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** ["Blackburn, Kelly"; Clarke, Wilma EDUC:EX](#)  
**Cc:** [Jasper, Jennifer](#); [XT:Highnam, Kent CLBC:IN](#); [Matson, Heather](#); [Forest, Susan](#)  
**Subject:** RE: Course Materials for Review  
**Date:** Thursday, August 18, 2016 9:18:00 AM

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Hi Kelly,

We've reviewed the materials and the Commissioner for Teacher Regulation is satisfied with them, with one exception. He asked me to pass on the following comment/change:

The scenario on pages 25 and 26 of day 2 (the <sup>s.22</sup> scenario) should be anonymized by changing (or omitting) the name and location of the school, the dates of the offence, and <sup>s.22</sup> name. Even though the information is public it is unwise to connect it to <sup>s.22</sup> and the school. One reason is its close proximity to page 27 which states "most abusers offend up to 70 times and are never caught". The other is that using an identifiable as opposed to an anonymized scenario does not add anything to the message you are getting across. A third is that it may give the impression that we are going to be regularly using non-anonymized consent resolution scenarios in the JIBC courses to students who may well be closely connected to the teachers involved in the scenarios. I courts unintended consequences.

Please will you make these revisions before the materials go to print?

Thanks,

Sally

---

**From:** Blackburn, Kelly [<mailto:Kblackburn@jibc.ca>]  
**Sent:** Wednesday, August 17, 2016 11:24 AM  
**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan  
**Subject:** RE: Course Materials for Review  
Thanks for the confirmation Sally. I will stay tuned.

Warm regards,

Kelly

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, August 17 10:13 AM  
**To:** Blackburn, Kelly <[Kblackburn@jibc.ca](mailto:Kblackburn@jibc.ca)>; Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Matson, Heather <[hmatson@jibc.ca](mailto:hmatson@jibc.ca)>; Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: Course Materials for Review

Hi Kelly,

Thank you for sending us the class materials. We had no trouble accessing them in the Dropbox. We'll take a look at everything and get back to you.

Cheers,

Sally

---

**From:** Blackburn, Kelly [<mailto:Kblackburn@jibc.ca>]  
**Sent:** Tuesday, August 16, 2016 4:29 PM  
**To:** Clarke, Wilma EDUC:EX; Mercer, Sally EDUC:EX  
**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan  
**Subject:** RE: Course Materials for Review

Hello,

We have completed a final proof of the class materials, which can be accessed via the Dropbox link below:

<https://www.dropbox.com/sh/t9tw5ug0q8tfrpa/AACOKSBGIUrXeJukXJmrG4hea?dl=0>

You will notice that there is still some information to be added to slide 3 of the Day 1 slide presentation. Our instructors plan to provide this information and any other small adjustments before we send the materials to print early next week. We welcome you to provide any additional feedback or edit requests by the end of this week (Friday, August 19<sup>th</sup>) so we can include any changes in this final revision.

Please let me know if you have any trouble accessing the Dropbox link. The files were quite large which is why I elected to use Dropbox, but it has been somewhat fussy this afternoon. If needed, I can send the course materials via a series of emails.

Many thanks to all in advance!

Warm regards,

**Kelly Blackburn**

Program Representative

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**From:** Jasper, Jennifer

**Sent:** 2016, August 12 2:56 PM

**To:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>; Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Blackburn, Kelly <[kblackburn@jibc.ca](mailto:kblackburn@jibc.ca)>

**Subject:** Course Materials for Review

Hello,

The course materials for Reinforcing Respectful Professional Boundaries are currently in the hands of Kelly Blackburn (cc'd on this email) who is in the final proofreading stages.

Once she has completed this work early next week, she will forward the materials to you for final review. If you could please let her know by **Friday, August 19<sup>th</sup>** if you have any changes or are ready to sign off that would be very much appreciated.

Thanks so much and have a great weekend!

Jennifer

Program Manager, Centre for Leadership

.....

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**From:** [Blackburn, Kelly](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Mercer, Sally EDUC:EX](#)  
**Cc:** [Jasper, Jennifer](#); [XT:Highnam, Kent CLBC:IN](#); [Matson, Heather](#); [Forest, Susan](#)  
**Subject:** RE: Course Materials for Review  
**Date:** Friday, August 19, 2016 4:57:19 PM

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Yes – that was my understanding as well, Wilma. I think the confusion came in when Sally indicated, 'I've also attached the materials with the changes'. I was unclear whether this meant the attached materials already had the changes included. I reviewed the Day 2 Power Point and discovered that though some of the areas to change had been highlighted, the anonymizing of the s.22 case had not.

Not to worry. We will go over the materials with a fine-toothed comb to make sure that all the suggested changes get incorporated.

Many thanks again for your prompt attention to this, even at the end of the day on a Friday!

Warm regards,

Kelly

**Kelly Blackburn**

Program Representative

School of Health, Community & Social Justice – Centre for Counselling and Community Safety

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**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2016, August 19 3:46 PM

**To:** Blackburn, Kelly ; Mercer, Sally EDUC:EX

**Cc:** Jasper, Jennifer ; Highnam, Kent ; Matson, Heather ; Forest, Susan

**Subject:** RE: Course Materials for Review

Hi Kelly,

It seems that there may be a bit of a misunderstanding here. Our understanding is that we were to get back to the JI with TRB feedback and that the JI would then incorporate that feedback into the material before it is finalized and printed. Is that not correct?

*Wilma Clarke,*

*Executive Director ,*

*Teacher Regulation Branch, Ministry of Education*

*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*

*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*

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---

**From:** Blackburn, Kelly [<mailto:Kblackburn@jibc.ca>]

**Sent:** Friday, August 19, 2016 3:23 PM

**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

**Importance:** High

Thank you Sally. I haven't yet reviewed all of the changes, but I did look to see if you had anonymized the s.22 case study, as we had discussed this previously. Not all of your notes/suggested edits below have been applied to the Day 2 presentation slides (slides #25-26). I

do see the other changes indicated for these slides, but not the anonymizing. I can go ahead with this and any other proposed changes that may be missing, but just wanted to check with you first in case you already have a version including these edits.

Please let me know as soon as possible. Thanks in advance!

Kelly

**Kelly Blackburn**

Program Representative

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**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2016, August 19 9:45 AM

**To:** Blackburn, Kelly <[kblackburn@jibc.ca](mailto:kblackburn@jibc.ca)>; Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Cc:** Jasper, Jennifer <[ljasper@jibc.ca](mailto:ljasper@jibc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Matson, Heather <[hmatson@jibc.ca](mailto:hmatson@jibc.ca)>; Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>

**Subject:** RE: Course Materials for Review

Hi Kelly,

Thanks for your patience. Below is the additional feedback. For your convenience, I've also attached the materials with the changes.

**Day 1 PowerPoint**

Slide 5: replace "three" with "3" for consistency with the next bullet

Slide 6: replace "three" with "3"

Slide 12: replace "holds" with "hold"

Slide 20: replace "BC Teachers Council" with "BC Teachers' Council"

Slide 20: replace "TRB" with "Teacher Regulation Branch" as this is the first mention of it in slides

Slide 21: in the first bullet, add "the Director of Certification"

Slide 21: replace "BC Teachers Council" with "BC Teachers' Council" twice

Slide 22: replace "BC Teachers Council" with "BC Teachers' Council"

Slide 24: in "...certificate (license)to teach" add a space after the closed bracket

Slide 31: add a comma after "a few exceptions"

Slide 41: Nurses' Guide to Professional Boundaries...? - question about why this would be a reference resource when it presents very unique issues for a different profession.

**Day 2 PowerPoint**

Slide 3: replace "How do you see schools, classrooms and students are different" with "How are schools, classrooms and students different"

Slide 3: close up the gap before the question mark in the last bullet

Slide 9: first bullet needs a period

Slide 12: 4<sup>th</sup> bullet, add "If standards have been breached, what" to the beginning of the question

Slide 13: Is "unskilled" the best term? Individuals sometimes use their skills purposely to act with mal intent as noted in the bullets

Slide 14: delete ",good" in the final bullet

Slide 17: Will there be a discussion about what constitutes "public" versus "private"?

Slide 17: "sexual relations with an underage non-student" should be changed to "sexual relations

with an underage person”

Slide 18: replace “nave” with “have”

Slide 18: delete the hyphen between “violating” and “boundaries”

Slide 20: change the first Discussion bullet into a question

Slide 25: Although the two instances of “...pleaded (sic) guilty” may not be stylistically preferred, “pleaded” is grammatically correct. Perhaps “(sic)” isn’t needed.

Slides 25 & 26: anonymize – omit name, omit name/location of school, dates of offence

Slides 34 & 35: contain the same content, with different size font. It seems a third case scenario is missing.

Slide 38: add “Teachers Act”

Slide 41: delete the second “there” in “There he saw ~~there~~ another teacher...”

Slide 41: add the word “a” before “very intimate way”

### **Day 3 PowerPoint**

Slide 15: close up space before the sentence

Slide 16: close up space before the second sentence

Slide 17: delete the second period at the end of the second sentence

Slide 19: Are the Standards in the first bullet and the same Standards in the second bullet? If so, the second reference should probably come out

Slide 21: “An educator must care for students but cannot be their lovers” is a problematic statement if the discussion is about dilemmas. Can the sentence be changed to something like “An educator must care for students but cannot be overly intimate with them”?

Slide 22: Should the question “Would I be comfortable having my actions pictured on the front page of the paper or being uploaded to the internet?” also include “viewed by the student’s parent? By my colleagues? By my supervisor?”

### **Tasks**

In the Day 1 PowerPoint, the tasks jump from 1.3 to 1.8. Where do tasks 1.4 to 1.7 fit?

Task 1.4: revisions to final bullet

Task 1.5: revisions to final bullet – As it was written, the question presupposes an answer in the affirmative to the preceding question.

Task 1.6: revisions to the 4<sup>th</sup> and final bullets. Also, replace “Slight” in the heading to “Sleight”

Task 2.3: add the word “a” in the first sentence

### **Ten Tips for Effective Listening**

Revisions to 6, 7 & 8

Thank you.

Have a nice weekend.

Sally

---

**From:** Blackburn, Kelly [<mailto:Kblackburn@jibc.ca>]

**Sent:** Thursday, August 18, 2016 2:48 PM

**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

Thanks for letting us know, Sally. We will look for the additional feedback.

Kelly

**Kelly Blackburn**

Program Representative

School of Health, Community & Social Justice – Centre for Counselling and Community Safety  
Tel: 604.528.5834 | Fax: 604.528.5640 | [kblackburn@jibc.ca](mailto:kblackburn@jibc.ca)  
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---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2016, August 18 2:44 PM

**To:** Blackburn, Kelly <[Kblackburn@jibc.ca](mailto:Kblackburn@jibc.ca)>; Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Matson, Heather <[hmatson@jibc.ca](mailto:hmatson@jibc.ca)>; Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>

**Subject:** RE: Course Materials for Review

Hi Kelly,

While you're in the process of revising the Day 2 presentation based on the Commissioner's comments, I wanted to be sure to let you know that our Executive Director may have some feedback as well. Looking back at my previous email, I didn't make it clear that there may be other comments coming.

My apologies,

Sally

---

**From:** Mercer, Sally EDUC:EX

**Sent:** Thursday, August 18, 2016 10:16 AM

**To:** 'Blackburn, Kelly'; Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

That would be great, Kelly.

Thanks!

Sally

---

**From:** Blackburn, Kelly [<mailto:Kblackburn@jibc.ca>]

**Sent:** Thursday, August 18, 2016 10:02 AM

**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

Thank you very much Sally. We will be happy to anonymize the scenario in question. Would you like to review the revised text before we submit the print request?

Kelly

**Kelly Blackburn**

Program Representative

School of Health, Community & Social Justice – Centre for Counselling and Community Safety  
Tel: 604.528.5834 | Fax: 604.528.5640 | [kblackburn@jibc.ca](mailto:kblackburn@jibc.ca)  
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**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2016, August 18 9:19 AM

**To:** Blackburn, Kelly <[Kblackburn@jibc.ca](mailto:Kblackburn@jibc.ca)>; Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Matson, Heather <[hmatson@jibc.ca](mailto:hmatson@jibc.ca)>; Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>

**Subject:** RE: Course Materials for Review

Hi Kelly,

We've reviewed the materials and the Commissioner for Teacher Regulation is satisfied with them, with one exception. He asked me to pass on the following comment/change:

The scenario on pages 25 and 26 of day 2 (the s.22 scenario) should be anonymized by changing (or omitting) the name and location of the school, the dates of the offence, and s.22 name. Even though the information is public it is unwise to connect it to s.22 and the school. One reason is its close proximity to page 27 which states "most abusers offend up to 70 times and are never caught". The other is that using an identifiable as opposed to an anonymized scenario does not add anything to the message you are getting across. A third is that it may give the impression that we are going to be regularly using non-anonymized consent resolution scenarios in the JIBC courses to students who may well be closely connected to the teachers involved in the scenarios. I courts unintended consequences.

Please will you make these revisions before the materials go to print?

Thanks,

Sally

---

**From:** Blackburn, Kelly [mailto:Kblackburn@jibc.ca]

**Sent:** Wednesday, August 17, 2016 11:24 AM

**To:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

Thanks for the confirmation Sally. I will stay tuned.

Warm regards,

Kelly

---

**From:** Mercer, Sally EDUC:EX [mailto:Sally.Mercer@gov.bc.ca]

**Sent:** 2016, August 17 10:13 AM

**To:** Blackburn, Kelly <Kblackburn@jibc.ca>; Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>

**Cc:** Jasper, Jennifer <jjasper@jibc.ca>; Highnam, Kent <khhighnam@jibc.ca>; Matson, Heather <hmatson@jibc.ca>; Forest, Susan <sforest@jibc.ca>

**Subject:** RE: Course Materials for Review

Hi Kelly,

Thank you for sending us the class materials. We had no trouble accessing them in the Dropbox.

We'll take a look at everything and get back to you.

Cheers,

Sally

---

**From:** Blackburn, Kelly [mailto:Kblackburn@jibc.ca]

**Sent:** Tuesday, August 16, 2016 4:29 PM

**To:** Clarke, Wilma EDUC:EX; Mercer, Sally EDUC:EX

**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN; Matson, Heather; Forest, Susan

**Subject:** RE: Course Materials for Review

Hello,

We have completed a final proof of the class materials, which can be accessed via the Dropbox link below:

<https://www.dropbox.com/sh/t9tw5ug0q8tfrpa/AACOKSBGIUrXeJukXJmrG4hea?dl=0>

You will notice that there is still some information to be added to slide 3 of the Day 1 slide



presentation. Our instructors plan to provide this information and any other small adjustments before we send the materials to print early next week. We welcome you to provide any additional feedback or edit requests by the end of this week (Friday, August 19<sup>th</sup>) so we can include any changes in this final revision.

Please let me know if you have any trouble accessing the Dropbox link. The files were quite large which is why I elected to use Dropbox, but it has been somewhat fussy this afternoon. If needed, I can send the course materials via a series of emails.

Many thanks to all in advance!

Warm regards,

**Kelly Blackburn**

Program Representative

School of Health, Community & Social Justice – Centre for Counselling and Community Safety

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---

**From:** Jasper, Jennifer

**Sent:** 2016, August 12 2:56 PM

**To:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>; Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Blackburn, Kelly <[kblackburn@jibc.ca](mailto:kblackburn@jibc.ca)>

**Subject:** Course Materials for Review

Hello,

The course materials for Reinforcing Respectful Professional Boundaries are currently in the hands of Kelly Blackburn (cc'd on this email) who is in the final proofreading stages.

Once she has completed this work early next week, she will forward the materials to you for final review. If you could please let her know by **Friday, August 19<sup>th</sup>** if you have any changes or are ready to sign off that would be very much appreciated.

Thanks so much and have a great weekend!

Jennifer

Program Manager, Centre for Leadership

.....

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715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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**From:** [XT:Bahr,Christina JAG:IN](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Chritchley, Matt EDUC:EX](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN](#); [Mercer, Sally EDUC:EX](#)  
**Subject:** RE: CRES1120-The Mindful Educator  
**Date:** Friday, November 18, 2016 8:42:11 AM

---

Great, thanks Wilma.

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2016, November 17 5:14 PM

**To:** Bahr, Christina ; Chritchley, Matt EDUC:EX

**Cc:** Highnam, Kent ; Mercer, Sally EDUC:EX

**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

s.22

I haven't had a chance to review yet. I was \_\_\_\_\_ and am doing a lot of catching up. I should be able to review over the next week and get back to you.

*Wilma Clarke,*

*Executive Director ,*

*Teacher Regulation Branch, Ministry of Education*

*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*

*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*

*[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]

**Sent:** Thursday, November 17, 2016 3:40 PM

**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** XT:Highnam, Kent CLBC:IN

**Subject:** RE: CRES1120-The Mindful Educator

Hi Matt and Wilma,

I am following up to see if you have had a chance to review the materials for CRES 1120. If so, can you please share any feedback you might have?

Thank you,

Christina Bahr

Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

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---

**From:** Bahr, Christina

**Sent:** 2016, October 20 9:24 AM

**To:** Chritchley, Matt JAG:EX ([Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)) <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>;  
'[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)' <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Subject:** CRES1120-The Mindful Educator

Hello Matt and Wilma,

Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,

Christina Bahr

Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice

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**From:** [XT:Highnam, Kent CLBC:IN](#)  
**To:** [Chritchley, Matt EDUC:EX](#); [Hodak, Katarina EDUC:EX](#)  
**Cc:** [Jasper, Jennifer](#); [Mercer, Sally EDUC:EX](#); [Raj Dhasi](#)  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict  
**Date:** Thursday, May 19, 2016 10:29:17 AM

---

Hi Matt and Kat,

I have connected with Raj, and she is ready to formally start the development work for CRES1120- The Mindful Educator in Managing Conflict (we've been discussing it informally for a while). Raj can be reached at <sup>s.22</sup> or at [raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com). Here is Raj's short bio:

---

**Raj Dhasi**, MA (Organizational Conflict Analysis and Management), BA (Adult Education), Cert. ConRes., focuses her work on conflict resolution within school districts, workplace settings including corporations and legal settings, and within families. Her work includes conflict analysis and assessment and a range of strategies to manage conflict effectively including mediation, group facilitation, leadership coaching, and restorative practices. Raj specializes in delivering conflict management strategies that are grounded in brain research.

---

Raj has developed and delivered courses similar to the Mindful Educator multiple times for clients in the past, and has done (and is doing) extensive work in the school districts, so will definitely hit the ground running. She might need some guidance regarding specific scenarios that you'd like to focus on, given the kinds of cases that require the consent resolution process.

Raj is aware of the preferred dates for the first running to be mid-August, 2017, knowing that this might change given the July 2017 dates for the "Boundaries" course. Once dates for this course have been set, please advise us so we can get them into our system and reserve the room booking. Thanks so much, and I look forward to seeing this course develop!

Best regards,  
Kent

---

**From:** Jasper, Jennifer  
**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Highnam, Kent  
**Subject:** RE: Dates for 2016/2017

Hi Matt,

We will definitely work to open those courses before the end of the school year. I can keep you updated on INDC 1340.

Kent is overseeing the development and delivery of CRES 1120. I have cc'd him on this email so the two of you can discuss dates and such.

Thank you!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Jennifer,

Thank you for following up and providing this information. It is encouraging that there are already 12 participants enrolled for the Professional Boundaries course!

The only information we are still waiting on is setting a date for the Mindful Educator in Managing

Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt

Professional Conduct | Teacher Regulation Branch

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**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]

**Sent:** Wednesday, May 11, 2016 1:27 PM

**To:** Mercer, Sally EDUC:EX; Chritchley, Matt EDUC:EX

**Cc:** XT:Highnam, Kent CLBC:IN

**Subject:** Dates for 2016/2017

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries

August 31, Sept1, 2, 2016

July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment

March 22-24, 2017

Thank you,

Jennifer

Program Manager, Centre for Leadership

.....

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [XT:Bahr,Christina JAG:IN](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#); [Chritchley, Matt EDUC:EX](#); [Mirbagheri, Sarvi EDUC:EX](#); [Preston, Bruce EDUC:EX](#); [McMullin, Shawn EDUC:EX](#)  
**Subject:** RE: Feedback on CRES1120-The Mindful Educator  
**Date:** Monday, December 5, 2016 3:38:00 PM

---

Hi Christina,

I've left you a voicemail message to see if there was anything in particular you had questions about. This will help to determine who should be in on the call. In other words, if your questions were about, for example, word usage in the Manual, then I can likely answer your questions myself. If your questions are about the feedback on the special needs portion, I may need to involve others. When you have a moment, please give me a call back at 604 775-4840 or feel free to email.

Cheers,

Sally

---

**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Monday, December 5, 2016 3:06 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Re: Feedback on CRES1120-The Mindful Educator

Hi Sally,

Thanks again for sending your feedback. Kent and I would like to set up a call to discuss. What is your availability like over the next two weeks?

Thank you,

Christina Bahr

---

**From:** Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)>  
**Sent:** December 1, 2016 4:33 PM  
**To:** Bahr, Christina  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Feedback on CRES1120-The Mindful Educator

Hi Christina,

Thank you very much for sending over the draft copy of the Manual and the PowerPoint for **CRES 1120 The Mindful Educator in Managing Conflict**. We've reviewed the materials and we have the following feedback for you.

Overall, we are satisfied with the approach. However, we wonder about the coverage of the special needs portion. There is no acknowledgement that generally speaking the dynamics of conflicts with students/children is different than conflict with adults (power imbalance, evolving capacity, child's right to voice) and may require adapted strategies. By focusing on special needs students alone, these students may be viewed as "the problem" in the classroom. Another issue is that the various behaviours that typically accompany certain special needs are listed but there is no specific communication or conflict resolution strategies presented that would assist in dealing with the behaviours. The focus really seems to be on adult/adult conflict management. We think this needs to be augmented with more information on adult/child conflict management. Perhaps it would be useful to develop the special needs education piece with further assistance of a special needs

educator. A general direction for additional material may be the following:

Two basic principles of special needs education are:

1. Behaviour is communication. When dealing with special needs students in particular the first reaction to behaviour changes in students is to ask yourself: what is he/she trying to communicate to me with this behaviour:
  - frustration
  - opposition to the behaviour of others
2. The job of a special needs teacher is to identify and remove barriers to learning. Teaching special needs students requires an expanded “toolbox” of skills. Interpreting behaviour and identifying barriers is the essential basis for deciding which of the tools to use. Approaching special needs situations with the two basic principles in mind will provide the foundation for avoiding the conflict which can result from misunderstanding. A special needs education specialist could help to refine this part of the program.

Also, the Outside-of-the-Moment Anger Management Plan is good but we wonder if that could or will be expanded into a conflict management plan. What happens when you can’t easily walk away from a conflict with a teacher/administrator/student/parent? How would you reset a relationship or what would you do if you realize you’re heading in the wrong direction? What if the conflict/behaviour is associated with longer term issues? Will this be dealt with in the context of the course?

We also like the concept of the Picture It slides. Most of them deal with lower level conflict though. Would it be possible to include a scenario where a teacher/student has a strong emotional reaction with yelling, threatening or physical contact? Or is this likely to be covered within course examples? The following feedback is more specific:

**TRB PowerPoint:**

- A lot of the slides have a uppercase or a lowercase “p” in the titles. What is this?
  - Slide 10 – all the words are capitalized except “emotion”
  - Slide 15 – all the bulleted points begin with a capital letter except the last “power”
  - Slide 30 – Occipital Lobe is spelled incorrectly
  - Slide 51 – the words in the final bullet are cut off
- A couple of the words have the British spelling or the American spelling or both. For example, “behaviour” versus “behavior”
- Slide 45 – uses “behavioural” with the “our” ending
  - Slides 6 & 17 – uses “behavior”
  - Slide 58 – uses “behaviour” & “behavior”
  - Slide 61 – uses “honor”

**TRB Manual:**

- 5<sup>th</sup> page, Introduction
  - 3<sup>rd</sup> bullet should perhaps be “Who are you in conflict **with**?”
  - 6<sup>th</sup> bullet uses “behaviours”
- 6<sup>th</sup> page, What is Conflict
  - 1<sup>st</sup> bullet under “Conflict at its best” replace “exits” with “exists”
  - 4<sup>th</sup> bullet under “Conflict at its best” uses “behaviors”
  - 3<sup>rd</sup> bullet under “If mishandled” uses “behaviors”

- 6<sup>th</sup> page, Who are You in Conflict?
  - Should the title be “Who are You in Conflict **With**?”
- 8<sup>th</sup> page, Beliefs about Conflict
  - Last bullet, replace “anyways” with “anyway” (Anyways might be too colloquial for a formal course.)
- 9<sup>th</sup> page, Belief Cycle
  - 2<sup>nd</sup> and 4<sup>th</sup> sentences in the 1<sup>st</sup> paragraph use “behaviours”
- 11<sup>th</sup> page, Conflict Approaches
  - 3<sup>rd</sup> bullet uses “behaviour”
- 12<sup>th</sup> page
  - 3<sup>rd</sup> bullet uses “behaviour”
- 13<sup>th</sup> page, Five Conflict Styles
  - In the 1<sup>st</sup> paragraph there’s reference to “Kraybill Conflict Style Inventory tool” but no footnote or explanation about what this is. Should there be? And is this tool going to be used with participants? If not, does it need to be referenced?
  - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> paragraphs use “behaviour”
- 14<sup>th</sup> page
  - 1<sup>st</sup> & 2<sup>nd</sup> paragraphs use “behaviour”
- 17<sup>th</sup> page
  - 1<sup>st</sup> paragraph, last sentence – Should the sentence be “This use of anger is learned very young and **has** become a set pattern simply because it continues to work”?
- 18<sup>th</sup> page, The Purpose of Anger
  - In the final paragraph, the suggestion is to use “maybe” or “is usually” rather than “is” because there are times that attacking or judging is the right thing to do from a safety or justice perspective.
- 20<sup>th</sup> page
  - Final sentence on the page is missing a period.
- 21<sup>st</sup> page
  - In the image, “Occipital” is spelled incorrectly.
- 23<sup>rd</sup> page, In-the-Moment Anger Management Plan
  - The final sentence uses “behavior”
- 25<sup>th</sup> page, Outside-of-the-Moment Anger Management Plan
  - 1<sup>st</sup> paragraph – there’s a word missing in the last half of the sentence
  - Point 5 – uses “favorite”
- 31<sup>st</sup> page, The Difficult Person
  - 1<sup>st</sup> indented question – Should the sentence be “Am I trying to change **the** other person ...?”
- 33<sup>rd</sup> page
  - The 1<sup>st</sup> and 2<sup>nd</sup> secondary bullets use “behavior”
- 34<sup>th</sup> page, Special Needs



- 1<sup>st</sup> sentence, perhaps use “accommodate” rather than “manage”
- 40<sup>th</sup> page, How to Give Feedback
  - 1<sup>st</sup> paragraph & the 3<sup>rd</sup> bullet use “behaviour”

Thanks again. Please let us know if you have any questions about any of this.

Kind regards,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** ["Jasper, Jennifer"; XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#)  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
**Date:** Thursday, August 11, 2016 4:06:00 PM

---

Hi Jennifer,

Thanks for the confirmation. We look forward to receiving the materials when they're ready.

Cheers,

Sally

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Wednesday, August 10, 2016 3:48 PM  
**To:** Mercer, Sally EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice

Hello,

Just wanted to let you know that we do have the materials and are working on moving them to JIBC templates. That work will hopefully be done over the next couple of weeks and we will send those in your direction as soon as we complete.

Please feel free to give me a call if you have any questions.

Thank you!

Jennifer

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Mercer, Sally EDUC:EX [mailto:[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)]  
**Sent:** 2016, August 10 9:42 AM  
**To:** Highnam, Kent <[khhighnam@jibc.ca](mailto:khhighnam@jibc.ca)>; Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** Reinforcing Respectful Professional Boundaries - materials & invoice

Hi Kent and Jennifer,

As you know, the Reinforcing Respectful Professional Boundaries course is scheduled for August 31, September 1-2, 2016. Laura tells us that the development of the course content and materials has been completed and the items were submitted to you last week. Would you be able to send us the final versions so that we can take a look and sign off on them?

And, with that in mind, we will be anticipating the arrival of the invoice for the development/delivery of that course. However, before you send us the invoice, we wanted to ensure that we've tied up the loose ends for the monies that the TRB paid for participants to attend the Creating a Positive Learning Environment course that was held in March 2016. You may recall that the TRB paid for 3 participants to attend to ensure the course would run with a minimum of 15 participants. However, in the end, the course ran with the maximum number of 20 participants.

We'd like to propose that the monies already paid for the 3 participants to attend the Creating a Positive Learning Environment course be subtracted from the invoice that you'll be sending us for the course development/delivery for the Reinforcing Respectful Professional Boundaries course. The March 2016 invoice was for \$2,091, and the course development/delivery fee for Reinforcing Respectful Professional Boundaries course is \$10,000. Is this something that you can look into for us?

Thanks,  
Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools  
and Partner Relations Division**

**Ministry of Education**


400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

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Page 142 to/à Page 258

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SCHOOL OF HEALTH,  
COMMUNITY &  
SOCIAL JUSTICE

# INNOVATIVE STRATEGIES FOR K-12 TEACHERS



Blurb . . . .

### The Mindful Educator in Managing Conflict

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, you will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively. You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored. **March 2016**

### Creating a Positive Learning Environment

Designed for educators in the K-12 system, in this 3-day course you will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback. **August 19-21, 2015**

### Reinforcing Respectful Professional Boundaries

Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, you will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. You will then be able to connect authentically with students while maintaining boundaries. **March 2016**

**Fees: \$697 per course, includes LSF (Learner Service Fee)**

## TO REGISTER OR FOR MORE INFORMATION

[jibc.ca/teachers](http://jibc.ca/teachers)

[shcsj@jibc.ca](mailto:shcsj@jibc.ca)

604.528.5590 or

Toll Free 1.877.528.5591

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[twitter.com/JIBCnews](https://twitter.com/JIBCnews)



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of BRITISH COLUMBIA

715 McBride Boulevard  
New Westminster, BC V3L 5T4  
Canada

Justice Institute of British Columbia (JIBC) is recognized nationally and internationally for innovative education in public and community safety. We educate the people whose work supports safe and healthy places to live, work and play.

To learn more, go to **JIBC.CA**.



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SCHOOL OF HEALTH,  
COMMUNITY &  
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# INNOVATIVE STRATEGIES FOR K-12 TEACHERS



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The courses were developed by Justice Institute of British Columbia (JIBC) for the Commissioner for Teacher Regulation as remedial education courses. They are designed to equip teachers with skills to help them avoid patterns of behaviour that can result in disciplinary action at the regulatory level.

Although the courses have been developed specifically for the Commissioner for Teacher Regulation and deal with topics of interest to most teachers, they are available as part of the general course offerings of JIBC and are open to the public.

Generally, the courses will be offered during the spring and summer school breaks in order to reduce the impact on students through teacher absence. Please note that the first of these courses, "Creating a Positive Learning Environment," is being held on August 19-21, 2015.

### **The Mindful Educator in Managing Conflict**

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, you will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively. You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

**March 2016**

### **Creating a Positive Learning Environment**

Designed for educators in the K-12 system, in this 3-day course you will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

**August 19-21, 2015**

### **Reinforcing Respectful Professional Boundaries**

Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, you will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. You will then be able to connect authentically with students while maintaining boundaries. **March 2016**

**Fees: \$697 per course, includes LSF (Learner Service Fee)**

## **TO REGISTER OR FOR MORE INFORMATION**

[jibc.ca/cclo](http://jibc.ca/cclo)

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Justice Institute of British Columbia (JIBC) is Canada's leading public safety educator developing dynamic justice and public safety professionals through its exceptional applied education, training and research.

To learn more, go to **JIBC.CA**.



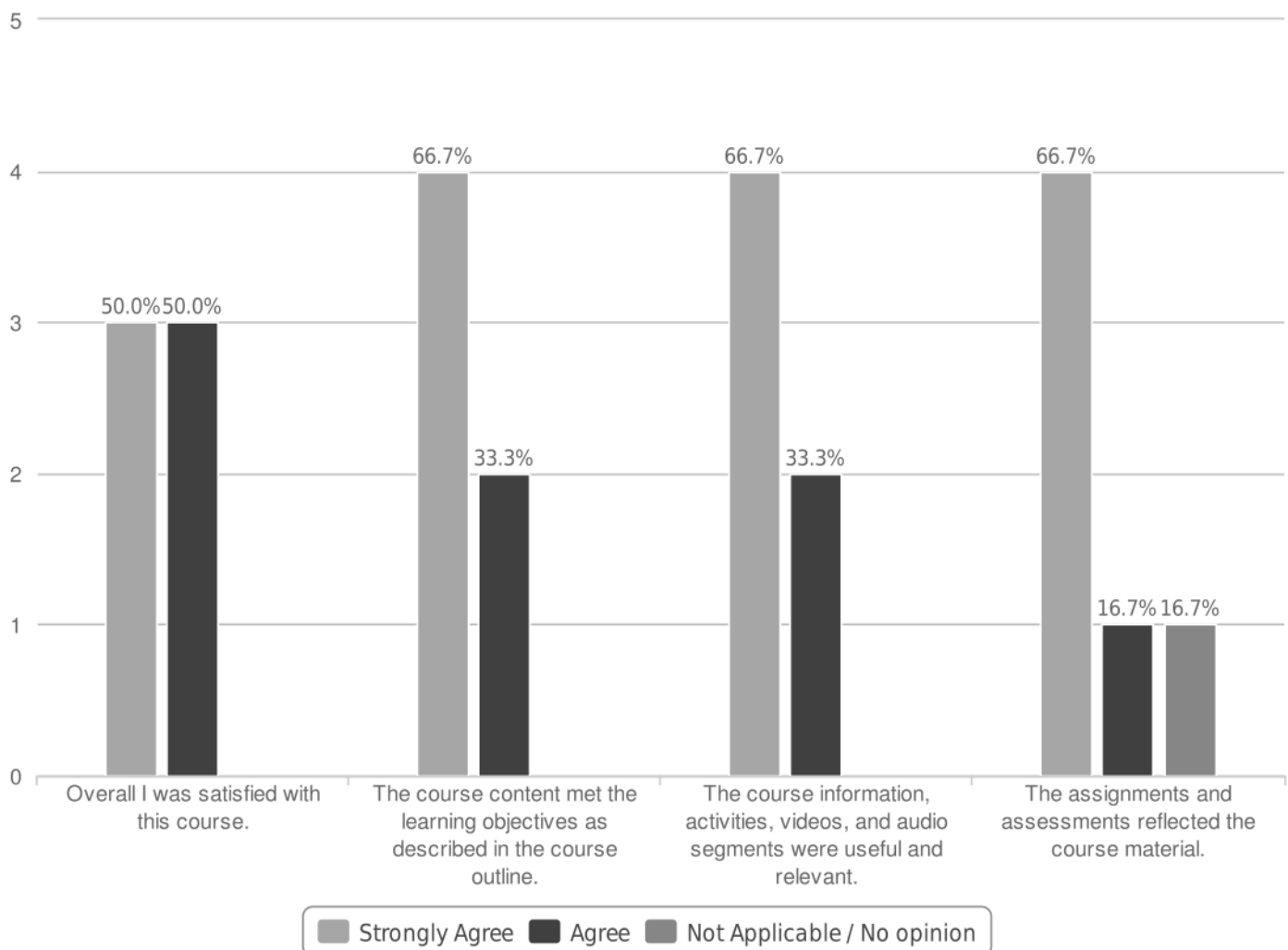
# Course & Instructor Feedback - INDC-1340

## Creating a Positive Learning Environment

\* Filtered: 16WI INDC-1340-NW001 March 21-23, 2016 - Kathryn Thomson & Maureen Mason

TOTAL RESPONSES	COMPLETED RESPONSES	COMPLETION RATE	COMPLETION TIME
6	6	100%	5:46

### 1 - Course Satisfaction



### 2 - If you could make one change to this course to improve it, what would that change be?

Response	Count
	1 responses

I had no expectations but loved how the instructors planned and paced the whole course.

### 3 - Have you taken a course from the JIBC before?

Response	Count
<b>No</b>	6 100.0%
<i>Total: 6</i>	

### 4 - I heard about this course from:

Response	Count
<b>Word of mouth</b>	1 16.7%
<b><u>Other (specify):</u></b>	5 83.3%
<i>Total: 6</i>	

from my Principal

Teacher Regulation Branch

SCSBC and CTABC on behalf of FISA ( independent school associations)

Teacher Regulation Branch

Employer

### 5 - I heard about this course from:

Response	Count	
<b>Word of mouth</b>	1 16.7%	
<b><u>Other (specify):</u></b>	5 83.3%	
<i>Total: 6</i>		

from my Principal

Teacher Regulation Branch

SCSBC and CTABC on behalf of FISA ( independent school associations)

Teacher Regulation Branch





Employer

## 6 - What, if anything, would you change about your experience to date with the JIBC?

Response	Count
	1 responses

Really enjoyed my three days at JIBC. It was welcoming...beautiful building and grounds and easy to access. I would love to see them develop another course although the faciliators are really what made this course so excellent. It would depend on who was presenting.

## 7 - Age

Response	Count	
<b>35 - 39</b>	2 33.3%	
<b>45 - 49</b>	1 16.7%	
<b>50 - 54</b>	2 33.3%	
<b>60 - 64</b>	1 16.7%	
<i>Total: 6</i>		

## 8 - Highest Education Level

Response	Count	
<b>Bachelor degree</b>	4	66.7%
<b>Some graduate level attendance</b>	1	16.7%
<b>Master's degree</b>	1	16.7%
<i>Total: 6</i>		

## 9 - Gender

Response	Count	
<b>Male</b>	3	50.0%
<b>Female</b>	3	50.0%
<i>Total: 6</i>		

## 10 - Please specify the lead instructor's name.

Variable	Count
<b>First Name</b>	6 responses
<b>Last Name</b>	6 responses

Mason

Thomson

Thomson

Thomson

Thomson

Thomson

---

Maureen

---

Kathryn

---

Kathryn

---

Kathryn

---

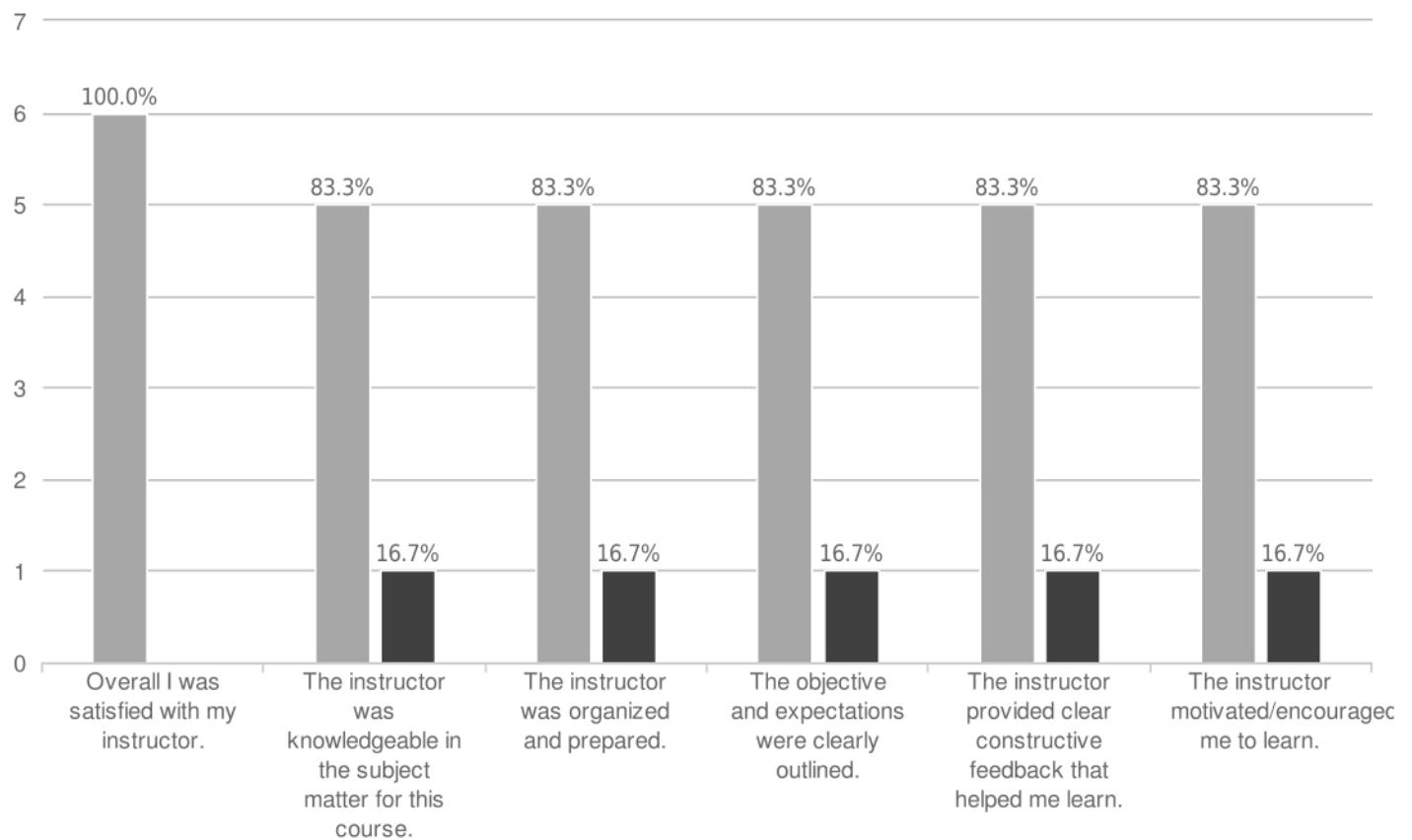
Kathryn

---

Kathryn

---

## 11 - Instructor Satisfaction



## 12 - What would you suggest to improve instruction?

Response

Count

1 responses

---

---

Kathryn was well planned, had carefully considered what might be useful to this group of people and yet was flexible as well, able to change the plans as other needs and topics presented themselves.

---



**JIBC**

**School of Community  
& Social Justice**

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5T4  
Tel: 604.528.5608 | Fax: 604.528.5640  
www.jibc.bc.ca

Laura Bickerton, Director, Professional Education & Communications  
Teacher Regulation Branch  
2025 W. Broadway  
Vancouver, BC V6J 1Z6  
Canada

9 June 2014

Dear Laura,

## **Re: REVISED Proposal - Remedial Training for Consent Resolution Process**

### **Introduction**

The Office of the Commissioner for Teacher Regulation ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. The Commissioner for Teacher Regulation must respond effectively to allegations and concerns of teacher misconduct and incompetence to maintain the public's trust in educators and the education system.

In some circumstances, the Commissioner and the teacher may agree on an appropriate outcome that can include remedial actions that must be taken by the teacher. This "Consent Resolution" is a voluntary agreement entered into by the teacher. Consent resolutions are generally more expeditious than the citation and hearing process, and are more certain in terms of their outcomes.

The proposed Remedial Training for the consent resolution process will ensure the availability of resources to deal with the education of teachers in three main areas of concern related to Inappropriate Conduct – Professional Role:

- 1) Professional Boundaries Management
- 2) Classroom Management
- 3) Anger Management

### **Proposal**

JIBC's School of Health, Community and Social Justice will combine existing curriculum and programming from across our educational programming to develop four course offerings, plus an additional remedial component, for teachers in the consent resolution process:

### *1a) The Mindful Teacher (online or face-to-face)*

This 7-hour course serves as the foundation (and pre-requisite) for the other three courses, and the remedial component, in this program. Through self-reflection, dialogue, and exercises, participants will increase their awareness of how they perceive and personify their role as an educator. They will learn how this perception directly impacts their teaching and their relationships with students and other stakeholders in the educational environment. They will gain a working knowledge of Emotional Intelligence and Social Intelligence competencies and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. The cultivation of emotional and social intelligence will assist participants to explore ethical dilemmas, professional boundaries, and challenges to emotional self-regulation related to their profession. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Define emotional intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively.
- Construct more effective means to handle workplace stressors and dilemmas.

### *1b) The Mindful Teacher: Remedial component (online or face-to-face)*

This 7-hour remedial component serves as the second part of the foundation (and pre-requisite) for the other three courses, in this program. This is a highly tailored program to the individual needs of each participant. Through coaching and small group work, participants will explore concepts of “distorted thinking” and other psychological phenomena that can lead to behaviours that can be considered as inappropriate conduct. Clear delineations of unacceptable behaviours will be reviewed in conjunction with strategies to manage behaviours contexts and settings using productive alternatives. These alternative skills and behaviours will be further developed in the following three courses.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively.
- Construct more effective means to handle workplace stressors and dilemmas.



The following three courses are offered in a face-to-face format and can be selected from in order to create a customized solution to the requirements of each Consent Agreement, according to the recommendations of the Commissioner.

## 2) *Reinforcing Respectful Professional Boundaries*

Teachers face a multitude of pressures and challenges in the modern classroom. With evolutions in social media and “student-centred” educational approaches, boundaries between the classroom environment and informal social contexts can become blurred. Through discussion and scenario analysis, this 1-day, face-to-face course will explore the moral and ethical gray zones that surface in today’s classroom. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.<sup>1</sup>

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic.
- Identify constructive personal responses to these situations
- Identify when and how to refer situations to counsellors or other support professionals
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure.

## 3) *Best Practices in Classroom Management*

In this 1-day course you will deepen your classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviors, and conflict. Simulation scenarios will provide you with the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

---

<sup>1</sup> Aultman, Lori Price (et al.). Boundary dilemmas in teacher-student relationships: Struggling with “the line.” *Teaching and Teacher Education*. Vol. 25 (2009) pp. 636-646. Outlines types of boundaries that are specific to teacher student relationships

*Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Describe personal strengths and challenges in classroom management as a teacher
- Identify constructive approaches to complex issues
- Conduct activities which address either the content, process or relationship challenges in classroom management
- Apply self-management skills
- Identify possible interventions in response to challenging student situations
- Demonstrate effective communication skills in complex classroom situations

#### **4) Managing Anger**

In this 1-day course, you will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Angry, hostile or resistant feelings and behaviours are often generated in classroom situations. Efforts to resolve conflict may be ineffective if these feelings are ignored or denied. Explore topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

*Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Describe the components of anger and angry behaviours.
- Identify own beliefs and behaviours associated with anger.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Use strategies to manage and express own anger.
- Identify when and how to refer situations to counsellors or other support professionals

#### **About the Justice Institute of British Columbia (JIBC) & Centre for Conflict Resolution**

JIBC is a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. The applied nature of our teaching and learning model ensures that students are successfully prepared to meet the increasingly complex demands of their professions.

Through public offerings and customized training solutions, JIBC's School of Health, Community and Social Justice (SHCSJ) is comprised of four Academic Centres: Centre for Conflict Resolution, Center for Leadership, Centre for Counselling and Community Safety and Centre for Aboriginal Programs and Services. SHCSJ is a top provider of education and training in North America in the fields of leadership, management, human services and conflict resolution. For more than 25 years, we have been delivering leading-edge learning experiences in all forms of community social justice including conflict resolution, counselling and capacity building, trauma, leadership, negotiation, teamwork, group facilitation, change management and communication.

## Best Practices in Delivering Corporate Training

SHCSJ has an extensive history developing and delivering client-specific education and training that is organization-specific and applied in nature. From initial needs assessment to post-program debriefing, our faculty work closely with clients to ensure educational content and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

## Our Learning Taxonomy

Professional practice in justice and public safety involves a host of complex and difficult to define problems. Practitioners face dynamic, evolving situations with indeterminate solutions. It is an arena of high risk, both physically and in terms of consequence of error. Effective leadership requires a solid foundation of disciplinary knowledge, competent use of operational procedures, and highly attuned situational awareness and judgment. Effective training and education requires experiential learning, situated in real world dilemmas and issues, exposure to topical and important issues, and opportunities to develop and demonstrate leadership in dynamic, complex situations.

JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals
- **Learning linked to the community of practice** to ensure that programs are current, relevant, and focused on real world needs.

## Costing

### *Program and course development:*

Program and course development for these four courses includes:

- Liaising and consulting between JIBC staff, Subject Matter Experts and TRB staff / Commissioner
- Developing of course content and scenarios
- Drafting, finalizing and producing course materials.

Costs for the development phase for the program comprising the four courses comes to: **\$17,500** (all face-to-face deliver) to **\$19,100** (first 14 hours delivered online). See below for the per-course breakdown.

### ***Course development and delivery:***

#### *The Mindful Teacher*

##### Online option

- The course development cost for the online version of this course is **\$5,100**.
- The per-session costs for delivery of this 7-hour facilitated online course for 15 participants comes to **\$3,300 + GST**, or roughly \$220 per participant with 15 participants.

##### Face-to-face option

- The course development cost for the face-to-face version of this course is **\$3,500**.
- The per-session costs for delivery of this 7-hour face-to-face course for 15 participants comes to **\$3,300 + GST**, or roughly \$220 per participant with 15 participants.
- This is a post-secondary education credit course and counts as 1.0 elective credit toward a certificate in conflict resolution or leadership at the Justice Institute of BC.

#### *The Mindful Teacher: Remedial component*

##### Online option

- The course development cost for the online version of this course is **\$5,100**.
- The per-session costs for delivery of this 7-hour facilitated online course for 12 participants comes to **\$3,535 + GST**, or roughly \$295 per participant with 12 participants.
- Note: class size is limited to a maximum of 12 learners for this course given the need for a high degree of learner-instructor interaction on the online format.

##### Face-to-face option

- The course development cost for the face-to-face version of this course is **\$3,500**.
- The per-session costs for delivery of this 7-hour face-to-face course for 12 participants comes to **\$4,360 + GST**, or roughly \$363 per participant with 12 participants.
- Note: class size is limited to a maximum of 12 learners for this course given the need for a high degree of learner-instructor interaction and for additional coaching in the face-to-face format.
- This is a post-secondary education credit course and counts as 1.0 elective credit toward a certificate in conflict resolution or leadership at the Justice Institute of BC.

#### *Reinforcing Respectful Professional Boundaries*

- The course development cost for this course is **\$3,500**.
- The per-session costs for the delivery of this 1-day face-to-face course for 15 participants comes to **\$3,300 + GST**, or roughly \$220 per participant with 15 participants.
  - This is a post-secondary education credit course and counts as 0.5 elective credit toward a certificate in conflict resolution or leadership at the Justice Institute of BC.

#### *Best Practices in Classroom Management*

- The course development cost for this course is \$3,500.
- The per-session costs for the delivery of this 1-day face-to-face course for 15 participants comes to **\$3,300** + GST, or roughly \$220 per participant with 15 participants.
  - This is a post-secondary education credit course and counts as 0.5 elective credit toward a certificate in conflict resolution or leadership at the Justice Institute of BC.

#### *Managing Anger*

- The course development cost for this course is \$1,000.
- The per-session costs for the delivery of this 1-day face-to-face course for 15 participants comes to **\$3,300** + GST, or roughly \$220 per participant with 15 participants.
  - This is a post-secondary education credit course and counts as 0.5 elective credit toward a certificate in conflict resolution or leadership at the Justice Institute of BC.

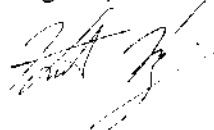
The above costs include all course materials, instructor costs, and learner course feedback surveys. For face-to-face courses, TRB would be responsible for providing the training venue (including break-out rooms, if necessary), basic training materials (flip charts, LCD projector and screen) and refreshments (if desired).

#### **Intellectual Property and Copyright:**

Rights over Intellectual Property arising from the performance of work under this contract, including all course materials, will vest in the Justice Institute of British Columbia.

I'd be happy to discuss the details of this course offering with you at your convenience. Feel free to call me at the below numbers. Thank you for your interest in our training and I look forward to being in touch with you soon.

Regards,



Kent Highnam

Program Director,  
Centre for Conflict Resolution / Centre for Leadership

This proposal is dated June 9, 2014 and is valid for a period of three months. After that time it is open to renegotiation.

---

June 9, 2014



**JIBC**

**School of Community  
& Social Justice**

715 McBride Blvd  
New Westminster, BC V3L  
5T4

Tel: 604.528.5608 | Fax:

604.528.5640

[www.jibc.bc.ca](http://www.jibc.bc.ca)

Laura Bickerton, Director, Professional Education & Communications  
Teacher Regulation Branch  
2025 W. Broadway  
Vancouver, BC V6J 1Z6  
Canada

10 February 2015

Dear Laura,

## **Re: REVISED Proposal Version 3 - Remedial Training for Consent Resolution Process**

### **Introduction**

The Office of the Commissioner for Teacher Regulation ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. The Commissioner for Teacher Regulation must respond effectively to allegations and concerns of teacher misconduct and incompetence to maintain the public's trust in educators and the education system.

In some circumstances, the Commissioner and the teacher may agree on an appropriate outcome that can include remedial actions that must be taken by the teacher. This "Consent Resolution" is a voluntary agreement entered into by the teacher. Consent resolutions are generally more expeditious than the citation and hearing process, and are more certain in terms of their outcomes.

The proposed Remedial Training for the consent resolution process will ensure the availability of resources to deal with the education of teachers in three main areas of concern related to Inappropriate Conduct – Professional Role:

- 1) Professional Boundaries Management
- 2) Classroom Management
- 3) Anger Management

### **Proposal**

JIBC's School of Health, Community and Social Justice will work with the staff of the Commissioner's Office and the Teacher Regulation Branch to develop three, 3-day course offerings, for teachers in the consent resolution process. Each course features an intensive, immersive coaching day on the third day of the course, with a 5-to-1 learner-to-coach ratio.

## 1) *The Mindful Educator in Managing Conflict*

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about conflict and anger.
- Articulate the impact of such beliefs and assumptions on their conflict approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional intelligence and explain how it relates to work place success in a conflict setting.
- Describe the components of anger and angry behaviours.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Construct more effective means to handle workplace stressors and dilemmas.
- Use strategies to manage and express own anger.

## 2) *Reinforcing Respectful Professional Boundaries*

Teachers face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.<sup>1</sup>

---

<sup>1</sup> Aultman, Lori Price (et al.). Boundary dilemmas in teacher-student relationships: Struggling with “the line.” *Teaching and Teacher Education*. Vol. 25 (2009) pp. 636-646. Outlines types of boundaries that are specific to teacher student relationships

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector.
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build relationships that respect professional boundaries, and to handle stress effectively.
- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
- Identify constructive personal responses to these situations.
- Identify when and how to refer situations to counsellors or other support professionals.
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure.

### *3) Best Practices in Classroom Management*

In this 3-day course you will deepen your classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Simulation scenarios will provide you with the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector.
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Describe personal strengths and challenges in classroom management as a teacher.
- Identify constructive approaches to complex issues.
- Conduct activities which address either the content, process or relationship challenges in classroom management.
- Apply self-management skills.
- Identify possible interventions in response to challenging student situations.
- Demonstrate effective communication skills in complex classroom situations.



## About the Justice Institute of British Columbia (JIBC) & Centre for Conflict Resolution

JIBC is a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. The applied nature of our teaching and learning model ensures that students are successfully prepared to meet the increasingly complex demands of their professions.

Through public offerings and customized training solutions, JIBC's School of Health, Community and Social Justice (SHCSJ) is comprised of four Academic Centres: Centre for Conflict Resolution, Center for Leadership, Centre for Counselling and Community Safety and Centre for Aboriginal Programs and Services. SHCSJ is a top provider of education and training in North America in the fields of leadership, management, human services and conflict resolution. For more than 25 years, we have been delivering leading-edge learning experiences in all forms of community social justice including conflict resolution, counselling and capacity building, trauma, leadership, negotiation, teamwork, group facilitation, change management and communication.

## Best Practices in Delivering Corporate Training

SHCSJ has an extensive history developing and delivering client-specific education and training that is organization-specific and applied in nature. From initial needs assessment to post-program debriefing, our faculty work closely with clients to ensure educational content and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

## Our Learning Taxonomy

Professional practice in justice and public safety involves a host of complex and difficult to define problems. Practitioners face dynamic, evolving situations with indeterminate solutions. It is an arena of high risk, both physically and in terms of consequence of error. Effective leadership requires a solid foundation of disciplinary knowledge, competent use of operational procedures, and highly attuned situational awareness and judgment. Effective training and education requires experiential learning, situated in real world dilemmas and issues, exposure to topical and important issues, and opportunities to develop and demonstrate leadership in dynamic, complex situations.

JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals
- **Learning linked to the community of practice** to ensure that programs are current, relevant, and focused on real world needs.

## Costing

Program and course development for these four courses includes:

- Liaising and consulting between JIBC staff, Subject Matter Experts and TRB staff / Commissioner
- Developing of course content and scenarios
- Drafting, finalizing and producing course materials.

Costs for the development phase for the program comprising the three courses comes to: **\$16,000** (all face-to-face delivery). See below for the per-course breakdown.

### **Course development:**

- *The Mindful Educator in Managing Conflict* - course development cost for this course is **\$4,000**.
- *Reinforcing Respectful Professional Boundaries* - course development cost for this course is **\$6,000**
- *Best Practices in Classroom Management* - course development cost for this course is **\$6,000**

### **Course Delivery:**

The per-session cost for each of these 3-day courses, based on a minimum of 15 participants in the Lower Mainland includes the following:

- An instructor for 3 days
- Three coaches for the last day (max 5-1 learner-coach ratio)
- Course materials (course manuals, psychometric evaluation tools)
- Learner course feedback surveys
- All expenses for the instructional team.

The total per-session instructional cost, per participant, for each of these 3-day courses comes to \$697 per participant.

If, seven working days prior to the course start date, fewer than 12 learners are enrolled in the session, TRB and JIBC will jointly decide on either running the course below the minimum enrollment level (with TRB “purchasing” any unfilled seats at the course start) or cancelling the course.

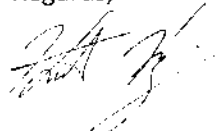
Each of these courses is a post-secondary education credit course and each counts as 1.5 required or elective credits toward a certificate in conflict resolution at the Justice Institute of BC.

### **Intellectual Property and Copyright:**

To be decided between Justice Institute of British Columbia and Teacher Regulation Branch.

I'd be happy to discuss the details of this course offering with you at your convenience. Feel free to call me at the below numbers. Thank you for your interest in our training and I look forward to being in touch with you soon.

Regards,



Kent Highnam

Program Director,  
Centre for Conflict Resolution / Centre for Leadership

This proposal is dated February 10, 2015 and is valid for a period of three months. After that time it is open to renegotiation.

From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#); [Jasper, Jennifer \(jjasper@jibc.ca\)](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: Confirmation of Conversation - August 11, 2016  
Date: Thursday, August 11, 2016 4:00:00 PM

---

Hi Kent and Jennifer,

Thanks for meeting by conference call this morning. I've pasted some notes below as confirmation of the conversation. Please let us know if this reflects your understanding of the conversation.

**Reconciling enrollment levels across course offerings**

According to the original Agreement, "At the end of the contract term, the Contractor will report to the Province on the number of courses delivered, the total number of participants in the courses and the number of courses that were delivered during the term with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum." However, due to initial low enrollment and the belief that the course enrollment would not meet the minimal requirement for course delivery, the TRB agreed to pay for three participants who attended the first course (Creating a Positive Learning Environment course in March 2016) to avoid the course being cancelled. When the course was delivered, there were actually 20 participants, 5 participants above the established minimum.

Today, the JIBC and the TRB agreed that when the JIBC invoices the TRB for the course development/delivery of the Reinforcing Respectful Professional Boundaries course (\$10,000), the JIBC will deduct the amount of the invoice for the three participants to attend the Creating a Positive Learning Environment course (\$2,091). Then, in keeping with the terms of the Agreement that are currently being amended, the JIBC and the TRB agreed that after the first three courses have been delivered (starting with the Creating a Positive Learning Environment course held in March 2016), the JIBC will report to the Province on the total number of participants in the courses and the number of courses that were delivered with less than 15 participants. If course participation does not meet an average of the minimum 15 participants per course, the TRB will cover the shortage in tuition fees to meet the minimum.

**Number of participants per course offering**

According to the original Agreement, the maximum number of participants is 20. The JIBC and the TRB confirmed that the number 20 was originally agreed upon to ensure the best learning environment for learners. However, the Reinforcing Respectful Professional Boundaries course scheduled for August 31, September 1-2, 2016 has 26 registered participants.

Today, the JIBC and the TRB agreed that moving forward the JIBC will override the code on the JIBC website that allows for registration above 20 and set the maximum at 20. But, upon further discussion about why the number of participants was bumped up for the Boundaries course (increased demand, two facilitators available, accommodating course design and classroom experience), the JIBC and the TRB agreed that the Boundaries course offered in August/September 2016 would run with the 26 participants. The JIBC and the TRB also agreed that after this first run of the course and after the feedback is collected, the JIBC will discuss with the facilitators what the optimal number of participants is for the content and for participant experience, and the JIBC will report to the TRB. At that time, the JIBC and the TRB could re-evaluate the ideal number of participants if necessary.

In the meantime, the Agreement will be amended to reflect:

a maximum of 20 participants for the Mindful Educator in Managing Conflict course, but

- a maximum of 26 participants in the Reinforcing Respectful Professional Boundaries course, and
- a maximum of 26 participants in the Creating a Positive Learning Environment course.

The JIBC and the TRB also agreed that after the next run of all courses, they could re-evaluate the number of participants if necessary.

### **Participants referred by the Commissioner for Teacher Regulation**

According to the original Agreement, the “Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.” Today, the JIBC and the TRB agreed that no change needs to be made to the Agreement, but that the parties would deal with the logistics informally, which could include the JIBC temporarily reserving a few spots for the Commissioner until a certain period of time prior to a course running. The number of spots will depend on the course and the likely demand for priority enrolment.

In addition, the JIBC and the TRB discussed a concern about how a participant referred by the Commissioner provides confirmation that a course was taken. The JIBC advised that it issues a letter of completion to each student that completes a course but would not be able to advise the TRB without permission from the student and that likely the student would have to provide the letter of completion to the Commissioner. After the conference call, Sally referred to some published CRAs on the TRB website and noted that providing “satisfactory proof of completion to the Commissioner” has already been included in the terms of a CRA.

### **Communications between the JIBC and the TRB**

To avoid confusion or misunderstandings with regard to the terms of the Agreement, the JIBC and the TRB agreed to include or copy Sally on conversations that could have an impact on the terms. Because Sally acts as the contract manager for the TRB, it is important that she be kept in the loop. Please let us know if we’re not all on the same track. And thanks again for your willingness to work through these issues with us.

Kind regards,

Sally

---

### **Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**


400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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From: [Mercer, Sally EDUC:EX](#)  
To: ["ascott@jibc.ca"](mailto:ascott@jibc.ca)  
Subject: Course Information on JIBC website  
Date: Friday, July 3, 2015 1:42:00 PM

---

Hi Alison,

My name is Sally Mercer and I'm the Manager of Communications at the Teacher Regulation Branch. I understand from Kent Highnam that you are working on a resource page for the courses that the JIBC and the TRB are working on together (The Mindful Educator in Managing Conflict, Creating a Positive Learning Environment, and Reinforcing Respectful Professional Boundaries). I just wanted to reach out to see if there is anything that you need my assistance with. If so, please don't hesitate to call or email me.

Kind regards,  
Sally

---

**Sally Mercer**

Manager of Communications  
**Teacher Regulation Branch**  
**Partner Relations Division**  
**Ministry of Education**  
400 - 2025 West Broadway  
Vancouver, BC V6J 1Z6  
T: 604 775-4840

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**From:** [Jasper, Jennifer](#)  
**To:** [Mercer, Sally EDUC:EX](#); [Chritchley, Matt EDUC:EX](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN](#)  
**Subject:** Dates for 2016/2017  
**Date:** Wednesday, May 11, 2016 1:26:45 PM

---

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries

August 31, Sept 1, 2, 2016

July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment

March 22-24, 2017

Thank you,

Jennifer

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN; Jasper, Jennifer \(Jjasper@jibc.ca\)](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: Follow-up from today's meeting - JIBC courses  
Date: Monday, May 9, 2016 5:33:00 PM

---

Hi Kent and Jennifer,

Thanks for meeting with Wilma and me by phone today to touch base about the courses and moving forward. After we hung up, we looked into whether we'd received an invoice for the development of "Creating a Positive Learning Environment" and we have. So thanks for that. As a result of checking into the invoicing, we thought that, as we move ahead and to ensure we're all on the same page, perhaps anything having to do with the contract requirements and the corresponding monies (ie. invoices and status updates) should flow through me as the contract manager. And then the other items that Matt's involved in around logistics (ie. participants required to attend) could remain the same.

I hope this makes sense, but certainly don't hesitate to ask if this causes any uncertainty.

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: For Review: amended Amendment for JIBC courses  
Date: Tuesday, August 9, 2016 9:31:00 AM  
Attachments: [GSA JIBC 2015-Amendment 2016 - highlighted.pdf](#)  
[GSA JIBC 2015-Amendment 2016 - final.pdf](#)

---

Hi Kent,

I'm attaching the revised amendment/renewal of Contract No. C15/0332 for the development and delivery of the three remedial training courses.

You will notice there are two documents attached:

- **GSA-JIBC\_2015-Amendment 2016 – highlighted**
  - This document shows the content that we are revising. In an attempt to keep the various revisions defined, I've highlighted them in different colours. I hope this provides clarity rather than confuses things.
  - **Grey** is what is being deleted from the original contract.
  - **Yellow** is what we initially decided to change in the amendment.
  - **Blue** is what we then decided to add based on further conversation.
  - **Green** is what we talked about last week.
- **GSA-JIBC\_2015-Amendment 2016 – final**
  - This document shows the exact same content as the highlighted version, but the highlighting has been eliminated.

If you agree with the deletions/additions, could you kindly sign the **final** document on page 4, scan the whole document, and then send it all back digitally to me? After we've received your signed acceptance, Wilma will sign at our end. We will forward an e-copy for your records.

Also, we wanted to ask about the number of participants that are registered for the upcoming Boundaries course. The contract states that the courses will be offered to a minimum of 15 participants up to a maximum of 20. However, Matt has indicated that there are 26 participants registered. Could you please clarify the numbers for us?

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**


400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

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**From:** [Jasper, Jennifer](#)  
**To:** [Hodak, Katarina EDUC:EX](#); [Chritchley, Matt EDUC:EX](#); [McMullin, Shawn EDUC:EX](#); [Bickerton, Laura EDUC:EX](#); [Mercer, Sally EDUC:EX](#); [Clarke, Wilma EDUC:EX](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN](#); [White, Caroline](#)  
**Subject:** FW: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment  
**Date:** Friday, December 18, 2015 11:51:39 AM  
**Attachments:** [INDC 1340 facilitator guide.docx](#)  
[indc 1340 handouts.docx](#)  
[INDC 1340 slides.pptx](#)

---

Hello,

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been briefly reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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From: [Chritchley, Matt EDUC:EX](#)  
To: [Mercer, Sally EDUC:EX](#)  
Subject: FW: TRB Analytics  
Date: Tuesday, July 12, 2016 1:59:11 PM  
Attachments: [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
16WI INDC-1340-NW001 March 21-23, 2016 - Kathryn Thomson & Maureen Mason....pdf

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Per your request.

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]

**Sent:** Wednesday, April 13, 2016 3:16 PM

**To:** Chritchley, Matt EDUC:EX

**Cc:** XT:Highnam, Kent CLBC:IN

**Subject:** FW: TRB Analytics

Hi Matt,

Attached is the course feedback from the March run of Creating a Positive Classroom Environment (INDC 1340). The evaluation has not closed so it is possible that we will receive more feedback. If you have any anecdotal feedback that has come your way, we would appreciate hearing that. Also, we have a few analytics for you from our website. The data as well as a brief explanation is listed below.

Looking forward to speaking with you and the Commissioner tomorrow!

Jennifer

#### Web Analytics

- There are three sets of data because we had three different landing pages set up; our Marketing Department has since amalgamated them into one page.
- There are more clicks on the Con Res page most likely because this was the link you were sending out.
- “Pageviews” are the number of clicks to that page; “unique pageviews” eliminates repeat clickers, and “entrances” are the number of clicks that went straight to this landing page rather than arriving from another page on the JIBC website.
- Our Marketing Department will be able to set up analytics to explore which links (from each of the three courses) are being clicked on but currently we do not have that information.

\*\*\*\*\*

#### Counselling and Community Safety Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
149 % of Total: 0.20% (34,135)	124 % of Total: 0.30% (41,802)	00:02:42 Avg for View: 00:02:57 (-8.00%)	39 % of Total: 0.14% (27,110)
149(100.00%)	124(100.00%)	00:02:42	39(100.00%)

#### Conflict Resolution Landing Page

Pageviews 	Unique Pageviews 	Avg. Time on Page 	Entrances 
<b>582</b> % of Total: 0.99% (59,052)	<b>452</b> % of Total: 1.00% (45,115)	<b>00:03:51</b> Avg for View: 00:02:38 (45.65%)	<b>352</b> % of Total: 1.44% (24,485)
582(100.00%)	452(100.00%)	00:03:51	352(100.00%)

## Leadership Landing Page

Pageviews 	Unique Pageviews 	Avg. Time on Page 	Entrances 
<b>120</b> % of Total: 0.47% (25,429)	<b>79</b> % of Total: 0.39% (20,273)	<b>00:02:57</b> Avg for View: 00:03:03 (-3.25%)	<b>45</b> % of Total: 0.36% (12,336)
120(100.00%)	79(100.00%)	00:02:57	45(100.00%)

Jennifer Jasper

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

**JIBC** | Canada's Leading Public Safety Educator | [www.jibc.ca](http://www.jibc.ca) | [www.jibc.ca/leadership](http://www.jibc.ca/leadership)

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#)  
Cc: [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer \(ljasper@jibc.ca\)](#); [XT:Bahr,Christina JAG:IN](#)  
Subject: FYI: Signed Amendment for JIBC courses  
Date: Friday, September 16, 2016 2:38:00 PM  
Attachments: [GSA C15-0332 JIBC TRB - Amendment Signed.pdf](#)

---

Hi Kent,

I'm happy to attach for your records an e-copy of the signed Amendment to the General Service Agreement No. C15/0332 for the course development/delivery. We look forward to continuing to work with you.

Kind regards,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**PROVINCE OF BRITISH COLUMBIA  
MINISTRY OF EDUCATION**

**CONTRACT AMENDMENT #1**

**Contract Number: C15/0332**

This AGREEMENT dated for reference the 15<sup>th</sup> of May, 2016

**BETWEEN:**                **HER MAJESTY THE QUEEN IN RIGHT OF THE  
PROVINCE OF BRITISH COLUMBIA represented by the  
Ministry of Education, Teacher Regulation Branch  
(herein called the "Province")**

**OF THE FIRST PART**

**AND:**                        **Justice Institute of British Columbia  
(herein called the "Contractor")**

**OF THE SECOND PART**

**WITNESS THAT WHEREAS:**

- A. The parties hereto entered in an Agreement dated for reference the 26<sup>th</sup> day of May, 2015, a copy of which is attached hereto as Appendix "1" (hereinafter called the "Agreement"),
- B. **AND WHEREAS** the parties have agreed to amend the Agreement.

**NOW THEREFORE** in consideration of the covenants and agreements herein contained, the parties agree as follows:

- (1) That Schedule 'A' Part 1 TERM shall be amended to read as follows:

Subject to section 2 of this Part 1, the term of this Agreement commences on May 15, 2015 and ends on ~~May 14, 2016~~ August 31, 2017.

- (2) That Schedule 'A' Part 2 SERVICES shall be amended to read as follows:

**PART 2. SERVICES:**

**Deliverables**

2. Course delivery

The Contractor will deliver each of the courses as follows:

- The Mindful Educator in Managing Conflict will be delivered ~~once in March 2016 and may be delivered once in August 2015 if agreed upon by the Justice Institute BC and the Commissioner for Teacher Regulation~~ once in July or August 2017.

- Reinforcing Respectful Professional Boundaries will be delivered once in ~~March 2016~~ September 2016 and once in July 2017.
- Creating a Positive Learning Environment will be delivered ~~once in August 2015 and~~ once in March 2016 and again in March 2017.

The Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.

The Contractor will offer each course to a minimum of fifteen (15) participants up to and including a maximum of twenty (20). The Contractor may not offer a course with fewer than fifteen (15) participants unless there is agreement from the Province. If, ten (10) working days prior to the course start date, fewer than fifteen (15) participants are enrolled in a course, the Province and the Contractor will jointly decide on either cancelling the course or delivering the course below the established minimum enrollment level. The Province will indicate in writing to the Contractor its agreement for the course to be delivered below the minimum enrollment level seven (7) working days prior to the course start date. ~~At the end of the contract term,~~ After three courses have been delivered, the Contractor will report to the Province on ~~the number of courses delivered,~~ the total number of participants in the courses and the number of courses that were delivered ~~during the term~~ with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum. As specified in Part 3 of Schedule B, the Contractor will bill the Province for the vacant seats below minimum averaged over the three delivered courses. ~~contract term (i.e. May 15, 2015 to May 14, 2016) of course delivery.~~

Course delivery by the Contractor will include all expenses for the instructional team, delivery methods and locations. The Contractor and the Province are jointly responsible for the promotion of the courses.

### **Reporting requirements**

The Executive Director, Teacher Regulation Branch, will be the Province's representative on all matters relating to the development and delivery of the Services. The Contractor will provide an update on the status of the development of or preparation for delivery of a course three (3) months prior to the running of a course ~~report on the progress of the development of each course in accordance with an agreed-upon schedule.~~

Within ten (10) days of each course delivery, the Contractor shall provide a summary of course participant feedback to the Province.

- (3) That Schedule 'A' Part 4 RELATED DOCUMENTATION shall be amended to read as follows:

2. The following are Appendices to this Schedule A:

**Appendix 1 – Proposal ATTACHED: Proposal Version 4-3 – Remedial Training for Consent Resolution Process**

- (4) That Schedule 'B' shall be amended to read as follows:

### **1. MAXIMUM AMOUNT PAYABLE:**

**Maximum Amount:** Despite sections 2 and 3 of this Schedule, ~~\$28,546~~ \$36,546 is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement). **This figure of ~~\$28,546~~ \$36,546 includes the ~~\$16,000~~ \$24,000 course development cost and a maximum of \$12,546 in potential tuition costs to subsidize any shortfalls between the number of participants enrolled and the minimum number of participants to run a course.**

**2. COURSE DEVELOPMENT/DELIVERY FEE:**

- a) "The Mindful Educator in Managing Conflict" – course development fee ~~cost~~ is \$4,000.
- b) "Reinforcing Respectful Professional Boundaries" – course development/delivery fee ~~cost~~ is ~~\$6,000~~ \$10,000.
- c) "Creating a Positive Learning Environment" – course development/delivery fee ~~cost~~ is ~~\$6,000~~ \$10,000.

The fees for "Reinforcing Respectful Professional Boundaries" and "Creating a Positive Learning Environment" cover the co-development of the courses and a one-time co-delivery model.

The Province agrees that the Contractor will charge a ~~The~~ fee per participant for each course offering ~~is~~ of \$697. Participants will be responsible for paying the Contractor directly. The Contractor will bill the Province for any additional seats, as specified in Part 2 of Schedule A.

- (5) That, in all other respects, the terms and conditions of the Agreement remain unchanged.

The parties hereto have executed this Agreement on the day and year as set out above.

**SIGNED AND DELIVERED** by the  
Contractor or Recipient or by an Authorized  
Representative:

\_\_\_\_\_  
**(Print Name of Contractor or Authorized  
Representative)**

\_\_\_\_\_  
**(Signature)**

) **SIGNED AND DELIVERED** on  
) behalf of the Province by an authorized  
) representative of the Province.

)  
)  
)

\_\_\_\_\_  
**(Print Name of Authorized Representative)**

)  
)  
)  
)  
)

\_\_\_\_\_  
**)(Signature)**



**PROVINCE OF BRITISH COLUMBIA  
MINISTRY OF EDUCATION**

**CONTRACT AMENDMENT #1**

**Contract Number: C15/0332**

This AGREEMENT dated for reference the 15<sup>th</sup> of May, 2016

**BETWEEN:**                    **HER MAJESTY THE QUEEN IN RIGHT OF THE  
PROVINCE OF BRITISH COLUMBIA** represented by the  
**Ministry of Education, Teacher Regulation Branch**  
(herein called the "Province")

**OF THE FIRST PART**

**AND:**                                 **Justice Institute of British Columbia**  
(herein called the "Contractor")

**OF THE SECOND PART**

**WITNESS THAT WHEREAS:**

- A. The parties hereto entered in an Agreement dated for reference the 26<sup>th</sup> day of May, 2015, a copy of which is attached hereto as Appendix "1" (hereinafter called the "Agreement"),
- B. **AND WHEREAS** the parties have agreed to amend the Agreement.

**NOW THEREFORE** in consideration of the covenants and agreements herein contained, the parties agree as follows:

- (1) That Schedule 'A' Part 1 TERM shall be amended to read as follows:

Subject to section 2 of this Part 1, the term of this Agreement commences on May 15, 2015 and ends on ~~May 14, 2016~~ August 31, 2017.

- (2) That Schedule 'A' Part 2 SERVICES shall be amended to read as follows:

**PART 2. SERVICES:**

**Deliverables**

The Contractor will develop and deliver remedial training courses in three areas related to professional misconduct and/or incompetence. These areas include professional boundaries management, classroom management, and anger management. Each course will count as 1.5 post-secondary credits towards a certificate in conflict resolution at the Justice Institute of British Columbia.

## 1. Course development

In consultation with the Commissioner for Teacher Regulation, the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:

- a. develop course content and scenarios for three, 3-day courses
- b. draft, finalize and produce course materials (course manuals, psychometric evaluation tools)
- c. draft, finalize and produce participant course feedback surveys
- d. include either a facilitation model of two co-facilitators on each of the three days of the course, or a facilitation model of one facilitator for the first two days with an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach (facilitator) ratio
- e. integrate the following learning techniques into each of the courses:
  - dialogue
  - self-reflection
  - skill building exercises
  - scenario analysis
  - peer feedback

The three courses to be developed are as follows:

1. The Mindful Educator in Managing Conflict
2. Reinforcing Respectful Professional Boundaries
3. Creating a Positive Learning Environment

The “Mindful Educator in Managing Conflict” course will follow the one-facilitator for the first two days model with the intensive, immersive coaching day on the third day of the course. The “Reinforcing Respectful Professional Boundaries” and the “Creating a Positive Learning Environment” courses will follow the two co-facilitator model throughout the course.

Upon completion of the course development, the Contractor will submit the final draft materials to the Commissioner for Teacher Regulation and the Province for review and sign off. After review and sign off of the materials, the Contractor will bill the Province for the Services, as specified in Part 2 of Schedule B.

## 2. Course delivery

The Contractor will deliver, at minimum, each of the courses as follows:

- “The Mindful Educator in Managing Conflict” will be delivered once in March 2016 and may be delivered once in August 2015 if agreed upon by the Justice Institute BC and the Commissioner for Teacher Regulation once in July or August 2017.
- “Reinforcing Respectful Professional Boundaries” will be delivered once in March 2016 August/September 2016 and once in July 2017.
- “Creating a Positive Learning Environment” will be delivered once in August 2015 and once in March 2016 and again in March 2017.

The Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.

The Contractor will offer each course to a minimum of fifteen (15) participants up to and including a maximum of twenty (20) for “The Mindful Educator in Managing Conflict” course, a maximum of twenty-six (26) for the “Reinforcing Respectful Professional Boundaries” course and a maximum of twenty-six (26) for the “Creating a Positive Learning Environment” course. The

Contractor may not offer a course with fewer than fifteen (15) participants unless there is agreement from the Province. If, ten (10) working days prior to the course start date, fewer than fifteen (15) participants are enrolled in a course, the Province and the Contractor will jointly decide on either cancelling the course or delivering the course below the established minimum enrollment level. The Province will indicate in writing to the Contractor its agreement for the course to be delivered below the minimum enrollment level seven (7) working days prior to the course start date. ~~At the end of the contract term,~~ After the first three courses have been delivered, the Contractor will report to the Province on ~~the number of courses delivered,~~ the total number of participants in the courses and the number of courses that were delivered ~~during the term~~ with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum. As specified in Part 3 of Schedule B, the Contractor will bill the Province for the vacant seats below minimum averaged over the first three delivered courses. ~~contract term (i.e. May 15, 2015 to May 14, 2016) of course delivery.~~ At the end of the term of this Agreement, the Contractor and the Province will reconcile the remaining courses delivered and the Contractor will bill the Province for the vacant seats below minimum averaged over the remaining courses. Any course that is delivered in addition to those scheduled under the term of the Agreement will only be included in the calculated enrolment average if including the additional course increases the overall average.

Course delivery by the Contractor will include all expenses for the instructional team, delivery methods and locations. The Contractor and the Province are jointly responsible for the promotion of the courses.

#### **Reporting requirements**

The Executive Director, Teacher Regulation Branch, will be the Province's representative on all matters relating to the development and delivery of the Services. The Contractor will provide an update on the status of the development of or preparation for delivery of a course three (3) months prior to the running of a course ~~report on the progress of the development of each course in accordance with an agreed-upon schedule.~~

Within ten (10) days of each course delivery, the Contractor shall provide a summary of course participant feedback to the Province.

- (3) That Schedule 'A' Part 4 RELATED DOCUMENTATION shall be amended to read as follows:

2. The following are Appendices to this Schedule A:

**Appendix 1 – Proposal ATTACHED: Proposal Version 4-3 – Remedial Training for Consent Resolution Process**

- (4) That Schedule 'B' shall be amended to read as follows:

#### **1. MAXIMUM AMOUNT PAYABLE:**

**Maximum Amount:** Despite sections 2 and 3 of this Schedule, ~~\$28,546~~ \$36,546 is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement). **This figure of ~~\$28,546~~ \$36,546 includes the ~~\$16,000~~ \$24,000 course development cost and a maximum of \$12,546 in potential tuition costs to subsidize any shortfalls between the number of participants enrolled and the minimum number of participants to run a course.**

## **2. COURSE DEVELOPMENT/DELIVERY FEE:**

- a) "The Mindful Educator in Managing Conflict" – course development fee ~~cost~~ is \$4,000.
- b) "Reinforcing Respectful Professional Boundaries" – course development/delivery fee ~~cost~~ is ~~\$6,000~~ \$10,000.
- c) "Creating a Positive Learning Environment" – course development/delivery fee ~~cost~~ is ~~\$6,000~~ \$10,000.

The fees for "Reinforcing Respectful Professional Boundaries" and "Creating a Positive Learning Environment" cover the co-development of the courses and a one-time co-delivery model.

The Province agrees that the Contractor will charge a ~~The~~ fee per participant for each course offering ~~is~~ of \$697. Participants will be responsible for paying the Contractor directly. The Contractor will bill the Province for any additional seats, as specified in Part 2 of Schedule A.

- (5) That, in all other respects, the terms and conditions of the Agreement remain unchanged.

The parties hereto have executed this Agreement on the day and year as set out above.

**SIGNED AND DELIVERED** by the  
Contractor or Recipient or by an Authorized  
Representative:

\_\_\_\_\_  
**(Print Name of Contractor or Authorized  
Representative)**

\_\_\_\_\_  
**(Signature)**

) **SIGNED AND DELIVERED** on  
) behalf of the Province by an authorized  
) representative of the Province.

)  
)  
)

\_\_\_\_\_  
**(Print Name of Authorized Representative)**

)  
)  
)  
)  
)

\_\_\_\_\_  
**)(Signature)**

March 24 2016  
10:47

INVOICE OF CHARGES FOR SPONSORED STUDENTS

Page 1

Invoice Number: 859  
Invoice Date: 16/03/24  
Sponsor: 0057718 Teacher Regulation Branch

Sponsorship: 577  
Contract: 16WI  
Payment Due: 16/03/24

Teacher Regulation Branch  
2025 West Broadway  
Vancouver, BC V6J 1Z6

Student: S.22

Term: 16WI

Contact:

Course Section	Course Section Name	Credits	Term	Start Date	End Date	Status
INDC-1340-NW001	Positive Learning Environment	1.50000	16WI	16/03/21	16/03/23	N

AR Code	Description	Amount	Payments	Balance
FLSP	Learner Services Fee	8.10	0.00	8.10
TCLEA	Tuition -Instr Dev/Leadership	688.90	0.00	688.90
<b>Totals:</b>		<b>697.00</b>	<b>0.00</b>	<b>697.00</b>

Student: S.22

Term: 16WI

Contact:

Course Section	Course Section Name	Credits	Term	Start Date	End Date	Status
INDC-1340-NW001	Positive Learning Environment	1.50000	16WI	16/03/21	16/03/23	N

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Student: S.22

Term: 16WI

Contact:

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TCLEA	Tuition -Instr Dev/Leadership	688.90	0.00	688.90
<b>Totals:</b>		<b>697.00</b>	<b>0.00</b>	<b>697.00</b>

GST # 10755 4735

Invoices payable upon receipt, please make cheques payable to the Justice Institute of BC and quote invoice number

Refunds: Refund policies and procedures can be found here: <http://www.jibc.ca/registration/fees-and-refunds>

NSF Cheques: A fee of \$15.00 applies to all cheques returned "NSF"

Course Cancellations: A full refund of tuition fees will be issued for courses cancelled by Justice Institute. The Institute is not responsible for participant's expenses (i.e. airlines or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses if enrollments are insufficient. We truly regret any inconvenience this may cause.

Income Tax receipts: Tuition tax receipts (T2202A forms) are issued each year in February for the previous year's registrations. Not all courses and programs at the JIBC are eligible for T2202A forms.

March 24 2016  
10:47

INVOICE OF CHARGES FOR SPONSORED STUDENTS

Page 2

Invoice Number: 859  
Invoice Date: 16/03/24  
Sponsor: 0057718 Teacher Regulation Branch

Sponsorship: 577  
Contract: 16WI  
Payment Due: 16/03/24

Teacher Regulation Branch  
2025 West Broadway  
Vancouver, BC V6J 1Z6

Grand Total for Sponsorship: 577 Term: 16WI

AR Code	Description	Amount	Payments	Balance
FLSF	Learner Services Fee	24.30	0.00	24.30
TCLBA	Tuition -Instr Dev/Leadership	2066.70	0.00	2066.70
Totals:		2091.00	0.00	2091.00
Invoice Total:		2091.00	0.00	2091.00

*Sally Mercer*  
*Wilma Clarke*

GST # 10755 4735

Invoices payable upon receipt, please make cheques payable to the Justice Institute of BC and quote invoice number

Refunds: Refund policies and procedures can be found here: <http://www.jibc.ca/registration/fees-and-refunds>

NSF Cheques: A fee of \$15.00 applies to all cheques returned "NSF"

Course Cancellations: A full refund of tuition fees will be issued for courses cancelled by Justice Institute. The Institute is not responsible for participant's expenses (i.e. airlines or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses if enrollments are insufficient. We truly regret any inconvenience this may cause.

Income Tax receipts: Tuition tax receipts (T2202A forms) are issued each year in February for the previous year's registrations. Not all courses and programs at the JIBC are eligible for T2202A forms.



JIBC  
715 McBride Boulevard, New Westminster,  
BC, Canada, V3L 5T4

TEL 604.525.5422  
FAX 604.528.5518

www.jibc.ca

2055104

## INVOICE

ATTN: ANNIE WU  
TEACHER REGULATION BRANCH  
400 - 2025 WEST BROADWAY  
VANCOUVER BC V6T 1Z6

Invoice #: 20045383  
Date: March 31, 2016

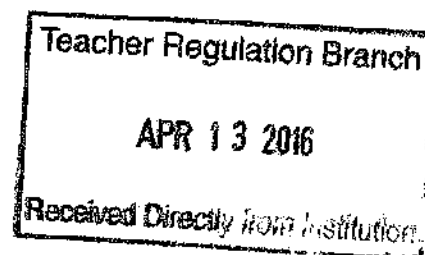
Customer ID: 214981

PO#: PGO200/AIT300

**For the following:**

Development and Delivery of "Creating a Positive Learning  
Environment (INDC 1340)

Development	\$6,000.00
Co-Development	\$2,000.00
Delivery (March 21-23, 2016) cost for co-facilitator (M. Mason)	\$2,000.00



	10,500.00
	DET
	22820
	00283
	6001
	2201515

*Clarke Wilma*

Sub-total:	\$10,000.00
HST/ GST #107554735:	\$500.00
PST:	\$0.00
<b>TOTAL</b>	<b>\$10,500.00</b>

Please make cheques payable to the Justice Institute of BC and quote invoice number

Payable Upon Receipt

Academy/Division: Community and Social Justice Divisions  
Contact: CSJ Adm Supervisor 604 528-5610



**JIBC**

JIBC  
715 McBride Boulevard, New Westminster,  
BC, Canada, V3L 5T4

TEL 604.525.5422

FAX 604.528.5518

www.jibc.ca

## INVOICE

ATTN: WILMA CLARKE  
TEACHER REGULATION BRANCH  
400 - 2025 WEST BROADWAY  
VANCOUVER BC V6T 1Z6



Invoice #: 20047619  
Date: January 11, 2017

Customer ID: 214981

PO#: PGO200/AIT300

**For the following:**

Development and Delivery of "Reinforcing Respectful  
Professional Boundaries" (COUN 1037)

Development	\$6,000.00
Co-Development	\$2,000.00
Co-Facilitation	\$2,000.00
Less Fees Paid for INDC 1340	-\$2,091.00

Ministry Contract No: C15/0332  
Requisition No: PGO200/AIT300

	<b>Sub-total:</b>	\$7,909.00
	<b>HST/ GST #107554735:</b>	\$395.45
	<b>PST:</b>	\$0.00
<b>Please make cheques payable to the Justice Institute of BC and quote invoice number</b>	<b>TOTAL</b>	<b>\$8,304.45</b>

**Payable Upon Receipt**

Academy/Division: Community and Social Justice Divisions  
Contact: CSJ Adm Supervisor 604 528-5610

Page 1 / 1





**JIBC**

**School of Community  
& Social Justice**

715 McBride Blvd  
New Westminster, BC V3L  
5T4

Tel: 604.528.5608 | Fax: 604.528.5640  
[www.jibc.bc.ca](http://www.jibc.bc.ca)

Laura Bickerton, Director, Professional Education & Communications  
Teacher Regulation Branch  
2025 W. Broadway  
Vancouver, BC V6J 1Z6  
Canada

19 December 2014

Dear Laura,

## **Re: REVISED Proposal Version 2 - Remedial Training for Consent Resolution Process**

### **Introduction**

The Office of the Commissioner for Teacher Regulation ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. The Commissioner for Teacher Regulation must respond effectively to allegations and concerns of teacher misconduct and incompetence to maintain the public's trust in educators and the education system.

In some circumstances, the Commissioner and the teacher may agree on an appropriate outcome that can include remedial actions that must be taken by the teacher. This "Consent Resolution" is a voluntary agreement entered into by the teacher. Consent resolutions are generally more expeditious than the citation and hearing process, and are more certain in terms of their outcomes.

The proposed Remedial Training for the consent resolution process will ensure the availability of resources to deal with the education of teachers in three main areas of concern related to Inappropriate Conduct – Professional Role:

- 1) Professional Boundaries Management
- 2) Classroom Management
- 3) Anger Management

### **Proposal**

JIBC's School of Health, Community and Social Justice will ~~combine existing curriculum and programming from across our educational programming work~~ with the staff of the Commissioner's Office and the Teacher Regulation Branch to develop three, 3-day course offerings, for teachers in the consent resolution process. Each course features an intensive, immersive coaching day on the third day of the course, with a 5-to-1 learner-to-coach ratio.

---

December 19, 2014

### 1) *The Mindful Educator in Managing Conflict*

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall-Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about conflict and anger.
- Articulate the impact of such beliefs and assumptions on their conflict approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional intelligence and explain how it relates to work place success in a conflict setting.
- Describe the components of anger and angry behaviours.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Construct more effective means to handle workplace stressors and dilemmas.
- Use strategies to manage and express own anger.

### 2) *Reinforcing Respectful Professional Boundaries*

Teachers face a multitude of pressures and challenges in the modern classroom.- Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. ~~between the classroom environment and informal social contexts professional educator and the student can become blurred.~~ Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in ~~today’s~~ classroom professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional

boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.<sup>1</sup>

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively.
- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
- Identify constructive personal responses to these situations
- Identify when and how to refer situations to counsellors or other support professionals
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure

**Comment [BLE1]:** Make same change as above

**Comment [BLE2]:** Same change as above

**Comment [BLE3]:** Student-teacher relationships are not mutually supportive.

### 3) *Best Practices in Classroom Management*

In this 3-day course you will deepen your classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Simulation scenarios will provide you with the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Describe personal strengths and challenges in classroom management as a teacher
- Identify constructive approaches to complex issues
- Conduct activities which address either the content, process or relationship challenges in classroom management

**Comment [BLE4]:** Same as above

**Comment [BLE5]:** Same as above

---

<sup>1</sup> Aultman, Lori Price (et al.). Boundary dilemmas in teacher-student relationships: Struggling with "the line." Teaching and Teacher Education. Vol. 25 (2009) pp. 636-646. Outlines types of boundaries that are specific to teacher student relationships

- Apply self-management skills
- Identify possible interventions in response to challenging student situations
- Demonstrate effective communication skills in complex classroom situations

### About the Justice Institute of British Columbia (JIBC) & Centre for Conflict Resolution

JIBC is a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. The applied nature of our teaching and learning model ensures that students are successfully prepared to meet the increasingly complex demands of their professions.

Through public offerings and customized training solutions, JIBC's School of Health, Community and Social Justice (SHCSJ) is comprised of four Academic Centres: Centre for Conflict Resolution, Center for Leadership, Centre for Counselling and Community Safety and Centre for Aboriginal Programs and Services. SHCSJ is a top provider of education and training in North America in the fields of leadership, management, human services and conflict resolution. For more than 25 years, we have been delivering leading-edge learning experiences in all forms of community social justice including conflict resolution, counselling and capacity building, trauma, leadership, negotiation, teamwork, group facilitation, change management and communication.

### Best Practices in Delivering Corporate Training

SHCSJ has an extensive history developing and delivering client-specific education and training that is organization-specific and applied in nature. From initial needs assessment to post-program debriefing, our faculty work closely with clients to ensure educational content and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

### Our Learning Taxonomy

Professional practice in justice and public safety involves a host of complex and difficult to define problems. Practitioners face dynamic, evolving situations with indeterminate solutions. It is an arena of high risk, both physically and in terms of consequence of error. Effective leadership requires a solid foundation of disciplinary knowledge, competent use of operational procedures, and highly attuned situational awareness and judgment. Effective training and education requires experiential learning, situated in real world dilemmas and issues, exposure to topical and important issues, and opportunities to develop and demonstrate leadership in dynamic, complex situations.

JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals
- **Learning linked to the community of practice** to ensure that programs are current, relevant, and focused on real world needs.

## Costing

Program and course development for these four courses includes:

- Liaising and consulting between JIBC staff, Subject Matter Experts and TRB staff / Commissioner
- Developing of course content and scenarios
- Drafting, finalizing and producing course materials.

Costs for the development phase for the program comprising the three courses comes to: **\$16,000** (all face-to-face delivery). See below for the per-course breakdown.

### **Course development:**

- *The Mindful Educator in Managing Conflict* - course development cost for this course is **\$4,000**.
- *Reinforcing Respectful Professional Boundaries* - course development cost for this course is **\$6,000**
- *Best Practices in Classroom Management* - course development cost for this course is **\$6,000**

### **Course Delivery:**

The per session cost for each of these 3-day courses, for 10, 15 and 20 participants in the Lower Mainland. This quote includes the following:

- An instructor for 3 days
- 1-3 coaches for the last day (5-1 learner-coach ratio)
- Course materials (course manuals, psychometric evaluation tools)
- Learner course feedback surveys
- All expenses for the instructional team.

The total per-session instructional cost for each of these 3-day courses comes to:

- For 10 learners - \$9,260 + GST (or roughly \$926 per participant with 10 learners).
- For 15 learners - \$10,460 + GST (or roughly \$697 per participant with 15 learners).
- For 20 learners - \$11,800 + GST (or roughly \$590 per participant with 20 learners).

For your information and as a comparison, a 3-day course would cost \$597 per learner if taken at the JIBC campus. This is a post-secondary education credit course and counts as 1.5 required or elective credits toward a certificate in conflict resolution at the Justice Institute of BC.

### **Intellectual Property and Copyright:**

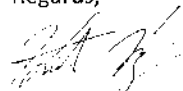
Rights over Intellectual Property arising from the performance of work under this contract, including all course materials, will vest in the Justice Institute of British Columbia.

I'd be happy to discuss the details of this course offering with you at your convenience. Feel free to call me at the below numbers. Thank you for your interest in our training and I look forward to being in touch with you soon.

---

December 19, 2014

Regards,



Kent Highnam

Program Director,  
Centre for Conflict Resolution / Centre for Leadership

This proposal is dated December 19, 2014 and is valid for a period of three months. After that time it is open to renegotiation.

---

December 19, 2014

**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [Preston, Bruce EDUC:EX](#); [Hodak, Katarina EDUC:EX](#); [Clarke, Wilma EDUC:EX](#)  
**Cc:** [Chritchley, Matt EDUC:EX](#)  
**Subject:** JIBC Course Contacts  
**Date:** Wednesday, September 14, 2016 1:20:00 PM

---

Hi all,

Please find below for your information the contact person at the JIBC for each of the three courses.

Cheers,

Sally

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, September 12, 2016 12:06 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; XT:Bahr,Christina JAG:IN; White, Caroline; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Following up

Hi again Matt,

I've put all the contact information for each course together so hopefully this is an easy reference for you and others at TRB (and beyond :)

**COUN 1037 – Reinforcing Respectful Professional Boundaries**

Centre for Counselling and Community Safety

Susan Forest Phone: 604-528-5711 email: [sforest@jibc.ca](mailto:sforest@jibc.ca)

**CRES 1120 – The Mindful Educator**

Centre for Conflict Resolution

Christina Bahr Phone: 604-528-5735 email: [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

**INDC 1340 – Creating a Positive Learning Environment**

Centre for Leadership

Jennifer Jasper Phone: 604-528-5633 email: [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

Thanks!

Jennifer

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: Q: Setting up meeting re JIBC contract  
Date: Thursday, May 5, 2016 12:08:00 PM

---

Hi Kent,

Wilma and I are hoping you'll be available next week for about an hour to talk about the progress of the JIBC courses and the contract.

Are you able to connect with us either in person or by phone in the afternoon after 1:30pm on either May 9 or May 10?

Feel free to give me a call at 604-775-4840 if arranging this my phone is easier.

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**From:** [Clarke, Wilma EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Mercer, Sally EDUC:EX](#)  
**Subject:** RE: Co-creation & co-facilitation incremental costs  
**Date:** Monday, May 9, 2016 4:56:32 PM

---

Thanks Kent. This jogs my memory! ☺

*Wilma Clarke,*  
*Executive Director ,*  
*Teacher Regulation Branch, Ministry of Education*  
*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*  
*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*  
*[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, May 9, 2016 3:23 PM  
**To:** Clarke, Wilma EDUC:EX  
**Subject:** FW: Co-creation & co-facilitation incremental costs  
Forwarding as a reminder.

---

**From:** Highnam, Kent  
**Sent:** 2015, June 09 10:52 AM  
**To:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>; Bickerton, Laura EDUC:EX  
<[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Cc:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>

**Subject:** RE: Co-creation & co-facilitation incremental costs

Hello Wilma,

Yes, that sounds like a fine plan. Thanks so much,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2015, June 05 4:22 PM

**To:** Highnam, Kent; Bickerton, Laura EDUC:EX

**Cc:** Jasper, Jennifer; White, Caroline

**Subject:** RE: Co-creation & co-facilitation incremental costs

Hi Kent,

Sorry for my tardiness in getting back to you. I've been in all day meetings for the past couple of days. Thanks for forwarding this costing. It's important that the tuition per student remain at the level already specified in the contract in order for this training to be a viable option for certificate holders. I believe that in our most recent discussion we discussed focusing on the Positive Learning Environment Course as a first step, so based on your costing, I would propose that we (TRB) find the additional \$2000 for the joint development and another \$2000 for the co-facilitation of at first run of the course. My thought is that after the first run the course can go back to having one instructor who will hopefully be identified in the recruitment process that Laura is leading on our behalf. It's possible that if a lot of interest is generated in the courses and the TRB doesn't have to subsidize many seats, the budget attached to the current contract could absorb these additional costs, if not we'll need to look at a contract amendment. Does this proposal work for you?

*Wilma Clarke,*  
*Executive Director ,*

Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Wednesday, June 3, 2015 10:32 AM  
**To:** Clarke, Wilma EDUC:EX; Bickerton, Laura EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline  
**Subject:** Co-creation & co-facilitation incremental costs  
Hello Wilma and Laura,

I have conferred with my colleagues Jennifer and Caroline after their initial conversations regarding development and delivery in the co-creation model we discussed last week. I have costed that model accordingly as follows:

- **Co-development:** the primary developer will be responsible for most of the administrative processes regarding development, including course outline finalization, course blueprint development and course materials compilation. The co-developer will play a consultancy role and will also have direct input into the outline, blueprint and materials. As such, we see the incremental cost of for the co-development coming in at \$2,000, per course (one-time cost per course).
- **Co-delivery:** The co-facilitator would impact the costing of the first two days of the course, and would act as a “coach” on the third day (as will the primary facilitator). Given this, plus the need for pre and post planning between the facilitators, the incremental cost for the co-facilitator model will be \$2,000 (per session delivery). This would increase tuition in the following ways. For a class of 15 (which is our floor), tuition would increase to \$830 (from \$697).

My understanding from our conversations is that the co-development and co-facilitator model is most applicable to the *Positive Learning Environment* and the *Professional Boundaries* courses. I believe that the Conflict Management course can stand with one developer/facilitator (Raj Dhasi) as she will work closely with TRB staff to craft scenarios, etc. As such, we could keep the current development and tuition cost for this course as is, should you agree.

Feel free to contact me should there be any questions.

Thanks so much,

Kent

.....

**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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**From:** [XT:Highnam, Kent CLBC:IN](#)  
**To:** [Mercer, Sally EDUC:EX](#); [Jasper, Jennifer](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#)  
**Subject:** RE: Confirmation of Conversation - August 11, 2016  
**Date:** Monday, August 22, 2016 1:55:35 PM

---

Thanks Sally,

Yes, this is the first day back, so I'm triaging. I have read the below and have made one addition, highlighted in yellow. Let me know if there is anything that needs clarifying.

I'll be on to the contract next.

Thanks so much,

Kent

---

**From:** Mercer, Sally EDUC:EX [mailto:Sally.Mercer@gov.bc.ca]  
**Sent:** 2016, August 22 11:00 AM  
**To:** Highnam, Kent ; Jasper, Jennifer  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: Confirmation of Conversation - August 11, 2016

Hi Kent,

I know you've been away and likely have lots to catch up on, but I'll be going away later this week and so I wanted to send this email (below) again so that we continue to move ahead.

You'll also see in your inbox an email from August 15 that has the amended amendment attached.

If you don't have it, please let me know and I'll send it again.

Cheers,

Sally

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Thursday, August 11, 2016 4:00 PM  
**To:** XT:Highnam, Kent CLBC:IN; Jasper, Jennifer ([ljasper@jibc.ca](mailto:ljasper@jibc.ca))  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** Confirmation of Conversation - August 11, 2016

Hi Kent and Jennifer,

Thanks for meeting by conference call this morning. I've pasted some notes below as confirmation of the conversation. Please let us know if this reflects your understanding of the conversation.

**Reconciling enrollment levels across course offerings**

According to the original Agreement, "At the end of the contract term, the Contractor will report to the Province on the number of courses delivered, the total number of participants in the courses and the number of courses that were delivered during the term with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum." However, due to initial low enrollment and the belief that the course enrollment would not meet the minimal requirement for course delivery, the TRB agreed to pay for three participants who attended the first course (Creating a Positive Learning Environment course in March 2016) to avoid the course being cancelled. When the course was delivered, there were actually 20 participants, 5 participants above the established minimum.

Today, the JIBC and the TRB agreed that when the JIBC invoices the TRB for the course development/delivery of the Reinforcing Respectful Professional Boundaries course (\$10,000), the JIBC will deduct the amount of the invoice for the three participants to attend the Creating a

Positive Learning Environment course (\$2,091). Then, in keeping with the terms of the Agreement that are currently being amended, the JIBC and the TRB agreed that after the first three courses have been delivered (starting with the Creating a Positive Learning Environment course held in March 2016), the JIBC will report to the Province on the total number of participants in the courses and the number of courses that were delivered with less than 15 participants. If course participation does not meet an average of the minimum 15 participants per course, the TRB will cover the shortage in tuition fees to meet the minimum. The class enrollment for the March 2016 Creating a Positive Learning Environment course is deemed to be at 17 participants, for the purposes of the averaging calculation.

#### **Number of participants per course offering**

According to the original Agreement, the maximum number of participants is 20. The JIBC and the TRB confirmed that the number 20 was originally agreed upon to ensure the best learning environment for learners. However, the Reinforcing Respectful Professional Boundaries course scheduled for August 31, September 1-2, 2016 has 26 registered participants.

Today, the JIBC and the TRB agreed that moving forward the JIBC will override the code on the JIBC website that allows for registration above 20 and set the maximum at 20. But, upon further discussion about why the number of participants was bumped up for the Boundaries course (increased demand, two facilitators available, accommodating course design and classroom experience), the JIBC and the TRB agreed that the Boundaries course offered in August/September 2016 would run with the 26 participants. The JIBC and the TRB also agreed that after this first run of the course and after the feedback is collected, the JIBC will discuss with the facilitators what the optimal number of participants is for the content and for participant experience, and the JIBC will report to the TRB. At that time, the JIBC and the TRB could re-evaluate the ideal number of participants if necessary.

In the meantime, the Agreement will be amended to reflect:

- a maximum of 20 participants for the Mindful Educator in Managing Conflict course, but
- a maximum of 26 participants in the Reinforcing Respectful Professional Boundaries course, and
- a maximum of 26 participants in the Creating a Positive Learning Environment course.

The JIBC and the TRB also agreed that after the next run of all courses, they could re-evaluate the number of participants if necessary.

#### **Participants referred by the Commissioner for Teacher Regulation**

According to the original Agreement, the “Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.” Today, the JIBC and the TRB agreed that no change needs to be made to the Agreement, but that the parties would deal with the logistics informally, which could include the JIBC temporarily reserving a few spots for the Commissioner until a certain period of time prior to a course running. The number of spots will depend on the course and the likely demand for priority enrolment.

In addition, the JIBC and the TRB discussed a concern about how a participant referred by the Commissioner provides confirmation that a course was taken. The JIBC advised that it issues a letter of completion to each student that completes a course but would not be able to advise the TRB without permission from the student and that likely the student would have to provide the letter of completion to the Commissioner. After the conference call,

Sally referred to some published CRAs on the TRB website and noted that providing “satisfactory proof of completion to the Commissioner” has already been included in the terms of a CRA.

**Communications between the JIBC and the TRB**

To avoid confusion or misunderstandings with regard to the terms of the Agreement, the JIBC and the TRB agreed to include or copy Sally on conversations that could have an impact on the terms. Because Sally acts as the contract manager for the TRB, it is important that she be kept in the loop. Please let us know if we’re not all on the same track. And thanks again for your willingness to work through these issues with us.

Kind regards,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools  
and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**From:** Mercer, Sally EDUC:EX  
**To:** "Scott, Alison"  
**Subject:** RE: Course Information on JIBC website  
**Date:** Wednesday, August 5, 2015 1:18:00 PM

---

Hi Ali,

s.22 and I just wanted to find out about the status of the rackcard. Has it been finalized?

And also wondering how you'll be using it? Print? Web? Have you begun advertising? The course is now just a couple of weeks away. Time flies!

If you could get back to me today, that'd be great.

Thanks!

Sally

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Friday, July 24, 2015 3:15 PM  
**To:** 'Scott, Alison'  
**Subject:** RE: Course Information on JIBC website

Hi Ali,

Thanks for the updated rackcard. It looks good to me, but I have some minor text changes for the blurb under the image.

The courses were developed by the JIBC for the Commissioner for Teacher Regulation as remedial education courses. They are designed to equip teachers with skills to help ~~assist~~ them avoid ~~to avoid~~ patterns of behaviour that can result in disciplinary action at the regulatory level.

Although the courses have been developed specifically for the Commissioner for Teacher Regulation and deal with topics of interest to most teachers, they are available as part of the general course offerings of the JIBC ~~Justice Institute~~ and are open to the public. ~~They are available to the public and deal with topics of interest to most teachers.~~

Generally the courses will be offered during the spring and summer school breaks in order to reduce the impact on students through teacher absence. Please note that the first of these courses, "Creating a Positive Learning Environment", is being held on August 19-21, 2015.

s.22 Please could I ask you to connect with Wilma Clarke between now and then for any other reviews or approvals?

Thanks!

Sally

---

**From:** Scott, Alison [<mailto:ascott@jibc.ca>]  
**Sent:** Tuesday, July 21, 2015 4:10 PM  
**To:** Mercer, Sally EDUC:EX  
**Subject:** RE: Course Information on JIBC website  
Updated rackcard attached for your review.

Cheers,

Ali

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2015, July 21 12:14 PM  
**To:** Scott, Alison <[ascott@jibc.ca](mailto:ascott@jibc.ca)>  
**Subject:** RE: Course Information on JIBC website

Hi Ali.

Thanks for sending over some more images. We're liking and hoping to use "41710878-high schools students with teacher/laptops" (attached). It not only shows the diversity that we were looking for but it also has the teacher engaging the students. Engagement is particularly important in good classroom management, which is the subject of one of the courses that will be offered. In terms of demographic, we're trying to reach educators who require or wish to have remedial help. That's a bit vague, I know, but educators could be male or female and could be anywhere from mid-20s to mid-60s.

I also wanted to let you know that I'm on vacation at the end of this week and won't be back in the office until August 5. If you're needing to move ahead with content or approvals, could I ask you please to still email me but to also copy Wilma Clarke, our Executive Director, on the email at [wilma.clarke@gov.bc.ca](mailto:wilma.clarke@gov.bc.ca)?

Thanks,  
Sally

---

**From:** Scott, Alison [<mailto:ascott@jibc.ca>]  
**Sent:** Tuesday, July 21, 2015 8:43 AM  
**To:** Mercer, Sally EDUC:EX  
**Subject:** RE: Course Information on JIBC website

Hi Sally,

That looks great. I've attached a few more images for your review. Is there a demographic that we want to reach with this image? ie age range, male/female?

Cheers,  
Ali

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2015, July 13 3:09 PM  
**To:** Scott, Alison <[ascott@jibc.ca](mailto:ascott@jibc.ca)>  
**Subject:** RE: Course Information on JIBC website

Hi Ali,

Just getting back to you on the info for the card.

There's no need to mention the Teacher Regulation Branch, but the Commissioner for Teacher Regulation is suggesting that you use some of the wording that he's crafted below:

The courses were developed by the JIBC for the Commissioner for Teacher Regulation as remedial education courses. They are designed to equip teachers with skills to assist them to avoid patterns of behaviour that can result in disciplinary action at the regulatory level. Although the courses have been developed specifically for the Commissioner for Teacher Regulation they are available as part of the general course offerings of the Justice Institute. They are available to the public and deal with topics of interest to most teachers. Generally the courses will be offered during the spring and summer school breaks in order to reduce the impact on students through teacher absence. Please note that the first of these courses "Creating a Positive Learning Environment" is being held August 19-21, 2015.

We were also wondering if the image could be a little more diverse in its composition.

Please let me know if you have any questions.

Cheers,  
Sally

---

**From:** Scott, Alison [<mailto:ascott@jibc.ca>]  
**Sent:** Monday, July 6, 2015 3:26 PM



**To:** Mercer, Sally EDUC:EX

**Subject:** RE: Course Information on JIBC website

No I think we can wait until then. I have a rough draft of the printed card we will produce (I've attached it.) Still in the early draft stages but may give you an idea of where we are heading.

Cheers,

Ali

Alison Scott

Marketing and Events Advisor

Justice Institute of British Columbia

Tel: 604.528.5612 | Fax: 604.528.5518 | [ascott@jibc.ca](mailto:ascott@jibc.ca)

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**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2015, July 06 3:14 PM

**To:** Scott, Alison

**Subject:** RE: Course Information on JIBC website

Hi Allie,

Thanks for your voicemail message. Our Executive Director is ~~is~~ s.22 and I'd like to wait until she is back before I confirm whether the TRB is to be included in the resource page. Are you ok to wait for a week or are your timelines really tight?

Thanks,

Sally

---

**From:** Mercer, Sally EDUC:EX

**Sent:** Friday, July 3, 2015 1:43 PM

**To:** 'ascott@jibc.ca'

**Subject:** Course Information on JIBC website

Hi Alison,

My name is Sally Mercer and I'm the Manager of Communications at the Teacher Regulation Branch. I understand from Kent Highnam that you are working on a resource page for the courses that the JIBC and the TRB are working on together (The Mindful Educator in Managing Conflict, Creating a Positive Learning Environment, and Reinforcing Respectful Professional Boundaries). I just wanted to reach out to see if there is anything that you need my assistance with. If so, please don't hesitate to call or email me.

Kind regards,

Sally

---

**Sally Mercer**

Manager of Communications

Teacher Regulation Branch

Partner Relations Division

Ministry of Education

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**From:** [McMullin, Shawn EDUC:EX](#)  
**To:** ["Jasper, Jennifer"; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN; White, Caroline; Preston, Bruce EDUC:EX; Winter, Monica EDUC:EX](#)  
**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment  
**Date:** Friday, December 18, 2015 12:22:14 PM

---

Hi Jennifer,

Thanks so much for sending the course materials along. Wilma, Kat and Sally are all s.22 so I am responding on behalf of the TRB. Once everyone is back in the new year we will review the materials in greater detail and provide feedback as required.

Thanks again and all the best for a wonderful holiday season to you, Kent and everyone over at JIBC.

Shawn

**Shawn T. McMullin**

Director of Professional Excellence and Outreach

Teacher Regulation Branch

BC Ministry of Education

T: (604) 775-4842

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---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]

**Sent:** Friday, December 18, 2015 11:51 AM

**To:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX

**Cc:** XT:Highnam, Kent CLBC:IN; White, Caroline

**Subject:** FW: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hello,

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been briefly reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

.....

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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**From:** [XT:Highnam, Kent CLBC:IN](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer](#)  
**Cc:** [White, Caroline](#); [Hodak, Katarina EDUC:EX](#); [Chritchley, Matt EDUC:EX](#); [McMullin, Shawn EDUC:EX](#); [Bickerton, Laura EDUC:EX](#); [Mercer, Sally EDUC:EX](#)  
**Subject:** RE: Following up  
**Date:** Friday, November 27, 2015 4:29:50 PM

---

Thank you, Wilma. It looks like we are making progress on these fronts. We are still locking down a faculty member for the Respectful Boundaries course, and we can work with the August dates for availability. We will confirm them ASAP with the instructor.

As for the conflict resolution course, yes, the intent is to cover curriculum in both of those courses. We will have to customize this course content for the three-day period and for the K-12 sector. As we are combining two 3-day courses into one, we won't be able to give straight transfer credit for the two courses, but we will be able to count it as transfer credit for the Foundations course.

Jennifer will be back in the office next week, and can address the other outstanding questions then.

Thanks so much,

Kent

---

**From:** Clarke, Wilma EDUC:EX [mailto:[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)]

**Sent:** 2015, November 25 7:22 PM

**To:** Jasper, Jennifer

**Cc:** Highnam, Kent ; White, Caroline ; Hodak, Katarina EDUC:EX ; Chritchley, Matt EDUC:EX ; McMullin, Shawn EDUC:EX ; Bickerton, Laura EDUC:EX ; Mercer, Sally EDUC:EX

**Subject:** FW: Following up

My comments in red below Jennifer. Thanks.

*Wilma Clarke,*

*Executive Director ,*

*Teacher Regulation Branch, Ministry of Education*

*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*

*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*

*[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]

**Sent:** Sunday, November 22, 2015 11:42 AM

**To:** White, Caroline; Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN

**Cc:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX

**Subject:** RE: Following up

Hello Wilma and all,

Thanks so much for your email - please see our responses below.

Jennifer

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the "Classroom Environment" course:
  - o We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the "run date" to ensure that it goes ahead.

Great! So my understanding is that you would like to go ahead with the course currently scheduled for **March 21-23, 2016** and based on the numbers you presented here, it seems very positive that it will go ahead. You mention that you have 7 confirmed registrants; currently, we have one participant registered through our system. Please ask those who have confirmed with you to register through our system; this will confirm that we have accurate numbers and that the tuition has been paid. Matt

Chritchley, our Alternate Resolution Manager, will follow up on this with the participants, Jennifer. With regard to promotion, would it be possible to send you an electronic promotion to be forwarded by the TRB to the schools or other groups that you feel would be a good fit for this course? Yes that would be excellent. Please forward to the TRB Communications Manager, Sally Mercer.

- o We are also considering the possibility of a demonstration/pilot run of this course in the summer. We'll get back to you on that if we decide to proceed.

Could you please clarify what you mean by this? If you are referring to "Positive Learning Environment", I was under the impression that the March run (see dates above) would be the pilot run. Our thought here was that if there are any hiccups with the March run (e.g. not enough participants) or the workshop does not unfold as envisioned, we would have an opportunity to run it again in the summer as a pilot where we could do some fine tuning. This may not be necessary if the March session is fully subscribed.

- The delivery method for the "Respectful Boundaries" course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):

- o We have decided that we would like to start with face-to-face delivery for this course.

We may seek other delivery methods in future, once the course is well established.

Great! We will speak with the faculty identified previously to determine their availability for both development and delivery; we will let you know once we have confirmed the faculty member and timeline. We will develop this course for face to face delivery.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

Yes – definitely! I am in contact with the course developer and will get this to you asap.

**Respectful Boundary**-When will this be offered in summer 2016 (i.e. specific dates)?

This will depend on instructor availability as stated above, however we are aiming for August as noted above. Please let us know if you have a more specific time frame in mind for this. The Commissioner is hoping the course could be delivered in mid-late August. We discussed Aug 17-19, 2016 as a good option. It would be great if we could have the dates confirmed as soon as possible as it will assist us in our ability to secure participants.

**Mindful Educator in Managing Conflict**-Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI's current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

We will be customizing our current offering to better fit the needs of K-12 teachers. This course will cover the foundational content of conflict resolution and address the learning outcomes as defined in the course outline (attached). Please let me know if you would like to discuss this in more detail.

You also asked if it would replace the 'other two general courses'. Could you please clarify which courses you are referring to? We are referring to:

- JI: Foundations of Collaborative Conflict Resolution (CRES 1100)
- JI: Dealing with Anger (CRES-1190)

Just a quick summary:

- We will move ahead with confirming faculty for "Respectful Boundaries" and forward you the course outline and materials for "Positive Learning Environment".
- We will await your answers to the questions outlined in this email and at this point, we will wait to hear from you about the "Mindful Educator".

Thanks.

Jennifer

---

**From:** White, Caroline

**Sent:** 2015, November 18 7:28 AM

**To:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Highnam, Kent <khhighnam@jibc.ca>

**Cc:** Jasper, Jennifer <Jjasper@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>;

Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hi Wilma,

Thank you for below. Kent is at a conference this week. Jennifer and I will review below and reply by Friday.

Thank you,

Caroline

Caroline White

Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice

Justice Institute of British Columbia

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---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** Tuesday, November 17, 2015 11:21 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX

<[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>;

Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - o We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.
  - o We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.
- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - o We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

**Respectful Boundary** – When will this be offered in summer 2016 (i.e. specific dates)?

**Mindful Educator in Managing Conflict** – Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

Thanks Kent.

Wilma Clarke,

Executive Director,

Teacher Regulation Branch, Ministry of Education

400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]

**Sent:** Tuesday, October 27, 2015 2:41 PM

**To:** Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX

**Subject:** RE: Following up

Thanks Wilma.

As a rough guide, development of one day of online training could run anywhere from \$15,000 to \$45,000 depending on the degree of interactivity, production value and technology use. For this 3-day course, that would likely run from \$40,000 (low end, low tech) to \$120,000, (high end, once we consider video production, actors, script writers, directors, editing, hosting). It's hard at this point to give more than a broad estimate without a more detailed idea of what you might be contemplating. Note that this is different than running a live course with a video patch-in using video conferencing, which would be much less expensive.

Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,

Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2015, October 27 11:44 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Ijasper@jibc.ca](mailto:Ijasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hi Kent,

Sorry for my tardiness in responding, I am just able to settle in to respond to e-mails now after a short absence. Here are my thoughts on the questions you posed:

- The delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc).  
Don't know if we have landed on this one. There has been no discussion after our meeting with you at the JI as we were under the impression that you were going to be providing us with an estimate of what the development and delivery of the online version would cost, so that we can discuss the possibilities being clear on what the implications would be for our budget.
- The constitution of the March delivery of the "Classroom Environment" course (pilot with subsidized attendance, regular enrollment, blend, etc).  
As we moved this session to March and have the time necessary to promote it broadly, I would like to move forward with regular enrollment as we have to gauge the sustainability of these courses using regular enrollment, going forward.

Wilma Clarke,

Executive Director ,

Teacher Regulation Branch, Ministry of Education

400 - 2025 West Broadway, Vancouver, BC V6J 1Z6

Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)

[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]

**Sent:** Monday, October 19, 2015 3:14 PM

**To:** Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX

**Subject:** Following up

Hello Wilma,

I called today but I understand that you are in a course for the next couple of days. I just wanted to follow up to see where our thinking is at on the following questions:

the delivery method for the “Respectful Boundaries” course (online, face-to-face, blended, etc). We have yet to start development of this course and were hoping to determine the delivery method before proceeding.

the constitution of the March delivery of the “Classroom Environment” course (pilot with subsidized attendance, regular enrollment, blend, etc).

Please let us know if you require any more information from us in the meantime.

Thanks so much,

Kent

.....

**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

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From: [Clarke, Wilma EDUC:EX](#)  
To: [Jasper, Jennifer](#)  
Cc: [Mercer, Sally EDUC:EX](#); [XT:Highnam, Kent CLBC:IN](#)  
Subject: Re: Follow-up from today's meeting - JIBC courses  
Date: Tuesday, May 10, 2016 11:24:38 AM

---

Would be best to direct that to Sally as well, Jennifer. Sally will distribute internally. Thanks.

Sent from my iPhone

On May 10, 2016, at 10:02 AM, Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)> wrote:

Hi Sally,  
So glad you found it!  
And yes, any future invoices and status updates will go directly to you. For logistics, I will work with Matt.  
Thinking ahead, who would be the best person to direct curriculum and learning materials to?  
Thank you,  
Jennifer

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, May 09 5:33 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** Follow-up from today's meeting - JIBC courses

Hi Kent and Jennifer,  
Thanks for meeting with Wilma and me by phone today to touch base about the courses and moving forward. After we hung up, we looked into whether we'd received an invoice for the development of "Creating a Positive Learning Environment" and we have. So thanks for that.  
As a result of checking into the invoicing, we thought that, as we move ahead and to ensure we're all on the same page, perhaps anything having to do with the contract requirements and the corresponding monies (ie. invoices and status updates) should flow through me as the contract manager. And then the other items that Matt's involved in around logistics (ie. participants required to attend) could remain the same.  
I hope this makes sense, but certainly don't hesitate to ask if this causes any uncertainty.  
Cheers,  
Sally

---

**Sally Mercer**  
Manager of Communications  
Teacher Regulation Branch  
Partner Relations Division  
Ministry of Education  
400 - 2025 West Broadway

Vancouver, BC V6J 1Z6  
T: 604 775-4840

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer](#); [XT:Bahr,Christina JAG:IN](#)  
**Subject:** RE: For Review: amended Amendment for JIBC courses  
**Date:** Monday, August 15, 2016 12:39:00 PM  
**Attachments:** [GSA JIBC 2015-Amendment 2016 - highlighted.pdf](#)  
[GSA JIBC 2015-Amendment 2016 - final.pdf](#)

---

Hi Kent,

Thanks for the feedback, and thanks for the conference call last week.

On page 2 of the Agreement, I've made your wording suggestion (mid-page) and I've added the new maximum numbers for the courses (in **green** at the bottom of page). Also on page 2, under 2. Course delivery, you'll notice I added quotation marks around the bulleted course names for consistency.

The highlighted version and the final version (with appendix) are attached. Please let us know if you have any other suggestions. Or, if you agree with the revisions, could you please sign the **final** document on page 4, scan the whole document, and then send it all back digitally to me? After we've received your signed acceptance, Wilma will sign at our end. We will forward an e-copy for your records.

Cheers,

Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]

**Sent:** Tuesday, August 9, 2016 4:04 PM

**To:** Mercer, Sally EDUC:EX

**Cc:** Clarke, Wilma EDUC:EX; Jasper, Jennifer; XT:Bahr,Christina JAG:IN

**Subject:** RE: For Review: amended Amendment for JIBC courses

Hi Sally and Wilma. This looks very good. Not an easy task to capture all the tendrils of our evolving agreement.

I have one minor wording suggestion and two clarifying questions on logistics:

- Wording suggestion (p.2 mid-page): ...and the "Creating a Positive Learning Environment" courses will follow the two co-facilitator **model** throughout the course **model**.
- Clarifying question: with the clause "...The Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses." I agree with the intent, and I'm not sure how we would know who was referred and who is enrolling on their own volition without asking them when they're enrolling. This could get tricky, especially if they're enrolling online, and I'm not sure if we would need "hold" voluntary applicants as tentative until we're sure there are no more "referred" applicants.
- Similar to the above, I assume the commissioner needs to know that each referred student has successfully completed the mandated course. In order for the commissioner to get confirmation, the student would either need to provide their letter of attendance, or they would need to give us written permission to release that information to the Commissioner. Either way, some relevant language might need to be put in the consent resolution agreement to allow for this. (I don't think any language needs to appear in this agreement)

I'll await your response and then I'm sure we can tie this up quite quickly.

Thanks again!

Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2016, August 09 11:53 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Subject:** RE: For Review: amended Amendment for JIBC courses

Hi Kent,

In my email sent earlier this morning I ought to have included Appendix 1 (the original agreement of May 26, 2015), which is referred to on page 1 of the amendment document.

Please find it now attached for your reference.

Cheers,

Sally

---

**From:** Mercer, Sally EDUC:EX

**Sent:** Tuesday, August 9, 2016 9:31 AM

**To:** XT:Highnam, Kent CLBC:IN

**Cc:** Clarke, Wilma EDUC:EX

**Subject:** For Review: amended Amendment for JIBC courses

Hi Kent,

I'm attaching the revised amendment/renewal of Contract No. C15/0332 for the development and delivery of the three remedial training courses.

You will notice there are two documents attached:

- **GSA-JIBC\_2015-Amendment 2016 – highlighted**
  - This document shows the content that we are revising. In an attempt to keep the various revisions defined, I've highlighted them in different colours. I hope this provides clarity rather than confuses things.
  - **Grey** is what is being deleted from the original contract.
  - **Yellow** is what we initially decided to change in the amendment.
  - **Blue** is what we then decided to add based on further conversation.
  - **Green** is what we talked about last week.
- **GSA-JIBC\_2015-Amendment 2016 – final**
  - This document shows the exact same content as the highlighted version, but the highlighting has been eliminated.

If you agree with the deletions/additions, could you kindly sign the **final** document on page 4, scan the whole document, and then send it all back digitally to me? After we've received your signed acceptance, Wilma will sign at our end. We will forward an e-copy for your records.

Also, we wanted to ask about the number of participants that are registered for the upcoming Boundaries course. The contract states that the courses will be offered to a minimum of 15 participants up to a maximum of 20. However, Matt has indicated that there are 26 participants registered. Could you please clarify the numbers for us?

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

Teacher Regulation Branch

International Education, Independent Schools

and Partner Relations Division

Ministry of Education

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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 Please consider the environment before printing this email.

**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#)  
**Subject:** RE: For Review: Amendment for JIBC courses  
**Date:** Thursday, July 14, 2016 4:21:00 PM

---

Thanks for the wording, Kent. We're just tweaking it a bit, and we'll send you the revised version of the document likely early next week.

s.22

Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, July 11, 2016 10:06 AM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** Re: For Review: Amendment for JIBC courses  
OK. How about.

"Any additional class scheduled beyond those listed will only be included in the calculation of the enrollment average if it lifts the overall average."

---

**From:** Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)>  
**Sent:** Thursday, July 7, 2016 4:34 PM  
**To:** Highnam, Kent  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: For Review: Amendment for JIBC courses  
That would be helpful, Kent. Thanks for offering.  
Cheers,  
Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Thursday, July 7, 2016 3:15 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: For Review: Amendment for JIBC courses  
Yes exactly. I had this thought as well, and my assumption was that we wouldn't be adding extra sessions unless it was in response to demand, in which case it would most likely increase the average enrollment over all courses. Would you like me to try to craft some language to reflect this?  
Thanks Sally,  
Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, July 07 2:50 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** RE: For Review: Amendment for JIBC courses  
Hi Kent,  
Thanks for getting back to us.

We're ok with your suggestion to add "August" to the delivery date for the Reinforcing Respectful Professional Boundaries course, which runs August 31, September 1 and September 2, 2016. We will make that change.

We're also ok with your suggestion to add "at minimum" to the delivery of the three courses. However, we wanted to be sure that both parties understand that in the Agreement the course development/delivery fees cover the courses as listed in the bullets (Mindful Educator in July or August 2017, Boundaries in Aug/Sept 2016 and in July 2017, and Creating in March 2016 and in March 2017). The Province is obliged to pay the Contractor for the fees/costs as outlined under Maximum Amount Payable (which now includes the co-development and co-delivery model), and the Province can only cover a maximum of \$12,546 in potential tuition costs to subsidize any shortfalls between the number of participants enrolled and the minimum of participants to run a course. The participant fee of \$697 covers the cost of the instructor and instructional team, materials, delivery methods and locations, so if you were to add sessions, it would have to be the per participant fees that cover the costs. Please let us know if this is also your understanding.

Cheers,

Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Thursday, July 7, 2016 1:40 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: For Review: Amendment for JIBC courses  
Hi Sally and Wilma,

I've had a chance to look the revisions over, and I have only a few small suggestions:

Page 1, under "2. Course Delivery"

Add the following "The Contractor will deliver, **at minimum**, each of the following as follows:" (this will allow us to add sessions if need be to meet demand)

Page 2, first bullet

Change the date to read "**August**/September 2016...", as the course starts in August.

Other than those two small suggestions, it's perfect. I'm here until the end of day tomorrow (then on vacation for 2 weeks). I'd be happy to sign and return anytime.

Thanks again,

Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, June 24 2:47 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** For Review: Amendment for JIBC courses

Hi Kent,

I'm happy to be able to attach for your review the amendment/renewal of Contract No. C15/0332 for the development and delivery of the three remedial training courses. My apologies for the delay in getting this to you.

You will notice there are two documents attached:

- GSA-JIBC\_2015-Amendment 2016 – **highlighted**
  - This document shows the content that we are *deleting* highlighted in grey, and the content that we are *adding* highlighted in yellow. This highlighting is for your convenience so you can clearly see what the changes are.
- GSA-JIBC\_2015-Amendment 2016 – **final**
  - This document shows the exact same content as the highlighted version, but the highlighting has been eliminated.

If you agree with the deletions/additions, could you kindly sign the **final** document on page 3, scan the whole document, and then send it all back digitally to me?

After we've received your signed acceptance, Wilma will sign at our end. We will forward an e-copy for your records.

We look forward to continuing to work with you.

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer](#)  
**Subject:** RE: JIBC courses and coaching  
**Date:** Tuesday, July 26, 2016 4:30:00 PM

---

Sounds good. I'll send a meeting invitation so we all have it in our calendars.  
Wilma and I will be together at the TRB if you want to call us at 604-775-4817 that morning.  
Thanks,  
Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Tuesday, July 26, 2016 4:22 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Jasper, Jennifer  
**Subject:** RE: JIBC courses and coaching

Perfect! Let's meet by phone on Thursday, August 4<sup>th</sup> at 11:00. That would be excellent. We can call you if you don't want to set up a formal conference call line. We'll be together here.

Thanks again,  
Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, July 26 4:18 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>; Jasper, Jennifer <[ljasper@jibc.ca](mailto:ljasper@jibc.ca)>  
**Subject:** RE: JIBC courses and coaching

Hi Kent,

Thanks for your email. I hope you had a nice, relaxing vacation.

A conference call works for Wilma and me (although you're welcome to come to the TRB if you'd like to meet in person). We're thinking that we'd probably not need any more than an hour. Does one of the following days/times work for you and Jennifer?

- Tuesday, August 2 at 10:30am or 11:00am
- Thursday, August 4 at 10:30am or 11:00am

Cheers,  
Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Tuesday, July 26, 2016 2:10 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Jasper, Jennifer  
**Subject:** RE: JIBC courses and coaching  
Hi Sally,

Thanks for your email. I have touched base with our team here to determine how the two courses (environment and boundaries) have been structured, and how the environment course was delivered. The delivery of the environment course did not follow this structure, for a number of reasons. The design and delivery of the conflict course will follow this structure.

I'd like to set up either a conference call or a meeting with your team and bring Jennifer Jasper into the discussion to look at the historical evolution of the design, and to determine how to best go from here, both in regards to design and costing.

What would be your availability for the first week of August?

Thank so much,

Kent

**From:** Mercer, Sally EDUC:EX [mailto:Sally.Mercer@gov.bc.ca]

**Sent:** 2016, July 20 10:49 AM

**To:** Highnam, Kent <khhighnam@jibc.ca>

**Cc:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>

**Subject:** Q: JIBC courses and coaching

Hi Kent,

We've received the course materials for **COUN1037 Reinforcing Respectful Professional Boundaries** developed by Laura Bickerton and Cheryl Bell-Gadsby. Wilma has provided her with feedback including that day 3 is to be an intensive, immersive coaching day. In Laura's response to Wilma, she indicated that she structured day 3 of the boundaries course based on day 3 of the classroom management course: **INDC1340 Creating a Positive Learning Environment**. However, in Part 2 Services of the contract, section 1 Course Development states that the third day is to be a coaching day:

*In consultation with the Commissioner for Teacher Regulation, the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:*

- a. develop course content and scenarios for three, 3-day courses*
- b. draft, finalize and produce course materials (course manuals, psychometric evaluation tools)*
- c. draft, finalize and produce participant course feedback surveys*
- d. include an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio***
- e. integrate the following learning techniques into each of the courses:*
  - *dialogue*
  - *self-reflection*
  - *skill building exercises*
  - *scenario analysis*
  - *peer feedback*

It's my understanding that the fees as laid out in the current contract were set up so as to include this final day of coaching. This would mean that for day 3 of Creating a Positive Learning Environment that was held in March 2016, the 20 participants would have had 3 or 4 coaches on day 3. We're hoping that you can provide some clarification for us. Could you please confirm that the course was set up and offered in this way?

Thanks,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools  
and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [XT:Highnam, Kent CLBC:IN](#); [Jasper, Jennifer](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#)  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
**Date:** Thursday, August 11, 2016 9:13:00 AM

---

Let's try for 10:30. I'll send a meeting invitation so it's in our calendars.

Talk to you soon,

Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Wednesday, August 10, 2016 4:40 PM  
**To:** Mercer, Sally EDUC:EX; Jasper, Jennifer  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
Tomorrow would be great, but I have a meeting at 11:00. Could we do 10 or 10:30? Otherwise I have any time after 1:30 as well.  
Thanks,  
Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, August 10 4:36 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
Hi Kent,  
Sure. How is tomorrow (Thursday) late morning? Say, 11:00am?  
Do you want to call Wilma and I at 604 775-4817?  
Cheers,  
Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Wednesday, August 10, 2016 4:17 PM  
**To:** Mercer, Sally EDUC:EX; Jasper, Jennifer  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
Hi Sally,  
I think it would be helpful to talk through this request with you. Would you have time for a quick phone conversation tomorrow or Friday?  
Thanks,  
Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]  
**Sent:** 2016, August 10 9:42 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>  
**Subject:** Reinforcing Respectful Professional Boundaries - materials & invoice  
Hi Kent and Jennifer,  
As you know, the Reinforcing Respectful Professional Boundaries course is scheduled for August 31, September 1-2, 2016. Laura tells us that the development of the course content and materials has been completed and the items were submitted to you last week. Would you be able to send us the final versions so that we can take a look and sign off on them?

And, with that in mind, we will be anticipating the arrival of the invoice for the development/delivery of that course. However, before you send us the invoice, we wanted to ensure that we've tied up the loose ends for the monies that the TRB paid for participants to attend the Creating a Positive Learning Environment course that was held in March 2016. You may recall that the TRB paid for 3 participants to attend to ensure the course would run with a minimum of 15 participants. However, in the end, the course ran with the maximum number of 20 participants. We'd like to propose that the monies already paid for the 3 participants to attend the Creating a Positive Learning Environment course be subtracted from the invoice that you'll be sending us for the course development/delivery for the Reinforcing Respectful Professional Boundaries course. The March 2016 invoice was for \$2,091, and the course development/delivery fee for Reinforcing Respectful Professional Boundaries course is \$10,000. Is this something that you can look into for us?

Thanks,  
Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

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**From:** [Jasper, Jennifer](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Mercer, Sally EDUC:EX](#); [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Chritchley, Matt EDUC:EX](#)  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice  
**Date:** Wednesday, August 10, 2016 12:37:20 PM

---

Hi Wilma,

That's a totally fair question.

We bumped up the number of participants in the course based on need expressed by the TRB ; Matt and I have been in discussion over the past several months regarding options as demand for this course grew and we maxed out capacity in early July. I discussed the possibility of extending the number of participants with Cheryl – our course developer – and based on her classroom experience, the design of the course, and having two facilitators in the room, she felt it would not compromise the learners – in fact, she felt it might enrich the discussions to have a wider variety of perspectives in the room.

Please feel free to contact me if you have further questions. Also, Matt would also have a good handle on the principles behind these discussions.

Jennifer

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2016, August 10 9:55 AM

**To:** Mercer, Sally EDUC:EX ; Highnam, Kent ; Jasper, Jennifer

**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice

Just one more item for your consideration. As you will recall, in our discussions about these types of workshops we agreed that for optimal benefit 15 participants is ideal, but we could push it to 20 and still run a successful workshop. We were all concerned that anything beyond 20 would lessen the value of the workshop for participants. So our contract is very specific that 20 is the maximum number for the workshops. It has come to our attention that 26 participants have signed up for the Professional Boundaries workshop which is outside of the scope of the contract. Not sure how this happened?

Wilma Clarke,

Executive Director ,

Teacher Regulation Branch, Ministry of Education

400 - 2025 West Broadway, Vancouver, BC V6J 1Z6

Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)

[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Mercer, Sally EDUC:EX

**Sent:** Wednesday, August 10, 2016 9:42 AM

**To:** XT:Highnam, Kent CLBC:IN; Jasper, Jennifer ([jjasper@jibc.ca](mailto:jjasper@jibc.ca))

**Cc:** Clarke, Wilma EDUC:EX

**Subject:** Reinforcing Respectful Professional Boundaries - materials & invoice

Hi Kent and Jennifer,

As you know, the Reinforcing Respectful Professional Boundaries course is scheduled for August 31, September 1-2, 2016. Laura tells us that the development of the course content and materials has been completed and the items were submitted to you last week. Would you be able to send us the final versions so that we can take a look and sign off on them?

And, with that in mind, we will be anticipating the arrival of the invoice for the development/delivery of that course. However, before you send us the invoice, we wanted to ensure that we've tied up the loose ends for the monies that the TRB paid for participants to attend the Creating a Positive Learning Environment course that was held in March 2016. You may recall that the TRB paid for 3 participants to attend to ensure the course would run with a minimum of 15 participants. However, in the end, the course ran with the maximum number of 20 participants. We'd like to propose that the monies already paid for the 3 participants to attend the Creating a Positive Learning Environment course be subtracted from the invoice that you'll be sending us for the course development/delivery for the Reinforcing Respectful Professional Boundaries course. The March 2016 invoice was for \$2,091, and the course development/delivery fee for Reinforcing Respectful Professional Boundaries course is \$10,000. Is this something that you can look into for us?

Thanks,

Sally

---

**Sally Mercer**

Manager of Communications

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**From:** [XT:Highnam, Kent CLBC:IN](#)  
**To:** [Mercer, Sally EDUC:EX](#)  
**Cc:** [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer](#)  
**Subject:** Re: Setting up meeting re JIBC contract  
**Date:** Friday, May 6, 2016 12:39:39 PM

---

Oh, sorry. We'll call the conference line.

Sent from my iPhone. Please excuse any message weirdness.

On May 6, 2016, at 12:24, Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)> wrote:

Hi Kent,

Thanks for getting back. Actually, can we try for 3:00pm instead? Will that work?

To call in, please use the following:

Conference line: [s.15.s.17](#)

Participant ID: [s.15.s.17](#) #

Chat with you on Monday,

Sally

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]

**Sent:** Friday, May 6, 2016 10:56 AM

**To:** Mercer, Sally EDUC:EX

**Cc:** Clarke, Wilma EDUC:EX; Jasper, Jennifer

**Subject:** RE: Setting up meeting re JIBC contract

Hi Sally,

Yes, let's look to meet on Monday afternoon at 2:45, if that's OK. Can we call in?

Jennifer and I would be in attendance.

Thanks,

Kent

---

**From:** Mercer, Sally EDUC:EX [<mailto:Sally.Mercer@gov.bc.ca>]

**Sent:** 2016, May 05 12:08 PM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

**Subject:** Q: Setting up meeting re JIBC contract

Hi Kent,

Wilma and I are hoping you'll be available next week for about an hour to talk about the progress of the JIBC courses and the contract.

Are you able to connect with us either in person or by phone in the afternoon after 1:30pm on either May 9 or May 10?

Feel free to give me a call at 604-775-4840 if arranging this my phone is easier.

Cheers,

Sally

---

**Sally Mercer**

Manager of Communications

Teacher Regulation Branch

Partner Relations Division



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 **Please consider the environment before printing this email.**

**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [Chritchley, Matt EDUC:EX](#)  
**Subject:** RE: Student Surveys for COUN 1037  
**Date:** Thursday, October 6, 2016 10:01:00 AM

---

Hi Matt,

Thanks for the email. I'm pretty sure I don't know about everything. ☺

Here's what I do know:

For **Creating a Positive Learning Environment** INDC 1340, I believe there were 20 participants for the course held March 21-23, 2016.

For **Reinforcing Respectful Professional Boundaries** COUN1037, there were 26 registrants (and 1 extra participant) for the course held Aug 31-Sept2, 2016. Also, hopefully we can get the summary of the participant feedback soon because, according to the contract, we really should have had it by mid-September.

In terms of trying to book a meeting, just so you're aware, I may be away for a couple days during the week of Oct 17 (likely Oct 17-19), <sup>s.22</sup> but Shawn is Acting ED in her

absence. <sup>s.22</sup>

On Oct 26, Wilma, Shawn and I will be in a Council-related meeting, and then Oct 27 and 28 are Council meetings that Wilma and Shawn will be in and, for some of the time, likely me.

Cheers,

Sally

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:53 PM  
**To:** Mercer, Sally EDUC:EX  
**Subject:** FW: Student Surveys for COUN 1037  
Hi Sally,

Please see the below two e-mails I sent responding to Jennifer Jasper. FYI Sarvi has asked me to put together some stats and info from the courses that Ramona will be looking at tomorrow afternoon. I am sure you know about everything!!

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:51 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037  
Hi Jennifer,

In addition to the info I need to put together for tomorrow, we wanted to set up a meeting at this end to discuss the feedback and next steps. Given Heather is pulling together the feedback from the course now, am I safe to book a meeting between Oct 17 & 31? I expect you and Kent will be asked to attend. The Commissioner has had requests for scheduling of additional sessions and so wants to look at this as soon as possible.

Thanks,

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:43 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037  
Hi Jennifer,

Thanks for this. I wonder if you can do me a favor and also answer a few quick questions.

I need to give a brief update to the folks in charge tomorrow.

- Can you remind me of the total enrollment in the course “Creating a Positive Learning Environment” from last March?
- Can you check if there are any people on the wait/hold list for the next session for the above course, the Boundaries, and the Mindful Educator?
- Can you confirm that 26 people attended the Boundaries course in August, and do you have one or two pieces of feedback from participants or teachers at this time?

I totally understand if you can't do all of this, but if possible can you confirm the attendance for me on the two courses that are complete.

Thanks as always Jennifer!

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]

**Sent:** Wednesday, October 5, 2016 4:04 PM

**To:** Chritchley, Matt EDUC:EX

**Cc:** Forest, Susan; Matson, Heather

**Subject:** Student Surveys for COUN 1037

Hi Matt,

Susan passed on your message from earlier this week and I am a bit delayed in my response. Just to confuse things, I am still the contact for this course until I tie up the loose ends from the pilot and then this will officially move to Susan.

Heather is just pulling together the feedback from COUN 1037. Cheryl, Laura, Susan and I will be debriefing the course from our end once we receive that information and I can fill you in on that conversation as well.

Let us know if you hear anything on your end and we will send you the student feedback asap.

Thanks Matt!

Jennifer

Program Manager, Centre for Leadership

.....

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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From: Mercer, Sally EDUC:EX  
To: XT:Highnam, Kent CLBC:IN  
Cc: White, Caroline; Scott, Alison; XT:Bahr,Christina JAG:IN; Jasper, Jennifer; Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX  
Subject: RE: TRB course wording on JIBC website  
Date: Friday, November 18, 2016 12:38:00 PM

---

Hi Kent,

Thanks for putting together the suggested wording. We're fine with it at our end.

Cheers,

Sally

---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Monday, October 24, 2016 12:08 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** White, Caroline; Scott, Alison; XT:Bahr,Christina JAG:IN; Jasper, Jennifer  
**Subject:** TRB course wording on JIBC website  
Hello Sally,

As per our discussion last week, here is some suggested wording to describe the suite of three courses to appear on our website:

**Suggested wording:**

*These courses are ideal for teachers at any stage of their career who are looking to continue their professional development. They are designed to equip teachers with the necessary awareness and skills to improve critical thinking and patterns of behaviours to minimize teacher stress and conflict and to maximize teacher effectiveness both in and out of the classroom. All listed courses meet the criteria outlined by the Commissioner for Teacher Regulations as remedial education courses.*

**Current wording:**

*These courses were developed by Justice Institute of British Columbia (JIBC) for the Commissioner for Teacher Regulations remedial education courses. They are designed to equip teachers with skills to help them avoid patterns of behaviour that can result in disciplinary action at the regulatory level.*

*Although the courses have been developed specifically for the Commissioner for Teacher Regulation and deal with topics of interest to most teachers, they are available as part of the general course offerings at JIBC and are open to the public.*

We could re-order the second and third sentences as well, as another option.

We look forward to your comments.

Best regards,

Kent

.....

**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN; Jasper, Jennifer \(Jjasper@jibc.ca\)](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: Reinforcing Respectful Professional Boundaries - materials & invoice  
Date: Wednesday, August 10, 2016 9:41:00 AM

---

Hi Kent and Jennifer,

As you know, the Reinforcing Respectful Professional Boundaries course is scheduled for August 31, September 1-2, 2016. Laura tells us that the development of the course content and materials has been completed and the items were submitted to you last week. Would you be able to send us the final versions so that we can take a look and sign off on them?

And, with that in mind, we will be anticipating the arrival of the invoice for the development/delivery of that course. However, before you send us the invoice, we wanted to ensure that we've tied up the loose ends for the monies that the TRB paid for participants to attend the Creating a Positive Learning Environment course that was held in March 2016. You may recall that the TRB paid for 3 participants to attend to ensure the course would run with a minimum of 15 participants. However, in the end, the course ran with the maximum number of 20 participants. We'd like to propose that the monies already paid for the 3 participants to attend the Creating a Positive Learning Environment course be subtracted from the invoice that you'll be sending us for the course development/delivery for the Reinforcing Respectful Professional Boundaries course. The March 2016 invoice was for \$2,091, and the course development/delivery fee for Reinforcing Respectful Professional Boundaries course is \$10,000. Is this something that you can look into for us?

Thanks,  
Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools  
and Partner Relations Division**

**Ministry of Education**


400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

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From: [Scott, Alison](#)  
To: [XT:Highnam, Kent CLBC:IN](#); [Heggie, Deanna](#); [Jasper, Jennifer](#)  
Cc: [Mercer, Sally EDUC:EX](#)  
Subject: TRB Courses  
Date: Tuesday, August 11, 2015 9:16:56 AM  
Attachments: [16-065 TRB-RackCard-06Aug.pdf](#)

---

Here is the landing page to the TRB courses - <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>

Unfortunately the direct link to register is still not available so I've linked it to web advisor with instructions to search INDC-1340.

The rackcard is also attached for your use.

Let me know if I can update it any further.

Cheers,

Ali

Alison Scott

Marketing and Events Advisor

Justice Institute of British Columbia

Tel: 604.528.5612 | Fax: 604.528.5518 | [ascott@jibc.ca](mailto:ascott@jibc.ca)

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#); [Jasper, Jennifer \(Jjasper@jibc.ca\)](#)  
Cc: [Clarke, Wilma EDUC:EX](#)  
Subject: Confirmation of Conversation - August 11, 2016  
Date: Thursday, August 11, 2016 4:00:21 PM

---

Hi Kent and Jennifer,

Thanks for meeting by conference call this morning. I've pasted some notes below as confirmation of the conversation. Please let us know if this reflects your understanding of the conversation.

**Reconciling enrollment levels across course offerings**

According to the original Agreement, "At the end of the contract term, the Contractor will report to the Province on the number of courses delivered, the total number of participants in the courses and the number of courses that were delivered during the term with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum." However, due to initial low enrollment and the belief that the course enrollment would not meet the minimal requirement for course delivery, the TRB agreed to pay for three participants who attended the first course (Creating a Positive Learning Environment course in March 2016) to avoid the course being cancelled. When the course was delivered, there were actually 20 participants, 5 participants above the established minimum.

Today, the JIBC and the TRB agreed that when the JIBC invoices the TRB for the course development/delivery of the Reinforcing Respectful Professional Boundaries course (\$10,000), the JIBC will deduct the amount of the invoice for the three participants to attend the Creating a Positive Learning Environment course (\$2,091). Then, in keeping with the terms of the Agreement that are currently being amended, the JIBC and the TRB agreed that after the first three courses have been delivered (starting with the Creating a Positive Learning Environment course held in March 2016), the JIBC will report to the Province on the total number of participants in the courses and the number of courses that were delivered with less than 15 participants. If course participation does not meet an average of the minimum 15 participants per course, the TRB will cover the shortage in tuition fees to meet the minimum.

**Number of participants per course offering**

According to the original Agreement, the maximum number of participants is 20. The JIBC and the TRB confirmed that the number 20 was originally agreed upon to ensure the best learning environment for learners. However, the Reinforcing Respectful Professional Boundaries course scheduled for August 31, September 1-2, 2016 has 26 registered participants.

Today, the JIBC and the TRB agreed that moving forward the JIBC will override the code on the JIBC website that allows for registration above 20 and set the maximum at 20. But, upon further discussion about why the number of participants was bumped up for the Boundaries course (increased demand, two facilitators available, accommodating course design and classroom experience), the JIBC and the TRB agreed that the Boundaries course offered in August/September 2016 would run with the 26 participants. The JIBC and the TRB also agreed that after this first run of the course and after the feedback is collected, the JIBC will discuss with the facilitators what the optimal number of participants is for the content and for participant experience, and the JIBC will report to the TRB. At that time, the JIBC and the TRB could re-evaluate the ideal number of participants if necessary.

In the meantime, the Agreement will be amended to reflect:



a maximum of 20 participants for the Mindful Educator in Managing Conflict course, but

- a maximum of 26 participants in the Reinforcing Respectful Professional Boundaries course, and
- a maximum of 26 participants in the Creating a Positive Learning Environment course.

The JIBC and the TRB also agreed that after the next run of all courses, they could re-evaluate the number of participants if necessary.

### **Participants referred by the Commissioner for Teacher Regulation**

According to the original Agreement, the “Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.” Today, the JIBC and the TRB agreed that no change needs to be made to the Agreement, but that the parties would deal with the logistics informally, which could include the JIBC temporarily reserving a few spots for the Commissioner until a certain period of time prior to a course running. The number of spots will depend on the course and the likely demand for priority enrolment.

In addition, the JIBC and the TRB discussed a concern about how a participant referred by the Commissioner provides confirmation that a course was taken. The JIBC advised that it issues a letter of completion to each student that completes a course but would not be able to advise the TRB without permission from the student and that likely the student would have to provide the letter of completion to the Commissioner. After the conference call, Sally referred to some published CRAs on the TRB website and noted that providing “satisfactory proof of completion to the Commissioner” has already been included in the terms of a CRA.

### **Communications between the JIBC and the TRB**

To avoid confusion or misunderstandings with regard to the terms of the Agreement, the JIBC and the TRB agreed to include or copy Sally on conversations that could have an impact on the terms. Because Sally acts as the contract manager for the TRB, it is important that she be kept in the loop. Please let us know if we’re not all on the same track. And thanks again for your willingness to work through these issues with us.

Kind regards,

Sally

---

### **Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**


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To: [Mercer, Sally EDUC:EX](#); [Clarke, Wilma EDUC:EX](#)  
Cc: [XT:Highnam, Kent CLBC:IN](#); [Forest, Susan](#)  
Subject: COUN 1037 - Reinforcing Respectful Educational Boundaries  
Date: Thursday, October 6, 2016 8:18:13 AM

---

Hello Sally and Wilma,

Hope all is well with you both!

I just wanted to let you know that we had 27 learners in the Respectful Boundaries course. There were 26 registered and we had one student show up on spec in the hopes that we would have at least one no show. Cheryl and Laura decided to allow him to participate either way.

Please let me know if you have questions.

Thank you!

Jennifer

Program Manager, Centre for Leadership

.....

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**From:** [Jasper, Jennifer](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Mercer, Sally EDUC:EX](#); [XT:Highnam, Kent CLBC:IN](#)  
**Cc:** [Blackburn, Kelly](#)  
**Subject:** Course Materials for Review  
**Date:** Friday, August 12, 2016 2:55:44 PM

---

Hello,

The course materials for Reinforcing Respectful Professional Boundaries are currently in the hands of Kelly Blackburn (cc'd on this email) who is in the final proofreading stages.

Once she has completed this work early next week, she will forward the materials to you for final review. If you could please let her know by **Friday, August 19<sup>th</sup>** if you have any changes or are ready to sign off that would be very much appreciated.

Thanks so much and have a great weekend!

Jennifer

Program Manager, Centre for Leadership

.....

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From: [XT:Bahr,Christina JAG:IN](#)  
To: [Chritchley, Matt EDUC:EX](#); [Clarke, Wilma EDUC:EX](#)  
Subject: CRES1120-The Mindful Educator  
Date: Thursday, October 20, 2016 9:24:24 AM

---

Hello Matt and Wilma,

Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,

Christina Bahr

Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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From: [Jasper, Jennifer](#)  
To: [Clarke, Wilma EDUC:EX](#)  
Cc: [XT:Highnam, Kent CLBC:IN](#); [White, Caroline](#)  
Subject: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment  
Date: Friday, December 18, 2015 11:47:01 AM  
Attachments: [INDC 1340 facilitator guide.docx](#)  
[indc 1340 handouts.docx](#)  
[INDC 1340 slides.pptx](#)

---

Hi Wilma,

Hope all is well with you!

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

.....

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**From:** [Mercer, Sally EDUC:EX](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [McMullin, Shawn EDUC:EX](#)  
**Subject:** For Review: JIBC amendment  
**Date:** Friday, June 3, 2016 11:33:14 AM  
**Attachments:** [GSA JIBC 2015-Amendment 2016.doc](#)  
[JI-Courses for TRB-May 26, 2015.pdf](#)

---

Hi Wilma,

I'm attaching the JIBC contract amendment document and the previously signed contract. Please let me know if the amendments (deletions shown as crossed off, and additions shown in red) reflect your understanding of our discussion with the JIBC. Once we're on the same page, I will connect with Diana Lucas to ensure the layout/language is appropriate.

Thanks,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

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**From:** [Clarke, Wilma EDUC:EX](#)  
**To:** [Jasper, Jennifer](#)  
**Cc:** [XT:Highnam, Kent CLBC:IN](#); ["White, Caroline"](#); [Hodak, Katarina EDUC:EX](#); [Chritchley, Matt EDUC:EX](#); [McMullin, Shawn EDUC:EX](#); [Bickerton, Laura EDUC:EX](#); [Mercer, Sally EDUC:EX](#)  
**Subject:** FW: Following up  
**Date:** Wednesday, November 25, 2015 7:22:00 PM

---

My comments in red below Jennifer. Thanks.

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Jasper, Jennifer [<mailto:ljasper@jibc.ca>]  
**Sent:** Sunday, November 22, 2015 11:42 AM  
**To:** White, Caroline; Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hello Wilma and all,

Thanks so much for your email - please see our responses below.

Jennifer

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the "Classroom Environment" course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the "run date" to ensure that it goes ahead.

Great! So my understanding is that you would like to go ahead with the course currently scheduled for **March 21-23, 2016** and based on the numbers you presented here, it seems very positive that it will go ahead. You mention that you have 7 confirmed registrants; currently, we have one participant registered through our system. Please ask those who have confirmed with you to register through our system; this will confirm that we have accurate numbers and that the tuition has been paid. Matt Chritchley, our Alternate Resolution Manager, will follow up on this with the participants, Jennifer.

With regard to promotion, would it be possible to send you an electronic promotion to be forwarded by the TRB to the schools or other groups that you feel would be a good fit for this course? Yes that would be excellent. Please forward to the TRB Communications Manager, Sally Mercer.

- We are also considering the possibility of a demonstration/pilot run of this course in the summer. We'll get back to you on that if we decide to proceed.

Could you please clarify what you mean by this? If you are referring to "Positive Learning Environment", I was under the impression that the March run (see dates above) would be the pilot run. Our thought here was that if there are any hiccups with the March run (e.g. not enough

participants) or the workshop does not unfold as envisioned, we would have an opportunity to run it again in the summer as a pilot where we could do some fine tuning. This may not be necessary if the March session is fully subscribed.

- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):

- We have decided that we would like to start with face-to-face delivery for this course.

We may seek other delivery methods in future, once the course is well established.

Great! We will speak with the faculty identified previously to determine their availability for both development and delivery; we will let you know once we have confirmed the faculty member and timeline. We will develop this course for face to face delivery.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

Yes – definitely! I am in contact with the course developer and will get this to you asap.

**Respectful Boundary**–When will this be offered in summer 2016 (i.e. specific dates)?

This will depend on instructor availability as stated above, however we are aiming for August as noted above. Please let us know if you have a more specific time frame in mind for this. The Commissioner is hoping the course could be delivered in mid-late August. We discussed Aug 17-19, 2016 as a good option. It would be great if we could have the dates confirmed as soon as possible as it will assist us in our ability to secure participants.

**Mindful Educator in Managing Conflict**–Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

We will be customizing our current offering to better fit the needs of K-12 teachers. This course will cover the foundational content of conflict resolution and address the learning outcomes as defined in the course outline (attached). Please let me know if you would like to discuss this in more detail. You also asked if it would replace the ‘other two general courses’. Could you please clarify which courses you are referring to? We are referring to:

- JI: Foundations of Collaborative Conflict Resolution (CRES 1100)
- JI: Dealing with Anger (CRES-1190)

Just a quick summary:

- We will move ahead with confirming faculty for “Respectful Boundaries” and forward you the course outline and materials for “Positive Learning Environment”.
- We will await your answers to the questions outlined in this email and at this point, we will wait to hear from you about the “Mindful Educator”.

Thanks.

Jennifer

---

**From:** White, Caroline

**Sent:** 2015, November 18 7:28 AM

**To:** Clarke, Wilma EDUC:EX <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>; Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>;

Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX

<[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>



**Subject:** RE: Following up

Hi Wilma,

Thank you for below. Kent is at a conference this week. Jennifer and I will review below and reply by Friday.

Thank you,

Caroline

Caroline White

Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice

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---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** Tuesday, November 17, 2015 11:21 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.
  - We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.
- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

**Respectful Boundary**-When will this be offered in summer 2016 (i.e. specific dates)?

**Mindful Educator in Managing Conflict**-Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general

courses?

Thanks Kent.

*Wilma Clarke,*

*Executive Director ,*

*Teacher Regulation Branch, Ministry of Education*

*400 - 2025 West Broadway, Vancouver, BC V6J 1Z6*

*Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)*

[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]

**Sent:** Tuesday, October 27, 2015 2:41 PM

**To:** Clarke, Wilma EDUC:EX

**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX

**Subject:** RE: Following up

Thanks Wilma.

As a rough guide, development of one day of online training could run anywhere from \$15,000 to \$45,000 depending on the degree of interactivity, production value and technology use. For this 3-day course, that would likely run from \$40,000 (low end, low tech) to \$120,000, (high end, once we consider video production, actors, script writers, directors, editing, hosting). It's hard at this point to give more than a broad estimate without a more detailed idea of what you might be contemplating. Note that this is different than running a live course with a video patch-in using video conferencing, which would be much less expensive.

Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,

Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** 2015, October 27 11:44 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hi Kent,

Sorry for my tardiness in responding, I am just able to settle in to respond to e-mails now after a short absence. Here are my thoughts on the questions you posed:

- The delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc).  
Don't know if we have landed on this one. There has been no discussion after our meeting with you at the JI as we were under the impression that you were going to be providing us with an estimate of what the development and delivery of the online version would cost, so that we can discuss the possibilities being clear on what the implications would be for our budget.
- The constitution of the March delivery of the "Classroom Environment" course (pilot with subsidized attendance, regular enrollment, blend, etc).

As we moved this session to March and have the time necessary to promote it broadly, I would like to move forward with regular enrollment as we have to gauge the sustainability of these courses using regular enrollment, going forward.

Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, October 19, 2015 3:14 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

Hello Wilma,

I called today but I understand that you are in a course for the next couple of days. I just wanted to follow up to see where our thinking is at on the following questions:

he delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc). We have yet to start development of this course and were hoping to determine the delivery method before proceeding.

he constitution of the March delivery of the "Classroom Environment" course (pilot with subsidized attendance, regular enrollment, blend, etc).

Please let us know if you require any more information from us in the meantime.

Thanks so much,

Kent

.....

**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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**From:** [Chritchley, Matt EDUC:EX](#)  
**To:** [Clarke, Wilma EDUC:EX](#); [Hodak, Katarina EDUC:EX](#); [Preston, Bruce EDUC:EX](#)  
**Subject:** FW: TRB Analytics  
**Date:** Wednesday, April 13, 2016 4:05:11 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[16WI INDC-1340-NW001 March 21-23, 2016 - Kathryn Thomson & Maureen Mason....pdf](#)

---

Hi everyone,

The Justice Institute has provided us some information in preparation for our discussion tomorrow.

Thank you,

Matt

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**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]

**Sent:** Wednesday, April 13, 2016 3:16 PM

**To:** Chritchley, Matt EDUC:EX

**Cc:** XT:Highnam, Kent CLBC:IN

**Subject:** FW: TRB Analytics

Hi Matt,

Attached is the course feedback from the March run of Creating a Positive Classroom Environment (INDC 1340). The evaluation has not closed so it is possible that we will receive more feedback. If you have any anecdotal feedback that has come your way, we would appreciate hearing that. Also, we have a few analytics for you from our website. The data as well as a brief explanation is listed below.

Looking forward to speaking with you and the Commissioner tomorrow!

Jennifer

#### Web Analytics

- There are three sets of data because we had three different landing pages set up; our Marketing Department has since amalgamated them into one page.
- There are more clicks on the Con Res page most likely because this was the link you were sending out.
- “Pageviews” are the number of clicks to that page; “unique pageviews” eliminates repeat clickers, and “entrances” are the number of clicks that went straight to this landing page rather than arriving from another page on the JIBC website.
- Our Marketing Department will be able to set up analytics to explore which links (from each of the three courses) are being clicked on but currently we do not have that information.

\*\*\*\*\*

#### Counselling and Community Safety Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
149 % of Total: 0.29% (54,135)	124 % of Total: 0.30% (41,802)	00:02:42 Avg for View: 00:02:57 (-8.05%)	39 % of Total: 0.14% (27,110)
149(100.00%)	124(100.00%)	00:02:42	39(100.00%)

#### Conflict Resolution Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
582 % of Total: 0.99% (59,052)	452 % of Total: 1.00% (45,115)	00:03:51 Avg for View: 00:02:38 (45.65%)	352 % of Total: 1.44% (24,485)
582(100.00%)	452(100.00%)	00:03:51	352(100.00%)

## Leadership Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
120 % of Total: 0.47% (25,429)	79 % of Total: 0.39% (20,273)	00:02:57 Avg for View: 00:03:03 (-3.25%)	45 % of Total: 0.36% (12,336)
120(100.00%)	79(100.00%)	00:02:57	45(100.00%)

Jennifer Jasper

Program Manager, Centre for Leadership

.....

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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From: [Mercer, Sally EDUC:EX](#)  
To: [XT:Highnam, Kent CLBC:IN](#)  
Cc: [Clarke, Wilma EDUC:EX](#); [Jasper, Jennifer \(Jjasper@jibc.ca\)](#); [XT:Bahr,Christina JAG:IN](#)  
Subject: FYI: Signed Amendment for JIBC courses  
Date: Friday, September 16, 2016 2:38:09 PM

---

Hi Kent,

I'm happy to attach for your records an e-copy of the signed Amendment to the General Service Agreement No. C15/0332 for the course development/delivery. We look forward to continuing to work with you.

Kind regards,

Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools**

**and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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# GENERAL SERVICE AGREEMENT



<i>For Administrative Purposes Only</i>	
<b>Ministry Contract No.:</b> C15/0332 <b>Requisition No.:</b> PGO200/AIT300 <b>Solicitation No.(if applicable):</b> _____ <b>Commodity Code:</b> _____	<b>Financial Information</b>  <b>Client:</b> 0ET <b>Responsibility Centre:</b> 22800 <b>Service Line:</b> 00283 <b>STOB:</b> 6001 <b>Project:</b> 2201515
<b>Contractor Information</b>  <b>Supplier Name:</b> Justice Institute of BC <b>Supplier No.:</b> _____ <b>Telephone No.:</b> 604 528-5608 <b>E-mail Address:</b> khighnam@jibc.ca <b>Website:</b> www.jibc.bc.ca	<b>Template version:</b> December 1, 2013

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**SCHEDULE A – SERVICES**

- Part 1 - Term
- Part 2 - Services
- Part 3 - Related Documentation
- Part 4 - Key Personnel

**SCHEDULE B – FEES AND EXPENSES**

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- Part 2 - Fees
- Part 3 - Expenses
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**SCHEDULE C – APPROVED SUBCONTRACTOR(S) – Not applicable**

**SCHEDULE D – INSURANCE**

**SCHEDULE E – PRIVACY PROTECTION SCHEDULE**

**SCHEDULE F – ADDITIONAL TERMS – Not applicable**

**SCHEDULE G – SECURITY SCHEDULE – Not applicable**

THIS AGREEMENT is dated for reference the 15<sup>th</sup> day of May, 2015.

BETWEEN:

Justice Institute of British Columbia (the "Contractor") with the following specified address and fax number:  
715 McBride Boulevard, New Westminster, BC  
V3L 5T4  
Fax: 604 528-5640

AND:

HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Education, Teacher Regulation Branch, (the "Province") with the following specified address and fax number:  
400-2025 West Broadway, Vancouver, BC  
V6J 1Z6  
Fax: 604-775-4860

The Province wishes to retain the Contractor to provide the services specified in Schedule A and, in consideration for the remuneration set out in Schedule B, the Contractor has agreed to provide those services, on the terms and conditions set out in this Agreement.

As a result, the Province and the Contractor agree as follows:

## 1 DEFINITIONS

General

1.1 In this Agreement, unless the context otherwise requires:

- (a) "Business Day" means a day, other than a Saturday or Sunday, on which Provincial government offices are open for normal business in British Columbia;
- (b) "Incorporated Material" means any material in existence prior to the start of the Term or developed independently of this Agreement, and that is incorporated or embedded in the Produced Material by the Contractor or a Subcontractor;
- (c) "Material" means the Produced Material and the Received Material;
- (d) "Produced Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are produced or provided by the Contractor or a Subcontractor and includes the Incorporated Material;
- (e) "Received Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are received by the Contractor or a Subcontractor from the Province or any other person;
- (f) "Services" means the services described in Part 2 of Schedule A;
- (g) "Subcontractor" means a person described in paragraph (a) or (b) of section 13.4; and
- (h) "Term" means the term of the Agreement described in Part 1 of Schedule A subject to that term ending earlier in accordance with this Agreement.

Meaning of "record"

1.2 The definition of "record" in the *Interpretation Act* is incorporated into this Agreement and "records" will bear a corresponding meaning.

## 2 SERVICES

Provision of services

2.1 The Contractor must provide the Services in accordance with this Agreement.

## Term

- 2.2 Regardless of the date of execution or delivery of this Agreement, the Contractor must provide the Services during the Term.

## Supply of various items

- 2.3 Unless the parties otherwise agree in writing, the Contractor must supply and pay for all labour, materials, equipment, tools, facilities, approvals and licenses necessary or advisable to perform the Contractor's obligations under this Agreement, including the license under section 6.4.

## Standard of care

- 2.4 Unless otherwise specified in this Agreement, the Contractor must perform the Services to a standard of care, skill and diligence maintained by persons providing, on a commercial basis, services similar to the Services.

## Standards in relation to persons performing Services

- 2.5 The Contractor must ensure that all persons employed or retained to perform the Services are qualified and competent to perform them and are properly trained, instructed and supervised.

## Instructions by Province

- 2.6 The Province may from time to time give the Contractor reasonable instructions (in writing or otherwise) as to the performance of the Services. The Contractor must comply with those instructions but, unless otherwise specified in this Agreement, the Contractor may determine the manner in which the instructions are carried out.

## Confirmation of non-written instructions

- 2.7 If the Province provides an instruction under section 2.6 other than in writing, the Contractor may request that the instruction be confirmed by the Province in writing, which request the Province must comply with as soon as it is reasonably practicable to do so.

## Effectiveness of non-written instructions

- 2.8 Requesting written confirmation of an instruction under section 2.7 does not relieve the Contractor from complying with the instruction at the time the instruction was given.

## Applicable laws

- 2.9 In the performance of the Contractor's obligations under this Agreement, the Contractor must comply with all applicable laws.

## 3 PAYMENT

### Fees and expenses

- 3.1 If the Contractor complies with this Agreement, then the Province must pay to the Contractor at the times and on the conditions set out in Schedule B:
- (a) the fees described in that Schedule;
  - (b) the expenses, if any, described in that Schedule if they are supported, where applicable, by proper receipts and, in the Province's opinion, are necessarily incurred by the Contractor in providing the Services; and
  - (c) any applicable taxes payable by the Province under law or agreement with the relevant taxation authorities on the fees and expenses described in paragraphs (a) and (b).

The Province is not obliged to pay to the Contractor more than the "Maximum Amount" specified in Schedule B on account of fees and expenses.

#### Statements of accounts

- 3.2 In order to obtain payment of any fees and expenses under this Agreement, the Contractor must submit to the Province a written statement of account in a form satisfactory to the Province upon completion of the Services or at other times described in Schedule B.

#### Withholding of amounts

- 3.3 Without limiting section 9.1, the Province may withhold from any payment due to the Contractor an amount sufficient to indemnify, in whole or in part, the Province and its employees and agents against any liens or other third-party claims that have arisen or could arise in connection with the provision of the Services. An amount withheld under this section must be promptly paid by the Province to the Contractor upon the basis for withholding the amount having been fully resolved to the satisfaction of the Province.

#### Appropriation

- 3.4 The Province's obligation to pay money to the Contractor is subject to the *Financial Administration Act*, which makes that obligation subject to an appropriation being available in the fiscal year of the Province during which payment becomes due.

#### Currency

- 3.5 Unless otherwise specified in this Agreement, all references to money are to Canadian dollars.

#### Non-resident income tax

- 3.6 If the Contractor is not a resident in Canada, the Contractor acknowledges that the Province may be required by law to withhold income tax from the fees described in Schedule B and then to remit that tax to the Receiver General of Canada on the Contractor's behalf.

#### Prohibition against committing money

- 3.7 Without limiting section 13.10(a), the Contractor must not in relation to performing the Contractor's obligations under this Agreement commit or purport to commit the Province to pay any money except as may be expressly provided for in this Agreement.

#### Refunds of taxes

- 3.8 The Contractor must:
- (a) apply for, and use reasonable efforts to obtain, any available refund, credit, rebate or remission of federal, provincial or other tax or duty imposed on the Contractor as a result of this Agreement that the Province has paid or reimbursed to the Contractor or agreed to pay or reimburse to the Contractor under this Agreement; and
  - (b) immediately on receiving, or being credited with, any amount applied for under paragraph (a), remit that amount to the Province.

## 4 REPRESENTATIONS AND WARRANTIES

- 4.1 As at the date this Agreement is executed and delivered by, or on behalf of, the parties, the Contractor represents and warrants to the Province as follows:
- (a) except to the extent the Contractor has previously disclosed otherwise in writing to the Province,

- (i) all information, statements, documents and reports furnished or submitted by the Contractor to the Province in connection with this Agreement (including as part of any competitive process resulting in this Agreement being entered into) are in all material respects true and correct,
  - (ii) the Contractor has sufficient trained staff, facilities, materials, appropriate equipment and approved sub contractual or other agreements in place and available to enable the Contractor to fully perform the Services and to grant any licenses under this Agreement, and
  - (iii) the Contractor holds all permits, licenses, approvals and statutory authorities issued by any government or government agency that are necessary for the performance of the Contractor's obligations under this Agreement; and
- (b) if the Contractor is not an individual,
- (i) the Contractor has the power and capacity to enter into this Agreement and to observe, perform and comply with the terms of this Agreement and all necessary corporate or other proceedings have been taken and done to authorize the execution and delivery of this Agreement by, or on behalf of, the Contractor, and
  - (ii) this Agreement has been legally and properly executed by, or on behalf of, the Contractor and is legally binding upon and enforceable against the Contractor in accordance with its terms except as enforcement may be limited by bankruptcy, insolvency or other laws affecting the rights of creditors generally and except that equitable remedies may be granted only in the discretion of a court of competent jurisdiction.

## 5 PRIVACY, SECURITY AND CONFIDENTIALITY

### Privacy

5.1 The Contractor must comply with the Privacy Protection Schedule attached as Schedule E.

### Security

5.2 The Contractor must:

- (a) make reasonable security arrangements to protect the Material from unauthorized access, collection, use, disclosure, alteration or disposal; and
- (b) comply with the Security Schedule attached as Schedule G.

### Confidentiality

5.3 The Contractor must treat as confidential all information in the Material and all other information accessed or obtained by the Contractor or a Subcontractor (whether verbally, electronically or otherwise) as a result of this Agreement, and not permit its disclosure or use without the Province's prior written consent except:

- (a) as required to perform the Contractor's obligations under this Agreement or to comply with applicable laws;
- (b) if it is information that is generally known to the public other than as result of a breach of this Agreement; or
- (c) if it is information in any Incorporated Material.

### Public announcements

5.4 Any public announcement relating to this Agreement will be arranged by the Province and, if such consultation is reasonably practicable, after consultation with the Contractor.

### Restrictions on promotion

- 5.5 The Contractor must not, without the prior written approval of the Province, refer for promotional purposes to the Province being a customer of the Contractor or the Province having entered into this Agreement.

## **6 MATERIAL AND INTELLECTUAL PROPERTY**

### **Access to Material**

- 6.1 If the Contractor receives a request for access to any of the Material from a person other than the Province, and this Agreement does not require or authorize the Contractor to provide that access, the Contractor must promptly advise the person to make the request to the Province.

### **Ownership and delivery of Material**

- 6.2 The Province exclusively owns all property rights in the Material which are not intellectual property rights. The Contractor must deliver any Material to the Province immediately upon the Province's request.

### **Matters respecting intellectual property**

- 6.3 The Province exclusively owns all intellectual property rights, including copyright, in:

- (a) Received Material that the Contractor receives from the Province; and
- (b) Produced Material, other than any Incorporated Material.

Upon the Province's request, the Contractor must deliver to the Province documents satisfactory to the Province that irrevocably waive in the Province's favour any moral rights which the Contractor (or employees of the Contractor) or a Subcontractor (or employees of a Subcontractor) may have in the Produced Material and that confirm the vesting in the Province of the copyright in the Produced Material, other than any Incorporated Material.

### **Rights in relation to Incorporated Material**

- 6.4 Upon any Incorporated Material being embedded or incorporated in the Produced Material and to the extent that it remains so embedded or incorporated, the Contractor grants to the Province:

- (a) a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to exercise, in respect of that Incorporated Material, the rights set out in the *Copyright Act* (Canada), including the right to use, reproduce, modify, publish and distribute that Incorporated Material; and
- (b) the right to sublicense or assign to third-parties any or all of the rights granted to the Province under section 6.4(a).

## **7 RECORDS AND REPORTS**

### **Work reporting**

- 7.1 Upon the Province's request, the Contractor must fully inform the Province of all work done by the Contractor or a Subcontractor in connection with providing the Services.

#### Time and expense records

- 7.2 If Schedule B provides for the Contractor to be paid fees at a daily or hourly rate or for the Contractor to be paid or reimbursed for expenses, the Contractor must maintain time records and books of account, invoices, receipts and vouchers of expenses in support of those payments, in form and content satisfactory to the Province. Unless otherwise specified in this Agreement, the Contractor must retain such documents for a period of not less than seven years after this Agreement ends.

### 8 AUDIT

- 8.1 In addition to any other rights of inspection the Province may have under statute or otherwise, the Province may at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect and, at the Province's discretion, copy any of the Material and the Contractor must permit, and provide reasonable assistance to, the exercise by the Province of the Province's rights under this section.

### 9 INDEMNITY AND INSURANCE

#### Indemnity

- 9.1 The Contractor must indemnify and save harmless the Province and the Province's employees and agents from any loss, claim (including any claim of infringement of third-party intellectual property rights), damage award, action, cause of action, cost or expense that the Province or any of the Province's employees or agents may sustain, incur, suffer or be put to at any time, either before or after this Agreement ends, (each a "Loss") to the extent the Loss is directly or indirectly caused or contributed to by:
- (a) any act or omission by the Contractor or by any of the Contractor's agents, employees, officers, directors or Subcontractors in connection with this Agreement; or
  - (b) any representation or warranty of the Contractor being or becoming untrue or incorrect.

#### Insurance

- 9.2 The Contractor must comply with the Insurance Schedule attached as Schedule D.

#### Workers compensation

- 9.3 Without limiting the generality of section 2.9, the Contractor must comply with, and must ensure that any Subcontractors comply with, all applicable occupational health and safety laws in relation to the performance of the Contractor's obligations under this Agreement, including the *Workers Compensation Act* in British Columbia or similar laws in other jurisdictions.

#### Personal optional protection

- 9.4 The Contractor must apply for and maintain personal optional protection insurance (consisting of income replacement and medical care coverage) during the Term at the Contractor's expense if:
- (a) the Contractor is an individual or a partnership of individuals and does not have the benefit of mandatory workers compensation coverage under the *Workers Compensation Act* or similar laws in other jurisdictions; and
  - (b) such personal optional protection insurance is available for the Contractor from WorkSafeBC or other sources.

#### Evidence of coverage

- 9.5 Within 10 Business Days of being requested to do so by the Province, the Contractor must provide the Province with evidence of the Contractor's compliance with sections 9.3 and 9.4.



## 10 FORCE MAJEURE

### Definitions relating to force majeure

10.1 In this section and sections 10.2 and 10.3:

- (a) "Event of Force Majeure" means one of the following events:
  - (i) a natural disaster, fire, flood, storm, epidemic or power failure,
  - (ii) a war (declared and undeclared), insurrection or act of terrorism or piracy,
  - (iii) a strike (including illegal work stoppage or slowdown) or lockout, or
  - (iv) a freight embargoif the event prevents a party from performing the party's obligations in accordance with this Agreement and is beyond the reasonable control of that party; and
- (b) "Affected Party" means a party prevented from performing the party's obligations in accordance with this Agreement by an Event of Force Majeure.

### Consequence of Event of Force Majeure

10.2 An Affected Party is not liable to the other party for any failure or delay in the performance of the Affected Party's obligations under this Agreement resulting from an Event of Force Majeure and any time periods for the performance of such obligations are automatically extended for the duration of the Event of Force Majeure provided that the Affected Party complies with the requirements of section 10.3.

### Duties of Affected Party

10.3 An Affected Party must promptly notify the other party in writing upon the occurrence of the Event of Force Majeure and make all reasonable efforts to prevent, control or limit the effect of the Event of Force Majeure so as to resume compliance with the Affected Party's obligations under this Agreement as soon as possible.

## 11 DEFAULT AND TERMINATION

### Definitions relating to default and termination

11.1 In this section and sections 11.2 to 11.4:

- (a) "Event of Default" means any of the following:
  - (i) an Insolvency Event,
  - (ii) the Contractor fails to perform any of the Contractor's obligations under this Agreement, or
  - (iii) any representation or warranty made by the Contractor in this Agreement is untrue or incorrect; and
- (b) "Insolvency Event" means any of the following:
  - (i) an order is made, a resolution is passed or a petition is filed, for the Contractor's liquidation or winding up,
  - (ii) the Contractor commits an act of bankruptcy, makes an assignment for the benefit of the Contractor's creditors or otherwise acknowledges the Contractor's insolvency,
  - (iii) a bankruptcy petition is filed or presented against the Contractor or a proposal under the *Bankruptcy and Insolvency Act* (Canada) is made by the Contractor,
  - (iv) a compromise or arrangement is proposed in respect of the Contractor under the *Companies' Creditors Arrangement Act* (Canada),
  - (v) a receiver or receiver-manager is appointed for any of the Contractor's property, or

- (vi) the Contractor ceases, in the Province's reasonable opinion, to carry on business as a going concern.

#### Province's options on default

- 11.2 On the happening of an Event of Default, or at any time thereafter, the Province may, at its option, elect to do any one or more of the following:
- (a) by written notice to the Contractor, require that the Event of Default be remedied within a time period specified in the notice;
  - (b) pursue any remedy or take any other action available to it at law or in equity; or
  - (c) by written notice to the Contractor, terminate this Agreement with immediate effect or on a future date specified in the notice, subject to the expiration of any time period specified under section 11.2(a).

#### Delay not a waiver

- 11.3 No failure or delay on the part of the Province to exercise its rights in relation to an Event of Default will constitute a waiver by the Province of such rights.

#### Province's right to terminate other than for default

- 11.4 In addition to the Province's right to terminate this Agreement under section 11.2(c) on the happening of an Event of Default, the Province may terminate this Agreement for any reason by giving at least 10 days' written notice of termination to the Contractor.

#### Payment consequences of termination

- 11.5 Unless Schedule B otherwise provides, if the Province terminates this Agreement under section 11.4:
- (a) the Province must, within 30 days of such termination, pay to the Contractor any unpaid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that was completed to the Province's satisfaction before termination of this Agreement; and
  - (b) the Contractor must, within 30 days of such termination, repay to the Province any paid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that the Province has notified the Contractor in writing was not completed to the Province's satisfaction before termination of this Agreement.

#### Discharge of liability

- 11.6 The payment by the Province of the amount described in section 11.5(a) discharges the Province from all liability to make payments to the Contractor under this Agreement.

#### Notice in relation to Events of Default

- 11.7 If the Contractor becomes aware that an Event of Default has occurred or anticipates that an Event of Default is likely to occur, the Contractor must promptly notify the Province of the particulars of the Event of Default or anticipated Event of Default. A notice under this section as to the occurrence of an Event of Default must also specify the steps the Contractor proposes to take to address, or prevent recurrence of, the Event of Default. A notice under this section as to an anticipated Event of Default must specify the steps the Contractor proposes to take to prevent the occurrence of the anticipated Event of Default.

## 12 DISPUTE RESOLUTION

### Dispute resolution process

- 12.1 In the event of any dispute between the parties arising out of or in connection with this Agreement, the following dispute resolution process will apply unless the parties otherwise agree in writing:
- (a) the parties must initially attempt to resolve the dispute through collaborative negotiation;
  - (b) if the dispute is not resolved through collaborative negotiation within 15 Business Days of the dispute arising, the parties must then attempt to resolve the dispute through mediation under the rules of the Mediate BC Society; and
  - (c) if the dispute is not resolved through mediation within 30 Business Days of the commencement of mediation, the dispute must be referred to and finally resolved by arbitration under the *Arbitration Act*.

### Location of arbitration or mediation

- 12.2 Unless the parties otherwise agree in writing, an arbitration or mediation under section 12.1 will be held in Victoria, British Columbia.

### Costs of mediation or arbitration

- 12.3 Unless the parties otherwise agree in writing or, in the case of an arbitration, the arbitrator otherwise orders, the parties must share equally the costs of a mediation or arbitration under section 12.1 other than those costs relating to the production of expert evidence or representation by counsel.

## 13 MISCELLANEOUS

### Delivery of notices

- 13.1 Any notice contemplated by this Agreement, to be effective, must be in writing and delivered as follows:
- (a) by fax to the addressee's fax number specified on the first page of this Agreement, in which case it will be deemed to be received on the day of transmittal unless transmitted after the normal business hours of the addressee or on a day that is not a Business Day, in which cases it will be deemed to be received on the next following Business Day;
  - (b) by hand to the addressee's address specified on the first page of this Agreement, in which case it will be deemed to be received on the day of its delivery; or
  - (c) by prepaid post to the addressee's address specified on the first page of this Agreement, in which case if mailed during any period when normal postal services prevail, it will be deemed to be received on the fifth Business Day after its mailing.

### Change of address or fax number

- 13.2 Either party may from time to time give notice to the other party of a substitute address or fax number, which from the date such notice is given will supersede for purposes of section 13.1 any previous address or fax number specified for the party giving the notice.

### Assignment

- 13.3 The Contractor must not assign any of the Contractor's rights or obligations under this Agreement without the Province's prior written consent. Upon providing written notice to the Contractor, the Province may assign to any person any of the Province's rights under this Agreement and may assign to any "government corporation", as defined in the *Financial Administration Act*, any of the Province's obligations under this Agreement.

### Subcontracting

- 13.4 The Contractor must not subcontract any of the Contractor's obligations under this Agreement to any person without the Province's prior written consent, excepting persons listed in the attached Schedule C. No subcontract, whether consented to or not, relieves the Contractor from any obligations under this Agreement. The Contractor must ensure that:
- (a) any person retained by the Contractor to perform obligations under this Agreement; and
  - (b) any person retained by a person described in paragraph (a) to perform those obligations fully complies with this Agreement in performing the subcontracted obligations.

### Waiver

- 13.5 A waiver of any term or breach of this Agreement is effective only if it is in writing and signed by, or on behalf of, the waiving party and is not a waiver of any other term or breach.

### Modifications

- 13.6 No modification of this Agreement is effective unless it is in writing and signed by, or on behalf of, the parties.

### Entire agreement

- 13.7 This Agreement (including any modification of it) constitutes the entire agreement between the parties as to performance of the Services.

### Survival of certain provisions

- 13.8 Sections 2.9, 3.1 to 3.4, 3.7, 3.8, 5.1 to 5.5, 6.1 to 6.4, 7.1, 7.2, 8.1, 9.1, 9.2, 9.5, 10.1 to 10.3, 11.2, 11.3, 11.5, 11.6, 12.1 to 12.3, 13.1, 13.2, 13.8, and 13.10, any accrued but unpaid payment obligations, and any other sections of this Agreement (including schedules) which, by their terms or nature, are intended to survive the completion of the Services or termination of this Agreement, will continue in force indefinitely subject to any applicable limitation period prescribed by law, even after this Agreement ends.

### Schedules

- 13.9 The schedules to this Agreement (including any appendices or other documents attached to, or incorporated by reference into, those schedules) are part of this Agreement.

### Independent contractor

- 13.10 In relation to the performance of the Contractor's obligations under this Agreement, the Contractor is an independent contractor and not:
- (a) an employee or partner of the Province; or
  - (b) an agent of the Province except as may be expressly provided for in this Agreement.

The Contractor must not act or purport to act contrary to this section.

### Personnel not to be employees of Province

- 13.11 The Contractor must not do anything that would result in personnel hired or used by the Contractor or a Subcontractor in relation to providing the Services being considered employees of the Province.

#### Key Personnel

- 13.12 If one or more individuals are specified as "Key Personnel" of the Contractor in Part 4 of Schedule A, the Contractor must cause those individuals to perform the Services on the Contractor's behalf, unless the Province otherwise approves in writing, which approval must not be unreasonably withheld.

#### Pertinent information

- 13.13 The Province must make available to the Contractor all information in the Province's possession which the Province considers pertinent to the performance of the Services.

#### Conflict of interest

- 13.14 The Contractor must not provide any services to any person in circumstances which, in the Province's reasonable opinion, could give rise to a conflict of interest between the Contractor's duties to that person and the Contractor's duties to the Province under this Agreement.

#### Time

- 13.15 Time is of the essence in this Agreement and, without limitation, will remain of the essence after any modification or extension of this Agreement, whether or not expressly restated in the document effecting the modification or extension.

#### Conflicts among provisions

- 13.16 Conflicts among provisions of this Agreement will be resolved as follows:
- (a) a provision in the body of this Agreement will prevail over any conflicting provision in, attached to or incorporated by reference into a schedule, unless that conflicting provision expressly states otherwise; and
  - (b) a provision in a schedule will prevail over any conflicting provision in a document attached to or incorporated by reference into a schedule, unless the schedule expressly states otherwise.

#### Agreement not permit nor fetter

- 13.17 This Agreement does not operate as a permit, license, approval or other statutory authority which the Contractor may be required to obtain from the Province or any of its agencies in order to provide the Services. Nothing in this Agreement is to be construed as interfering with, or fettering in any manner, the exercise by the Province or its agencies of any statutory, prerogative, executive or legislative power or duty.

#### Remainder not affected by invalidity

- 13.18 If any provision of this Agreement or the application of it to any person or circumstance is invalid or unenforceable to any extent, the remainder of this Agreement and the application of such provision to any other person or circumstance will not be affected or impaired and will be valid and enforceable to the extent permitted by law.

#### Further assurances

- 13.19 Each party must perform the acts, execute and deliver the writings, and give the assurances as may be reasonably necessary to give full effect to this Agreement.

#### Additional terms

- 13.20 Any additional terms set out in the attached Schedule F apply to this Agreement.

## Governing law

- 13.21 This Agreement is governed by, and is to be interpreted and construed in accordance with, the laws applicable in British Columbia.

## 14 INTERPRETATION

### 14.1 In this Agreement:

- (a) "includes" and "including" are not intended to be limiting;
- (b) unless the context otherwise requires, references to sections by number are to sections of this Agreement;
- (c) the Contractor and the Province are referred to as "the parties" and each of them as a "party";
- (d) "attached" means attached to this Agreement when used in relation to a schedule;
- (e) unless otherwise specified, a reference to a statute by name means the statute of British Columbia by that name, as amended or replaced from time to time;
- (f) the headings have been inserted for convenience of reference only and are not intended to describe, enlarge or restrict the scope or meaning of this Agreement or any provision of it;
- (g) "person" includes an individual, partnership, corporation or legal entity of any nature; and
- (h) unless the context otherwise requires, words expressed in the singular include the plural and *vice versa*.

## 15 EXECUTION AND DELIVERY OF AGREEMENT

- 15.1 This Agreement may be entered into by a separate copy of this Agreement being executed by, or on behalf of, each party and that executed copy being delivered to the other party by a method provided for in section 13.1 or any other method agreed to by the parties.

The parties have executed this Agreement as follows:

<p>SIGNED on the <u>21</u> day of <u>May</u>, 2015 by the Contractor (or, if not an individual, on its behalf by its authorized signatory or signatories):</p> <p><u>[Signature]</u></p> <p>Signature(s)</p> <p><u>Barb Kield</u></p> <p>Print Name(s)</p> <p><u>Dean SHCST</u></p> <p>Print Title(s)</p>	<p>SIGNED on the <u>26</u> day of <u>May</u>, 2015 on behalf of the Province by its duly authorized representative:</p> <p><u>[Signature]</u></p> <p>Signature</p> <p><u>WILMA CLARKE</u></p> <p>Print Name</p> <p><u>EXECUTIVE DIRECTOR</u></p> <p>Print Title <u>TECHNICAL REGULATION BRANCH</u></p>
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## Schedule A – Services

### **PART 1. TERM:**

1. Subject to section 2 of this Part 1, the term of this Agreement commences on May 15, 2015 and ends on May 14, 2016.
2. This Agreement may be renewed for further Terms at intervals of up to three years, by written agreement of the parties, subject to satisfactory performance by the Contractor and the availability of funding by the Province.

### **PART 2. SERVICES:**

#### **Deliverables**

The Contractor will develop and deliver remedial training courses in three areas related to professional misconduct and/or incompetence. These areas include professional boundaries management, classroom management, and anger management. Each course will count as 1.5 post-secondary credits towards a certificate in conflict resolution at the Justice Institute of British Columbia.

#### **1. Course development**

In consultation with the Commissioner for Teacher Regulation, the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:

- a. develop course content and scenarios for three, 3-day courses
- b. draft, finalize and produce course materials (course manuals, psychometric evaluation tools)
- c. draft, finalize and produce participant course feedback surveys
- d. include an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio
- e. integrate the following learning techniques into each of the courses:
  - dialogue
  - self-reflection
  - skill building exercises
  - scenario analysis
  - peer feedback

The three courses to be developed are as follows:

1. The Mindful Educator in Managing Conflict
2. Reinforcing Respectful Professional Boundaries
3. Creating a Positive Learning Environment

Upon completion of the course development, the Contractor will submit the final draft materials to the Commissioner for Teacher Regulation and the Province for review and sign off. After review and sign off of the materials, the Contractor will bill the Province for the Services, as specified in Part 2 of Schedule B.

#### **2. Course delivery**

The Contractor will deliver each of the courses as follows:

- The Mindful Educator in Managing Conflict will be delivered once in March 2016 and may be delivered once in August 2015 if agreed upon by the Justice Institute BC and the Commissioner for Teacher Regulation.
- Reinforcing Respectful Professional Boundaries will be delivered once in March 2016.

- Creating a Positive Learning Environment will be delivered once in August 2015 and once in March 2016.

The Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrollment in the courses.

The Contractor will offer each course to a minimum of fifteen (15) participants up to and including a maximum of twenty (20). The Contractor may not offer a course with fewer than fifteen (15) participants unless there is agreement from the Province. If, ten (10) working days prior to the course start date, fewer than fifteen (15) participants are enrolled in a course, the Province and the Contractor will jointly decide on either cancelling the course or delivering the course below the established minimum enrollment level. The Province will indicate in writing to the Contractor its agreement for the course to be delivered below the minimum enrollment level seven (7) working days prior to the course start date. At the end of the contract term, the Contractor will report to the Province on the number of courses delivered, the total number of participants in the courses and the number of courses that were delivered during the term with less than fifteen (15) participants. If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum. As specified in Part 3 of Schedule B, the Contractor will bill the Province for the vacant seats below minimum averaged over the contract term (i.e. May 15, 2015 to May 14, 2016) of course delivery.

Course delivery by the Contractor will include all expenses for the instructional team, delivery methods and locations. The Contractor and the Province are jointly responsible for the promotion of the courses.

### 3. Learning Outcomes:

The Contractor will ensure course design and delivery achieves the following outcomes for each participant:

#### a. "The Mindful Educator in Managing Conflict"

Upon successful completion of this course, the participant will be able to:

- Relate and connect the Standards for the Education, Competence and Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about conflict and anger.
- Articulate the impact of such beliefs and assumptions on their conflict approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional intelligence and explain how it relates to work place success in a conflict setting.
- Describe the components of anger and angry behaviours.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Construct more effective means to handle workplace stressors and dilemmas.
- Use strategies to manage and express own anger.

#### b. "Reinforcing Respectful Professional Boundaries"

Upon successful completion of this course, the participant will be able to:



- Relate and connect the Standards for the Education, Competence and Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build relationships that respect professional boundaries, and to handle stress effectively.
- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
- Identify constructive personal responses to these situations.
- Identify when and how to refer situations to counsellors or other support professionals.
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure.

c. “Creating a Positive Learning Environment”

Upon successful completion of this course, the participant will be able to:

- Relate and connect the Standards for the Education, Competence and Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Describe personal strengths and challenges in classroom management as a teacher
- Identify constructive approaches to complex issues.
- Conduct activities which address either the content, process or relationship challenges in classroom management.
- Apply self-management skills.
- Identify possible interventions in response to challenging student situations.
- Demonstrate effective communication skills in complex classroom situations.

### **Reporting requirements**

The Executive Director, Teacher Regulation Branch, will be the Province’s representative on all matters relating to the development and delivery of the Services. The Contractor will report on the progress of the development of each course in accordance with an agreed-upon schedule.

Within ten (10) days of each course delivery, the Contractor shall provide a summary of course participant feedback to the Province.

### **PART 3. INCORPORATED AND PRODUCED MATERIALS**

Section 6.4 is deleted and replaced with the following:

**Rights in relation to Incorporated Material**

- 6.4 Upon any Incorporated Material being embedded or incorporated in the Produced Material and to the extent that it remains so embedded or incorporated, the Contractor grants to the Province a non-exclusive, royalty-free, right to reproduce, modify, publish and distribute that Incorporated Material for instructional and educational purposes. The Province will not exploit the Incorporated Materials commercially or transfer or assign ownership of it.

**Rights in relation to Produced Material**

- 6.5 The Province grants to the Contractor a non-exclusive, royalty-free, right to reproduce, modify, publish and distribute Produced Material for instructional and educational purposes. The Contractor will not transfer or assign ownership of it.

**PART 4. RELATED DOCUMENTATION:**

1. The Contractor must perform the Services in accordance with the obligations set out in this Schedule A including any engagement letter, Solicitation document excerpt, proposal excerpt or other documentation attached as an Appendix to, or specified as being incorporated by reference in, this Schedule.
2. The following are Appendices to this Schedule A:  
**Appendix 1 – Proposal ATTACHED: Proposal Version 4 – Remedial Training for Consent Resolution Process**

**PART 5. KEY PERSONNEL:**

The following is named as Key Personnel: Kent Highnam, Program Director, Centre for Conflict Resolution / Centre for Leadership, as per Section 13.12 of the Agreement.

## Schedule B – Fees and Expenses

### 1. MAXIMUM AMOUNT PAYABLE:

**Maximum Amount:** Despite sections 2 and 3 of this Schedule, \$28,546 is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement). **This figure of \$28,546 includes the \$16,000 course development cost and a maximum of \$12,546 in potential tuition costs to subsidize any shortfalls between the number of participants enrolled and the minimum number of participants to run a course.**

### 2. COURSE DEVELOPMENT FEE:

- a) "The Mindful Educator in Managing Conflict" – course development cost is \$4,000.
- b) "Reinforcing Respectful Professional Boundaries" – course development cost is \$6,000.
- c) "Creating a Positive Learning Environment" – course development cost is \$6,000.

The fee per participant for each course offering is \$697. Participants will be responsible for paying the Contractor directly. The Contractor will bill the Province for any additional seats, as specified in Part 2 of Schedule A.

### 3. STATEMENTS OF ACCOUNT:

**Statements of Account:** In order to obtain payment of any fees and expenses under this Agreement, the Contractor must deliver to the Province upon completion of each phase or course delivery as applicable a written statement of account in a form satisfactory to the Province containing:

- (a) the Contractor's legal name and address;
- (b) the date of the statement;
- (c) the Contractor's calculation of all fees claimed under this Agreement, including a declaration that the Services for which the Contractor claims fees have been completed;
- (d) a chronological listing, in reasonable detail, of any expenses claimed by the Contractor with receipts attached, if applicable, and, if the Contractor is claiming reimbursement of any CST or other applicable taxes paid or payable by the Contractor in relation to those expenses, a description of any credits, rebates, refunds or remissions the Contractor is entitled to from the relevant taxation authorities in relation to those taxes;
- (e) the Contractor's calculation of all applicable taxes payable by the Province in relation to the Services;
- (f) a description of this Agreement to which the statement relates;
- (g) a statement number for identification; and
- (h) any other billing information reasonably requested by the Province.

### 4. PAYMENTS DUE:

**Payments Due:** Within 30 days of the Province's receipt of the Contractor's written statement of account delivered in accordance with this Schedule, the Province must pay the Contractor the fees and expenses (plus all applicable taxes) claimed in the statement if they are in accordance with this Schedule. Statements of account or contract invoices offering an early payment discount may be paid by the Province as required to obtain the discount.

## Schedule D – Insurance

1. The Contractor must, without limiting the Contractor's obligations or liabilities and at the Contractor's own expense, purchase and maintain throughout the Term the following insurances with insurers licensed in Canada in forms and amounts acceptable to the Province:
  - (a) Commercial General Liability in an amount not less than \$2,000,000.00 inclusive per occurrence against bodily injury, personal injury and property damage and including liability assumed under this Agreement and this insurance must
    - (i) include the Province as an additional insured,
    - (ii) be endorsed to provide the Province with 30 days advance written notice of cancellation or material change, and
    - (iii) include a cross liability clause.
2. All insurance described in section 1 of this Schedule must:
  - (a) be primary; and
  - (b) not require the sharing of any loss by any insurer of the Province.
3. The Contractor must provide the Province with evidence of all required insurance as follows:
  - (a) within 10 Business Days of commencement of the Services, the Contractor must provide to the Province evidence of all required insurance in the form of a completed Province of British Columbia Certificate of Insurance;
  - (b) if any required insurance policy expires before the end of the Term, the Contractor must provide to the Province within 10 Business Days of the policy's expiration, evidence of a new or renewal policy meeting the requirements of the expired insurance in the form of a completed Province of British Columbia Certificate of Insurance; and
  - (c) despite paragraph (a) or (b) above, if requested by the Province at any time, the Contractor must provide to the Province certified copies of the required insurance policies.
4. The Contractor must obtain, maintain and pay for any additional insurance which the Contractor is required by law to carry, or which the Contractor considers necessary to cover risks not otherwise covered by insurance specified in this Schedule in the Contractor's sole discretion.

## Schedule E – Privacy Protection Schedule

### Definitions

1. In this Schedule,
  - (a) “**access**” means disclosure by the provision of access;
  - (b) “**Act**” means the *Freedom of Information and Protection of Privacy Act* (British Columbia);
  - (c) “**contact information**” means information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual;
  - (d) “**personal information**” means recorded information about an identifiable individual, other than contact information, collected or created by the Contractor as a result of the Agreement or any previous agreement between the Province and the Contractor dealing with the same subject matter as the Agreement but excluding any such information that, if this Schedule did not apply to it, would not be under the “control of a public body” within the meaning of the Act.

### Purpose

2. The purpose of this Schedule is to:
  - (a) enable the Province to comply with the Province’s statutory obligations under the Act with respect to personal information; and
  - (b) ensure that, as a service provider, the Contractor is aware of and complies with the Contractor’s statutory obligations under the Act with respect to personal information.

### Collection of personal information

3. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor may only collect or create personal information that is necessary for the performance of the Contractor’s obligations, or the exercise of the Contractor’s rights, under the Agreement.
4. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must collect personal information directly from the individual the information is about.
5. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must tell an individual from whom the Contractor collects personal information:
  - (a) the purpose for collecting it;
  - (b) the legal authority for collecting it; and
  - (c) the title, business address and business telephone number of the person designated by the Province to answer questions about the Contractor’s collection of personal information.

### Accuracy of personal information

6. The Contractor must make every reasonable effort to ensure the accuracy and completeness of any personal information to be used by the Contractor or the Province to make a decision that directly affects the individual the information is about.

### Requests for access to personal information

7. If the Contractor receives a request for access to personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province unless the Agreement expressly requires the Contractor to provide such access and, if the Province has advised the Contractor of the

name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

#### **Correction of personal information**

8. Within 5 Business Days of receiving a written direction from the Province to correct or annotate any personal information, the Contractor must correct or annotate the information in accordance with the direction.
9. When issuing a written direction under section 8, the Province must advise the Contractor of the date the correction request to which the direction relates was received by the Province in order that the Contractor may comply with section 10.
10. Within 5 Business Days of correcting or annotating any personal information under section 8, the Contractor must provide the corrected or annotated information to any party to whom, within one year prior to the date the correction request was made to the Province, the Contractor disclosed the information being corrected or annotated.
11. If the Contractor receives a request for correction of personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province and, if the Province has advised the Contractor of the name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

#### **Protection of personal information**

12. The Contractor must protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal, including any expressly set out in the Agreement.

#### **Storage and access to personal information**

13. Unless the Province otherwise directs in writing, the Contractor must not store personal information outside Canada or permit access to personal information from outside Canada.

#### **Retention of personal information**

14. Unless the Agreement otherwise specifies, the Contractor must retain personal information until directed by the Province in writing to dispose of it or deliver it as specified in the direction.

#### **Use of personal information**

15. Unless the Province otherwise directs in writing, the Contractor may only use personal information if that use is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.

#### **Disclosure of personal information**

16. Unless the Province otherwise directs in writing, the Contractor may only disclose personal information inside Canada to any person other than the Province if the disclosure is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.
17. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must not disclose personal information outside Canada.

#### **Notice of foreign demands for disclosure**

18. In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.2 of the Act, if in relation to personal information in the custody or under the control of the Contractor, the Contractor:

- (a) receives a foreign demand for disclosure;
- (b) receives a request to disclose, produce or provide access that the Contractor knows or has reason to suspect is for the purpose of responding to a foreign demand for disclosure; or
- (c) has reason to suspect that an unauthorized disclosure of personal information has occurred in response to a foreign demand for disclosure

the Contractor must immediately notify the Province and, in so doing, provide the information described in section 30.2(3) of the Act. In this section, the phrases "foreign demand for disclosure" and "unauthorized disclosure of personal information" will bear the same meanings as in section 30.2 of the Act.

#### **Notice of unauthorized disclosure**

- 19. In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.5 of the Act, if the Contractor knows that there has been an unauthorized disclosure of personal information in the custody or under the control of the Contractor, the Contractor must immediately notify the Province. In this section, the phrase "unauthorized disclosure of personal information" will bear the same meaning as in section 30.5 of the Act.

#### **Inspection of personal information**

- 20. In addition to any other rights of inspection the Province may have under the Agreement or under statute, the Province may, at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect any personal information in the possession of the Contractor or any of the Contractor's information management policies or practices relevant to the Contractor's management of personal information or the Contractor's compliance with this Schedule, and the Contractor must permit and provide reasonable assistance to any such inspection.

#### **Compliance with the Act and directions**

- 21. The Contractor must in relation to personal information comply with:
  - (a) the requirements of the Act applicable to the Contractor as a service provider, including any applicable order of the commissioner under the Act; and
  - (b) any direction given by the Province under this Schedule.
- 22. The Contractor acknowledges that it is familiar with the requirements of the Act governing personal information that are applicable to it as a service provider.

#### **Notice of non-compliance**

- 23. If for any reason the Contractor does not comply, or anticipates that it will be unable to comply, with a provision in this Schedule in any respect, the Contractor must promptly notify the Province of the particulars of the non-compliance or anticipated non-compliance and what steps it proposes to take to address, or prevent recurrence of, the non-compliance or anticipated non-compliance.

#### **Termination of Agreement**

- 24. In addition to any other rights of termination which the Province may have under the Agreement or otherwise at law, the Province may, subject to any provisions in the Agreement establishing mandatory cure periods for defaults by the Contractor, terminate the Agreement by giving written notice of such termination to the Contractor, upon any failure of the Contractor to comply with this Schedule in a material respect.

#### **Interpretation**

- 25. In this Schedule, references to sections by number are to sections of this Schedule unless otherwise specified in this Schedule.

26. Any reference to the "Contractor" in this Schedule includes any subcontractor or agent retained by the Contractor to perform obligations under the Agreement and the Contractor must ensure that any such subcontractors and agents comply with this Schedule.
27. The obligations of the Contractor in this Schedule will survive the termination of the Agreement.
28. If a provision of the Agreement (including any direction given by the Province under this Schedule) conflicts with a requirement of the Act or an applicable order of the commissioner under the Act, the conflicting provision of the Agreement (or direction) will be inoperative to the extent of the conflict.
29. The Contractor must comply with the provisions of this Schedule despite any conflicting provision of this Agreement or, subject to section 30, the law of any jurisdiction outside Canada.
30. Nothing in this Schedule requires the Contractor to contravene the law of any jurisdiction outside Canada unless such contravention is required to comply with the Act.





## CERTIFICATE OF COVERAGE

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**CERTIFICATE NO.:** 20162591

This certificate is issued as a matter of information only and confers no rights upon the certificate holder other than those provided in the coverage. This certificate does not amend, extend or alter the coverage described herein.

**THIS IS TO CERTIFY TO:** HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA, as represented by the Ministry of Education, Teacher Regulation Branch

This is to certify that coverage described herein have been issued to the covered entity named herein for the coverage period indicated.

**COVERED ENTITY:** Justice Institute of British Columbia  
715 McBride Boulevard  
New Westminster, BC V3L 5T4

**ACTIVITY:** Services Agreement between the Justice Institute of British Columbia and Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education, Teacher Regulation Branch for the development and delivery of remedial training courses related to professional misconduct and/or incompetence of teachers

**COVERAGE:** Commercial General Liability

**LIMITS OF LIABILITY:** \$2,000,000.00

**EXPIRY:** Continuous until cancelled

**ADDITIONAL INTERESTS:** When agreed to by the Covered Entity, the certificate holders have been added as Additional Interests, but only with respect to liability arising out of the operations of the Covered Entity.

**DATE:** May 22, 2015

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Laura Hughes  
AUTHORIZED REPRESENTATIVE



May 22, 2015  
INDE 1.0  
20163944

Peter Kingston  
Vice President, Finance & Administration  
Justice Institute of British Columbia  
715 McBride Boulevard  
New Westminster, BC V3L5T4

Sent via email: cpfefferkorn@jibc.ca

Dear Peter Kingston:

**Re: Indemnity Approval**

Pursuant to section 1.1 of the Guarantees and Indemnities Regulation, BC Reg 258/87, as amended, I, Linda Irvine, Executive Director of Risk Management Branch, of the Ministry of Finance, do hereby give my written assurance that the proposal for the indemnity(s) in the Service Agreement between the Justice Institute of British Columbia and Her Majesty the Queen in Right of the Province of British Columbia, as represented by the Ministry of Education, Teacher Regulation Branch for the development and delivery of remedial training courses related to professional misconduct and/or incompetence of teachers, has been reviewed and accepted by the Risk Management Branch.

This approval is subject to the understanding that any payments made pursuant to the indemnity(s) would be for Justice Institute of British Columbia's own account.

Linda Irvine  
Executive Director  
Risk Management Branch  
Ministry of Finance

LI/SW

Attachment



**JIBC**

**School of Community  
& Social Justice**

715 McBride Blvd  
New Westminster, BC V3L  
5T4  
Tel: 604.528.5608 | Fax:  
604.528.5640  
www.jibc.bc.ca

Laura Bickerton, Director, Professional Education & Communications  
Teacher Regulation Branch  
2025 W. Broadway  
Vancouver, BC V6J 1Z6  
Canada

10 February 2015

Dear Laura,

## **Re: REVISED Proposal Version 3 - Remedial Training for Consent Resolution Process**

### **Introduction**

The Office of the Commissioner for Teacher Regulation ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. The Commissioner for Teacher Regulation must respond effectively to allegations and concerns of teacher misconduct and incompetence to maintain the public's trust in educators and the education system.

In some circumstances, the Commissioner and the teacher may agree on an appropriate outcome that can include remedial actions that must be taken by the teacher. This "Consent Resolution" is a voluntary agreement entered into by the teacher. Consent resolutions are generally more expeditious than the citation and hearing process, and are more certain in terms of their outcomes.

The proposed Remedial Training for the consent resolution process will ensure the availability of resources to deal with the education of teachers in three main areas of concern related to Inappropriate Conduct – Professional Role:

- 1) Professional Boundaries Management
- 2) Classroom Management
- 3) Anger Management

### **Proposal**

JIBC's School of Health, Community and Social Justice will work with the staff of the Commissioner's Office and the Teacher Regulation Branch to develop three, 3-day course offerings, for teachers in the consent resolution process. Each course features an intensive, immersive coaching day on the third day of the course, with a 5-to-1 learner-to-coach ratio.

## 1) *The Mindful Educator in Managing Conflict*

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about conflict and anger.
- Articulate the impact of such beliefs and assumptions on their conflict approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional intelligence and explain how it relates to work place success in a conflict setting.
- Describe the components of anger and angry behaviours.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Construct more effective means to handle workplace stressors and dilemmas.
- Use strategies to manage and express own anger.

## 2) *Reinforcing Respectful Professional Boundaries*

Teachers face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.<sup>1</sup>

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<sup>1</sup> Aultman, Lori Price (et al.). Boundary dilemmas in teacher-student relationships: Struggling with “the line.” *Teaching and Teacher Education*. Vol. 25 (2009) pp. 636-646. Outlines types of boundaries that are specific to teacher student relationships

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector.
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build relationships that respect professional boundaries, and to handle stress effectively.
- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
- Identify constructive personal responses to these situations.
- Identify when and how to refer situations to counsellors or other support professionals.
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure.

### *3) Best Practices in Classroom Management*

In this 3-day course you will deepen your classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Simulation scenarios will provide you with the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector.
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Describe personal strengths and challenges in classroom management as a teacher.
- Identify constructive approaches to complex issues.
- Conduct activities which address either the content, process or relationship challenges in classroom management.
- Apply self-management skills.
- Identify possible interventions in response to challenging student situations.
- Demonstrate effective communication skills in complex classroom situations.

## About the Justice Institute of British Columbia (JIBC) & Centre for Conflict Resolution

JIBC is a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. The applied nature of our teaching and learning model ensures that students are successfully prepared to meet the increasingly complex demands of their professions.

Through public offerings and customized training solutions, JIBC's School of Health, Community and Social Justice (SHCSJ) is comprised of four Academic Centres: Centre for Conflict Resolution, Center for Leadership, Centre for Counselling and Community Safety and Centre for Aboriginal Programs and Services. SHCSJ is a top provider of education and training in North America in the fields of leadership, management, human services and conflict resolution. For more than 25 years, we have been delivering leading-edge learning experiences in all forms of community social justice including conflict resolution, counselling and capacity building, trauma, leadership, negotiation, teamwork, group facilitation, change management and communication.

## Best Practices in Delivering Corporate Training

SHCSJ has an extensive history developing and delivering client-specific education and training that is organization-specific and applied in nature. From initial needs assessment to post-program debriefing, our faculty work closely with clients to ensure educational content and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

## Our Learning Taxonomy

Professional practice in justice and public safety involves a host of complex and difficult to define problems. Practitioners face dynamic, evolving situations with indeterminate solutions. It is an arena of high risk, both physically and in terms of consequence of error. Effective leadership requires a solid foundation of disciplinary knowledge, competent use of operational procedures, and highly attuned situational awareness and judgment. Effective training and education requires experiential learning, situated in real world dilemmas and issues, exposure to topical and important issues, and opportunities to develop and demonstrate leadership in dynamic, complex situations.

JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals
- **Learning linked to the community of practice** to ensure that programs are current, relevant, and focused on real world needs.

## Costing

Program and course development for these four courses includes:

- Liaising and consulting between JIBC staff, Subject Matter Experts and TRB staff / Commissioner
- Developing of course content and scenarios
- Drafting, finalizing and producing course materials.

Costs for the development phase for the program comprising the three courses comes to: **\$16,000** (all face-to-face delivery). See below for the per-course breakdown.

### **Course development:**

- *The Mindful Educator in Managing Conflict* - course development cost for this course is **\$4,000**.
- *Reinforcing Respectful Professional Boundaries* - course development cost for this course is **\$6,000**
- *Best Practices in Classroom Management* - course development cost for this course is **\$6,000**

### **Course Delivery:**

The per-session cost for each of these 3-day courses, based on a minimum of 15 participants in the Lower Mainland includes the following:

- An instructor for 3 days
- Three coaches for the last day (max 5-1 learner-coach ratio)
- Course materials (course manuals, psychometric evaluation tools)
- Learner course feedback surveys
- All expenses for the instructional team.

The total per-session instructional cost, per participant, for each of these 3-day courses comes to \$697 per participant.

If, seven working days prior to the course start date, fewer than 12 learners are enrolled in the session, TRB and JIBC will jointly decide on either running the course below the minimum enrollment level (with TRB “purchasing” any unfilled seats at the course start) or cancelling the course.

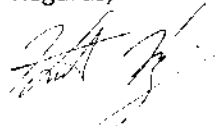
Each of these courses is a post-secondary education credit course and each counts as 1.5 required or elective credits toward a certificate in conflict resolution at the Justice Institute of BC.

### **Intellectual Property and Copyright:**

To be decided between Justice Institute of British Columbia and Teacher Regulation Branch.

I'd be happy to discuss the details of this course offering with you at your convenience. Feel free to call me at the below numbers. Thank you for your interest in our training and I look forward to being in touch with you soon.

Regards,



Kent Highnam

Program Director,  
Centre for Conflict Resolution / Centre for Leadership

This proposal is dated February 10, 2015 and is valid for a period of three months. After that time it is open to renegotiation.



PROVINCE OF BRITISH COLUMBIA  
MINISTRY OF EDUCATION

CONTRACT AMENDMENT #1

COPY

Contract Number: C15/0332

This AGREEMENT dated for reference the 15<sup>th</sup> of May, 2016

**BETWEEN:** HER MAJESTY THE QUEEN IN RIGHT OF THE  
PROVINCE OF BRITISH COLUMBIA represented by the  
Ministry of Education, Teacher Regulation Branch  
(herein called the "Province")

OF THE FIRST PART

**AND:**

Justice Institute of British Columbia  
(herein called the "Contractor")

OF THE SECOND PART

**WITNESS THAT WHEREAS:**

- A. The parties hereto entered in an Agreement dated for reference the 26<sup>th</sup> day of May, 2015, a copy of which is attached hereto as Appendix "1" (hereinafter called the "Agreement"),
- B. **AND WHEREAS** the parties have agreed to amend the Agreement.

**NOW THEREFORE** in consideration of the covenants and agreements herein contained, the parties agree as follows:

- (1) That Schedule 'A' Part 1 TERM shall be amended to read as follows:

Subject to section 2 of this Part 1, the term of this Agreement commences on May 15, 2015 and ends on ~~May 14, 2016~~ August 31, 2017.

- (2) That Schedule 'A' Part 2 SERVICES shall be amended to read as follows:

**PART 2. SERVICES:**

**Deliverables**

The Contractor will develop and deliver remedial training courses in three areas related to professional misconduct and/or incompetence. These areas include professional boundaries management, classroom management, and anger management. Each course will count as 1.5 post-secondary credits towards a certificate in conflict resolution at the Justice Institute of British Columbia.

## 1. Course development

In consultation with the Commissioner for Teacher Regulation, the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:

- a. develop course content and scenarios for three, 3-day courses
- b. draft, finalize and produce course materials (course manuals, psychometric evaluation tools)
- c. draft, finalize and produce participant course feedback surveys
- d. include either a facilitation model of two co-facilitators on each of the three days of the course, or a facilitation model of one facilitator for the first two days with an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach (facilitator) ratio
- e. integrate the following learning techniques into each of the courses:
  - dialogue
  - self-reflection
  - skill building exercises
  - scenario analysis
  - peer feedback

The three courses to be developed are as follows:

1. The Mindful Educator in Managing Conflict
2. Reinforcing Respectful Professional Boundaries
3. Creating a Positive Learning Environment

The "Mindful Educator in Managing Conflict" course will follow the one-facilitator for the first two days model with the intensive, immersive coaching day on the third day of the course. The "Reinforcing Respectful Professional Boundaries" and the "Creating a Positive Learning Environment" courses will follow the two co-facilitator model throughout the course.

Upon completion of the course development, the Contractor will submit the final draft materials to the Commissioner for Teacher Regulation and the Province for review and sign off. After review and sign off of the materials, the Contractor will bill the Province for the Services, as specified in Part 2 of Schedule B.

## 2. Course delivery

The Contractor will deliver, at minimum, each of the courses as follows:

- "The Mindful Educator in Managing Conflict" will be delivered ~~once in March 2016 and may be delivered once in August 2015 if agreed upon by the Justice Institute BC and the Commissioner for Teacher Regulation once in July or August 2017.~~
- "Reinforcing Respectful Professional Boundaries" will be delivered ~~once in March 2016~~ August/September 2016 and once in July 2017.
- "Creating a Positive Learning Environment" will be delivered ~~once in August 2015 and once in March 2016 and again in March 2017.~~

The Contractor will recognize individuals referred to participate in the courses by the Commissioner for Teacher Regulation as priorities for enrolment in the courses.

The Contractor will offer each course to a minimum of fifteen (15) participants up to and including a maximum of twenty (20) for "The Mindful Educator in Managing Conflict" course, a maximum of twenty-six (26) for the "Reinforcing Respectful Professional Boundaries" course and a maximum of twenty-six (26) for the "Creating a Positive Learning Environment" course. The

Contractor may not offer a course with fewer than fifteen (15) participants unless there is agreement from the Province. If, ten (10) working days prior to the course start date, fewer than fifteen (15) participants are enrolled in a course, the Province and the Contractor will jointly decide on either cancelling the course or delivering the course below the established minimum enrollment level. The Province will indicate in writing to the Contractor its agreement for the course to be delivered below the minimum enrollment level seven (7) working days prior to the course start date. ~~At the end of the contract term,~~ After the first three courses have been delivered, the Contractor will report to the Province ~~on the number of courses delivered, the total number of participants in the courses and the number of courses that were delivered during the term with less than fifteen (15) participants.~~ If course participation does not meet an average of the minimum fifteen (15) participants per course, the Province will cover the shortage in tuition fees to meet the minimum. As specified in Part 3 of Schedule B, the Contractor will bill the Province for the vacant seats below minimum averaged over the first three delivered courses. ~~contract term (i.e. May 15, 2015 to May 14, 2016) of course delivery.~~ At the end of the term of this Agreement, the Contractor and the Province will reconcile the remaining courses delivered and the Contractor will bill the Province for the vacant seats below minimum averaged over the remaining courses. Any course that is delivered in addition to those scheduled under the term of the Agreement will only be included in the calculated enrolment average if including the additional course increases the overall average.

Course delivery by the Contractor will include all expenses for the instructional team, delivery methods and locations. The Contractor and the Province are jointly responsible for the promotion of the courses.

#### **Reporting requirements**

The Executive Director, Teacher Regulation Branch, will be the Province's representative on all matters relating to the development and delivery of the Services. The Contractor will provide an update on the status of the development of or preparation for delivery of a course three (3) months prior to the running of a course ~~report on the progress of the development of each course in accordance with an agreed-upon schedule.~~

Within ten (10) days of each course delivery, the Contractor shall provide a summary of course participant feedback to the Province.

- (3) That Schedule 'A' Part 4 RELATED DOCUMENTATION shall be amended to read as follows:

2. The following are Appendices to this Schedule A:

**Appendix 1 – Proposal ATTACHED: Proposal Version 4-3 – Remedial Training for Consent Resolution Process**

- (4) That Schedule 'B' shall be amended to read as follows:

#### **1. MAXIMUM AMOUNT PAYABLE:**

**Maximum Amount:** Despite sections 2 and 3 of this Schedule, ~~\$28,546~~ \$36,546 is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement). ~~This figure of \$28,546~~ \$36,546 includes the ~~\$16,000~~ \$24,000 course development cost and a maximum of \$12,546 in potential tuition costs to subsidize any shortfalls between the number of participants enrolled and the minimum number of participants to run a course.

**2. COURSE DEVELOPMENT/DELIVERY FEE:**

- a) "The Mindful Educator in Managing Conflict" – course development fee ~~cost~~ is \$4,000.
- b) "Reinforcing Respectful Professional Boundaries" – course development/delivery fee ~~cost~~ is \$6,000 \$10,000.
- c) "Creating a Positive Learning Environment" – course development/delivery fee ~~cost~~ is \$6,000 \$10,000.

The fees for "Reinforcing Respectful Professional Boundaries" and "Creating a Positive Learning Environment" cover the co-development of the courses and a one-time co-delivery model.

The Province agrees that the Contractor will charge a The fee per participant for each course offering is of \$697. Participants will be responsible for paying the Contractor directly. The Contractor will bill the Province for any additional seats, as specified in Part 2 of Schedule A.

- (5) That, in all other respects, the terms and conditions of the Agreement remain unchanged.

The parties hereto have executed this Agreement on the day and year as set out above.

**SIGNED AND DELIVERED** by the  
Contractor or Recipient or by an Authorized  
Representative:

*Kent Highnam*  
*Program Director, JIBC*

(Print Name of Contractor or Authorized  
Representative)

(Signature)

) **SIGNED AND DELIVERED** on  
) behalf of the Province by an authorized  
) representative of the Province.

)  
)  
)  
) *WILMA CLARKE*

(Print Name of Authorized Representative)

)  
)  
)  
) *W. Clarke*  
) (Signature)



JIBC  
715 McBride Boulevard, New Westminster,  
BC, Canada, V3L 5T4  
TEL 604.525.5422  
FAX 604.528.5518  
www.jibc.ca

OPY  
INVOICE

2055/04

ATTN: WILMA CLARKE  
TEACHER REGULATION BRANCH  
400 - 2025 WEST BROADWAY  
VANCOUVER BC V6T 1Z6



Invoice #: 20047619  
Date: January 11, 2017

Customer ID: 214981

PO#: PGO200/AIT300

**For the following:**

Development and Delivery of "Reinforcing Respectful  
Professional Boundaries" (COUN 1037)

Development	\$6,000.00
Co-Development	\$2,000.00
Co-Facilitation	\$2,000.00
Less Fees Paid for INDC 1340	-\$2,091.00

Ministry Contract No: C15/0332  
Requisition No: PGO200/AIT300

\$8,304.45
\$67
=2800
20283
6001
2201515

*Wilma Clarke*  
*Wilma Clarke*

Sub-total:	\$7,909.00
HST/ GST #107554735:	\$395.45
PST:	\$0.00
<i>Please make cheques payable to the Justice Institute of BC and quote invoice number</i>	<b>TOTAL</b>
	\$8,304.45

**Payable Upon Receipt**

Academy/Division: Community and Social Justice Divisions  
Contact: CSJ Adm Supervisor 604 528-5610

Page 1 / 1

June 24 2016  
17

INVOICE OF CHARGES FOR SPONSORED STUDENTS

Page 2

Invoice Number: 859  
Invoice Date: 16/03/24  
Invoice Description: 0057718 Teacher Regulation Branch

Sponsorship: 577  
Contract: 16WI  
Payment Due: 16/03/24

*COPY*

Teacher Regulation Branch  
2025 West Broadway  
Vancouver, BC V6J 1Z6

*Receipt  
34417  
Jun 28/16*

Invoice Total for Sponsorship: 577 Term: 16WI

AR Code	Description	Amount	Payments	Balance
FLSF	Learner Services Fee	24.30	0.00	24.30
TCBRA	Tuition -Instr Dev/Leadership	2066.70	0.00	2066.70
<b>Totals:</b>		<b>2091.00</b>	<b>0.00</b>	<b>2091.00</b>
<b>Invoice Total:</b>		<b>2091.00</b>	<b>0.00</b>	<b>2091.00</b>

*\$2091.00  
768  
20800  
00225  
6003  
2201518  
→ 7600  
→ 2201515  
Sally Horgan  
Melina Clarke*

GST # 10755 4735

Invoices payable upon receipt, please make cheques payable to the Justice Institute of BC and quote Invoice number

**Refunds:** Refund policies and procedures can be found here: <http://www.jibc.ca/registration/fees-and-refunds>

**NSF Cheques:** A fee of \$15.00 applies to all cheques returned "NSF"

**Course Cancellations:** A full refund of tuition fees will be issued for courses cancelled by Justice Institute. The Institute is not responsible for participant's expenses (i.e. airlines or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses if enrollments are insufficient. We truly regret any inconvenience this may cause.

**Income Tax receipts:** Tuition tax receipts (T2202A forms) are issued each year in February for the previous year's registrations. Not all courses and programs at the JIBC are eligible for T2202A forms.



JIBC  
715 McBride Boulevard, New Westminster,  
BC, Canada, V3L 5T4

TEL 604.525.5422  
FAX 604.528.5518

www.jibc.ca

INVOICE

2055/04

ATTN: ANNIE WU  
TEACHER REGULATION BRANCH  
400 - 2025 WEST BROADWAY  
VANCOUVER BC V6T 1Z6

Invoice #: 20045383  
Date: March 31, 2016

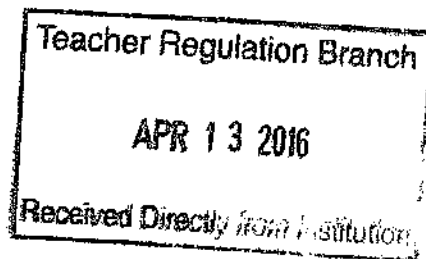
Customer ID: 214981

PO#: PGO200/AIT300

**For the following:**

Development and Delivery of "Creating a Positive Learning  
Environment (INDC 1340)

Development:	\$6,000.00
Co-Development	\$2,000.00
Delivery (March 21-23, 2016) cost for co-facilitator (M. Mason)	\$2,000.00



70400  
\$1.5  
228  
000  
2015

*Clarke Wilma*

Sub-total:		\$10,000.00
HST/ GST #107554735:		\$500.00
PST:		\$0.00
Please make cheques payable to the Justice Institute of BC and quote invoice number		
TOTAL		\$10,500.00

**Payable Upon Receipt**

Academy/Division: Community and Social Justice Divisions  
Contact: CSJ Adm Supervisor 604 528-5610

## Sutherland, Billy EDUC:EX

---

**From:** Preston, Bruce EDUC:EX  
**Sent:** June 12, 2014 9:25 AM  
**To:** Sutherland, Billy EDUC:EX  
**Subject:** FW: Revised proposal  
**Attachments:** 20140609\_TRB\_with costing.pdf

Hi Billy

Can you schedule something with Laura, Sarvi et al sometime next week?

Thanks,  
Bruce

---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** Wednesday, June 11, 2014 9:14 AM  
**To:** Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; Clarke, Wilma EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** FW: Revised proposal

When shall we meet to discuss? L

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
Phone: 604.775-4828  
[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
ON TWITTER: @ERASEBULLYINGBC

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, June 9, 2014 4:44 PM  
**To:** Bickerton, Laura EDUC:EX  
**Subject:** Revised proposal

Hello Laura,

I have attached a revised proposal following the discussions we had last month. The main change is that I split the first course (Mindful Teacher) into a 7-hour “Foundational” course, and a 7-hour “remedial” follow up (or pre-session, depending on how we structure this). I provided costing for both an online and a face-to-face option for those sessions. I also split out the development costs per course. I will also get you access to our face-to-face course on Motivational Interviewing to give you an idea of how those work.

Feel free to contact me should you have any questions in the meantime.

Take care and I look forward to being in touch soon.

Regards,  
Kent



.....  
**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

**JIBC** | Canada's Leading Public Safety Educator | [www.jibc.ca/conres](http://www.jibc.ca/conres) | [www.jibc.ca/leadership](http://www.jibc.ca/leadership)

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*Watch a short video to see how we work with you to bring our expertise to your organization.*

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## Sutherland, Billy EDUC:EX

---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** October 2, 2014 10:07 AM  
**To:** Sutherland, Billy EDUC:EX; Preston, Bruce EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Tymkow, Jeff EDUC:EX  
**Subject:** FW: your proposal

FYI

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
Phone: 604.775-4828  
[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)

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ON TWITTER: @ERASEBULLYINGBC

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Thursday, September 25, 2014 1:36 PM  
**To:** Bickerton, Laura EDUC:EX  
**Cc:** Kidd, Barb  
**Subject:** RE: your proposal

Hi Laura,

I'm just checking in to see if you need any more information from us at this time. I imagine things are speeding up now after the strike.

I look forward to hearing from you soon. Thanks.  
Kent

---

**From:** Bickerton, Laura EDUC:EX [<mailto:Laura.Bickerton@gov.bc.ca>]  
**Sent:** 2014, July 25 2:19 PM  
**To:** Highnam, Kent  
**Subject:** RE: your proposal

Thank-you Kent. I will forward to the group. You should hear from us soon. Laura

Laura Bickerton  
Director – Integrated Services and Safe Schools  
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**Sent:** Friday, July 25, 2014 2:11 PM  
**To:** Bickerton, Laura EDUC:EX  
**Cc:** Kidd, Barb  
**Subject:** RE: your proposal

Hi Laura,

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It might make sense for us to have another face-to-face meeting to sort through the next level of detail and design. I'll let you decide the when and how of the next steps.

Thanks again,  
Kent

---

**From:** Bickerton, Laura EDUC:EX [<mailto:Laura.Bickerton@gov.bc.ca>]  
**Sent:** 2014, July 04 2:34 PM  
**To:** Highnam, Kent  
**Subject:** your proposal

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1. Is it possible to provide necessary content in the Mindful Teacher course in only 7 hours? Can this be done in a way that meets our needs?

Given the way this first course is designed in the two parts (part one for "all" participants, and the additional part two only for all "mandated" participants), the mandated participants would need to have experienced part one in order to explore their own case in the proper context with the course facilitator / coach (either online or face-to-face). We can explore this more in a meeting to get creative about bringing down the number of hours, if this is a concern to you.

2. Is it possible to control the scheduling of the courses so that they fall on non-instructional days for teachers – over the two week Christmas or spring breaks or in the summer? There is also a provincial non-instructional day in October.

Yes, absolutely. We have flexibility in the schedule, according to your needs.

3. We do not want differentiated pricing for online and face-to-face formats. They need to be same (see #4). We can create equal pricing for the pricing of the online and face-to-face formats. I'd just need some more information about how you are seeing these two options before I can come up with a new pricing, which I imagine will be somewhere in between the current pricing of the two options.

4. We are unable to manage the requirement in the draft that the TRB be responsible for the venue and materials unless we can seriously mitigate the costs. How much more would it be for the JI to offer the courses and prepare the materials? If we charge all registrants the more expensive fee (see #3), could the difference be used to offset costs of venue and materials?

The course materials for each participant are included in course delivery costs. We can access venue space and training equipment in any of our existing JIBC campuses:

- New Westminster
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The venue cost is \$200/day.

We can also negotiate access to venue space and equipment at our community partners:

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5. We would like to rename two of the courses. Rather than Anger Management, we would like to call this course “Strategies for Dealing with Conflict” or similar and rather than Classroom Management, “Creating a Successful Classroom.”

Absolutely no problem. We can name them according to your need.

We look forward to hearing from you again! Laura

Laura Bickerton  
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 Ministry of Education  
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ON TWITTER: @ERASEBULLYINGBC

## Sutherland, Billy EDUC:EX

---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** October 2, 2014 10:18 AM  
**To:** Sutherland, Billy EDUC:EX  
**Subject:** FW: your proposal

Forwarded to Wilma and Sarvi. ☺

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
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---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** Thursday, September 25, 2014 1:38 PM  
**To:** Mirbagheri, Sarvi EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** FW: your proposal

Where are we with this now? what more do you need from me?

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
Phone: 604.775-4828  
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## Sutherland, Billy EDUC:EX

---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** October 2, 2014 3:51 PM  
**To:** Preston, Bruce EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Sutherland, Billy EDUC:EX; Jackson, Stephanie A JAG:EX; Tymkow, Jeff EDUC:EX; Sharma, Preeya R EDUC:EX  
**Subject:** RE: your proposal

Edit/proof please! ☺

Hello, Kent. We have just concluded a meeting to discuss the proposal for the JI to begin offering courses for the Commissioner. Thank-you for your responses to our questions We would like to propose some revisions to the proposal and ask that you please revise costs based on them.

1. We would like to remove 1b) and have only 1a) as a prerequisite.
2. Students would then take 2, 3 and/or 4.
3. Finally, some students would be mandated to enroll for a 2 hour coaching session, taken either as a single block or in a series of 2 – 4 shorter sessions. Our thinking is that the coaching session(s) is(are) best placed as the culminating event to the full learning experience. We would like these to be provided one-on-one and online unless a student wishes to attend in person.

Once we have revised costs based on the revisions, we can begin the joint process of developing a contract. Can you provide a timeline for a first offering of 1a) based on completion and signing of a contract? Thanks, Kent. Talk soon.  
Laura

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
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**From:** Highnam, Kent [mailto:khhighnam@jibc.ca]  
**Sent:** Friday, July 25, 2014 2:11 PM  
**To:** Bickerton, Laura EDUC:EX  
**Cc:** Kidd, Barb  
**Subject:** RE: your proposal

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**Subject:** your proposal

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ON TWITTER: @ERASEBULLYINGBC

## Sutherland, Billy EDUC:EX

---

**From:** Bickerton, Laura EDUC:EX  
**Sent:** January 28, 2015 9:53 AM  
**To:** Preston, Bruce EDUC:EX; XT:Highnam, Kent CLBC:IN; Mirbagheri, Sarvi EDUC:EX; Jackson, Stephanie A JAG:EX; Sutherland, Billy EDUC:EX  
**Cc:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** contract  
**Attachments:** JI Proposal with revisions Jan 28.docx

Hello, all. I have attached the revisions that I spoke of in the meeting with Kent. He will be further revising to amend that costing so that there is no liability for the TRB if courses fall below break-even numbers. We should have that information shortly. In the meantime, Sally can begin drafting the details of the contract. Thanks, Sally! Laura

Laura Bickerton

Director – Integrated Services and Safe Schools

Ministry of Education

Phone: 604.775-4828

[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)

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**JIBC**

**School of Community  
& Social Justice**

715 McBride Blvd  
New Westminster, BC V3L  
5T4

Tel: 604.528.5608 | Fax: 604.528.5640  
[www.jibc.bc.ca](http://www.jibc.bc.ca)

Laura Bickerton, Director, Professional Education & Communications  
Teacher Regulation Branch  
2025 W. Broadway  
Vancouver, BC V6J 1Z6  
Canada

19 December 2014

Dear Laura,

## **Re: REVISED Proposal Version 2 - Remedial Training for Consent Resolution Process**

### **Introduction**

The Office of the Commissioner for Teacher Regulation ensures concerns about teacher competence and conduct are addressed fairly and in the public interest. The Commissioner for Teacher Regulation must respond effectively to allegations and concerns of teacher misconduct and incompetence to maintain the public's trust in educators and the education system.

In some circumstances, the Commissioner and the teacher may agree on an appropriate outcome that can include remedial actions that must be taken by the teacher. This "Consent Resolution" is a voluntary agreement entered into by the teacher. Consent resolutions are generally more expeditious than the citation and hearing process, and are more certain in terms of their outcomes.

The proposed Remedial Training for the consent resolution process will ensure the availability of resources to deal with the education of teachers in three main areas of concern related to Inappropriate Conduct – Professional Role:

- 1) Professional Boundaries Management
- 2) Classroom Management
- 3) Anger Management

### **Proposal**

JIBC's School of Health, Community and Social Justice will ~~combine existing curriculum and programming from across our educational programming work~~ with the staff of the Commissioner's Office and the Teacher Regulation Branch to develop three, 3-day course offerings, for teachers in the consent resolution process. Each course features an intensive, immersive coaching day on the third day of the course, with a 5-to-1 learner-to-coach ratio.

---

December 19, 2014

### 1) *The Mindful Educator in Managing Conflict*

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall-Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
- Describe their assumptions and beliefs about conflict and anger.
- Articulate the impact of such beliefs and assumptions on their conflict approach.
- Identify inconsistencies among beliefs, assumptions and practice.
- Define emotional intelligence and explain how it relates to work place success in a conflict setting.
- Describe the components of anger and angry behaviours.
- Identify own anger triggers.
- Describe the anger arousal cycle.
- Construct more effective means to handle workplace stressors and dilemmas.
- Use strategies to manage and express own anger.

### 2) *Reinforcing Respectful Professional Boundaries*

Teachers face a multitude of pressures and challenges in the modern classroom.- Boundaries between the professional educator and the student can become blurred. With evolutions in social media and “student-centred” educational approaches, the potential for the blurring of boundaries increases. ~~between the classroom environment and informal social contexts professional educator and the student can become blurred.~~ Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in ~~today’s~~ classroom professional relationships. Learners will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, participants will acquire assertive communication strategies to respectfully and clearly articulate professional

boundaries when challenged. Teachers will then be able to connect authentically with students while maintaining boundaries.<sup>1</sup>

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Define emotional and social intelligence and explain how it relates to work place success in an educational setting.
- Illustrate the link between emotional intelligence and capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively.
- Describe moral and ethical challenges that arise for modern classroom dynamics.
- Define situations and behaviours (both student and teacher) that could contribute to an ethically ambiguous or dangerous dynamic, including grooming behaviours.
- Identify constructive personal responses to these situations
- Identify when and how to refer situations to counsellors or other support professionals
- Use asserting and listening skills appropriately to set limits on objectionable behaviour and respond to pressure

Comment [BLE1]: Make same change as above

Comment [BLE2]: Same change as above

Comment [BLE3]: Student-teacher relationships are not mutually supportive.

### 3) *Best Practices in Classroom Management*

In this 3-day course you will deepen your classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Simulation scenarios will provide you with the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

#### *Learning Outcomes:*

Upon successful completion of this course, the learner will be able to:

- Recall the Standards for Competence & Professional Conduct of Educators in BC
- Describe their assumptions and beliefs about the role of the educator in the K-12 sector
- Articulate the impact of such beliefs and assumptions on their educational approach.
- Describe personal strengths and challenges in classroom management as a teacher
- Identify constructive approaches to complex issues
- Conduct activities which address either the content, process or relationship challenges in classroom management

Comment [BLE4]: Same as above

Comment [BLE5]: Same as above

---

<sup>1</sup> Aultman, Lori Price (et al.). Boundary dilemmas in teacher-student relationships: Struggling with "the line." Teaching and Teacher Education. Vol. 25 (2009) pp. 636-646. Outlines types of boundaries that are specific to teacher student relationships

- Apply self-management skills
- Identify possible interventions in response to challenging student situations
- Demonstrate effective communication skills in complex classroom situations

### About the Justice Institute of British Columbia (JIBC) & Centre for Conflict Resolution

JIBC is a public post-secondary educational institution that has earned a worldwide reputation for excellence and innovation. The applied nature of our teaching and learning model ensures that students are successfully prepared to meet the increasingly complex demands of their professions.

Through public offerings and customized training solutions, JIBC's School of Health, Community and Social Justice (SHCSJ) is comprised of four Academic Centres: Centre for Conflict Resolution, Center for Leadership, Centre for Counselling and Community Safety and Centre for Aboriginal Programs and Services. SHCSJ is a top provider of education and training in North America in the fields of leadership, management, human services and conflict resolution. For more than 25 years, we have been delivering leading-edge learning experiences in all forms of community social justice including conflict resolution, counselling and capacity building, trauma, leadership, negotiation, teamwork, group facilitation, change management and communication.

### Best Practices in Delivering Corporate Training

SHCSJ has an extensive history developing and delivering client-specific education and training that is organization-specific and applied in nature. From initial needs assessment to post-program debriefing, our faculty work closely with clients to ensure educational content and delivery meet desired outcomes and reflect the reality of learners' contexts. Our educational services are intended to blend into our clients' overall educational approach and align with existing programs.

### Our Learning Taxonomy

Professional practice in justice and public safety involves a host of complex and difficult to define problems. Practitioners face dynamic, evolving situations with indeterminate solutions. It is an arena of high risk, both physically and in terms of consequence of error. Effective leadership requires a solid foundation of disciplinary knowledge, competent use of operational procedures, and highly attuned situational awareness and judgment. Effective training and education requires experiential learning, situated in real world dilemmas and issues, exposure to topical and important issues, and opportunities to develop and demonstrate leadership in dynamic, complex situations.

JIBC programs are characterized by a focus on:

- **Experiential learning** that is situated in field practice, grounded in theory, and informed by current research
- **Competency-based activities** with measurable standards of performance, set within outcome-based programs that reflect expectations of performance in a field setting
- **Extended learning** that reaches beyond the classroom, using educational and communications technologies to bring education to the learner
- **Practitioners as faculty** in a unique instructional model with faculty drawn from justice and public safety professionals
- **Learning linked to the community of practice** to ensure that programs are current, relevant, and focused on real world needs.



## Costing

Program and course development for these four courses includes:

- Liaising and consulting between JIBC staff, Subject Matter Experts and TRB staff / Commissioner
- Developing of course content and scenarios
- Drafting, finalizing and producing course materials.

Costs for the development phase for the program comprising the three courses comes to: **\$16,000** (all face-to-face delivery). See below for the per-course breakdown.

### **Course development:**

- *The Mindful Educator in Managing Conflict* - course development cost for this course is **\$4,000**.
- *Reinforcing Respectful Professional Boundaries* - course development cost for this course is **\$6,000**
- *Best Practices in Classroom Management* - course development cost for this course is **\$6,000**

### **Course Delivery:**

The per session cost for each of these 3-day courses, for 10, 15 and 20 participants in the Lower Mainland. This quote includes the following:

- An instructor for 3 days
- 1-3 coaches for the last day (5-1 learner-coach ratio)
- Course materials (course manuals, psychometric evaluation tools)
- Learner course feedback surveys
- All expenses for the instructional team.

The total per-session instructional cost for each of these 3-day courses comes to:

- For 10 learners - \$9,260 + GST (or roughly \$926 per participant with 10 learners).
- For 15 learners - \$10,460 + GST (or roughly \$697 per participant with 15 learners).
- For 20 learners - \$11,800 + GST (or roughly \$590 per participant with 20 learners).

For your information and as a comparison, a 3-day course would cost \$597 per learner if taken at the JIBC campus. This is a post-secondary education credit course and counts as 1.5 required or elective credits toward a certificate in conflict resolution at the Justice Institute of BC.

### **Intellectual Property and Copyright:**

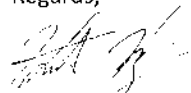
Rights over Intellectual Property arising from the performance of work under this contract, including all course materials, will vest in the Justice Institute of British Columbia.

I'd be happy to discuss the details of this course offering with you at your convenience. Feel free to call me at the below numbers. Thank you for your interest in our training and I look forward to being in touch with you soon.

---

December 19, 2014

Regards,



Kent Highnam

Program Director,  
Centre for Conflict Resolution / Centre for Leadership

This proposal is dated December 19, 2014 and is valid for a period of three months. After that time it is open to renegotiation.

---

December 19, 2014

## Sutherland, Billy EDUC:EX

---

**From:** Sutherland, Billy EDUC:EX  
**Sent:** May 4, 2015 3:25 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Subject:** Commissioner for Teacher Regulation

Hi Kent,


Bruce Preston would like to have a chat on the telephone when you have a minute.

His direct line is 604.775.4811, and he will be in the office until 4:30 today, and for most of the day tomorrow.

Thank you.

| **Billy Sutherland, Confidential Assistant, Commissioner**  
| Office of the Commissioner for Teacher Regulation  
| 400-2025 West Broadway, Vancouver BC V6J 1Z6  
| Phone 604.775.4874 Fax 604.775.4858  
| <http://www.bcteacherregulation.ca/ProfessionalConduct/CommissionersOffice.aspx>

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March 24 2016  
10:47

INVOICE OF CHARGES FOR SPONSORED STUDENTS

Page 1

Invoice Number: 859  
Invoice Date: 16/03/24  
Sponsor: 0057718 Teacher Regulation Branch

Sponsorship: 577  
Contract: 16WI  
Payment Due: 16/03/24

Teacher Regulation Branch  
2025 West Broadway  
Vancouver, BC V6J 1Z6

Student: s.22		Term: 16WI		Contact:		
Course Section	Course Section Name	Credits	Term	Start Date	End Date	Status
INDC-1340-NW001	Positive Learning Environment	1.50000	16WI	16/03/21	16/03/23	N
AR Code	Description			Amount	Payments	Balance
FLSF	Learner Services Fee			8.10	0.00	8.10
TCLEA	Tuition -Instr Dev/Leadership			688.90	0.00	688.90
Totals:				697.00	0.00	697.00

Student: s.22		Term: 16WI		Contact:		
Course Section	Course Section Name	Credits	Term	Start Date	End Date	Status
INDC-1340-NW001	Positive Learning Environment	1.50000	16WI	16/03/21	16/03/23	N
AR Code	Description			Amount	Payments	Balance
FLSF	Learner Services Fee			8.10	0.00	8.10
TCLEA	Tuition -Instr Dev/Leadership			688.90	0.00	688.90
Totals:				697.00	0.00	697.00

Student: s.22		Term: 16WI		Contact:		
Course Section	Course Section Name	Credits	Term	Start Date	End Date	Status
INDC-1340-NW001	Positive Learning Environment	1.50000	16WI	16/03/21	16/03/23	N
AR Code	Description			Amount	Payments	Balance
FLSF	Learner Services Fee			8.10	0.00	8.10
TCLEA	Tuition -Instr Dev/Leadership			688.90	0.00	688.90
Totals:				697.00	0.00	697.00

GST # 10755 4735

Invoices payable upon receipt, please make cheques payable to the Justice Institute of BC and quote invoice number

**Refunds:** Refund policies and procedures can be found here: <http://www.jibc.ca/registration/fees-and-refunds>

**NSF Cheques:** A fee of \$15.00 applies to all cheques returned "NSF"

**Course Cancellations:** A full refund of tuition fees will be issued for courses cancelled by Justice Institute. The Institute is not responsible for participant's expenses (i.e. airlines or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses if enrollments are insufficient. We truly regret any inconvenience this may cause.

**Income Tax receipts:** Tuition tax receipts (T2202A forms) are issued each year in February for the previous year's registrations. Not all courses and programs at the JIBC are eligible for T2202A forms.

March 24 2016  
10:47

INVOICE OF CHARGES FOR SPONSORED STUDENTS

Page 2

Invoice Number: 859  
Invoice Date: 16/03/24  
Sponsor: 0057718 Teacher Regulation Branch

Sponsorship: 577  
Contract: 16WI  
Payment Due: 16/03/24

Teacher Regulation Branch  
2025 West Broadway  
Vancouver, BC V6J 1Z6

Grand Total for Sponsorship: 577 Term: 16WI

AR Code	Description	Amount	Payments	Balance
FLSF	Learner Services Fee	24.30	0.00	24.30
TCLEA	Tuition -Instr Dev/Leadership	2066.70	0.00	2066.70
Totals:		2091.00	0.00	2091.00
Invoice Total:		2091.00	0.00	2091.00

GST # 10755 4735

Invoices payable upon receipt, please make cheques payable to the Justice Institute of BC and quote invoice number

**Refunds:** Refund policies and procedures can be found here: <http://www.jibc.ca/registration/fees-and-refunds>

**NSF Cheques:** A fee of \$15.00 applies to all cheques returned "NSF"

**Course Cancellations:** A full refund of tuition fees will be issued for courses cancelled by Justice Institute. The Institute is not responsible for participant's expenses (i.e. airlines or hotel reservations) if a course must be cancelled. The Institute reserves the right to cancel courses if enrollments are insufficient. We truly regret any inconvenience this may cause.

**Income Tax receipts:** Tuition tax receipts (T2202A forms) are issued each year in February for the previous year's registrations. Not all courses and programs at the JIBC are eligible for T2202A forms.

Page 023

Withheld pursuant to/removed as

s.22

## **Mitchell, Preeya R EDUC:EX**

---

**From:** Sharma, Preeya R EDUC:EX  
**Sent:** Wednesday, November 19, 2014 2:58 PM  
**To:** 'conres@jibc.ca'  
**Subject:** anger management course

Hi There,

Do you partner with any educational/training institutions in the Kamloops area with respect to a anger management course? Or do you have knowledge of a course provided in the region that is similar to the *Dealing with Anger* format?

**Preeya Sharma**

Alternate Resolution Coordinator|Professional Conduct  
Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060|D: 604 775 4837

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## Mitchell, Preeya R EDUC:EX

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**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, May 15, 2015 10:11 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** Automatic reply: TRB Inquiry: JI Classroom Management Course

Thank you for your email.<sup>s.22</sup>

Please contact the

following people according to your request:

- For **contract training** – Vanessa Gray ([vgray@jibc.ca](mailto:vgray@jibc.ca) | 604.528.5830)
- For **Conflict Resolution student inquiries** – Charlene Pennington ([cpennington@jibc.ca](mailto:cpennington@jibc.ca) | 604.528.5618)
- For **Leadership student inquiries** – Jennifer Jasper ([jjasper@jibc.ca](mailto:jjasper@jibc.ca) | 604.528.5633)
- For all **other matters** – reception will redirect your inquiry ([conres@jibc.ca](mailto:conres@jibc.ca) | 604.528.5608)

Otherwise, I will answer your email upon my return to the office.

Regards,

Kent Highnam

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Kent Highnam  
Program Director, School of Health, Community and Social Justice



Page 026 to/à Page 027

Withheld pursuant to/removed as

s.22

<b>Course Code:</b>	CRES-1120
<b>Short Title:</b>	The Mindful Educator
<b>Long Title:</b>	The Mindful Educator in Managing Conflict
<b>CIP Code:</b>	30.0501
<b>Prerequisites:</b>	n/a
<b>Co-requisites:</b>	
<b>School:</b>	SHCSJ
<b>Division/Academy/Centre:</b>	CCR
<b>Previous Code &amp; Title:</b>	n/a
<b>Course First Offered:</b>	n/a

<b>Credits:</b>	1.5
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### Course Description

Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course sees participants increase their awareness of how they perceive and personify their role as an educator in the face of conflict and anger. They will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, learners will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively.

You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

### Course Goals

To apply emotional self-regulation and effectively respond to anger in others in order to manage typical interpersonal conflict situations that arise in a K-12 educational setting.

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course.
2. Describe their assumptions and beliefs about conflict and anger.
3. Articulate the impact of such beliefs and assumptions on their conflict approach.

4. Identify inconsistencies among beliefs, assumptions and practice.
5. Define emotional intelligence and explain how it relates to work place success in a conflict setting.
6. Describe the components of anger and angry behaviours.
7. Identify own anger triggers.
8. Describe the anger arousal cycle.
9. Construct more effective means to handle workplace stressors and dilemmas.
10. Use strategies to manage and express own anger.

### Course Topics/Content

#### Day One:

- Standards for Competence & Professional Conduct of Educators in BC
- Beliefs about and origins of anger.
- Physiology and neuroscience of anger arousal cycle.
- Triggers, distorted thinking and self-talk.
- Managing your own anger.

#### Day Two:

- Dealing with anger in others.
- Using empathy, reframing, assertiveness, limit setting and disengaging to deal with anger.
- Constructing a collaborative conflict conversation.

#### Day Three:

- Coached role-play practice.

### Text & Resource Materials

**Required:** The Mindful Educator in Managing Conflict course workbook

**Recommended:** None

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	

Instructional Method(s) (select all that apply)	Hours
<b>Total</b>	21

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	40%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	60%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

### Course Grading Scheme\*

☐ JIBC1 (A to F)
 ☐ JIBC2 (MAS/NMA)
 ☐ JIBC3 (CM/IN)
 ☒ JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

#### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
 Academic Progression Policy  
 Admissions Policy  
 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
 Harassment Policy – Students  
 Student Records Policy  
 Student Code of Conduct Policy

### JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- ☒ **Critical thinking:** Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.
- ☒ **Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
- ☐ **Leadership:** Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.
- ☐ **Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- ☒ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- ☒ **Problem solving:** State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.
- ☒ **Interpersonal relations:** Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.
- ☒ **Inter-professional teamwork:** Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.
- ☐ **Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

### (INTERNAL USE ONLY – not for distribution to students)

#### Primary Registration Mode (Credit Type)

- ☐ Program Management (RG) – program based registration through website
- ☐ Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- ☒ Instant Enrolment (CS) – anytime web based course enrollment

**CIP Code:** 30.0501

#### Course Level

##### Undergraduate Course

- ☒ Year 1      ☐ Year 3  
☐ Year 2      ☐ Year 4

##### Graduate Course

- ☐ Year 1  
☐ Year 2

##### Continuing Studies Course

☐

#### Approvals Tracking

SCC Chair: Name: Barb Kidd Date: May, 2015

School Dean: Name: Barb Kidd Date: May, 2015

Program Council Chair:  
(where required) Name: Date:

Entered into SIS by: Name: Date:

#### Approvals Forwarded To:

- ☐ School      ☒ Registrar's Office      ☐ Institutional Research      ☐ Program Council

#### Credit Calculation

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction	21	X	1	=21	X	1/14	=21	21	1.5
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
								<b>Credits-&gt;</b>	1.5

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf)

## Mitchell, Preeya R EDUC:EX

---

**From:** Gray, Vanessa <Vgray@jibc.ca>  
**Sent:** Tuesday, November 25, 2014 6:57 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** Dealing with Anger

Hello Preeya,

My name is Vanessa Gray and I am the Program Manager for Customized Conflict Resolution and Leadership training. I am following up on your request for information on an institution in Kamloops that provides training similar to our Dealing with Anger format. Unfortunately the closest faculty members we have that could provide training such as this are all located in the Lower Mainland. Our faculty do travel to provide training services, so if you would be interested, I could send you a course quote to give you a sense of our fees. I would just need to know how many persons you were hoping to take part in the training. We also ask that your organization provide the training venue.

Please let me know if I can be of any further assistance.

Kind regards,

Vanessa Gray

Program Manager, Customized Conflict Resolution and Leadership Training School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5830 | [vgray@jibc.ca](mailto:vgray@jibc.ca)

JIBC | Canada's Leading Public Safety Educator | [www.jibc.ca/conres](http://www.jibc.ca/conres) | [www.jibc.ca/leadership](http://www.jibc.ca/leadership)

Follow us on Twitter<<http://www.twitter.com/jibcnews>> | Like us on Facebook<<http://www.facebook.com/justiceinstitute>>

Watch a short video to see how we work with you to bring our expertise to your organization<<http://www.jibc.ca/programs-courses/schools-departments/school-community-social-justice/centre-conflict-resolution/student-resources/information-sessions-faqs/ccr-faq-6>>.

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From: Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
Sent: 2014, November 19 2:58 PM  
To: Conres Casual  
Subject: anger management course

Hi There,

Do you partner with any educational/training institutions in the Kamloops area with respect to a anger management course? Or do you have knowledge of a course provided in the region that is similar to the Dealing with Anger format?

Preeya Sharma

Alternate Resolution Coordinator | Professional Conduct Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

M: 604 660 6060 | D: 604 775 4837



**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** ETHS100  
**Course Title:** Introduction to Applied Ethics  
**Prerequisite Courses:** ENGL100 recommended  
**School:**  
**Division/Academy/Centre:** Centre for Graduate Studies & Academic Planning  
**Previous Course Code & Title:**  
**Course First Offered:** 9 May 2011

<b># of Credits:</b>	<b>3</b>
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**Course Description:**

Applied Ethics introduces classical and contemporary theories of ethics and emphasizes strategies for moral reasoning, critical thinking and ethical decision-making. An interactive online course, ETHS100 uses a seminar-based format to challenge learners to integrate and apply theoretical perspectives, create personal codes of ethics and analyze contemporary ethical issues in their roles as citizens, employees and public and community safety professionals.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

1. Articulate the main ideas of classical and contemporary ethical theories
2. Analyze ethical issues in personal, community and professional contexts
3. Apply an ethical decision-making framework to complex situations

**Course Topics/Content:**

- Define common applied ethics terms
- Identify origins of own ethical beliefs
- Compare and contrast two theories of moral development
- Summarize main elements of classical ethics theories, major criticisms of the theory, and primary associated theorists
- Summarize main elements of contemporary ethics theories, major criticisms of the theory, and primary associated theorists
- Debate the benefits of, and disadvantages, of absolutism, relativism and pluralism.

- Analyze contemporary Canadian social and legal commitments to multiculturalism, equity and diversity through the lenses of ethical theories
- Identify the ethical issue, decision or dilemma in selected situations
- Apply logical reasoning strategies to current ethical issues
- Describe the roles of rationality, emotions and intuition in ethical decision-making.
- analyze the role of law, policy, and professional codes of ethics in ethical decision-making
- Describe ethical standards particular to public and community safety professions
- Develop a personal action plan for ethical decision making including a personal moral compass, a reflection process and a procedure-based method
- Apply ethical decision-making plan to selected ethical situations

**Text and Resource Materials:**

**Required:**

McLachlan, J.A. (2010). *Ethics in Action: Making Ethical Decisions in Your Daily Life, First Edition*. Toronto: Pearson.

ISBN10: 0135041406

ISBN13: 9780135041406

Hinman, L.M. (2008). *Ethics: A Pluralistic Approach to Moral Theory, 5th Edition*. Belmont, Ca.: Wadsworth.

ISBN10: 0495006742

ISBN13: 9780495006749

E-texts are available.

**Course Level:**

<b>X</b>	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC: None**

**Class Delivery Methods:**

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion		42		
Simulation/Lab				
Practicum/Fieldwork				

Online	42			
Correspondence				
<b>Total Class Hours</b>	42	42		

**Comments on Delivery Methods:**

**Course Grading System:**

<b>X</b>	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	50%
-----------------------	-----

**Evaluation Activities and Weighting: (Please see below)**

**Classroom:**

Final Exam	30%	Assignments	35%	Project	20%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	15%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

**Evaluation Components:**

If a student fails an evaluation component within 5% below the minimum passing mark (44% - 49%), one opportunity will be provided to re-write that evaluation component. Students must apply to the Program Coordinator/Instructor, within 5 days of receiving the failing grade, for approval and to schedule a re-write.

**Assignments:**

Students are required to submit assignments/course requirements according to due dates as outlined in the course schedule. Late assignments may have mark penalties. In extenuating circumstances an extension to the assignment due date may be granted by the course instructor.

**Attendance:**

Students enrolled in classroom courses are, unless otherwise advised, required to attend all classes.

**Course marks:**

Student course marks or grades will be released only to the student registered for the course unless specific permission is given in writing for release to a third party.

**General:**

Students are required to read and agree to JIBC's Academic Policies and Related Procedures. Please review these by visiting the JIBC website at [www.jibc.ca](http://www.jibc.ca). Select *Registration* and click on *Academic Policies*.

**Academic conduct and student code of conduct:**

JIBC has policies relating to academic conduct and integrity, and student conduct. (Examples of misconduct include cheating, plagiarism, disruption of instructional activities, and harassment.) An appropriate code of conduct is necessary at all times to ensure that JIBC maintains an environment that is conducive to teaching and learning as well as safe for students and employees.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

## **Mitchell, Preeya R EDUC:EX**

---

**From:** Sharma, Preeya R EDUC:EX  
**Sent:** Monday, April 14, 2014 4:41 PM  
**To:** 'cbahr@jibc.ca'  
**Subject:** FAM 188

Hey Christina! How are things going? I'm sure you're super busy, feeling comfortable in the PSDO position now? Is the conference coming up soon?

I am contacting you for selfish reasons as well, what are your thoughts on the multicultural issues course? Is it very focused on family dynamics, separation and mediation? Or could it serve to inform individuals working in different types of environments .. such as a classroom teacher?

Look forward to hearing from you! I did send this to your gov email first, good thing for your automated reply!

### **Preeya Sharma**

Alternate Resolution Coordinator | Professional Conduct  
Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
Main: 604 660 6060 | Direct: 604 775 4837

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Tuesday, February 14, 2017 2:13 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Thanks Matt, will do regarding the website

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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715 McBride Boulevard, New Westminster, BC, V3L 5T4  
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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, February 14 2:05 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Thank you for the enquiry. The decision was made out of ease, but perhaps it would be better to select dates a few days before or after those offered for the other course. I will check and get back to you.

Could you also check your website. It seems to me there is a problem with the registration button for the courses.

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Thursday, February 9, 2017 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Thanks for the dates. The only question is why you have given the same dates as your other course Creating a Positive Learning Environment? Normally we try not to book courses that are drawing from the same student body on the same dates.

Let me know your reasons, thanks,

Susan

Susan K Forest, MA RCC  
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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2017, January 25 3:18 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Cc:** Mirbagheri, Sarvi EDUC:EX <[Sarvi.Mirbagheri@gov.bc.ca](mailto:Sarvi.Mirbagheri@gov.bc.ca)>; Mercer, Sally EDUC:EX <[Sally.Mercer@gov.bc.ca](mailto:Sally.Mercer@gov.bc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We looked at the courses this morning and I have set out some proposed dates for 2018. These are the same dates that the JI is looking at for 'Creating a Positive Learning Environment.' Please let me know if you have any questions.

- March 22-24, 2017 (scheduled)
- July 10-12, 2017 (scheduled)
- March 21-23, 2018
- July 11-13, 2018

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Tuesday, January 17, 2017 1:36 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Just checking in to see if you have dates for the rest of 2017 and 2018. We would like to get as many as possible into our calendar. Also our instructors get booked up.

Many thanks,

Susan



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Program Manager  
Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 2:03 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Great that you are planning that far ahead and I will get you info asap. No need to apologize. Getting the info up on the site is perfect.

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Thursday, November 24, 2016 2:02 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Sorry about that, we had to book a room asap as they go quickly here. I wasn't aware our new system opens registration right away once we request a room.

On a note for future offerings we are now booking rooms for the 2017-2018 school year and need to book rooms. Are you able to provide me with dates and number of offerings you wish to have for the upcoming 2017-2018 (September – August)school year?

Thanks so much,  
Susan

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**Sent:** 2016, November 24 1:55 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We are all in agreement that the course should go ahead at the TRB I see that it is already open for registration on your website. We will be sending out some communication regarding the courses in the next couple of weeks, and so I expect teachers to start enrolling soon.

I really appreciate all of your assistance and that of your team,

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, November 7, 2016 11:55 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:09 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, January 25, 2017 7:54 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Learning Environment

Thank you for your response Matt.

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
School of Health, Community & Social Justice | Justice Institute of British Columbia  
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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, January 25 3:22 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Positive Learning Environment

Hi Jennifer,

We do not have any suggestions for you regarding student funding at this time. Students could approach their employer (school or District) or union for funding, but I expect that those making enquiries will already have looked at that option.

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, January 20, 2017 5:06 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Learning Environment

It is good news!

I had another question for you. We have had a few scenarios where students were desperate to be registered but because of funding, were concerned that they would lose their spot or were not sure if they would be able to afford it.

Just wondering if there's any options for funding through TRB (I realize that's unlikely!!) or if there's anywhere else we could direct them. So far, it has all worked out but we thought it might be best if we had something in place as this is likely to happen again.

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2017, January 19 9:35 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Positive Learning Environment

Hi Jennifer,

Not sure if I already answered this but it is good news.

Thank you!!

Matt

---

**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]  
**Sent:** Wednesday, January 18, 2017 9:48 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Positive Learning Environment

Hi Matt,

We have now heard from both instructors and those dates are confirmed. Please feel free to distribute those dates to whomever might be interested.

Thanks!  
Jennifer

Program Manager, Centre for Leadership

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. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Thursday, January 19, 2017 2:08 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Ok, thanks Matt

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, January 19 2:03 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the delay on this. We have all the info together but I won't be able to respond until Tuesday. I will follow up asap.

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Tuesday, January 17, 2017 1:36 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

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**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
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**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

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Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

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Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Tuesday, January 17, 2017 12:40 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Creating a Positive Learning Environment

Hi Matt,

I will double check with Deanna. I know that she was waiting to hear back from the instructor – maybe that's happened and I am out of the loop!

Jennifer

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, January 17 11:36 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Creating a Positive Learning Environment

Hi Jennifer,

I see there is now a summer offering for "Creating a Positive learning Environment," on the website. Does this mean we are good to go on that offering?

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Wednesday, January 11, 2017 10:26 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Creating a Positive Learning Environment

Yes to both ☺

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2017, January 11 10:26 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Creating a Positive Learning Environment

Hi Jennifer,

Regarding the July 10-12 date, do you expect to hear from the instructor in the next week or so, and have the other instructors already agreed?

Matt

---

**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]  
**Sent:** Wednesday, January 11, 2017 10:21 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Creating a Positive Learning Environment

Hi Matt,

Yes – I am so sorry I haven't returned your call. I have dates and I'm 99% sure that we are a go but one of the instructors has been on a contract waaaay up North and has not yet signed our instructional agreement. It always makes me nervous to advertise these courses publically without that confirmation.

So the dates we have are:  
March 22-24, 2017 (we have discussed these dates previously – no change!)  
July 10-12, 2017 (still waiting for confirmation)  
March 21-23, 2018 (still waiting for confirmation)  
July 11-13, 2018 (still waiting for confirmation)

I will post these dates on our landing page for these courses. Registration should open up for July 2017 and March 2018 over the next few months – I believe they are working to open registration at least 1 year in advance.

Let me know if you need anything else.

Jennifer

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2017, January 11 10:13 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** Creating a Positive Learning Environment

Hi Jennifer,

Can you give me an indication on how soon we will be able to know if it is possible for JIBC to offer a 2017 summer session of "Creating a Positive Learning Environment?"

I appreciate your help,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Thursday, January 12, 2017 1:09 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: For Review: CRES1120-The Mindful Educator course outline

Thank you Matt. This is all very helpful. I have shared this information with Raj and Kent.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, January 12 9:39 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** FW: For Review: CRES1120-The Mindful Educator course outline

Hi Christina,

A bit more opinion on the course outline. The new wording might also be incorporated into the course slides.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** McMullin, Shawn EDUC:EX  
**Sent:** Wednesday, January 11, 2017 4:41 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Mercer, Sally EDUC:EX  
**Subject:** RE: For Review: CRES1120-The Mindful Educator course outline

Hey Matt,

Thanks for looping me in on this. Sorry I did not respond earlier on this one. Just a quick bit of feedback - in general the Ministry and the field is trending away from the term "*Special Needs*" and the preference is to use the term "*Diverse Needs*". While we are not all the way there yet I don't see this language as being a problem.

If you get the chance perhaps you might consider suggesting the language be altered to "*Special considerations in dealing with young students or students with ~~special~~ diverse needs.*"

Thanks and regards,

Shawn

**Shawn T. McMullin**  
Director of Professional Excellence and Outreach  
Teacher Regulation Branch  
BC Ministry of Education  
T: (604) 775-4842

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, January 5, 2017 3:24 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Cc:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX; Mirbagheri, Sarvi EDUC:EX  
**Subject:** For Review: CRES1120-The Mindful Educator course outline

Hi Christina,

**Re: Feedback: The Mindful Educator course outline**

The only suggestions we have with the course outline are to include some reference to 'students' and 'special needs.'

- The second line could read, "Conflict can arise between students, teachers, administrators, parents and others, and can be difficult to manage. In this course Educators will gain...."
- Learning outcome 9 might be changed to add "Special considerations in dealing with young students or students with special needs." This could also be added as a course topic or added in brackets under *Dealing with anger in others* in Day 2.

Thanks you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Thursday, January 5, 2017 7:19 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Re: For Review: CRES1120-The Mindful Educator course outline

Thanks Matt. I will take a look at these suggestions tomorrow.

Christina

On Jan 5, 2017, at 3:24 PM, Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)> wrote:

Hi Christina,

### **Re: Feedback: The Mindful Educator course outline**

The only suggestions we have with the course outline are to include some reference to 'students' and 'special needs.'

- The second line could read, "Conflict can arise between students, teachers, administrators, parents and others, and can be difficult to manage. In this course Educators will gain...."
- Learning outcome 9 might be changed to add "Special considerations in dealing with young students or students with special needs." This could also be added as a course topic or added in brackets under *Dealing with anger in others* in Day 2.

Thanks you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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<CRES1120-MindfulEducator\_Courseoutline.docx>



## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Tuesday, January 3, 2017 3:15 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

Happy New Year! I hope you enjoyed the holiday season. I sure loved having time off.

Any who just want to let you know that I have been notified that the changes below have been made. If you notice anything else please let me know.

Take care,  
Christina

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Item: CRES-1120-NV001

	Tuition	Learner Service Fee
ntic	\$-	\$-
rtional	\$-	\$-

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khightnam@jibc.ca>  
**Sent:** Thursday, December 15, 2016 3:34 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Subject:** Seasonal Greetings  
**Attachments:** image001.emz

*From all of us here at the Centre for Conflict Resolution and the Centre for Leadership,  
To you, our cherished partners in learning,  
We wish you the best of the season, and a peaceful and restorative holiday break.*



*Tammy, Linda, Margaret, Charlene, Christina, Cheryl, Corinne, Kent, Deanna, Jennifer, Sim, Barb, Vanessa*

.....  
**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khightnam@jibc.ca](mailto:khightnam@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Thursday, December 15, 2016 3:24 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: Innovative Strategies for K-12 Teachers


Hello  
s.22

For assistance please call reception at 604 528-5608.

Please note the JIBC will be closed for the holidays from noon December 23 up to and including January 2nd.

Wishing you a safe and peaceful holiday and a happy new year,

Susan Forest MA RCC  
Program Manager

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Tuesday, December 13, 2016 3:39 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

No problemo. I have put the request in for the webpage to be updated and will notify you once the changes have been made. Thanks for noticing this!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 13 3:25 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

Thanks Christina,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 3:24 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** FW: Change in web info

Hi Matt,

No need for PowerPoint tomorrow.

Thanks,  
Cb

---

**From:** Highnam, Kent  
**Sent:** 2016, December 13 3:23 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

I can take the lead. It's more philosophical than detailed oriented, so no need for PPT.

Thanks CB!

---

**From:** Bahr, Christina  
**Sent:** 2016, December 13 2:29 PM  
**To:** Highnam, Kent <khghnam@jibc.ca>  
**Subject:** FW: Change in web info

Hi Kent,

I am hoping you can lead the discussion around this one tomorrow. Is this okay? If so how shall I reply to Matt's email below?

CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 13 2:19 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

Hi Christina,

For the discussion tomorrow, will you be taking us through the material or will it be more general. I am wondering if I should set up the powerpoint in our boardroom so we can follow. Do you think that is necessary?

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 10:54 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

I will take a look today and let you know when the updates have been made.

Thank you!

CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Site: CRES-1120-NW001

	Tuition	Learner Service Fee
itic	\$-	\$-
rtional	\$-	\$-

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Tuesday, December 13, 2016 3:24 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** FW: Change in web info

Hi Matt,

No need for PowerPoint tomorrow.

Thanks,  
Cb

---

**From:** Highnam, Kent  
**Sent:** 2016, December 13 3:23 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

I can take the lead. It's more philosophical than detailed oriented, so no need for PPT.

Thanks CB!

---

**From:** Bahr, Christina  
**Sent:** 2016, December 13 2:29 PM  
**To:** Highnam, Kent <khhighnam@jibc.ca>  
**Subject:** FW: Change in web info

Hi Kent,

I am hoping you can lead the discussion around this one tomorrow. Is this okay? If so how shall I reply to Matt's email below?

CB

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, December 13 2:19 PM  
**To:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: Change in web info

Hi Christina,

For the discussion tomorrow, will you be taking us through the material or will it be more general. I am wondering if I should set up the powerpoint in our boardroom so we can follow. Do you think that is necessary?

Matt

---

**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Tuesday, December 13, 2016 10:54 AM



**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

I will take a look today and let you know when the updates have been made.

Thank you!

CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Item: CRES-1120-NW001

	Tuition	Learner Service Fee
itic	\$-	\$-
ditional	\$-	\$-

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Tuesday, December 13, 2016 3:22 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

Kent will be leading the discussion tomorrow as he spoke with Raj regarding the changes. I have asked him if he would like the PowerPoint and I am waiting to hear back.

Thanks,  
Christina

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 13 2:19 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

Hi Christina,

For the discussion tomorrow, will you be taking us through the material or will it be more general. I am wondering if I should set up the powerpoint in our boardroom so we can follow. Do you think that is necessary?

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 10:54 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

I will take a look today and let you know when the updates have been made.

Thank you!

CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Item: CRES-1120-NW001

	Tuition	Learner Service Fee
itic	\$-	\$-
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Thank you,

**Matt Chritchley**  
Professional Conduct | Teacher Regulation Branch

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## **Chritchley, Matt EDUC:EX**

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**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Tuesday, December 13, 2016 10:53 AM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Accepted: CRES1120 - Feedback discussion

## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Tuesday, December 13, 2016 10:47 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** McKee, Dana; Blackburn, Kelly; XT:Bahr,Christina JAG:IN  
**Subject:** FW: Innovative Strategies for K-12 Teachers

Hi Matt

The website has been updated to include the new dates for Respecting Personal Boundaries March 22-24, 2017. We send the following blur to those who are inquiring about the courses. Feel free to use the link below if folks are contacting you for information about course offerings.

Thank you for your interest in the courses offered by JIBC. In particular the Innovative Strategies for K-12 Teachers.

Here is a link to the courses that you are interested in attending.

<http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-leadership/courses/innovative-strategies-k-12-teachers>

If you click on the name of the course it will give you details about the content, cost and when it will be offered again.

For assistance with the registration you may contact our Student Services at 604-528-5590 or [register@jibc.ca](mailto:register@jibc.ca)

Warm regards,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, December 9, 2016 8:00 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES1120-The Mindful Educator - Course feedback meeting time

Hi Matt,

I checked Christina's schedule it she looks free to attend, as am I.

Looking forward to our chat next week,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 1:04 PM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** FW: CRES1120-The Mindful Educator - Course feedback meeting time  
**Importance:** High

Hi Kent,

I believe you are out of the office but I wonder about your availability to attend a meeting (by phone) on **Wed Dec 14** at 9am? I understand s.22

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Thursday, December 8, 2016 4:27 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Accepted: CRES1120 - Feedback discussion

## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Thursday, December 8, 2016 2:41 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: COUN-1037 Respectful Professional Boundaries Spring 2017

Hello  
s.22

Please email Kelly Blackburn, kblackburn@jibc.ca, for assistance.

Warm regards,

Susan Forest MA RCC  
Program Manager



## **Chritchley, Matt EDUC:EX**

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Thursday, December 8, 2016 2:05 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: CRES1120 - Feedback discussion

Thank you for your email. I am currently out of the office and will be returning on Tuesday, December 13th.

## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Monday, December 5, 2016 3:06 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Re: Feedback on CRES1120-The Mindful Educator

Hi Sally,

Thanks again for sending your feedback. Kent and I would like to set up a call to discuss. What is your availability like over the next two weeks?

Thank you,

Christina Bahr

---

**From:** Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Sent:** December 1, 2016 4:33 PM  
**To:** Bahr, Christina  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Feedback on CRES1120-The Mindful Educator

Hi Christina,

Thank you very much for sending over the draft copy of the Manual and the PowerPoint for **CRES 1120 The Mindful Educator in Managing Conflict**. We've reviewed the materials and we have the following feedback for you.

Overall, we are satisfied with the approach. However, we wonder about the coverage of the special needs portion. There is no acknowledgement that generally speaking the dynamics of conflicts with students/children is different than conflict with adults (power imbalance, evolving capacity, child's right to voice) and may require adapted strategies. By focusing on special needs students alone, these students may be viewed as "the problem" in the classroom. Another issue is that the various behaviours that typically accompany certain special needs are listed but there is no specific communication or conflict resolution strategies presented that would assist in dealing with the behaviours. The focus really seems to be on adult/adult conflict management. We think this needs to be augmented with more information on adult/child conflict management. Perhaps it would be useful to develop the special needs education piece with further assistance of a special needs educator. A general direction for additional material may be the following:

Two basic principles of special needs education are:

1. Behaviour is communication. When dealing with special needs students in particular the first reaction to behaviour changes in students is to ask yourself: what is he/she trying to communicate to me with this behaviour:
  - frustration
  - opposition to the behaviour of others

2. The job of a special needs teacher is to identify and remove barriers to learning. Teaching special needs students requires an expanded “toolbox” of skills. Interpreting behaviour and identifying barriers is the essential basis for deciding which of the tools to use.

Approaching special needs situations with the two basic principles in mind will provide the foundation for avoiding the conflict which can result from misunderstanding. A special needs education specialist could help to refine this part of the program.

Also, the Outside-of-the-Moment Anger Management Plan is good but we wonder if that could or will be expanded into a conflict management plan. What happens when you can’t easily walk away from a conflict with a teacher/administrator/student/parent? How would you reset a relationship or what would you do if you realize you’re heading in the wrong direction? What if the conflict/behaviour is associated with longer term issues? Will this be dealt with in the context of the course?

We also like the concept of the Picture It slides. Most of them deal with lower level conflict though. Would it be possible to include a scenario where a teacher/student has a strong emotional reaction with yelling, threatening or physical contact? Or is this likely to be covered within course examples?

The following feedback is more specific:

#### **TRB PowerPoint:**

- A lot of the slides have an uppercase or a lowercase “p” in the titles. What is this?
- Slide 10 – all the words are capitalized except “emotion”
- Slide 15 – all the bulleted points begin with a capital letter except the last “power”
- Slide 30 – Occipital Lobe is spelled incorrectly
- Slide 51 – the words in the final bullet are cut off

A couple of the words have the British spelling or the American spelling or both. For example, “behaviour” versus “behavior”

- Slide 45 – uses “behavioural” with the “our” ending
- Slides 6 & 17 – uses “behavior”
- Slide 58 – uses “behaviour” & “behavior”
- Slide 61 – uses “honor”

#### **TRB Manual:**

- 5<sup>th</sup> page, Introduction
  - 3<sup>rd</sup> bullet should perhaps be “Who are you in conflict **with**?”
  - 6<sup>th</sup> bullet uses “behaviours”
- 6<sup>th</sup> page, What is Conflict
  - 1<sup>st</sup> bullet under “Conflict at its best” replace “exits” with “exists”
  - 4<sup>th</sup> bullet under “Conflict at its best” uses “behaviors”
  - 3<sup>rd</sup> bullet under “If mishandled” uses “behaviors”
- 6<sup>th</sup> page, Who are You in Conflict?
  - Should the title be “Who are You in Conflict **With**?”
- 8<sup>th</sup> page, Beliefs about Conflict
  - Last bullet, replace “anyways” with “anyway” (Anyways might be too colloquial for a formal course.)
- 9<sup>th</sup> page, Belief Cycle
  - 2<sup>nd</sup> and 4<sup>th</sup> sentences in the 1<sup>st</sup> paragraph use “behaviours”
- 11<sup>th</sup> page, Conflict Approaches
  - 3<sup>rd</sup> bullet uses “behaviour”
- 12<sup>th</sup> page

- 3<sup>rd</sup> bullet uses “behaviour”
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  - In the 1<sup>st</sup> paragraph there’s reference to “Kraybill Conflict Style Inventory tool” but no footnote or explanation about what this is. Should there be? And is this tool going to be used with participants? If not, does it need to be referenced?
  - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> paragraphs use “behaviour”
- 14<sup>th</sup> page
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- 17<sup>th</sup> page
  - 1<sup>st</sup> paragraph, last sentence – Should the sentence be “This use of anger is learned very young and **has** become a set pattern simply because it continues to work”?
- 18<sup>th</sup> page, The Purpose of Anger
  - In the final paragraph, the suggestion is to use “maybe” or “is usually” rather than “is” because there are times that attacking or judging is the right thing to do from a safety or justice perspective.
- 20<sup>th</sup> page
  - Final sentence on the page is missing a period.
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- 23<sup>rd</sup> page, In-the-Moment Anger Management Plan
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- 25<sup>th</sup> page, Outside-of-the-Moment Anger Management Plan
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  - 1<sup>st</sup> indented question – Should the sentence be “Am I trying to change **the** other person ...?”
- 33<sup>rd</sup> page
  - The 1<sup>st</sup> and 2<sup>nd</sup> secondary bullets use “behavior”
- 34<sup>th</sup> page, Special Needs
  - 1<sup>st</sup> sentence, perhaps use “accommodate” rather than “manage”
- 40<sup>th</sup> page, How to Give Feedback
  - 1<sup>st</sup> paragraph & the 3<sup>rd</sup> bullet use “behaviour”

Thanks again. Please let us know if you have any questions about any of this.

Kind regards,  
Sally

---

**Sally Mercer**

Manager of Communications  
**Teacher Regulation Branch**  
**International Education, Independent Schools**  
**and Partner Relations Division**  
**Ministry of Education**  
 400 - 2025 West Broadway  
 Vancouver, BC V6J 1Z6  
 T: 604 775-4840

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Friday, December 2, 2016 8:16 AM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** RE: Feedback on CRES1120-The Mindful Educator

Thank you Sally. Kent and I will spend some time going through your comments today.

---

**From:** Mercer, Sally EDUC:EX [mailto:Sally.Mercer@gov.bc.ca]  
**Sent:** 2016, December 01 4:34 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Cc:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; Mirbagheri, Sarvi EDUC:EX <Sarvi.Mirbagheri@gov.bc.ca>; Preston, Bruce EDUC:EX <Bruce.Preston@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>  
**Subject:** Feedback on CRES1120-The Mindful Educator

Hi Christina,

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  - 1<sup>st</sup> paragraph & the 3<sup>rd</sup> bullet use “behaviour”

Thanks again. Please let us know if you have any questions about any of this.

Kind regards,  
Sally

---

**Sally Mercer**

Manager of Communications  
**Teacher Regulation Branch**  
**International Education, Independent Schools**  
**and Partner Relations Division**  
**Ministry of Education**  
 400 - 2025 West Broadway  
 Vancouver, BC V6J 1Z6  
 T: 604 775-4840

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Monday, November 28, 2016 2:45 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator

Great, thanks!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 28 2:43 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES1120-The Mindful Educator

Thanks Christina!! The course feedback is being compiled and will be forwarded as soon as possible.

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Monday, November 28, 2016 2:23 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Matt,

Please find attached the course outline for The Mindful Educator.

Thank you,  
CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 24 9:29 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

Sorry to be so slow with this. I am looking at it today and hopefully we will have a Branch response for you soon. Do you have a course outline for this yet? I may have one already but can't put my hands on it at the moment.

Thanks,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Thursday, October 20, 2016 9:24 AM  
**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** CRES1120-The Mindful Educator

Hello Matt and Wilma,



Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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[Follow us on Twitter](#) | [Like us on Facebook](#)

## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Thursday, November 24, 2016 2:02 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Sorry about that, we had to book a room asap as they go quickly here. I wasn't aware our new system opens registration right away once we request a room.

On a note for future offerings we are now booking rooms for the 2017-2018 school year and need to book rooms. Are you able to provide me with dates and number of offerings you wish to have for the upcoming 2017-2018 (September – August)school year?

Thanks so much,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 24 1:55 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We are all in agreement that the course should go ahead at the TRB I see that it is already open for registration on your website. We will be sending out some communication regarding the courses in the next couple of weeks, and so I expect teachers to start enrolling soon.

I really appreciate all of your assistance and that of your team,

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Monday, November 7, 2016 11:55 AM

**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:09 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX

**Cc:** Clarke, Wilma EDUC:EX

**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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## Chritchley, Matt EDUC:EX

---

**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Friday, November 18, 2016 8:42 AM  
**To:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; Mercer, Sally EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator

Great, thanks Wilma.

---

**From:** Clarke, Wilma EDUC:EX [mailto:Wilma.Clarke@gov.bc.ca]  
**Sent:** 2016, November 17 5:14 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>  
**Cc:** Highnam, Kent <khghnam@jibc.ca>; Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

I haven't had a chance to review yet. <sup>s.22</sup>  
should be able to review over the next week and get back to you.

and am doing a lot of catching up. I

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Thursday, November 17, 2016 3:40 PM  
**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Matt and Wilma,

I am following up to see if you have had a chance to review the materials for CRES 1120. If so, can you please share any feedback you might have?

Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
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---

**From:** Bahr, Christina

**Sent:** 2016, October 20 9:24 AM

**To:** Chritchley, Matt JAG:EX ([Matt.Chritchley@gov.bc.ca](mailto:Matt.Chritchley@gov.bc.ca)) <[Matt.Chritchley@gov.bc.ca](mailto:Matt.Chritchley@gov.bc.ca)>; 'Wilma.Clarke@gov.bc.ca' <[Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)>

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Wednesday, November 16, 2016 3:59 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Setting Professional Boundaries

Great, thanks Matt

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 16 3:27 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: Setting Professional Boundaries

Hi Susan,

Thanks so much for facilitating this. I am now waiting on confirmation from some folks on this end and will confirm with you asap.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Wednesday, November 16, 2016 12:18 PM  
**To:** Hugh Bickerton  
**Cc:** Chritchley, Matt EDUC:EX; s.22  
**Subject:** RE: Setting Professional Boundaries

Excellent, thanks so much Laura.

Susan

Susan K Forest, MA RCC

Program Manager  
Centre for Counselling & Community Safety

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**From:** Hugh Bickerton [<mailto:lauraandhugh@icloud.com>]  
**Sent:** 2016, November 16 11:46 AM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** Re: Setting Professional Boundaries

Hi Susan. I am available on these dates. Thanks. L

Sent from my iPad

On Nov 14, 2016, at 11:44 AM, Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)> wrote:

Hello Laura

As you know we are looking for dates in Spring break for the next offering of the course. Cheryl is available on March 22, 23 and 24<sup>th</sup>. If you are available to co facilitate on those dates please let me know as soon as possible.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Wednesday, November 16, 2016 11:44 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Left a phone message, she may be out of town as she has not responded to past emails. That said, I'll let you know as soon as I hear from her.

Warm regards,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 16 11:38 AM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Thanks for your efforts. Please try her again when you have an opportunity.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Wednesday, November 16, 2016 8:17 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

I haven't heard back from Laura. Do you want to try to follow up. I'm in meetings most of the morning but could give her a call around 11.

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 15 3:41 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Good afternoon Susan,

Any luck contacting Laura? I know you just sent her a note yesterday and so this is a bit early, but please send me info as soon as she confirms her availability.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, November 7, 2016 11:55 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC  
Program Manager

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:09 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Tuesday, November 1, 2016 9:04 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; White, Caroline  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

At this point in the evolution of the course, consistency in the instructors is important.

I can check with Cheryl and Laura on their availability on weekends if that is a workable solution for you.

Please feel free to call me if you would like to talk more about this.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, October 31 4:32 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Jennifer.

Thank you!

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Monday, October 31, 2016 4:27 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

No worries – let me chat with Caroline.

Jennifer Jasper  
Program Manager, Centre for Leadership

. . . . .

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:13 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** FW: COUN-1037 Respectful Professional Boundaries Spring 2017

Just when you think you can get away from boundaries issues. (:

Susan is away until the 9<sup>th</sup>. Should I wait for her for a response to the below e-mail or is it something easy for you to answer? I totally understand if it is better to wait.

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, October 31, 2016 4:09 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Monday, October 31, 2016 4:09 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: COUN-1037 Respectful Professional Boundaries Spring 2017

Hello  
s.22

Please email Kelly Blackburn, kblackburn@jibc.ca, for assistance.

Warm regards,

Susan Forest MA RCC  
Program Manager



## Chritchley, Matt EDUC:EX

---

**From:** Forest, Susan <sforest@jibc.ca>  
**Sent:** Tuesday, October 25, 2016 10:38 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

**Categories:** Red Category

Great, thanks Matt

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, October 25 10:26 AM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Cc:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Thank you for the information Susan,

I will follow up with you as soon as possible about the dates.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

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**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Thursday, October 20, 2016 9:24 AM  
**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** CRES1120-The Mindful Educator  
**Attachments:** TRB Manual August 2016 V2.2.pdf; TRB\_Powerpoint.pdf

Hello Matt and Wilma,

Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

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## Chritchley, Matt EDUC:EX

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**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, October 19, 2016 4:09 PM  
**To:** Critchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; Forest, Susan; XT:Bahr,Christina JAG:IN  
**Subject:** Meeting tomorrow  
**Attachments:** Student Feedback Aug 30\_31\_Sept 1 2016 Compiled Oct 2016.pdf

Hi Matt,

Kent and Christina both had a meeting cancelled so will be joining us for the meeting tomorrow. The three of us will attend via phone with the number you included in your email. Susan is at the BC School Counsellors Conference tomorrow so has to decline.

It looks like we have 3 on the interested list for "Professional Boundaries" and 0 on the list for "The Mindful Educator".

I've attached the student feedback from Coun 1037. Overall quite positive – some good points to consider moving forward. Just a note, the way our survey works is that students need to input the name of the instructor and sometimes they put Laura first and others started with Cheryl which means the aggregate data for the instructors is not necessarily accurate.

Also, I noticed that there are quite a few names that are new to me attending the meeting tomorrow. I'm wondering if we could either do a quick round of intros at the beginning of the meeting or if you could send us a quick summary of who's who that would be great.

Looking forward to the meeting tomorrow! Please let me know if there's anything else you need from me.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Monday, September 12, 2016 12:06 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; XT:Bahr,Christina JAG:IN; White, Caroline; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Following up

Hi again Matt,

I've put all the contact information for each course together so hopefully this is an easy reference for you and others at TRB (and beyond :)

### **COUN 1037 – Reinforcing Respectful Professional Boundaries**

Centre for Counselling and Community Safety  
Susan Forest Phone: 604-528-5711 email: [sforest@jibc.ca](mailto:sforest@jibc.ca)

### **CRES 1120 – The Mindful Educator**

Centre for Conflict Resolution  
Christina Bahr Phone: 604-528-5735 email: [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

### **INDC 1340 – Creating a Positive Learning Environment**

Centre for Leadership  
Jennifer Jasper Phone: 604-528-5633 email: [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

Thanks!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

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**From:** Forest, Susan  
**Sent:** 2016, September 12 11:49 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Following up

Hey Jenn  
I don't think I'm contact for all 3

Susan K Forest, MA RCC  
Program Manager

Centre for Counselling & Community Safety

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**From:** Jasper, Jennifer  
**Sent:** 2016, September 12 11:38 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: Following up

Hi Matt,

Hope you had a great summer!

This course will be moving to its rightful home in Centre for Counselling and Community Safety. Susan Forest is the program manager in that area and she will be the contact person for this course. I have cc'd her on this email and her phone number is 604-528-5711.

I will continue to be the contact person for 'positive learning environment'.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, September 12 11:29 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** Following up

Hi Jennifer,


I just had an enquiry related to the contact person for the three courses.

Can you confirm that you are the contact person for the Boundaries course and for the Positive Learning Environment Course? I have Christina Bahr as the contact for the Mindful Educator Managing Conflict.

Thanks!

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, August 10, 2016 12:37 PM  
**To:** Clarke, Wilma EDUC:EX; Mercer, Sally EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice

Hi Wilma,

That's a totally fair question.

We bumped up the number of participants in the course based on need expressed by the TRB ; Matt and I have been in discussion over the past several months regarding options as demand for this course grew and we maxed out capacity in early July. I discussed the possibility of extending the number of participants with Cheryl – our course developer – and based on her classroom experience, the design of the course, and having two facilitators in the room, she felt it would not compromise the learners – in fact, she felt it might enrich the discussions to have a wider variety of perspectives in the room.

Please feel free to contact me if you have further questions. Also, Matt would also have a good handle on the principles behind these discussions.

Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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**From:** Clarke, Wilma EDUC:EX [mailto:Wilma.Clarke@gov.bc.ca]  
**Sent:** 2016, August 10 9:55 AM  
**To:** Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>; Highnam, Kent <khhighnam@jibc.ca>; Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Reinforcing Respectful Professional Boundaries - materials & invoice

Just one more item for your consideration. As you will recall, in our discussions about these types of workshops we agreed that for optimal benefit 15 participants is ideal, but we could push it to 20 and still run a successful workshop. We were all concerned that anything beyond 20 would lessen the value of the workshop for participants. So our contract is very specific that 20 is the maximum number for the workshops. It has come to our attention that 26 participants have signed up for the Professional Boundaries workshop which is outside of the scope of the contract. Not sure how this happened?

Wilma Clarke,



Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Wednesday, August 10, 2016 9:42 AM  
**To:** XT:Highnam, Kent CLBC:IN; Jasper, Jennifer ([Ujasper@jibc.ca](mailto:Ujasper@jibc.ca))  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** Reinforcing Respectful Professional Boundaries - materials & invoice

Hi Kent and Jennifer,

As you know, the Reinforcing Respectful Professional Boundaries course is scheduled for August 31, September 1-2, 2016. Laura tells us that the development of the course content and materials has been completed and the items were submitted to you last week. Would you be able to send us the final versions so that we can take a look and sign off on them?

And, with that in mind, we will be anticipating the arrival of the invoice for the development/delivery of that course. However, before you send us the invoice, we wanted to ensure that we've tied up the loose ends for the monies that the TRB paid for participants to attend the Creating a Positive Learning Environment course that was held in March 2016. You may recall that the TRB paid for 3 participants to attend to ensure the course would run with a minimum of 15 participants. However, in the end, the course ran with the maximum number of 20 participants.

We'd like to propose that the monies already paid for the 3 participants to attend the Creating a Positive Learning Environment course be subtracted from the invoice that you'll be sending us for the course development/delivery for the Reinforcing Respectful Professional Boundaries course. The March 2016 invoice was for \$2,091, and the course development/delivery fee for Reinforcing Respectful Professional Boundaries course is \$10,000. Is this something that you can look into for us?

Thanks,  
Sally

---

**Sally Mercer**  
Manager of Communications  
**Teacher Regulation Branch**  
**International Education, Independent Schools**  
**and Partner Relations Division**  
**Ministry of Education**  
400 - 2025 West Broadway  
Vancouver, BC V6J 1Z6  
T: 604 775-4840

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## Chritchley, Matt EDUC:EX

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**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Wednesday, August 3, 2016 1:25 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES 1120

Thanks Matt.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, August 03 12:10 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES 1120

Hi Christina,

Thank you for giving me an opportunity to look at this. The change you propose to the wording is fine.

Thanks,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Wednesday, August 3, 2016 10:03 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES 1120

Thanks Matt.

They have had one person ask to be placed on the hold list. In terms of general enquiries I am unsure.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, August 03 9:09 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES 1120

Hi Christina,

Thanks for the information. I am sure it is fine but I will run it by our team today and let you know asap this afternoon.

Also – Do you know if registration has had any enquiries about the course?

Thanks,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, August 2, 2016 3:50 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** CRES 1120

Hi Matt,

I hope you are doing well and enjoying the summer.

The Registration Office has requested a small change in the wording for this course on our website and I just want to check in with you first before I approve it.

Registration is asking that the language on the website be changed to reflect that the Registration Office will send an automated message when registration opens – rather than that they will contact the student to register. The feeling is the students would be better served if they used the instant enrolment tool to register themselves. The new wording is below with the change highlighted in yellow.

Please let me know if you see any challenges with the proposed change.

This three day course will run from August 16, 2017 – August 18, 2017 at our New Westminster campus. The cost is \$688.90 plus a Learner Service Fee of \$8.25. Online registration opens on November 1<sup>st</sup>, 2017. If you are interested in this course please contact student services directly at 604.528.5590 or 1.877.528.5591 and ask to be put on the “hold” list. Once registration opens on November 1<sup>st</sup>, 2016 student services will send you a message reminding you to register online.

Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

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715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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## Chritchley, Matt EDUC:EX

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**From:** Highnam, Kent <khhighnam@jibc.ca>  
**Sent:** Tuesday, July 12, 2016 3:39 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Automatic reply: Information - "The Mindful Educator in Managing Conflict"

Thank you for your email. s.22

If your matter is urgent, please contact the following people according to your request:

- For contract training – Vanessa Gray (vgray@jibc.ca) | 604.528.5830
- For Conflict Resolution student inquiries – Charlene Pennington (cpennington@jibc.ca) | 604.528.5618
- For Leadership student inquiries – Deanna Heggie (dheggie@jibc.ca) | 604.528.5614
- For all other matters – reception will redirect your inquiry (conres@jibc.ca) | 604.528.5608

Otherwise, I will answer your email upon my return to the office.

Regards,

Kent

.....

**Kent Highnam**

Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khhighnam@jibc.ca](mailto:khhighnam@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, July 8, 2016 9:04 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: PROOF: Coursework and Training for Educators

Makes sense.

Thanks Matt!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, July 07 4:30 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: PROOF: Coursework and Training for Educators

Hi Jennifer,

Thank you. I don't really expect the students to be fighting at the door to get in, although it would be great. We can also send out updated information if required.

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Thursday, July 7, 2016 4:20 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: PROOF: Coursework and Training for Educators

I don't have confirmation from registration yet.

We can always send it out with this information. If reg decides they are not able to go ahead with this, then we can let them know to forward calls to me.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, July 07 1:37 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: PROOF: Coursework and Training for Educators

Hi Jennifer,

You e-mailed just in the nick of time. (: We really need to get an e-mail out today and so please let me know asap when you have information.

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Thursday, July 7, 2016 12:06 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: PROOF: Coursework and Training for Educators

Hi Matt,

Sorry about the delay! I'm just waiting to hear back from registration regarding the 'hold list' for Professional Boundaries. Given that they have done this for the Mindful Educator, I think we have a good case for this. The only glitch could be that we have not been able to create wait lists since we moved to our new system and this has been very problematic for many divisions here. This might have opened the floodgates for others to take this 'hold list' approach and registration might be overrun with requests.

If you are able to hold tight until the end of the day to see if I can get confirmation from registration, that would be very helpful.

Also, below is the wording that Christina has crafted for the landing page around Mindful Educator. I've highlighted the text that is most relevant for your email.

This three day course will run from August 16, 2017 – August 18, 2017 at our New Westminster campus. The cost is \$688.90 plus a Learner Service Fee of \$8.25. Online registration opens on November 1<sup>st</sup>, 2017. To tentatively register prior to this date please call our student services centre directly at 604.528.5590 or 1.877.528.5591 and ask to be put on the "hold" list. Student services will then call you after November 1 to formally register you.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]

**Sent:** 2016, July 07 10:35 AM

**To:** Jasper, Jennifer <jjasper@jibc.ca>

**Subject:** RE: PROOF: Coursework and Training for Educators

Hi Jennifer,

I have double checked the information and so I don't think I need you to take any further action regarding the below e-mail.

Please make public the two held seats for the Boundaries course on Tuesday unless they are used up by BCTF or by someone referred from BCTF.

Thanks you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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**From:** Chritchley, Matt EDUC:EX

**Sent:** Wednesday, July 6, 2016 1:12 PM

**To:** 'Jasper, Jennifer'

**Subject:** FW: PROOF: Coursework and Training for Educators

Hi Jennifer,

This is the info we are sending out to Schools. Could you just double confirm the course dates, and that your registration office is ready to take reservations?

Thanks,

Matt

---

**Subject:** Coursework and Training for Educators

Dear Employer,

I am writing further to my email to you of April 15, 2016, that outlined three new courses offered by the Justice Institute of BC (JIBC). The JIBC has now scheduled the next offering of each course. Registration procedures differ between the courses and are outlined below.

### **Creating a Positive Learning Environment**

- This course will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict.
- NEXT SESSION - March 22-24, 2017
- REGISTRATION OPEN - Individuals can register online at <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>.

### **Reinforcing Respectful Professional Boundaries**

- Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom, and boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" educational approaches, the potential for the blurring of boundaries increases. This course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature.
- NEXT SESSION - July 10-12, 2017 (August 2016 course is full)
- REGISTRATION will open through the JIBC website in November 2016. To reserve a seat by adding a name to the waiting list, please call the registration office at the JIBC at 604 528-5590 or toll-free at 1 877 528-5591.

### **The Mindful Educator in Managing Conflict**

- Through self-reflection, dialogue, exercises, and scenario practice, this course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control.
- NEW COURSE - August 16-18, 2017
- REGISTRATION will open through the JIBC website in November 2016. To reserve a seat by adding a name to the waiting list, please call the registration office at the JIBC at 604 528-5590 or toll-free at 1 877 528-5591.

More information about these three-day courses is available by visiting the JIBC website at <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>, or by contacting Matt Chritchley, Alternate Resolution Manager at the Teacher Regulation Branch, by phone at 604 775-4814 or by email.

Please distribute this information to your human resource departments, or to anyone who would like a refresher or additional training.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

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**From:** Bahr, Christina <cbahr@jibc.ca>  
**Sent:** Wednesday, July 6, 2016 4:05 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES 1120

Thanks for the information Matt.

I have put the request in for our landing page to be updated. The following information will be added to the description of the course:

This three day course will run from August 16, 2017 – August 18, 2017 at our New Westminster campus. The cost is \$688.90 plus a Learner Service Fee of \$8.25. Online registration opens on November 1<sup>st</sup>, 2017. To tentatively register prior to this date please call our student services centre directly at 604.528.5590 or 1.877.528.5591 and ask to be put on the “hold” list. Student services will then call you after November 1 to formally register you.

I will let you know when the update is complete.

Thank you,

Christina

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, July 06 9:26 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES 1120

Good morning Christina,

Thanks for arranging this. I spoke to Jennifer yesterday also, and she is setting up a similar waiting list for the Professional Boundaries course.

We are expecting to send something out to the schools this week.

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Monday, July 4, 2016 11:09 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Jasper, Jennifer; XT:Highnam, Kent CLBC:IN  
**Subject:** CRES 1120

Hi Matt,

I hope you had a great long weekend! ☺

As I mentioned last week official registration for CRES 1120 will not open up until November 1<sup>st</sup> however those interested in the course can call the Registration office prior to this date to be added to a running list. What this means

is that students will need to call in rather than register online. Once registration opens those students will be called back and payment will be taken. After November 1<sup>st</sup> students will be able to register for the course online.

Please confirm if this works. Once I hear back from you I will have our webpage updated to reflect this information.

Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, June 24, 2016 2:30 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Automatic reply: CRES 1120

Thank you for your email!

s.22

If you need immediate assistance, please contact the following people based on your request:

- For Customized Training – **Vanessa Gray** ([vgray@jibc.ca](mailto:vgray@jibc.ca) | 604.528.5830)
- For Leadership Inquiries – **Deanna Heggie** ([dheggie@jibc.ca](mailto:dheggie@jibc.ca) | 604.528.5614)
- For all other matters – reception will redirect your inquiry | [leadership@jibc.ca](mailto:leadership@jibc.ca) | 604.528.5608)

Have a great day!

Jennifer

## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, June 24, 2016 1:43 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** CRES 1120  
**Attachments:** CRES-1120 Mindful Educator.pdf

Hi Matt,

Attached is the most recent version of the course outline. The course description is on the landing page but not the full outline.

Christina will keep in touch with you regarding registration for this course which will hopefully open early next week.

Please let us know if you need any additional information.

Thank you!  
Jennifer

## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Monday, June 13, 2016 5:12 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Jasper, Jennifer  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt,

Thanks for your email. We are getting the request in to our registration office to get the "Mindful Educator" course up ASAP. We're aiming for August 16-18, 2017 as the course dates.

We'll also see when we can open these courses to registration. I'm not sure what the issue is that they're closed, and/or how complicated it is to open them prior to other semester-based courses being opened for registration. Jennifer is checking that out and will be in touch with an update as soon as she has an answer.

Thanks,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, June 13 9:31 AM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Good morning Kent,

Just checking. Do you think it will be possible to get the "Mindful Educator Managing Conflict" onto the website before the end of the month so we can get some info out to schools? Also, I was not able to use the register button on the other courses when I tried this morning. This may be a temporary outage or may be something with my desktop, but I thought I would mention it.

Also, If someone is working overseas but is a BC Teacher, would they be considered a domestic student? I think we have been going on the assumption that all BC Teachers would be domestic students which I hope is correct.

Thanks,

Matt

---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Monday, May 30, 2016 1:20 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt,

s.22  
of August?

Can we look at the week of August 14? Maybe toward the tail end so we're closer to the end

---

**From:** Highnam, Kent  
**Sent:** 2016, May 30 1:04 PM  
**To:** 'Chritchley, Matt EDUC:EX' <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; Raj Dhasi <[raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com)>  
**Cc:** Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; Pennington, Charlene <[cpennington@jibc.ca](mailto:cpennington@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Thanks Matt,

Raj, once I hear back from you on your preferred dates during this week, I'll ask Charlene to secure rooms.

Thanks so much all,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 30 11:56 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; Raj Dhasi <[raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com)>  
**Cc:** Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Kent and Raj,

Kat and I communicated this morning and agree that the best dates for the course to be delivered would be the week of **August 21-25, 2017**. If those dates work for the JI and instructor, please book the session and let me know when registration is open on the website.

Raj - I am putting together some information which I will forward to you in the weeks ahead, and then perhaps you, Kat, and I can conference to answer any questions.

Thank you,

Matt

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Thursday, May 19, 2016 10:29 AM  
**To:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX  
**Cc:** Jasper, Jennifer; Mercer, Sally EDUC:EX; Raj Dhasi  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt and Kat,

I have connected with Raj, and she is ready to formally start the development work for CRES1120-The Mindful Educator in Managing Conflict (we've been discussing it informally for a while). Raj can be reached at (604) 313-5072, or at [raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com). Here is Raj's short bio:

---

**Raj Dhasi**, MA (Organizational Conflict Analysis and Management), BA (Adult Education), Cert. ConRes., focuses her work on conflict resolution within school districts, workplace settings including corporations and legal settings, and within families. Her work includes conflict analysis and assessment and a range of strategies to manage conflict effectively including mediation, group facilitation, leadership coaching, and restorative practices. Raj specializes in delivering conflict management strategies that are grounded in brain research.

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Raj has developed and delivered courses similar to the Mindful Educator multiple times for clients in the past, and has done (and is doing) extensive work in the school districts, so will definitely hit the ground running. She might need some guidance regarding specific scenarios that you'd like to focus on, given the kinds of cases that require the consent resolution process.

Raj is aware of the preferred dates for the first running to be mid-August, 2017, knowing that this might change given the July 2017 dates for the "Boundaries" course. Once dates for this course have been set, please advise us so we can get them into our system and reserve the room booking.

Thanks so much, and I look forward to seeing this course develop!

Best regards,  
Kent

---

**From:** Jasper, Jennifer  
**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Matt,

We will definitely work to open those courses before the end of the school year. I can keep you updated on INDC 1340.

Kent is overseeing the development and delivery of CRES 1120. I have cc'd him on this email so the two of you can discuss dates and such.

Thank you!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Jennifer,

Thank you for following up and providing this information. It is encouraging that there are already 12 participants enrolled for the Professional Boundaries course!

The only information we are still waiting on is setting a date for the Mindful Educator in Managing Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, May 11, 2016 1:27 PM  
**To:** Mercer, Sally EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** Dates for 2016/2017

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries  
August 31, Sept1, 2, 2016  
July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment  
March 22-24, 2017

Thank you,  
Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Sent:** Monday, June 13, 2016 9:31 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Automatic reply: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Thank you for your email. I am out of the office, returning Monday, June 13, however, I will be teaching June 13-15, 2017.

If your matter is urgent, please contact the following people according to your request:

- For contract training – Vanessa Gray ([vgray@jibc.ca](mailto:vgray@jibc.ca)) | 604.528.5830)
- For Conflict Resolution student inquiries – Charlene Pennington ([cpennington@jibc.ca](mailto:cpennington@jibc.ca)) | 604.528.5618
- For Leadership student inquiries – Deanna Heggie ([dheggie@jibc.ca](mailto:dheggie@jibc.ca)) | 604.528.5614)
- For all other matters – reception will redirect your inquiry ([conres@jibc.ca](mailto:conres@jibc.ca)) | 604.528.5608)

Otherwise, I will answer your email upon my return to the office.

Regards,

Kent

.....

**Kent Highnam**

Program Director

School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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*[Watch a short video to see how we work with you to bring our expertise to your organization.](#)*

## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Sent:** Friday, May 27, 2016 10:19 AM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Thank you for your email.<sup>s.22</sup>

If your matter is urgent, please contact the following people according to your request:

- For contract training – Vanessa Gray ([vgray@jibc.ca](mailto:vgray@jibc.ca)) | 604.528.5830)
- For Conflict Resolution student inquiries – Charlene Pennington ([cpennington@jibc.ca](mailto:cpennington@jibc.ca)) | 604.528.5618
- For Leadership student inquiries – Deanna Heggie ([dheggie@jibc.ca](mailto:dheggie@jibc.ca)) | 604.528.5614)
- For all other matters – reception will redirect your inquiry ([conres@jibc.ca](mailto:conres@jibc.ca)) | 604.528.5608)

Otherwise, I will answer your email upon my<sup>s.22</sup>  
Regards,

Kent

.....  
**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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*[Watch a short video to see how we work with you to bring our expertise to your organization.](#)*

## Chritchley, Matt EDUC:EX

---

**From:** Castle, Judy <jcastle@jibc.ca>  
**Sent:** Wednesday, May 4, 2016 4:20 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: Student for enrollment from Teacher Regulation Branch

s.22

s.22 If you require assistance in  
please contact the Registration Office at register@jibc.ca or 604-528-5590 or toll free at 1-877-528-5591

Thank you

## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, April 13, 2016 3:16 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** FW: TRB Analytics  
**Attachments:** 16WI INDC-1340-NW001 March 21-23, 2016 - Kathryn Thomson & Maureen Mason.....pdf

Hi Matt,

Attached is the course feedback from the March run of Creating a Positive Classroom Environment (INDC 1340). The evaluation has not closed so it is possible that we will receive more feedback. If you have any anecdotal feedback that has come your way, we would appreciate hearing that.

Also, we have a few analytics for you from our website. The data as well as a brief explanation is listed below.

Looking forward to speaking with you and the Commissioner tomorrow!

Jennifer

### Web Analytics

- There are three sets of data because we had three different landing pages set up; our Marketing Department has since amalgamated them into one page.
- There are more clicks on the Con Res page most likely because this was the link you were sending out.
- “Pageviews” are the number of clicks to that page; “unique pageviews” eliminates repeat clickers, and “entrances” are the number of clicks that went straight to this landing page rather than arriving from another page on the JIBC website.
- Our Marketing Department will be able to set up analytics to explore which links (from each of the three courses) are being clicked on but currently we do not have that information.

\*\*\*\*\*

### Counselling and Community Safety Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
149 % of Total: 0.20% (54,135)	124 % of Total: 0.30% (41,802)	00:02:42 Avg for View: 00:02:57 (-6.08%)	39 % of Total: 0.14% (27,110)
149(100.00%)	124(100.00%)	00:02:42	39(100.00%)

### Conflict Resolution Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
582 % of Total: 0.99% (59,052)	452 % of Total: 1.00% (45,115)	00:03:51 Avg for View: 00:02:38 (45.65%)	352 % of Total: 1.44% (24,485)
582(100.00%)	452(100.00%)	00:03:51	352(100.00%)

## Leadership Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
120 % of Total: 0.47% (25,429)	79 % of Total: 0.39% (20,273)	00:02:57 Avg for View: 00:03:03 (-3.25%)	45 % of Total: 0.36% (12,336)
120(100.00%)	79(100.00%)	00:02:57	45(100.00%)

Jennifer Jasper

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, April 13, 2016 9:09 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: meeting

No problem – talk to you tomorrow.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, April 13 8:50 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Cc:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** RE: meeting

Good morning,

Thanks for being so flexible. Please call into the teleconference at **11am on Thursday**.

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Wednesday, April 13, 2016 7:48 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: meeting

We are both available at 11 and then again at 2pm. Let us know what works.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, April 12 5:01 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Cc:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** RE: meeting

Hi Kent and Jennifer,

Sorry. Can I change the meeting time to 11am or 2pm on Thursday?

Please let me know if either of those times work with your schedules.

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, April 12, 2016 3:54 PM  
**To:** 'Jasper, Jennifer'  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: meeting

Hi Jennifer,

Thank you for the confirmation and for inviting Kent. The Commissioner is available and so we look forward to chatting on Thursday at 10am.

Matt

---

**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]  
**Sent:** Tuesday, April 12, 2016 2:18 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: meeting

Hi Matt,

I would be happy to meet with you and the Commissioner. As Kent Highnam has been involved with this project since the beginning and oversees the contract, he will be able to speak more knowledgeably to some of these points.

We are both available this Thursday at 10am. Please confirm that this date/time works for you and the Commissioner. We will plan to call in as directed at that time.

Thanks Matt!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, April 12 11:11 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** meeting

Hi Jennifer,

I wonder if we could set up a meeting as soon as possible between you, the Commissioner, and I? Can you call into a conference Thursday morning at 10am or 11am? Please dial 1-877-353-9184 and use the conference ID number 674 5300# if one of the times will work.

I have attached a draft agenda. I hope you can give some information on items 2 & 3.

- 1) Timing
  - a. Course dates?
  - b. When to open registration? What guarantee?
- 2) Evaluation of courses
- 3) Activity on JI website – all courses
- 4) Projected attendance – referrals from TRB or other organizations?
- 5) Conflict management course
  - a. Equivalency to other courses?
  - b. Course content planning?

Also, I notice that this course number is COUN-1037 in the Centre for Counselling/Community Safety. Do you expect that to change or is that something I can communicate along with the course name and links to your site, and please check the spelling of 'students' in the course overview.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Monday, April 11, 2016 11:17 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Link troubles

You bet.

Thanks Matt.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, April 11 11:12 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Link troubles

Hi Jennifer,

Your tech people made quick work of fixing the link, and I verified that the course is available now through course search. Thank you!

If possible, can you put a link to the "Boundaries" course registration page on the landing page, in the same way has been done with the other courses. I am sure this is upcoming, but thought I would mention it when it is on my mind.

Have a good day.

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, April 8, 2016 12:06 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Link troubles

Hi Jennifer,

**Great news!!!** I will talk to Kat and the Commissioner about dates and get back to you in a week or two.

Will you be providing us more info about feedback from the *Classroom Management* course and when?

Also, Could you IT people give us any indication of how much interest, or how many people have clicked on the link for the "Mindful Educator in Managing Conflict" Course? We need to set a date on that one also so any feedback regarding public interest or enquiries would be of assistance.

Thank you,

Matt

---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]  
**Sent:** Friday, April 8, 2016 11:44 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Link troubles

Hi Matt,

I will have them work on this asap -- sorry about that! Also, the course is officially open for registration (yay!!!!).

In a previous email I had asked you if we could set some dates for the next Positive Classroom and possibly Respectful Boundaries. Would it be possible to have something in the next few weeks so that we can be sure it makes it into our course calendar? Our calendar will run from Sept 2016-August 2017.

Thanks!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, April 08 10:44 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** Link troubles

Good morning Jennifer,

I was just checking for the Professional Boundaries course and I noticed that the link to ***the Innovative Strategies for K-123 Teachers*** was not working. It looks like it changed from Conflict Resolution to Leadership.

From <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>

To <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-leadership/courses/innovative-strategies-k-12-teachers>

This is fine except that we passed the first link to the school districts, and because I have directed people waiting for the Professional Boundaries course to check the link as they wait for registration to open. Is it possible for your IT people to make it so one link forwards to the other?

I appreciate all your effort to get the Professional Boundaries up on the website for today or early next week. This is really important as referring schools will make other plans if they cannot access the site, and as we have registrants waiting. Please let me know if there are any problems and check if the second link is permanent, as we will send out more communication to the schools as soon as Professional Boundaries is open.

Thank you!

Matt

Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, April 8, 2016 12:44 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Link troubles

I will check in with our IT people.

Enjoy your weekend!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, April 08 12:06 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Link troubles

Hi Jennifer,

**Great news!!!** I will talk to Kat and the Commissioner about dates and get back to you in a week or two.

Will you be providing us more info about feedback from the *Classroom Management* course and when?

Also, Could you IT people give us any indication of how much interest, or how many people have clicked on the link for the "Mindful Educator in Managing Conflict" Course? We need to set a date on that one also so any feedback regarding public interest or enquiries would be of assistance.

Thank you,

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, April 8, 2016 11:44 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Link troubles

Hi Matt,

I will have them work on this asap -- sorry about that! Also, the course is officially open for registration (yay!!!!).

In a previous email I had asked you if we could set some dates for the next Positive Classroom and possibly Respectful Boundaries. Would it be possible to have something in the next few weeks so that we can be sure it makes it into our course calendar? Our calendar will run from Sept 2016-August 2017.

Thanks!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, April 08 10:44 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** Link troubles

Good morning Jennifer,

I was just checking for the Professional Boundaries course and I noticed that the link to ***the Innovative Strategies for K-123 Teachers*** was not working. It looks like it changed from Conflict Resolution to Leadership.

From <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>

To <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-leadership/courses/innovative-strategies-k-12-teachers>

This is fine except that we passed the first link to the school districts, and because I have directed people waiting for the Professional Boundaries course to check the link as they wait for registration to open. Is it possible for your IT people to make it so one link forwards to the other?

I appreciate all your effort to get the Professional Boundaries up on the website for today or early next week. This is really important as referring schools will make other plans if they cannot access the site, and as we have registrants waiting. Please let me know if there are any problems and check if the second link is permanent, as we will send out more communication to the schools as soon as Professional Boundaries is open.

Thank you!

Matt

Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Thursday, March 24, 2016 3:33 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: Confirmed! Aug 31, Sept 1, 2

Thank you for your email!

I will be out of the office from March 21, 2016 returning to work on April 4th.

If you need immediate assistance, please contact the following people based on your request:

- For Customized Training – **Vanessa Gray** ([vgray@jibc.ca](mailto:vgray@jibc.ca) | 604.528.5830)
- For Leadership Inquiries – **Deanna Heggie** ([dheggie@jibc.ca](mailto:dheggie@jibc.ca) | 604.528.5614)
- For all other matters – reception will redirect your inquiry | [leadership@jibc.ca](mailto:leadership@jibc.ca) | 604.528.5608)

Have a great day!  
Jennifer

## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Monday, March 14, 2016 3:33 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Contact person for Invoice

Hi Matt,

I'm just wondering if you happen to know who is the contact person for the invoicing of this course? No worries if not – I can go to Wilma.

Thank you!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Registration <Register@jibc.ca>  
**Sent:** Monday, March 14, 2016 1:57 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Automatic reply: Please register three students - see attached

Hello,

This is an automatic reply to confirm we have received your email message. We will respond to your request within 3 to 5 business days and ask that you refrain from sending duplicate requests.

Best regards,  
Student Services, JIBC

## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Monday, March 14, 2016 12:10 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: 16 registrants!

Wow – that will be a full course! Fantastic work!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, March 14 12:09 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: 16 registrants!

Hi Jennifer – I have 3 more to send you this afternoon.

Great news. Thank you.

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Monday, March 14, 2016 12:08 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** 16 registrants!

Hi Matt,

Hope all is well with you!

Just to let you know, there are 16 people registered for Positive Learning – yay!! Good work on that.

Also, I am just pulling together the invoice for the development of this course. Do you know who would be the contact person on your end for those sorts of things?

Thank you!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Tuesday, March 1, 2016 10:26 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Classroom

No problem! I'm glad the numbers are getting up there. I get the sense you've been working hard in the background ☺

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, March 01 10:18 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Positive Classroom

Thanks Jennifer!

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Tuesday, March 1, 2016 10:17 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Classroom

Hi Matt,

There are 12 registered (yay!) and we have a max of 24.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, March 01 9:17 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Positive Classroom

Hi Jennifer,

I just wanted to check on the enrollment for the "Creating a Positive Learning Environment Course." I expect there are 9 people enrolled at this time, and we are making arrangements for more. Can you confirm attendance, and can you tell me how many participants the course can accommodate before it is full?

Thank you,

Matt

## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, February 19, 2016 7:47 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Quick question

Sounds great – and good to know I didn't make that up :)

Have a great weekend!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 18 3:51 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Quick question

Hi Jennifer.

I have the same recollection regarding the meeting outcome, but wanted to confirm. I will let you know if anything changes, otherwise we will plan to meet sometime after the March session.

I appreciate the help,

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Thursday, February 18, 2016 3:47 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Quick question

Hi Matt,

In our last face to face conversation with TRB, the plan was to deliver the pilot in March and then re-evaluate. We could go ahead and schedule something for August 2016 and March 2017 if that works for you.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 18 1:03 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** Quick question

Hi Jennifer,

I was able to have a quick chat with Kent and he provided me most of the information I need regarding the courses. My only outstanding enquiry is whether there have been any plans regarding the date of the next session of "Creating a

Positive learning Environment.” Have you been given a date or timeline when the next session of this course might be offered?

Thanks for any assistance,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Gavriel, Tracie <TGavriel@jibc.ca>  
**Sent:** Tuesday, February 9, 2016 9:09 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: JIBC Course Outline

**Categories:** Red Category

Hi Matt,

What am I comparing it to? I don't understand the message, sorry.

Tracie

Tracie Gavriel  
Program Planner

Office of Applied Research & Graduate Studies  
604.528.5843 | [tgavriel@jibc.ca](mailto:tgavriel@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 05 12:52 PM  
**To:** Gavriel, Tracie <TGavriel@jibc.ca>  
**Subject:** RE: JIBC Course Outline

Hi Tracie,

Can you confirm if this is the same course as Applied Ethics ETHS-1100?

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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---

**From:** Gavriel, Tracie [mailto:TGavriel@jibc.ca]  
**Sent:** Monday, January 18, 2016 12:26 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** JIBC Course Outline

Here you go Matt!

Also here is a link to the e-textbooks:

Here is the website links for the textbooks:

<https://www.vitalsource.com/products/ethics-in-action-making-ethical-decisions-in-your-jane-ann-mclachlan-v9780136095026>

<https://www.vitalsource.com/products/ethics-a-pluralistic-approach-to-moral-theory-5e-lawrence-m-hinman-v9781133710974>

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Phone: 604.528.5590 *Greater Vancouver*

1.877.528.5591 *Toll-Free, North America only*

Best,

Tracie

Tracie Gavriel  
Program Planner

Office of Applied Research & Graduate Studies  
604.528.5843 | [tgavriel@jibc.ca](mailto:tgavriel@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, February 5, 2016 12:48 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Thanks Matt!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 05 11:06 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** FW: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hi Jennifer,

I have some positive feedback on the course material to share with you soon. The only point of correction is as follows: In both the **Facilitators Guide** (pg 20) and the **PPT** (slide 38) there is reference the *Teacher Regulation Board Standards*. This should be changed to Teacher Regulation Branch.

Thank you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, February 5, 2016 10:34 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Classroom

Yes.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 05 10:19 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Positive Classroom

Hi Jennifer,

Is this a final version that we can use?

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, February 5, 2016 10:13 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Positive Classroom

Hi Matt,

Let me know if this will work.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Wednesday, February 3, 2016 2:57 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Great – thanks Matt!

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 03 2:50 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Hi Jennifer,

I will forward you some feedback on the course materials soon. No need to resend the material.

Thank you,

Matt

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, January 29, 2016 11:27 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Thanks for the well wishes Matt!

Yes – it will take at least a week to set up. I will let you know as soon as that is done.

Also, on another note. I sent out course materials for Creating a Positive Learning Environment prior to the holidays. I'm wondering if those have been reviewed and our instructors can continue on with the development. Please let me know if I should resend them and if so, who I should resend them to.

Have a great weekend!

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, January 29 11:24 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Hi Jennifer,

That is great news and I am glad to hear you are feeling better. I appreciate all your help. We will send out our notification to the schools early next week. Am I correct to expect that it will take at least a week or longer to set up the site for registration?



Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, January 29, 2016 8:22 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Confirmed! Aug 31, Sept 1, 2

Hi Matt,

Those dates are now confirmed for Professional Boundaries.

I will get those set up in the system as soon as possible and let you know once it is open for registration.

Let me know if you have any questions.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, January 29, 2016 2:49 PM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Give me a call when you have a moment!

Jennifer Jasper  
Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Thursday, January 28, 2016 2:24 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Hi Matt,

Sorry about the delay in response! I have been out sick since Tuesday. I will be back in the office tomorrow if you would like to connect then.

Currently, we have 7 registrants in INDC 1340.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, January 26 1:23 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Can you check for me again the numbers on the *Creating a Positive Learning Environment* course?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, January 22, 2016 9:12 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

I'm sorry Matt – I haven't heard back yet.

I will let you know as soon as I hear something.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, January 22 9:09 AM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Dates for Professional Boundaries

Good morning Jennifer,

Any word yet from the instructor?

Thank you,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, January 20, 2016 8:20 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

I have sent an email off to the instructor and will let you know as soon as I hear back. I'm hoping today!

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, January 19 3:33 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Thanks for giving us so much time Jennifer.

I spoke to the Commissioner again just now and he would really like to get information out to teachers this week. If there is any possibility of you speaking to the instructor and giving us certainty tomorrow it would be great. Please let me know as soon as the date is confirmed.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, January 18 2:36 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Do you mean Aug 31, sep 1 & 2<sup>nd</sup>?

Thank you,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, January 18, 2016 2:34 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Dates for Professional Boundaries

Hi Matt,

Hope you had a great weekend!

We have an instructor that is available for August 21, Sept 1, 2.

Do those dates work?

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Tuesday, January 19, 2016 3:48 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Hi Matt,

I will do my best.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, January 19 3:33 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Dates for Professional Boundaries

Thanks for giving us so much time Jennifer.

I spoke to the Commissioner again just now and he would really like to get information out to teachers this week. If there is any possibility of you speaking to the instructor and giving us certainty tomorrow it would be great. Please let me know as soon as the date is confirmed.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, January 18 2:36 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Do you mean Aug 31, sep 1 & 2<sup>nd</sup>?

Thank you,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, January 18, 2016 2:34 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Dates for Professional Boundaries

Hi Matt,

Hope you had a great weekend!

We have an instructor that is available for August 21, Sept 1, 2.

Do those dates work?

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Gavriel, Tracie <TGavriel@jibc.ca>  
**Sent:** Monday, January 18, 2016 12:26 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** JIBC Course Outline  
**Attachments:** ETHS100CO.pdf

Here you go Matt!

Also here is a link to the e-textbooks:

Here is the website links for the textbooks:

<https://www.vitalsource.com/products/ethics-in-action-making-ethical-decisions-in-your-jane-ann-mclachlan-v9780136095026>

<https://www.vitalsource.com/products/ethics-a-pluralistic-approach-to-moral-theory-5e-lawrence-m-hinman-v9781133710974>

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Monday - Friday 8:30 a.m. - 4:00 p.m.  
Phone: 604.528.5590 *Greater Vancouver*  
1.877.528.5591 *Toll-Free, North America only*

Best,

Tracie

Tracie Gavriel  
Program Planner

Office of Applied Research & Graduate Studies  
604.528.5843 | [tgavriel@jibc.ca](mailto:tgavriel@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, December 18, 2015 11:51 AM  
**To:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; White, Caroline  
**Subject:** FW: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment  
**Attachments:** INDC 1340 facilitator guide.docx; indc 1340 handouts.docx; INDC 1340 slides.pptx

Hello,

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been briefly reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, November 27, 2015 4:30 PM  
**To:** Clarke, Wilma EDUC:EX; Jasper, Jennifer  
**Cc:** White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX  
**Subject:** RE: Following up

Thank you, Wilma. It looks like we are making progress on these fronts. We are still locking down a faculty member for the Respectful Boundaries course, and we can work with the August dates for availability. We will confirm them ASAP with the instructor.

As for the conflict resolution course, yes, the intent is to cover curriculum in both of those courses. We will have to customize this course content for the three-day period and for the K-12 sector. As we are combining two 3-day courses into one, we won't be able to give straight transfer credit for the two courses, but we will be able to count it as transfer credit for the Foundations course.

Jennifer will be back in the office next week, and can address the other outstanding questions then.

Thanks so much,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [mailto:Wilma.Clarke@gov.bc.ca]  
**Sent:** 2015, November 25 7:22 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Cc:** Highnam, Kent <khighnam@jibc.ca>; White, Caroline <carolinew@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>; Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Subject:** FW: Following up

My comments in red below Jennifer. Thanks.

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Sunday, November 22, 2015 11:42 AM  
**To:** White, Caroline; Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hello Wilma and all,

Thanks so much for your email - please see our responses below.

Jennifer

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.

Great! So my understanding is that you would like to go ahead with the course currently scheduled for **March 21-23, 2016** and based on the numbers you presented here, it seems very positive that it will go ahead. You mention that you have 7 confirmed registrants; currently, we have one participant registered through our system. Please ask those who have confirmed with you to register through our system; this will confirm that we have accurate numbers and that the tuition has been paid. Matt Chritchley, our Alternate Resolution Manager, will follow up on this with the participants, Jennifer.

With regard to promotion, would it be possible to send you an electronic promotion to be forwarded by the TRB to the schools or other groups that you feel would be a good fit for this course? Yes that would be excellent. Please forward to the TRB Communications Manager, Sally Mercer.

- We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.

Could you please clarify what you mean by this? If you are referring to “Positive Learning Environment”, I was under the impression that the March run (see dates above) would be the pilot run. Our thought here was that if there are any hiccups with the March run (e.g. not enough participants) or the workshop does not unfold as envisioned, we would have an opportunity to run it again in the summer as a pilot where we could do some fine tuning. This may not be necessary if the March session is fully subscribed.

- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

Great! We will speak with the faculty identified previously to determine their availability for both development and delivery; we will let you know once we have confirmed the faculty member and timeline. We will develop this course for face to face delivery.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

Yes – definitely! I am in contact with the course developer and will get this to you asap.

**Respectful Boundary**-When will this be offered in summer 2016 (i.e. specific dates)?

This will depend on instructor availability as stated above, however we are aiming for August as noted above. Please let us know if you have a more specific time frame in mind for this. The Commissioner is hoping the course could be delivered in mid-late August. We discussed Aug 17-19, 2016 as a good option. It would be great if we could have the dates confirmed as soon as possible as it will assist us in our ability to secure participants.

***Mindful Educator in Managing Conflict***-Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI's current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

We will be customizing our current offering to better fit the needs of K-12 teachers. This course will cover the foundational content of conflict resolution and address the learning outcomes as defined in the course outline (attached). Please let me know if you would like to discuss this in more detail.

You also asked if it would replace the 'other two general courses'. Could you please clarify which courses you are referring to? We are referring to:

- *Jl: Foundations of Collaborative Conflict Resolution (CRES 1100)*
- *Jl: Dealing with Anger (CRES-1190)*

Just a quick summary:

- We will move ahead with confirming faculty for "Respectful Boundaries" and forward you the course outline and materials for "Positive Learning Environment".
- We will await your answers to the questions outlined in this email and at this point, we will wait to hear from you about the "Mindful Educator".

Thanks.

Jennifer

---

**From:** White, Caroline

**Sent:** 2015, November 18 7:28 AM

**To:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Highnam, Kent <khhighnam@jibc.ca>

**Cc:** Jasper, Jennifer <jjasper@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>

**Subject:** RE: Following up

Hi Wilma,

Thank you for below. Kent is at a conference this week. Jennifer and I will review below and reply by Friday.

Thank you,  
Caroline

Caroline White  
Program Director

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** Tuesday, November 17, 2015 11:21 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

**Subject:** RE: Following up

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.
  - We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.
- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

**Respectful Boundary** - When will this be offered in summer 2016 (i.e. specific dates)?

**Mindful Educator in Managing Conflict** - Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

Thanks Kent.

Wilma Clarke,

Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Tuesday, October 27, 2015 2:41 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Thanks Wilma.

As a rough guide, development of one day of online training could run anywhere from \$15,000 to \$45,000 depending on the degree of interactivity, production value and technology use. For this 3-day course, that would likely run from \$40,000 (low end, low tech) to \$120,000, (high end, once we consider video production, actors, script writers, directors, editing, hosting). It's hard at this point to give more than a broad estimate without a more detailed idea of what you might be contemplating. Note that this is different than running a live course with a video patch-in using video conferencing, which would be much less expensive.

Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]  
**Sent:** 2015, October 27 11:44 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>  
**Subject:** RE: Following up

Hi Kent,

Sorry for my tardiness in responding, I am just able to settle in to respond to e-mails now after a short absence. Here are my thoughts on the questions you posed:

- The delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc).  
Don't know if we have landed on this one. There has been no discussion after our meeting with you at the JI as we were under the impression that you were going to be providing us with an estimate of what the development and delivery of the online version would cost, so that we can discuss the possibilities being clear on what the implications would be for our budget.
- The constitution of the March delivery of the "Classroom Environment" course (pilot with subsidized attendance, regular enrollment, blend, etc).  
As we moved this session to March and have the time necessary to promote it broadly, I would like to move forward with regular enrollment as we have to gauge the sustainability of these courses using regular enrollment, going forward.

Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, October 19, 2015 3:14 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

Hello Wilma,

I called today but I understand that you are in a course for the next couple of days. I just wanted to follow up to see where our thinking is at on the following questions:

- The delivery method for the “Respectful Boundaries” course (online, face-to-face, blended, etc). We have yet to start development of this course and were hoping to determine the delivery method before proceeding.
- The constitution of the March delivery of the “Classroom Environment” course (pilot with subsidized attendance, regular enrollment, blend, etc).

Please let us know if you require any more information from us in the meantime.

Thanks so much,  
Kent

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, October 23, 2015 9:08 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Telephone conference call information - Monday 10:30 am

Sounds good. Thanks Matt.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, October 23 9:06 AM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** Telephone conference call information - Monday 10:30 am

Hi Kent,

The Acting Director Katarina Hodak will also attend the telephone call with the Commissioner on Monday. Would you mind calling into the conference at 10:30 am on Monday?

Here is the telephone conference information:

=====

**Conference call numbers for participants:**  
s.15,s.17

**Conference ID Number**  
s.15,s.17 ##

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khhighnam@jibc.ca>  
**Sent:** Monday, October 19, 2015 3:14 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

**Categories:** Important

Hello Wilma,

I called today but I understand that you are in a course for the next couple of days. I just wanted to follow up to see where our thinking is at on the following questions:

- The delivery method for the “Respectful Boundaries” course (online, face-to-face, blended, etc). We have yet to start development of this course and were hoping to determine the delivery method before proceeding.
- The constitution of the March delivery of the “Classroom Environment” course (pilot with subsidized attendance, regular enrollment, blend, etc).

Please let us know if you require any more information from us in the meantime.

Thanks so much,  
Kent

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

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715 McBride Boulevard, New Westminster, BC, V3L 5T4  
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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, September 25, 2015 8:57 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: meeting

Thanks Matt, I noticed that too. I guess the message hasn't been processed yet by our reg. office. I'll remind them.

Take care,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, September 25 8:01 AM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** meeting

Hi Kent,

Thank you for meeting with us yesterday to discuss the courses prepared for the TRB. It was very informative.

Also, I think you noticed during the meeting, but just a heads up that your online system is still showing 'The Mindful Educator in Managing Conflict' running in March.

Look forward to chatting again soon,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

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**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Monday, September 21, 2015 10:43 AM  
**To:** Critchley, Matt EDUC:EX  
**Subject:** Accepted: Meeting to discuss courses

## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, September 18, 2015 11:11 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** White, Caroline; Jasper, Jennifer  
**Subject:** RE: TRB Course Status

Understood. Thanks Matt. You will hear from us about the rescheduling of the "Professional Boundaries" course once we have the dates confirmed in our system.

Best regards,  
Kent Highnam

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, September 18 10:45 AM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Cc:** White, Caroline <carolinew@jibc.ca>; Jasper, Jennifer <jjasper@jibc.ca>  
**Subject:** RE: TRB Course Status

Hi Kent,

I can now confirm that we will delay the course 'Reinforcing Respectful Professional Boundaries' until Summer 2016. Please confirm the schedule for the course as soon as possible, and I suggest August 17-19, 2016.

Also, please put the course 'The Mindful Educator in Managing Conflict CRES-1120' on hold.

I really appreciate the time and effort that your team has put into these courses.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Friday, September 18, 2015 9:17 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** White, Caroline; Jasper, Jennifer  
**Subject:** RE: TRB Course Status

Hi Matt,

Some additional information: we've had about a half-dozen inquiries on the Respectful Boundaries course over the past few months.

Thanks,  
Kent

---

**From:** Highnam, Kent  
**Sent:** 2015, September 17 6:56 PM  
**To:** 'Chritchley, Matt EDUC:EX' <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** TRB Course Status

Hi Matt,

Following our brief discussion this afternoon, here is the status of the TRB courses:

- **The Mindful Educator in Managing Conflict CRES-1120**, scheduled for March 16-18, 2016 – currently no enrollments.

This course has yet to be fully customized, although the instructor has been selected and confirmed. Course content would combine elements from two existing three-day courses (Foundations of Collaborative Conflict Resolution and Dealing with Anger). It is the easiest to create given the existing curriculum in this area.

- **Creating a Positive Learning Environment INDC-1340** – scheduled for March 21-23, 2016 – currently no enrollments.

This course is essentially complete. Materials are with TRB for review. Co-faculty have been selected and confirmed.

- **Reinforcing Respectful Professional Boundaries** – Tentatively scheduled for March, 2016. Faculty have been partially identified (Laura Bickerton), and course materials have yet to be developed.

I understand from our discussion that the Commissioner is considering postponing the Boundaries course until August, 2016, and putting an indefinite hold on the Conflict course. You will advise me of final decisions in this regard after consultation with the Commissioner.

Thank you,  
Kent Highnam

.....  
**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Thursday, September 10, 2015 11:08 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: TRB Landing page

I can go to the public now. We're adding functionality every chance we get. We should have a link directly to the course page soon for the Learning Environment and Conflict courses very soon.

Thanks,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, September 10 11:07 AM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** RE: TRB Landing page

Hi Kent,

Can we provide this link to the public now, or is it still in development?

Thanks,

Matt

---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Wednesday, September 9, 2015 3:23 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Pennington, Charlene  
**Subject:** FW: TRB Landing page

Hi Matt,

Here's the landing page for the three TRB-related courses. We are updating and linking information to and from this page as it is confirmed and put into our course registration system. For instance, we have a course code for the "Mindful Educator" course (CRES-1120) and we have dates for it as well. (We are also working out bugs on our end to smooth out the registration process, but there are many ways interested people can register into these courses.

Please refer anyone interested in knowing more about these courses, dates, registration etc. to me.

Thanks so much,  
Kent

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

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604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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---

**From:** Scott, Alison  
**Sent:** 2015, September 08 3:58 PM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** TRB Landing page

<http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-conflict-resolution/courses/innovative-strategies-k-12-teachers>

## Chritchley, Matt EDUC:EX

---

**From:** Wood, Stephanie <Swood@jibc.ca>  
**Sent:** Tuesday, September 1, 2015 2:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Information

**Categories:** Green Category

Dear Matt,

I am happy to confirm that s.22 attended the JIBC last week for training. His grades are not available at this time, but are expected within a few weeks.  
Proof of his grades will be available via Official Transcript when the grades are posted.

Thank you for your time,  
Stephanie

Stephanie Wood  
Associate Registrar, Student Affairs

Tel: 604.528.5527 | [swood@jibc.ca](mailto:swood@jibc.ca)  
715 McBride Boulevard, New Westminster, BC V3L 5T4

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, September 01 1:50 PM  
**To:** Wood, Stephanie <Swood@jibc.ca>  
**Subject:** Information

Hi Stephanie,

I believe we spoke this morning regarding course completion information. Can you give me a call, or provide me the information by e-mail.

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814



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## Chritchley, Matt EDUC:EX

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**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Friday, August 21, 2015 1:23 PM  
**To:** Bickerton, Laura EDUC:EX; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; Scott, Alison  
**Subject:** RE: Creating a Positive Learning Environment

So sorry Laura (and Maureen!)

It's definitely Friday :)

Jennifer

---

**From:** Bickerton, Laura EDUC:EX [mailto:Laura.Bickerton@gov.bc.ca]  
**Sent:** 2015, August 21 1:16 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>  
**Cc:** Highnam, Kent <khhighnam@jibc.ca>; Scott, Alison <ascott@jibc.ca>  
**Subject:** RE: Creating a Positive Learning Environment

Great! Thanks! (actually it is Maureen and not Marilyn ☺)

Laura Bickerton  
Director – Integrated Services and Safe Schools  
Ministry of Education  
Phone: 604.775-4828  
[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
ON TWITTER: @ERASEBULLYINGBC

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Friday, August 21, 2015 1:13 PM  
**To:** Bickerton, Laura EDUC:EX; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; Scott, Alison  
**Subject:** Creating a Positive Learning Environment

Hello!

Hope you are all enjoying your summer.

The next offering, which will be our pilot, of Creating a Positive Learning Environment (INDC-1110) will be March 21-23, 2016. Please feel free to circulate this date.

We will be working closely with Alison Scott in our marketing department to ensure that we support the success of this course.

Kathryn Thomson and Marilyn Mason are currently working to develop this course and have made significant process on the structure and the content. They will soon be asking for input and feedback on what they have put together before you have the opportunity for the final sign off on materials.

If you have any questions, please feel free to contact me.

Thanks so much!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

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**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Tuesday, August 11, 2015 1:43 PM  
**To:** Hodak, Katarina EDUC:EX  
**Cc:** Heggie, Deanna; Preston, Bruce EDUC:EX; Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Classroom management course (Aug 19-21)

Thanks so much for your email Kat. We will cancel this course and focus our efforts on the sessions for Spring Break. I have had a number of inquiries regarding this training and hopefully with some additional time, this interest will translate into enrollments.

Enjoy the rest of the summer,  
Jennifer

---

**From:** Hodak, Katarina EDUC:EX [mailto:Katarina.Hodak@gov.bc.ca]  
**Sent:** 2015, August 11 1:28 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Cc:** Heggie, Deanna <dheggie@jibc.ca>; Preston, Bruce EDUC:EX <Bruce.Preston@gov.bc.ca>; Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; Highnam, Kent <khighnam@jibc.ca>  
**Subject:** RE: Classroom management course (Aug 19-21)

Hi Jennifer,

I have spoken with the Commissioner, and I'm afraid we will have to cancel this course due to the lack of enrolment.

Let me know if you need anything further from us/TRB to effect this cancellation.

Thanks,  
Kat

**Katarina Hodak** | Acting Director, Professional Conduct Unit  
Teacher Regulation Branch | Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Direct Line: 604.775.4826  
Cell: 604.319.1466  
Toll Free in N. America: 1.800.555.3684  
Fax: 604.775.4858  
Email: [Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)  
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**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Monday, August 10, 2015 4:25 PM

**To:** Hodak, Katarina EDUC:EX  
**Cc:** Heggie, Deanna  
**Subject:** RE: Classroom management course (Aug 19-21)

Hi Kat,

I will definitely let you know if I receive any emails. I have a meeting at 10:30 tomorrow and so will be leaving here at 9:45am – I will get back to you at that time. If you do not hear from me, we had no new enrolments.

I've cc'd my colleague, Deanna Heggie, on this email. If you have any questions and are not able to get a hold of me, please contact Deanna.

Thank you!  
Jennifer

---

**From:** Hodak, Katarina EDUC:EX [<mailto:Katarina.Hodak@gov.bc.ca>]  
**Sent:** 2015, August 10 4:06 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** Classroom management course (Aug 19-21)

Hi Jennifer,

We have sent out the message to various people/organizations that we are looking for teachers who would be interested in attending the course (fee waived), and have provided your name and contact information for people to sign up.

Could you let me know tomorrow morning (say by 10ish) if you've had any interest/numbers of potential enrollees? We will need to make a decision on whether we proceed by tomorrow or whether we will have to cancel if not enough interest has been generated.

Thank you!  
Kat

**Katarina Hodak** | Acting Director, Professional Conduct Unit  
Teacher Regulation Branch | Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Direct Line: 604.775.4826  
Cell: 604.319.1466  
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## Chritchley, Matt EDUC:EX

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**From:** White, Caroline <carolinew@jibc.ca>  
**Sent:** Monday, July 13, 2015 6:44 AM  
**To:** XT:Highnam, Kent CLBC:IN; Chritchley, Matt EDUC:EX  
**Cc:** Jasper, Jennifer; Hodak, Katarina EDUC:EX; Scott, Alison  
**Subject:** RE: Dates re conflict management

**Categories:** Important

Hi Matt,

We have yet to confirm faculty for Reinforcing Respectful Professional Boundaries, however will aim for March 21-24th as below. We will confirm as soon as faculty is confirmed.

Thank you,  
Caroline

Caroline White  
Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
Tel: 604.528.5620 | Fax: 604.528.5640 | [carolinew@jibc.ca](mailto:carolinew@jibc.ca)

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-----Original Message-----

From: Highnam, Kent  
Sent: 2015, July 10 12:40 PM  
To: Chritchley, Matt EDUC:EX  
Cc: White, Caroline; Jasper, Jennifer; Hodak, Katarina EDUC:EX; Scott, Alison  
Subject: Dates re conflict management

Hello Matt,

We have tentatively scheduled March 14-16, 2016 for the Mindful Educator in Conflict course. Our internal administrative processes result in a short delay in confirming these dates, however, I don't see any reason why they should have to change. I will let you know as soon as dates are confirmed and, consequently, when students can begin to register.

Thanks, and have a great weekend,  
Kent

-----Original Message-----

From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
Sent: 2015, June 19 4:04 PM  
To: Highnam, Kent  
Cc: White, Caroline; Jasper, Jennifer; Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

Hi Kent,

I believe we should run all three courses in the spring break. I think that the Boundaries course could probably run concurrently with one of the other courses.

One possibility is:

March 14-16th: The Mindful Educator in Managing Conflict

March 21-24th:

Creating a Positive Learning Environment  
Reinforcing Respectful Professional Boundaries

Thanks for your information,

Matt

-----Original Message-----

From: Highnam, Kent [mailto:khighnam@jibc.ca]  
Sent: Friday, June 19, 2015 3:09 PM  
To: Chritchley, Matt EDUC:EX  
Cc: White, Caroline; Jasper, Jennifer  
Subject: RE: JI instructor re classroom management

Thanks Matt. I'll send this on to my colleagues for scheduling purposes. Do you know if we want to run all three courses in spring break? I know we'll be scheduling at least the con res and professional boundaries course.

Have a great weekend,  
Kent

-----Original Message-----

From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
Sent: 2015, June 19 10:00 AM  
To: Highnam, Kent  
Cc: Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

Hi Kent,

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Some smaller school districts like Kamloops, Vernon, Revelstoke, Peace River, take their break from March 21-April 1, 2016. The independent schools are varied. The Federation of Independent schools confirms that most of their schools start on the 21st.

My suggestion would be to offer the course March 21st-23rd, 2016 as this is the most inclusive.

Another option would be to offer the course March 14-16th. This would allow most teachers to attend the course, and then go on to their vacation rather than doing course work in mid break.

Please let me know if you have a strong preference based on your scheduling experience. If possible, can you confirm the date today, so I can forward to information to our stakeholders.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 5:54 PM  
To: XT:Highnam, Kent CLBC:IN  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison; Chritchley, Matt EDUC:EX  
Subject: RE: JI instructor re classroom management

Thanks so much Kent!

Jennifer has indeed touched base with me, and we hope to get interviews scheduled for June 26 or 30th.

I've cc'd this to Matt Chritchley (our Alternate Resolutions Manager) since he is taking most of the calls/queries on this. Matt: could you find out when spring break is scheduled for the larger school districts (public schools) in March 2016 and pass this info back to Kent? I'm not sure that we could accommodate all school districts if their break schedules vary greatly...and I'm dubious that we'd be able to account for spring break schedules for all the private schools--but can you determine if there is an optimal time in March? With the Easter long weekend being March 25/28, it's likely to be around that time for most everyone.

Thanks all!  
Kat

-----Original Message-----

From: Highnam, Kent [mailto:khighnam@jibc.ca]  
Sent: Thursday, June 18, 2015 5:19 PM  
To: Hodak, Katarina EDUC:EX  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison



Subject: RE: JI instructor re classroom management

Hello Katarina,

Thanks for your follow up. I know that Jennifer has been working behind the scenes to set up the interviews, questions and scheduling. I am forwarding your email to her for response regarding the interviewing, and she should be in touch with you shortly, if she hasn't been already.

Re: Your other points:

1. Summary descriptions of the courses:

Here is a summary description of the three courses. These may change slightly as they pass through our internal academic approval processes, but the changes won't be more than a word here or there:

---

The Mindful Educator in Managing Conflict Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, you will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively. You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

Creating a Positive Learning Environment Designed for educators in the K-12 system, in this 3-day course you will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

Reinforcing Respectful Professional Boundaries Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, you will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. You will then be able to connect authentically with students while maintaining boundaries \_\_\_\_\_

2. Contact person

The contact person changes with the course, as each course is in a different Centre within our School. Here are the contacts:

The Mindful Educator in Managing Conflict - Kent Highnam, khighnam@jibc.ca - 604.528.5615

Creating a Positive Learning Environment - Jennifer Jasper, jjasper@jibc.ca - 604.528.5633

### 3. Course information on JIBC website

Alison Scott, our marketing and communications resource, is working with us to create the resource page. She will be in contact with Sally from TRB to coordinate this.

Cost: Each course will cost \$697, including the Learner Services Fee

Dates: We have dates set for the first "Positive Learning Environment" course (Aug 19-21). Dates for the other two courses have yet to be confirmed. I understand that they will both run March 2016.

REQUEST: Could TRB please indicate the week/weeks in March 2016 during which we should schedule these courses? I know that spring break can vary depending on the district, and we also need to consider the private school system. Also, I'm assuming that we will schedule all three. This will mean that they will overlap in scheduling.

---

Of course, you can contact me at any time for anything.

Thanks so much,  
Kent

-----Original Message-----

From: Hodak, Katarina EDUC:EX [mailto:Katarina.Hodak@gov.bc.ca]

Sent: 2015, June 18 3:42 PM

To: Highnam, Kent

Subject: Fw: JI instructor re classroom management

Hi Kent,

Just touching base re the below. We haven't heard back from the JIBC yet.

Also, we're starting to field questions on all the courses and wondered if we have information on the following:

1. Summary descriptions of the courses;
2. The contact person at JIBC for teachers who will be taking the courses at the TRB's direction to phone for info on dates, costs, and content; and
3. How soon we can get course dates and full info on the JIBC website on the 3 courses so that the BCTF will be able to advise their clients/teachers.

Thanks!  
Katarina

----- Original Message -----

From: Bickerton, Laura EDUC:EX

Sent: Thursday, June 18, 2015 03:28 PM Pacific Standard Time

To: Hodak, Katarina EDUC:EX

Subject: RE: JI instructor re classroom management

I sent your and Bruce's name/email to Jennifer at the JI. They were to be in touch with you directly. If you haven't heard by tomorrow, let me know and I will light a fire under them. L

Laura Bickerton  
Director – Integrated Services and Safe Schools Ministry of Education  
Phone: 604.775-4828  
Laura.Bickerton@gov.bc.ca

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
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-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 3:27 PM  
To: Bickerton, Laura EDUC:EX  
Subject: JI instructor re classroom management

Hi Laura,

Any update re. the two short-listed instructors and our (my and Bruce's) interviews with them?

We're just in the PCU boardroom chatting about this...

Thanks,  
Kat

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---

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Thanks!  
Katarina

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Sent: Thursday, June 18, 2015 03:28 PM Pacific Standard Time  
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Laura Bickerton  
Director – Integrated Services and Safe Schools Ministry of Education  
Phone: 604.775-4828  
Laura.Bickerton@gov.bc.ca

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
ON TWITTER: @ERASEBULLYINGBC

-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 3:27 PM  
To: Bickerton, Laura EDUC:EX  
Subject: JI instructor re classroom management

Hi Laura,

Any update re. the two short-listed instructors and our (my and Bruce's) interviews with them?

We're just in the PCU boardroom chatting about this...

Thanks,  
Kat



## Chritchley, Matt EDUC:EX

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**From:** Highnam, Kent <khhighnam@jibc.ca>  
**Sent:** Friday, June 19, 2015 4:38 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: JI instructor re classroom management

Very helpful! Thank you, Matt.

-----Original Message-----

From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
Sent: 2015, June 19 4:04 PM  
To: Highnam, Kent  
Cc: White, Caroline; Jasper, Jennifer; Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

Hi Kent,

I believe we should run all three courses in the spring break. I think that the Boundaries course could probably run concurrently with one of the other courses.

One possibility is:

March 14-16th: The Mindful Educator in Managing Conflict

March 21-24th:  
    Creating a Positive Learning Environment  
    Reinforcing Respectful Professional Boundaries

Thanks for your information,

Matt

-----Original Message-----

From: Highnam, Kent [mailto:khhighnam@jibc.ca]  
Sent: Friday, June 19, 2015 3:09 PM  
To: Chritchley, Matt EDUC:EX  
Cc: White, Caroline; Jasper, Jennifer  
Subject: RE: JI instructor re classroom management

Thanks Matt. I'll send this on to my colleagues for scheduling purposes. Do you know if we want to run all three courses in spring break? I know we'll be scheduling at least the con res and professional boundaries course.

Have a great weekend,  
Kent

-----Original Message-----

From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]

Sent: 2015, June 19 10:00 AM  
To: Highnam, Kent  
Cc: Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

Hi Kent,

Most of the public school districts are taking their 2016 spring break from March 14-24th. This coincides with Good Friday (March 25th), and the Easter weekend. These dates work for the great majority of school districts.

Some smaller school districts like Kamloops, Vernon, Revelstoke, Peace River, take their break from March 21-April 1, 2016. The independent schools are varied. The Federation of Independent schools confirms that most of their schools start on the 21st.

My suggestion would be to offer the course March 21st-23rd, 2016 as this is the most inclusive.

Another option would be to offer the course March 14-16th. This would allow most teachers to attend the course, and then go on to their vacation rather than doing course work in mid break.

Please let me know if you have a strong preference based on your scheduling experience. If possible, can you confirm the date today, so I can forward to information to our stakeholders.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 5:54 PM  
To: XT:Highnam, Kent CLBC:IN  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison; Chritchley, Matt EDUC:EX  
Subject: RE: JI instructor re classroom management

Thanks so much Kent!

Jennifer has indeed touched base with me, and we hope to get interviews scheduled for June 26 or 30th.

I've cc'd this to Matt Chritchley (our Alternate Resolutions Manager) since he is taking most of the calls/queries on this. Matt: could you find out when spring break is scheduled for the larger school districts (public schools) in March 2016 and pass this info back to Kent? I'm not sure that we could accommodate all school districts if their break schedules vary greatly...and I'm dubious that we'd be able to account for spring break schedules for all the private schools--but can

you determine if there is an optimal time in March? With the Easter long weekend being March 25/28, it's likely to be around that time for most everyone.

Thanks all!  
Kat

-----Original Message-----

From: Highnam, Kent [mailto:khighnam@jibc.ca]  
Sent: Thursday, June 18, 2015 5:19 PM  
To: Hodak, Katarina EDUC:EX  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison  
Subject: RE: JI instructor re classroom management

Hello Katarina,

Thanks for your follow up. I know that Jennifer has been working behind the scenes to set up the interviews, questions and scheduling. I am forwarding your email to her for response regarding the interviewing, and she should be in touch with you shortly, if she hasn't been already.

Re: Your other points:

1. Summary descriptions of the courses:

Here is a summary description of the three courses. These may change slightly as they pass through our internal academic approval processes, but the changes won't be more than a word here or there:

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The Mindful Educator in Managing Conflict Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, you will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively. You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

Creating a Positive Learning Environment Designed for educators in the K-12 system, in this 3-day course you will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

Reinforcing Respectful Professional Boundaries Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, you will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. You will then be able to connect authentically with students while maintaining boundaries \_\_\_\_\_

## 2. Contact person

The contact person changes with the course, as each course is in a different Centre within our School. Here are the contacts:

The Mindful Educator in Managing Conflict - Kent Highnam, khighnam@jibc.ca - 604.528.5615

Creating a Positive Learning Environment - Jennifer Jasper, jjasper@jibc.ca - 604.528.5633

Reinforcing Respectful Professional Boundaries - Caroline White, carolinew@jibc.ca - 604.528.5620

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## 3. Course information on JIBC website

Alison Scott, our marketing and communications resource, is working with us to create the resource page. She will be in contact with Sally from TRB to coordinate this.

Cost: Each course will cost \$697, including the Learner Services Fee

Dates: We have dates set for the first "Positive Learning Environment" course (Aug 19-21). Dates for the other two courses have yet to be confirmed. I understand that they will both run March 2016.

REQUEST: Could TRB please indicate the week/weeks in March 2016 during which we should schedule these courses? I know that spring break can vary depending on the district, and we also need to consider the private school system. Also, I'm assuming that we will schedule all three. This will mean that they will overlap in scheduling.

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Of course, you can contact me at any time for anything.

Thanks so much,  
Kent

-----Original Message-----

From: Hodak, Katarina EDUC:EX [mailto:Katarina.Hodak@gov.bc.ca]

Sent: 2015, June 18 3:42 PM

To: Highnam, Kent

Subject: Fw: JI instructor re classroom management

Hi Kent,

Just touching base re the below. We haven't heard back from the JIBC yet.

Also, we're starting to field questions on all the courses and wondered if we have information on the following:

1. Summary descriptions of the courses;
2. The contact person at JIBC for teachers who will be taking the courses at the TRB's direction to phone for info on dates, costs, and content; and
3. How soon we can get course dates and full info on the JIBC website on the 3 courses so that the BCTF will be able to advise their clients/teachers.

Thanks!  
Katarina

----- Original Message -----

From: Bickerton, Laura EDUC:EX  
Sent: Thursday, June 18, 2015 03:28 PM Pacific Standard Time  
To: Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

I sent your and Bruce;s name/email to Jennifer at the JI. They were to be in touch with you directly. If you haven't heard by tomorrow, let me know and I will light a fire under them. L

Laura Bickerton  
Director – Integrated Services and Safe Schools Ministry of Education  
Phone: 604.775-4828  
Laura.Bickerton@gov.bc.ca

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
ON TWITTER: @ERASEBULLYINGBC

-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 3:27 PM  
To: Bickerton, Laura EDUC:EX  
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Thanks,  
Kat

## Chritchley, Matt EDUC:EX

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**From:** White, Caroline <carolinew@jibc.ca>  
**Sent:** Friday, June 19, 2015 4:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Automatic reply: JI instructor re classroom management

Hello,

s.22 For information on customized training or on the Community Safety job-posting please contact Susan Forest at sforest@jibc.ca. If your email is urgent please contact reception at 604-528-5608.

Thank you,  
Caroline

## Creating a Positive Learning Environment from the Inside Out

### Course Description

Despite the increasing wealth of information, curriculum specialists, refined pedagogy and advanced technology, the job of teaching in today's schools is getting harder, not easier. This course provides a venue for K-12 educators to explore the challenges of creating a positive learning environment where there are complex, multi-layered, and contentious pressures.

Teachers are asked to meet the competing needs of diverse students, teach content, manage relationships, inspire learning, and deal with challenging behaviours and difficult emotions; and all of these demands are in the context of massive social, cultural, technological and pedagogical change. This course looks at the larger context in which these challenges arise and provides a highly interactive, experiential setting to explore the following topics:

- The dynamics of dealing with challenging behaviours and emotions in the classroom.
- Personal beliefs and values about teaching
- The internal and external conditions required to create a positive learning environment
- Developmental and behavioural perspectives on classroom management
- Ideas and strategies for dealing with challenging classroom dynamics

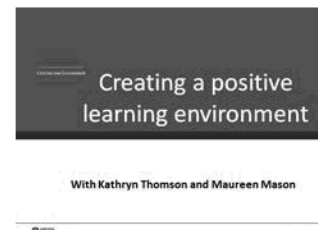
### Course level outcomes

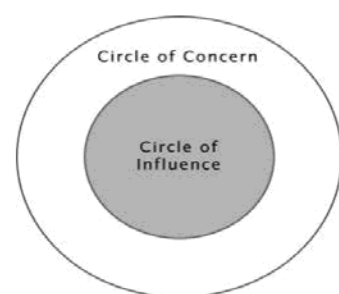
**At the end of this three days participants will be better equipped to:**

1. Identify and apply constructive, effective strategies/interventions to complex student behaviours
2. Distinguish between content, process and relationship challenges


3.	Recognize the primacy of teacher-student relationships in creating a positive learning environment
4.	Implement practices for self-reflection and self-management that will translate into more effective classroom management
5.	Understand the neurophysiology of stress and ways of cultivating resilience
6.	Demonstrate effective communication skills in complex classroom situations
7.	Meaningfully connect what they have learned to the Standards for Competence & Professional Conduct of Educators in BC
8.	Examine and apply 3 models of managing challenging student behaviours
<b>Pre course work</b>	
1.	Pre and post course assessment based on Maureen Mason’s <i>Factors that Affect Student Behaviour</i> assessment
2.	Pre-reading—(optional) <i>Managing Today's Classroom: Finding Alternatives to Control and Compliance</i> by Scott Willis
<b>Day 1 objectives:</b>	
<ul style="list-style-type: none"> <li>• Create an intentional, positive learning environment.</li> <li>• Provide ample opportunity for learners to reflect on what they value about their role as teachers, what challenges them the most and what values and beliefs drive their behaviour as teachers.</li> <li>• Allow participants to connect with each other and with the facilitators.</li> <li>• Promote idea of self-knowledge and self-reflection as key tools for managing self and others</li> <li>• Learn about the neurophysiological responses of our brain under stress and what helps and what hinders us in our ability to regulate our responses to stress</li> <li>• Assess the causes for the kinds of challenges teachers experience in the classroom.</li> <li>• Learn about the role of relationship in creating a positive learning environment. (day 1 and day 2)</li> </ul>	
<b>Notes on set-up</b>	
<ul style="list-style-type: none"> <li>• Facilitators for this course will model creating a positive learning environment in how they set up the physical environment, and how they interact with each other and with the students</li> <li>• Classroom should be organized in tables for four, with ample space between tables. Tables should be supplied with felt pens, paper, candies, small post it notes, highlighter pens, and materials for kinesthetic learners (such as playdoh, soft</li> </ul>	


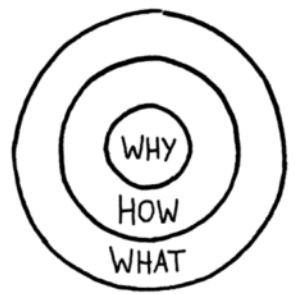


<ul style="list-style-type: none"> <li>balls, or objects)</li> <li>As students arrive, facilitators greet each person individually, make them feel welcome and orient them to the class.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Set of Visual Explorer images</li> <li>Powerpoint slides</li> <li>Participant manuals</li> <li>Felt pens, tape, note paper</li> </ul>		
Approximate Timing	Activities	Resources PPT/PM/Other
	<b>Day 1: understanding your self—your values, beliefs, triggers, strengths and challenges</b>	
<b>9:00 to 9:15</b>	<p><b>Opening comments:</b></p> <p>Welcome to this three day course on <b>creating a positive learning environment</b>. This course has been designed collaboratively by Kathryn Thomson and Maureen Mason as part of the Teacher Regulatory Board’s initiative to provide enhanced training opportunities to support teacher’s professional development.</p> <p>There are enormous pressures on all teachers in our system. We need to understand the external context—including the social, technological, political contexts--that we’re teaching in and how that impacts our ability to create positive learning environments. We will also need to examine inner context—at what is happening inside of us—and how that impacts the kind of learning environment we create in our classrooms.</p> <p>The purpose of this course is to give you some tools and strategies that you can apply when you get back into the classroom that will enable you to create the conditions for your best teaching and your student’s best learning. These tools are offered within a framework of self-insight,</p>	<p>PPT 1 Welcome slide</p> 


	<p>self-awareness, self-reflection and self-management. You'll learn how your thinking, your beliefs, your values, your assumptions and your perceptions affect your behaviours and how those behaviours in turn impact you, your students and your classroom.</p> <p>You will be introduced to some models and strategies for dealing with challenging classroom situations and student behaviours; however, there is no single strategy, technique, theory, pedagogy, or model that can take the place of you and a relationship of authentic connection with your students.</p>	
	<p><b>Review Agenda—Day 1:</b></p> <ul style="list-style-type: none"> <li>• Welcome, context and overview</li> <li>• Agreements for creating positive learning environment here</li> <li>• Starting with “why”—your values as a teacher</li> <li>• Environmental assessment (PESTEL)</li> <li>• Internal environmental assessment: understanding your brain, stress and resilience</li> <li>• Tools for greater cognitive, social and emotional resilience</li> </ul> <p><b>Circle of Influence</b></p> <p>Remind learners that throughout these three days they will be asked to position themselves within their sphere of influence. As we'll see there are so many political, social, economic factors that impact their ability to create a positive learning environment. It is easy and seductive to focus on all the things that overwhelm us, make us feel victimized or disempowered. Throughout these three days we'll be asking students to put themselves in a position of power in relationship to all of the topics in this course.</p>	<p><b>PPT 2</b></p> <p>Agenda for Day 1</p> <ul style="list-style-type: none"> <li>• Welcome, context and overview</li> <li>• Agreements for creating positive learning environment here</li> <li>• Starting with “why”—your values as a teacher</li> <li>• External assessment (PESTEL)</li> <li>• Internal environmental assessment: the neuroscience of stress and resilience</li> <li>• Tools for greater cognitive, social and emotional resilience</li> </ul> <hr/> <p><b>PPT 3</b></p> 

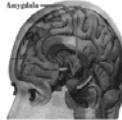
<p><b>9 20 to 9:50</b></p>	<p><b>Guidelines, agreements and requests for making this a positive learning environment</b></p> <p><b>Interview a partner:</b></p> <p>Think about a time that you were a learner and were in a positive learning environment. (Could have been at a workshop, or in a class, or any situation in which you were a learner) What were the conditions that enabled this kind of environment? Think about your teacher/facilitator's behaviour. What did they do or say? What was the physical environment like? What about your interactions with other learners?</p> <ul style="list-style-type: none"> <li>• Take turns interviewing each other. 6 minutes each</li> <li>• Join with another dyad. In your small group, write out all of the elements you discovered made for a positive learning environment in your experience.</li> <li>• Provide flip chart paper for each table to capture their key ideas about what creates a positive learning environment for them. Fairly quickly go around the room and get people to read out what they've come up with.</li> <li>• Then ask group--based on what you've heard from each other just now, what agreements would you like to see in place for our three days in this class together? Based on what you know about your own learning style, what would help you get the most from these next three days together? Write these needs out on another flip chart in the form of agreements or request. Post it on wall. Look at the other group's agreements.</li> </ul> <p>Look around the room. Is there anything else that we need to have in place for this to be a positive learning environment for you?</p>	<p>PPT 4</p> <div data-bbox="1587 537 1902 597" style="background-color: #444; color: white; padding: 5px; margin-top: 20px;"> <b>Our best learning environment: interviews</b> </div> <ul style="list-style-type: none"> <li>• When have you experienced a really positive learning environment?</li> <li>• What were the conditions that enabled this kind of environment?</li> <li>• Think about your teacher/facilitator's behaviour. What did they do or say?</li> <li>• What was the physical environment like?</li> <li>• What about your interactions with other learners?</li> </ul> <div data-bbox="1587 1084 1902 1144" style="background-color: #444; color: white; padding: 5px; margin-top: 20px;"> <b>In small groups:</b> </div> <ul style="list-style-type: none"> <li>• Share with your larger group what you've learned about each other's experience of a positive learning environment. Collate the key factors onto one flip chart with the title: our ideal learning environment.</li> </ul>

	<p><b>Make sure you elicit the following agreements in the debrief:</b></p> <p><b>Confidentiality:</b> everything you share here is confidential</p> <p><b>No judgement:</b> we are here to learn together, and to leave with a deep understanding of ourselves and who we are as teachers.</p> <p><b>Be in learner not knower mode:</b> often, as teachers, we're expected to know things, to have answers and provide solutions. In this class, please set aside your mantle of "knowing" and adopt what in Zen is referred to as <i>beginner's mind</i>. Together, let's create an environment where it's okay to not know, to be curious, to be open, to make mistakes, to try things out. It takes a certain amount of vulnerability to be in this kind of mode, but it is the only way we can truly learn. We can help each other adopt this mindset over the next 3 days.</p>	
	<p><b>A few words about self-awareness and emotional intelligence.</b></p> <ul style="list-style-type: none"> <li>• Much of this course is about you—your beliefs, your values, the lens through which you see the world, through which you understand yourself and your role as a teacher. Effective teaching is all about establishing effective relationships—first with yourself and then with your students.</li> <li>• The better you know yourself, understand yourself and manage yourself the more positive your learning environment will be. This is the fundamental assumption this course is based on.</li> </ul>	<p>4 attributes of Emotional Intelligence</p>  <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Self Management</li> <li>• Social Awareness</li> <li>• Relationship Management</li> </ul>
9:50 to 10:00	Introversion—Extroversion and the learning environment	

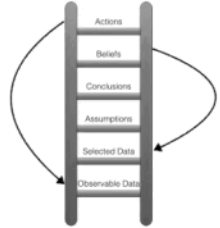
	<p>We are all somewhere on the introvert—extrovert spectrum. This is important for us to be aware of here in this classroom and in your classroom with your own students.</p> <p>Ask for 6 or 7 volunteers to stand somewhere along the spectrum. Where would they put themselves at work? Where would they place themselves at home?</p> <p>What are some of the differences you might notice between how an extrovert participates in a classroom setting versus an introvert? Do they have different learning styles? How can we accommodate those different needs here?</p> <p>We live in a world that gives preference to extroverts (in our schools and at work). We need to make room for both sides of the spectrum.</p> <p>Be aware of your behaviours around introversion/extroversion and practice making room for everyone's contributions. It's up to each of us to ensure we are honouring everyone's styles and hearing from everyone.</p> <p>For example, if you tend to extroversion you may happily jump in and start talking because extroverts think out loud. Introverts prefer to think it through for a while before they speak up.</p>	 <p>A diagram showing a horizontal double-headed arrow. The left arrow points left and contains the letter 'I' for Introvert. The right arrow points right and contains the letter 'E' for Extrovert. Below the arrows is a small horizontal line with a logo on the left and the text 'www.ck12.org' on the right.</p>
10:00 to 10:30	<p><b>Values and being a teacher</b></p> <p><b>Exploring what is most important to us—what drew us to become teachers?</b></p> <p>When we are connected to our purpose and values in the work that we do—whether we're teachers, plumbers, or air traffic controllers, then much of what we do and how we do it fall into place. It's easy to forget, in the stress and chaos of daily life, what that deeper pull to become a teacher in the first place really is.</p>	<p>PPT 5</p>  <p>A diagram consisting of three concentric circles. The innermost circle is labeled 'WHY', the middle circle is labeled 'HOW', and the outermost circle is labeled 'WHAT'.</p>


	<p>But something about becoming a teacher was important enough to us that we chose this field, and we are still in it. Why? What is it about teaching that we deeply value? When we remember what is important to us as teachers that will inform How we teach, how we create a learning environment that is positive, motivating and engaging. It informs what we do and how we do it.</p> <p><b>What matters most to me about being a teacher</b></p> <p>This next exercise is an invitation to each of you to connect/reconnect to what led you to want to be in this profession and what matters most to you about being a teacher.</p> <p>Around the room are images. Take a few moments to look at them and pick one (or two) that represents what is most important to you about your role as a teacher. What matters most? The image is a metaphor for what you value most about being a teacher.</p> <p>After you have chosen your image(s), take them back to your table and each take a turn describing both the image and why you chose it.</p> <p>After everyone has shared their image, write out all of the values you heard around your table.</p> <p>Note the range and diversity of values. Have class post their images and values on the wall. Tell them these values will inform ow Ask group for comments on what they observe (in terms of common themes, interesting divergences)</p>	Visual explorer images around room
<b>10 30 to 10 45</b>	<b>BREAK</b>	
<b>10: 45 to 10 55</b>	<p><b>Self-reflection and assessment</b></p> <p>Values exercise in participant manual. This self-reflection exercise asks you to consider:</p>	Participant manual page 2

	<ul style="list-style-type: none"> <li>• In what ways is my behaviour in the classroom congruent with my values? In what ways is it out of line with my values?</li> <li>• What are some things I can do to make sure I am structuring my classes and my behaviour so that it best reflects my values?</li> </ul>	
<b>1 1:00 to 11 30</b>	<p><b>PESTEL analysis—looking at the context you teach in</b></p> <p>This is a brief overview of the context for teaching. It is not meant to be an exhaustive analysis, but will give teachers a sense of the bigger picture and how these trends may affect them, their students, and their larger community.</p> <p>Later today we'll be looking at some of the specific challenges you face in creating the kind of environment you want to have in your classroom. First we'll take a look at all of the factors that affect you, your students, your administrators, your parents and your world. Your classroom doesn't exist in isolation from any of these factors and it's important to recognize what you're dealing with.</p> <p>Around room place 6 flip charts—one for each PESTEL category:</p> <ul style="list-style-type: none"> <li>• Political</li> <li>• Economic</li> <li>• Social/cultural</li> <li>• Technological</li> <li>• Environmental</li> <li>• Educational (theory, pedagogy, curriculum, etc)</li> <li>• Legal</li> </ul> <p>Divide class into 6 small groups—assign one to each flip chart and come up with as many ideas as they can for their category. Ask:</p>	

	<p><b><i>What are some of the changes, trends, impacts in this domain (political, economic, environmental, legal, technological, social/cultural) that impact how you teach in today's classroom?</i></b></p> <p>After a few minutes, ask participants to go to a different flip chart with different people and add to what they see there. Do this one or two more times. Then invite everyone to visit each flip chart.</p> <p>Large group debrief—what do you notice as you look at all of these factors that affect you and your classroom? What struck you?</p> <p><b>Journal—what are some of the factors that most impact me? What are the biggest stressors that affect my ability to teach?</b></p>	
	LUNCH	
1:00 to 3 00pm (with break)	<p><b>Your brain under stress, inner resilience and your accountability for creating a positive inner environment</b></p> <p>When we talk about creating a positive learning environment it is easy to think about the external environment—the way the room is, and the way students interact with you and each other. But the first environment we need to attend to is our own internal environment. How we show up, our values, our beliefs, our triggers, our perceptions—all of this is what we mean by internal environment.</p> <p>Think about a behaviour in the classroom that particularly triggers you (irritates you, leaves you</p>	<p><b>Your Amygdala</b></p>  <ul style="list-style-type: none"> <li>• Continuously scans the environment and when it sees a "match"</li> <li>• When triggered...amygdala gets stimulated before the logical mind--- way before!</li> <li>• We react before rational mind can consider</li> <li>• You've been emotionally hijacked!</li> </ul> <p><small>© 2015 TED-Ed</small></p>



	<p>less than brilliant in your ability to handle it...)</p> <p>Review the role of the amygdala and limbic brain in affecting our pre-frontal cortex.</p> <p><b>What's the story</b> exercise using case study.</p> <p>Provide class with part 1 of a case study. Ask them to read in silently and then together discuss:</p> <ul style="list-style-type: none"> <li>• How would you react in this circumstance?</li> <li>• What might your instinct be?</li> <li>• What kinds of adjectives would you use to describe this student?</li> <li>• What would the student's behaviour trigger in you? In the moment? Later on</li> </ul> <p><b>Review the ladder of inference</b></p> <p>Tools for walking down the ladder. These tools require your self-awareness, awareness of your triggers and your cognitive biases.</p> <p>Remember there are fundamental human needs that need to be met in any environment, whether it's school, work, home or elsewhere. Human beings thrive when they feel connected to each other, when they feel seen, heard, valued by others. They thrive when they have some autonomy in how they learn, or do their work, and when their unique contributions are valued. When these needs are not met a number of things can happen. Our brains go into fight or flight. We shut down cognitively and emotionally. Stress hormones go up, we feel disconnected from others and we get triggered into negative thinking.</p> <p>Cognitive and physiological tools for "de-triggering" a triggered brain include:</p> <ul style="list-style-type: none"> <li>• Freeze frame technique—the ability to stop and choose a different course of action</li> <li>• Ladder of inference—critical analysis of our assumptions, beliefs, triggers</li> </ul> <p>Exercise: (on own and then in dyads) think about a behaviour, a person, or a situation that</p>	
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	<p>really triggers you.</p> <p>Refer to handout Questions for walking yourself down the ladder of assumptions</p> <p>Let group know they'll learn the real life outcome of the scenario later on the day.</p>	Participant manual page 4
	<p><b>Glasser's theory on student values, needs and motivators in classroom</b></p> <p>Important for us to have insight into what motivates us and what motivates our student's behaviour. Our insight then guides our behaviour and our actions in the classroom. If we see kids as disruptive, as lazy, or as trouble makers then that leads us to take a certain kind of approach. If we see them as frustrated, frightened, or triggered by their own emotional hi-jacks, then we will behave differently. The key is not in the strategy we use to deal with the behaviour but in how we understand and interpret the behaviour we are seeing.</p> <p><b>Key points about Glasser and Restitution Theory</b></p> <p>Review the four fundamental values:</p> <ul style="list-style-type: none"> <li>▪ <b>Belonging/Love:</b> Friendship, Caring, Involvement</li> <li>▪ <b>Power:</b> Importance, Recognition, Skill, Competence</li> <li>▪ <b>Fun:</b> Pleasure, Enjoyment, Learning, Laughter</li> <li>▪ <b>Freedom:</b> Choice, Independence, Liberty, Autonomy</li> </ul> <p><b>Three premises of this theory:</b></p> <ol style="list-style-type: none"> <li>1. All behaviour is purposeful (we want to get our needs met and those needs are valid)</li> <li>2. We are internally motivate (and as teachers we seek to understand our own motivations and help our students to understand theirs)</li> </ol>	<p>PPT</p> 

	<p>3. We are doing the best we can (none of us are perfect, and it's okay to make mistakes)</p> <p><b>Teachers can model self-restitution for their students.</b> For example:</p> <ol style="list-style-type: none"> <li>1. I didn't like how I spoke with you just now.</li> <li>2. My part of the problem was that (I had information you didn't have. I was tired. I was going too fast. I was not clear. Etc.)</li> <li>3. Next time I will.</li> </ol> <p>By modeling this, teachers can help themselves and their students become the kind of person they want to be.</p> <p><b>Final exercise</b></p> <p>Think about a time when your classroom was running well. Students were engaged in their learning. Your lesson was successful. What were the needs that were being met in that situation?</p> <p>What are some ways you could find out what your students value the most?</p>	
	<b>Day 2—physical, emotional, structural approaches to creating a positive learning environment</b>	
	<p><b>Focus for Day 2:</b></p> <ul style="list-style-type: none"> <li>• Describe challenging behaviours or circumstances that impede teacher's ability to teach and student's ability to learn.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Identify the roots of these behaviours</li> <li>• Develop approaches that deal with the roots of the behaviour</li> <li>• Learn about the role of relationship and attachment in creating a positive learning environment. (day 1 and day 2)</li> <li>• Learn about and apply models of classroom management</li> </ul>	
<b>9:00 to 9:20</b>  <b>Debrief Day 1</b> <b>Overview Day 2</b> <b>Triads</b>	<b>Debrief, questions from Day 1</b> Provide overview of Day 2 and key objectives for this day  <b>Agenda—Day 2</b> <ul style="list-style-type: none"> <li>• Key ingredients for positive learning environment</li> <li>• Survey of challenging behaviours, circumstances, people or situation</li> <li>• Model of learner needs (Glasser) and roots of challenging behaviour</li> <li>• Brief look at difference developmental versus instrumental (behavioural) approaches to managing challenging behaviour</li> <li>• 2 intervention models—PATHS, Bump Theory</li> </ul> <b>Triads</b> —what stuck with us from yesterday? What questions, concerns, and issues do we bring to this day?	
<b>9:20 to 10:00</b>	<b>Challenging student behaviours and issues</b>	

	<p>Ask: What are the behaviours and situations that we find most triggering and difficult to manage?</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Small group and large group –brainstorm a list, uncensored, generate as many ideas as you can.</li> <li>• Have group sort all of the behaviours into categories that identify the potential roots of the behaviour</li> <li>• Refer back to the ladder of assumptions. What assumptions do we make about these behaviours? How might those assumptions get in the way of deploying effective intervention tools?</li> <li>• What needs might students be seeking to meet in these behaviours?</li> </ul> <p>Review key strategies for managing yourself when you are triggered so that you can be effective in the moment.</p>	
<p><b>10:00 to Noon (break included)</b></p>	<p><b>Factors affecting student behaviour</b></p> <p>What are the conditions for the following needs to be met? Give examples of each and specific examples of how your classroom could meet those needs.</p> <ol style="list-style-type: none"> <li>1. Classroom culture</li> <li>2. Physical needs</li> <li>3. Emotional needs</li> <li>4. Social needs</li> <li>5. Learning style needs</li> <li>6. Curriculum needs</li> </ol> <p>Use case studies to illustrate and example of each of these factors.</p>	<p>PPT 29</p>

<p><b>1 to 1 30</b></p> <p><b>Brief overview of the two main lenses through which we view students and our role as teachers.</b></p>	<p><b>Developmental vs Behavioural Lens</b></p> <p>We see certain behaviours in children and label them as defiant, rude, bullying, belligerent, uncaring, lazy, unmotivated, etc. We do this the adults in our lives too. We see the behaviour and make up all sorts of stories in our heads about what it means, why they're behaving that way, what they should or should not be doing, etc.</p> <p>Understanding that this is how our brain works—that we are constantly taking mental short cuts that cause us to miss huge pieces of the picture—is the most important understanding for managing your internal and external environment.</p> <p>Historically there have been two lenses we've applied to classroom management—behavioural and developmental. The lens we use will determine how we see others and how we act. We always interpret behaviours and apply meaning to them based on who we are, on our values, our beliefs, our culture, our fears, our hopes and all that makes us us.</p> <p>To create a positive internal and external learning environment you need to understand the difference between developmental and behavioural approaches to classroom management.</p> <p>Behavioural approaches attempt to extinguish undesirable behaviours through some version of reward and punishment. These strategies can be successful and sometimes are necessary, but they do not address the underlying conditions that enable a positive, successful learning environment. <b>A metaphor for the behavioural approach is the sculptor who chips away at a piece of marble to create a desired shape.</b> The undesirable behaviours are cut off, but the path to becoming a fully mature, engaged learning is also cut off.</p> <p>Developmental theory states that the child's brain must be in a state of readiness in order to learn. A ready brain means there is curiosity, an ability to adapt to the environment, a sense of and respect for boundaries between self and other, and an ability to have mixed feelings.</p>	

	<p>(emergence, integrative functioning, adaptive functioning).</p> <p>These are the hallmarks of a child who is teachable and who is ready to learn. Many children come to school who are not teachable and who demonstrate all kinds of disruptive or destructive behaviours. This behavioural issues can only be truly addressed by having insight into the developmental needs children have and by understanding your role as a teacher in meeting those needs, or at the very least, understanding how not to add fuel to the fire of frustration in a child who is unable to manage his own feelings or behaviour.</p> <p>Children and adults are driven by limbic brain survival needs. The most important human instinct in all of us is the instinct for attachment—to be seen, to be valued, to loved, to be known. This drives all human behaviour. When children come to school and those needs are NOT met, the teacher has a child who is not teachable. We refer to students who do not have these attachment needs met as “stuck”—we have all sorts of other labels for them and sometimes medications for them, but at the root they are stuck.</p> <p>Developmental theory states there are various ways through which children can meet attachment needs:</p> <ul style="list-style-type: none"> <li>• Closeness (through the senses of sight, touch, hearing, smell, etc)</li> <li>• Sameness (liking the same people, the same food, the same clothes, etc)</li> <li>• Belonging (being part of this family, this class, this group of friends),</li> <li>• Significance (who I am matters to you)</li> <li>• Being known</li> </ul> <p>Younger children attach through closeness, sameness, and loyalty and belonging. Later they attach through significance, love and being known.</p> <p>When a teacher understands these attachment roots, (routes) they can deploy strategies to help the child’s limbic brain calm down so the frontal cortex can do its work (of reasoning, learning, asking questions, making decisions, working on tasks, etc.)</p> <p><b>A metaphor for the developmental theory is a plant—if the plant has good soil, water and light, it can grow to be the plant it is meant to be.</b></p>	PPT 30
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	<p><b>Ask: What metaphor do you think best applies to how you see students and your role as a teacher?</b></p>	
<p><b>1:30 to 3:00</b></p> <p><b>Two tools</b></p>	<p><b>PATHS—promoting alternative thinking strategies.</b></p> <p>PATHS provides tools for teacher and student to manage frustration, resistance, anger, and other strong emotions that detract from a positive learning environment.</p> <p>PATHS uses the concept of traffic control signals.</p> <p>Red—Stop what I am doing  Yellow—what else could I do right now that would work better for me  Green—try it out</p> <p>Apply this model to a case study</p> <p><b>BUMP theory</b></p> <p>Bump theory describes escalating teacher behaviours to de-escalate undesirable student behaviours</p> <p>Examples of how BUMPS are used.</p> <p>Apply this model to a case study</p>	
<p><b>3:00 to 4:00 pm</b></p> <p><b>Application of tools</b></p>	<p>2 Case studies (prepared in advance)</p> <p>Divide class into small groups—give each group a case study (more than one group will be</p>	



	<p>working on the same case study)</p> <p>Questions for working through the case study will include:</p> <ul style="list-style-type: none"> <li>• What are the behaviours you observe?</li> <li>• What are some of the triggers that you might experience?</li> <li>• What are the student's needs (ref. Glasser model) being expressed through these behaviours?</li> <li>• What can you do to change the environment? What can you say to preserve the relationship?</li> </ul>	
	<p><b>DAY 3—Application. Developing and working with the group's own case scenarios.</b></p>	
	<p>Focus—working with student's own scenarios, drawing on the examples they've shared in day 1 and 2. Applying the tools and understandings from Day 1 and 2.</p> <p>Develop several case scenarios with group (have some prepared in advance). Small groups will work on one case scenario, guided by questions that will lead them to apply all of the concepts they've discussed in day one and two.</p> <p>Cases will be presented, with analysis and recommendations to rest of group, and will receive feedback and further discussion.</p>	

	<b>Agenda Day 3</b> <ul style="list-style-type: none"> <li>• Creating composite case studies</li> <li>• Small group work in analyzing scenarios</li> <li>• Preparing presentations on analysis and how tools would be used</li> <li>• Teacher Regulation Board Standards and self-reflection</li> <li>• Personal development plan</li> </ul>	
<b>9:00 to 9:15</b>	Triad discussion questions	
<b>9:15 to 10: 00</b>	<b>Small group work:</b>  Collaborate on developing a case study that draws on all of the challenges you can think of when it comes to creating a positive learning environment. 30 minutes  Draw on all of the examples you've come up with so far to create a composite case.	
<b>10: 15 to 10: 30</b>	BREAK	
<b>10 30 to Noon</b>	Using set of questions as guide, prepare your analysis of all the factors that are contributing to the challenges in this particular case study. Prepare to explain what tools you will use and how you will intervene with the student, with yourself, with the environment, etc. to shift the situation in a positive direction.	

<b>Noon to 1:00</b>	LUNCH	
<b>1:00 to 3:30</b>	Groups present back their findings and get feedback from each other and from facilitators	
<b>3:30 to 4:00</b>	Review TRB's standards of conduct for teachers. On their own and then in dyads have students reflect on what they are currently strong in, and what areas require further support, development, resources, etc.	
	<p><b>Optional exercise. Crafting your personal mission statement.</b></p> <p>It is likely that the debriefing of the case studies will take up most of the afternoon; this is an optional in-class exercise. Invite students to take this exercise home with them. It is a valuable exercise to think about their personal mission—both in their role as a teacher, but also in all of their roles in life.</p> <p>Individual Exercise (25 minutes)</p> <p>This final exercise gives you the opportunity to clarify what has meaning, life and purpose for you. You will also have the opportunity to create a personal development plan. The intent is not to write it in its final form but to give you the luxury of some time to start.</p> <p>A Personal Mission Statement identifies your purpose as a teacher. The process of reflecting on your values and what is important to you in your life is valuable in clarifying who you are, what you stand for, and 'why'. If you are clear, it is easier to stay on track. A Personal Mission Statement can be one of your decision-making tools to help you live your best life. It can guide how you teach, how you live your life with authenticity and alignment with your values.</p> <p>There is no 'right' way to write a personal mission statement. Some people will craft a statement quickly; others will reflect and rework statements. Some examples are included as thought-starters as well as one approach to developing a statement. It is not intended to be a recommendation on 'how to'. It is only offered by way of illustrating one approach. Use what</p>	

	<p>is best for you.</p> <p><b>Value of Writing a Personal Mission Statement</b></p> <ol style="list-style-type: none"> <li>1. It forces you to think deeply about your life, clarify the purpose of your life, and identify what is really important to you—as a teacher, and as a human being.</li> <li>2. It forces you to clarify and express succinctly your deepest values and aspirations.</li> <li>3. It imprints your values and purposes firmly in your mind so they become a part of you rather than something you only think about occasionally.</li> <li>4. Integrating your personal mission statement into your weekly planning gives you a way to keep your vision constantly before you.</li> </ol> <p><b>Process of Creating a Personal Mission Statement</b></p> <ol style="list-style-type: none"> <li>1. Identify an influential person in your life. Define the qualities you most admire in that person. List those and then ponder the qualities you would need to practice in order to achieve the future you desire.</li> <li>2. Define who you want to become; not just what you want to have and do.</li> <li>3. Define your life roles. You may have roles in relation to your profession, family, community, or other areas in your life. Describe how you would like to be described in each of these roles.</li> <li>4. Write a draft of your personal mission statement. Carry the rough draft with you and make notes, additions, and deletions.</li> <li>5. Write a final draft. Refer to it frequently. Use it as a standard by which you judge all your activities.</li> <li>6. Periodically review and evaluate your personal mission statement to keep yourself in touch with your own development and keep yourself in harmony with your deepest self.</li> <li>7. The final test of the value and effectiveness of a mission statement is: DOES THIS STATEMENT INSPIRE ME?</li> </ol>	
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**Course Code:** INDC-1340

**Short Title:** Positive Learning Environment

**Long Title:** Creating a Positive Learning Environment

**Prerequisites:** None

**Co-requisites:** None

**School:** School of Health, Community and Social Justice

**Division/Academy/Centre:** Centre for Leadership

**Previous Code & Title:** N/A

**Course First Offered:** August, 2015

<b>Credits:</b>	1.5
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### Course Description

Designed for educators in the k-12 system, in this 3-day course learners will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures and numerous, complex, and potentially contentious. Learners will examine how to deal constructively with teaching content process and student relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

### Course Goals

N/A

### Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Relate and connect the Standards for Competence & Professional Conduct of Educators in BC to the concepts being addressed in the course
2. Describe their assumptions and beliefs about the role of the educator in the K-12 sector
3. Articulate the impact of such beliefs and assumptions on their educational approach
4. Describe personal strengths and challenges in classroom management as a teacher
5. Identify constructive approaches to complex issues
6. Conduct activities which address either the content, process or relationship challenges in classroom management
7. Apply self-management skills
8. Identify possible interventions in response to challenging student situations
9. Demonstrate effective communication skills in complex classroom situations

## Course Topics/Content

### Day One:

- Standards for Competence & Professional Conduct of Educators in BC
- Role of the K-12 educator
- Personal teaching philosophy
- Belief, impact, action of teaching philosophy in the K-12 classroom
- Collaborative communication

### Day Two:

- Reflective practice for teachers
- Positive learning environments identifiers
- Managing stress and self
- Techniques for dealing with challenges in the learning environment
- Role play in small groups

### Day Three:

- Planning for a positive learning environment
- Role play in small groups with peer and instructor feedback
- Resource identification

## Text & Resource Materials

"Creating a Positive Learning Environment" course workbook

## Equivalent JIBC Courses

None

<b>Instructional Method(s)*</b> (select all that apply)	<b>Hours</b>
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Totals</b>	21

## Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

<b>Criterion</b>	<b>% of Final Grade</b> (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	20%

Quizzes and exams

Simulations/Labs 30%

Attendance/Participation (in class or online) 30%

Practice Education/Internships 20%

<b>Total</b>	<b>100%</b>
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### Comments on Evaluation

### Course Grading Scheme\*

☐ JIBC1 (A to F)
 ☐ JIBC2 (MAS/NMA)
 ☐ JIBC3(CM/IN)
 ☒ JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

#### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
 Academic Progression Policy  
 Admissions Policy  
 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
 Harassment Policy – Students  
 Student Records Policy  
 Student Code of Conduct Policy

### JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

- |   |   |
|---|---|
| <p><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> <p><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</p> <p><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing</p> | <p><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> <p><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</p> <p><input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and</p> |
|---|---|

innovation through strategic thinking and shared responsibility.

- ☐ **Independent learning:** Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.
- ☐ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

provide constructive feedback with special attention to inter-professional relationships.

- ☐ **Information literacy:** Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.



**(INTERNAL USE ONLY – not for distribution to students)**

**Primary Registration Mode (Credit Type)**

- ☐ Program Management (RG) – program based registration through website
- ☐ Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- ☐ Instant Enrolment (CS) – anytime web based course enrollment

**CIP Code:** \_\_\_\_\_ **(Confirmed by IR)**

**Course Level**

**Undergraduate Course**

- ☐ Year 1      ☐ Year 3  
☐ Year 2      ☐ Year 4

**Graduate Course**

- ☐ Year 1  
☐ Year 2

**Continuing Studies Course**

☐

**Approvals Tracking**

**SCC Chair**

\_\_\_\_\_ **Date:** \_\_\_\_\_  
Name: \_\_\_\_\_

**School Dean:**

\_\_\_\_\_ **Date:** \_\_\_\_\_  
Name: \_\_\_\_\_

**Program Council Chair:**

(Where required)

\_\_\_\_\_ **Date:** \_\_\_\_\_  
Name: \_\_\_\_\_

**Entered into SIS by:**

\_\_\_\_\_ **Date:** \_\_\_\_\_  
Name: \_\_\_\_\_

**Approvals Forwarded To:**

- ☐ School      ☐ Registrar's Office      ☐ Institutional Research      ☐ Program Council



# JUSTICE INSTITUTE

of BRITISH COLUMBIA

ID#: 0057829  
Name: s.22  
Term: 16WI  
Program(s) GSTUD

## Registration Statement

GST #: 107554735RT0001

s.22

CHARGES & PAYMENTS	Amount
Balance Forward (16/01/01)	0.00
Current Charges	697.00
<b>TOTAL CHARGES</b>	<b>697.00</b>
Cash, Check & Credit Card Payments	0.00
Financial Aid Transmitted	0.00
Amounts Paid by Sponsors	0.00
Amounts Paid by Deposits	0.00
Amounts Currently Deferred on Payment Plans	0.00
Other Payments	0.00
<b>TOTAL AMOUNT DUE FROM STUDENT</b>	<b>697.00</b>

COURSE SCHEDULE	Course/Description	Days	Times	Location Bldg/Room	Instructor	Start Date	End Date	Cred/CEU's	Stat
TNDC 0340-NWCE1	Positive Learning Environ	MTW	08:30AM 04:30PM	J1NW NWCE1 NWCE123	K. Thomson	16/03/21	16/03/23	1.50	New
		MTW	08:30AM 04:30PM	J1NW NWCE1 NWCE123		16/03/21	16/03/23		
		MTW	08:30AM 04:30PM	J1NW NWCE1 NWCE123		16/03/21	16/03/23		

### EXPLANATION OF CHARGES

Term	Date	Invoice #	Code	Description	Charges	Due Date
CURRENT CHARGES (16/01/01 through 16/04/30)						
Current Registration Charges						
16WI	16/01/01		FEES	Student Fees	8.10	
16WI	16/01/01		TUIT	Tuition	688.90	
Subtotal Current Registration Charges					697.00	
Current Other Charges					0.00	
TOTAL CURRENT CHARGES					697.00	

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** LEAD-1392  
**Course Title:** Building Cultural Intelligence in Your Workplace  
**Prerequisite Courses:** N/A  
**School:** School of Health, Community and Social Justice  
**Division/Academy/Centre:** Centre for Leadership  
**Previous Course Code & Title:** MGMT192 Inclusive Leadership: Building Cultural Intelligence in the Workplace  
**Course First Offered:** September 2011

<b># of Credits:</b>	<b>1</b>
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**Course Description:**

In a world that is becoming increasingly interconnected and complex, leaders need to effectively work with diversity and create inclusive organizations in order to succeed. Research shows that if supported appropriately, diverse workforces are more creative, innovative and successful than mono-cultural, homogenous workforces. The most effective leaders are those with Cultural Intelligence (CI) and Emotional Intelligence (EI). This two day course will explore issues of culture and difference, and how they impact the management of diversity and the creation of an inclusive workplace. You will reflect on your own experience of diversity, and challenge your assumptions and stereotypes. This highly interactive course will help build your Cultural and Emotional Intelligence and move you from “managing” diversity as merely a business imperative, to developing the knowledge and tools needed to value difference and foster inclusion.

**Course Goal(s):** At the end of this two day courses, you will have a better understanding of ways to increase inclusion in your workplace.

**Learning Outcomes:**

Upon successful completion of this course, the learner will be able to:

- Explain the importance of cultural intelligence as a leadership skill
- Understand the role of culture and/or diversity in the workplace
- Examine stereotypes and bias in interpreting behaviour
- Explore the value of engaging diversity for organizational effectiveness and success
- Describe best practices for creating an inclusive organization

**Course Topics/Content:**

- Understanding emotional intelligence and cultural intelligence
- Cultural lenses and bias
- Barriers to creating inclusive organizations
- Working with differences
- Business case for building inclusive organizations

**Text and Resource Materials:**      **N/A**

**Required:**

**Recommended:**

**Course Level:**

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	<b>Class Option A (Hours)</b>	<b>Class Option B (Hours)</b>	<b>Class Option C (Hours)</b>	<b>Class Option D (Hours)</b>
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	14			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
-----------------------	------

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

This course is participatory in nature. 100% attendance is required to pass this course.

**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
 Academic Progression Policy  
 Admissions Policy  
 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
 Harassment Policy – Students  
 Student Records Policy  
 Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.

## Meeting agenda – JIBC Course Update

1. Organizational update – New staff at JI/TRB
2. Trends in Alternate Resolution – Statistic review
3. Update on all courses
  - What is driving enrollment?
4. “Creating a Positive Learning Environment”
  - Review attendance from 2016 session
  - Is a second course required in 2017?
5. “The Mindful Educator in Managing Conflict”
  - Questions?
6. “Reinforcing Respectful Boundaries”
  - Course feedback
    - From Justice Institute
    - From Principal (BCPVPA)
  - Discussion – Should anything be changed about the course format or instruction?
  - Is a legal opinion required regarding a CH duty to report physical harm to a student to the Commissioner and/or police?
  - Is a second course required for 2017?
7. Should the TRB further communicate with Stakeholders or schools.

<b>Course Information – Alternate Resolution</b>	
<b>2015</b>	<b>2016</b>
More matters have been resolved in 2016 than in 2015, and nearly double were resolved with substantive coursework as part of the discipline outcome.	
<b>Resolved Alternate Resolution: 49</b> <b>Resolved with Coursework: 14</b>	<b>Resolved Alternate Resolution: 58</b> <b>Resolved with Coursework: 24</b>
<b>Resolved informal Resolution: 21</b> <b>Resolved with Coursework: 7</b>  5 JI Other 2 Other course 2 TRB Workshop 11 Questions 1 remedial	<b>Resolved informal Resolution: 31</b> <b>Resolved with coursework: 14</b>  5 JI Creating Positive Learning 5 JI Boundaries 4 Other courses 13 Questions 4 remedial
<b>Resolved Consent Resolution Agreements: 28</b> <b>Resolved with courses: 9</b>  1 JI Creating Positive Learning (comp 2016) 4 JI Boundaries (comp 2016) 2 TRB Workshop 2 JI Other	<b>Resolved Consent Resolution Agreements: 27</b> <b>Resolved with Courses: 10</b>  2 JI Creating Positive Learning + 1 3 JI Boundaries 1 JI Other 2 Other
The above statistics do not include CH that have agreed to take a course as required by the district or CH's that agree to take a course but where the matter is not yet resolved.	



***Creating a Positive Learning Environment:***

1st offered: March 21-23, 2016.  
Attendance: 20 registered/ 19 attended.  
Agreed to attend: 14 agreed/ 11 attended

**Feedback:**

The JI received feedback from 6 attendees and all indicated they were highly satisfied or satisfied with the course. Those that responded indicated they were referred from their principal, FISA, and the TRB, and were very impressed with the instruction.

Next session: March 22-24, 2017.  
Registered: 4  
Agreed to attend: 1  
Negotiating: 12

***Reinforcing Respectful Professional Boundaries:***

1<sup>st</sup> offered: Aug 31 -Sep 2, 2016.  
Attendance: 26 registered/ 27 attended.  
Agreed to attend: 12 agreed/ 11 attended

**Feedback:**

The JI received feedback from 16 attendees and 80% indicated they were highly satisfied or satisfied with the course. The comments for the course detail areas where it may be improved but are overall positive with some calling the course excellent and instructors wonderful. One principal referred by the TRB indicated, "There was much I valued in the course, and I could see a very condensed version being almost an essential part of new teacher orientation, and perhaps being used for review every few years. A key to the course's success, which the presenters clearly understood, was building the positive and participatory culture before we began."

Next session: July 10-12, 2017  
Registered/hold list: \_\_\_\_  
Agreed to attend: 3  
Negotiating: 5

***The Mindful Educator in Managing Conflict:***

First offering: Aug 16-18, 2017  
Registered/hold list: \_\_\_\_  
Agreed to attend: 1  
Negotiating: 1

### **Grade 9 Secondary School Teacher:**

Hello again and hope you had a good summer.

I've included the "Letter Of Attendance" for the 'Respecting Professional Boundaries' course. The course was very worthwhile. It included many case studies that myself and the rest of the course attendees had some great, insightful discussions about...both in small group and with the whole class. I'd certainly recommend it to any and all teachers if time and professional development funds permitted.

Is there any other documentation you need from me in regards to the course or course completion?

Thanks,

### **Elementary School Principal**

Overall, the course was what I expected. As with any Pro-D or workshop like that, it is what you make of it and what you put into it – that often determines what you get out. I took many positives out of the course.

The instructors did an excellent job of establishing an environment of safety and risk taking – which was important if people were going to open up a bit. And that did happen.

Day 1, after the stage was set looked at a series of case studies, with small groups (3-4) working through, looking at the details and then participating in a discussion on the particular case and how they might fit into the TRB scales of consequences, eg, no further action, reprimand, suspension or . . . and where on the continuum the case may fit. We also reviewed the TRB standards, and worked through an exercise on School Act Regulations.

Day 2 was more review of specific cases, much in the same format, and linking these into your individual beliefs and values. There was significant time spent on confidentiality, on the legality of the duty to report, and the specific standards related to the public interest.

Day 3 was a focus on students – and looking at motivators in student relationships and where boundaries must be drawn. We had an opportunity to look at our own relationships with students and the standards that must be maintained in that regard. We then had a chance to write our own case studies, with a little creative freedom, and present them to the group for analysis. We looked at them in terms of our own beliefs and then took a critical look through the lens of the TRB and the school act.

Overall, the 26 participants were quite engaged, thoughtful, and focused on the course objectives. There were a few 'soapbox' moments from a few participants who wanted to give everyone advice (not good) but the presenters did a good job of correcting that.

There was much I valued in the course, and I could see a very condensed version being almost an essential part of new teacher orientation, and perhaps being used for review every few years. A key to the course's success, which the presenters clearly understood, was building the positive and participatory culture before we began.

Overall, a lot of good stuff over the three days.

## Mitchell, Preeya R EDUC:EX

---

**From:** Gray, Vanessa <Vgray@jibc.ca>  
**Sent:** Tuesday, November 25, 2014 9:39 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** RE: Dealing with Anger

No problem Preeya. Thanks for letting me know.

Kind regards,

Vanessa Gray  
Program Manager, Customized Conflict Resolution and Leadership Training School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5830 | [vgray@jibc.ca](mailto:vgray@jibc.ca)

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-----Original Message-----

From: Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
Sent: 2014, November 25 8:44 AM  
To: Gray, Vanessa  
Subject: RE: Dealing with Anger

Hi Vanessa,

Thank you for your response. It's not quite what I'm looking for, I'm looking to have one person register in a program similar to the JI's, however, they are outside of the lower mainland. Thanks again.

Kind regards,

Preeya Sharma  
Alternate Resolution Coordinator  
D: 604 775 4837

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unknown to you, please inform us immediately by telephone or email. Please consider the environment before printing this email. P

-----Original Message-----

From: Gray, Vanessa [<mailto:Vgray@jibc.ca>]  
Sent: Tuesday, November 25, 2014 6:57 AM  
To: Sharma, Preeya R EDUC:EX  
Subject: Dealing with Anger

Hello Preeya,

My name is Vanessa Gray and I am the Program Manager for Customized Conflict Resolution and Leadership training. I am following up on your request for information on an institution in Kamloops that provides training similar to our Dealing with Anger format. Unfortunately the closest faculty members we have that could provide training such as this are all located in the Lower Mainland. Our faculty do travel to provide training services, so if you would be interested, I could send you a course quote to give you a sense of our fees. I would just need to know how many persons you were hoping to take part in the training. We also ask that your organization provide the training venue.

Please let me know if I can be of any further assistance.

Kind regards,

Vanessa Gray

Program Manager, Customized Conflict Resolution and Leadership Training School of Health, Community and Social Justice

Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC, V3L 5T4

604.528.5830 | [vgray@jibc.ca](mailto:vgray@jibc.ca)<<mailto:vgray@jibc.ca>>

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Watch a short video to see how we work with you to bring our expertise to your organization<<http://www.jibc.ca/programs-courses/schools-departments/school-community-social-justice/centre-conflict-resolution/student-resources/information-sessions-faqs/ccr-faq-6>>.

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From: Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]

Sent: 2014, November 19 2:58 PM

To: Conres Casual

Subject: anger management course

Hi There,

Do you partner with any educational/training institutions in the Kamloops area with respect to a anger management course? Or do you have knowledge of a course provided in the region that is similar to the Dealing with Anger format?

Preeya Sharma

Alternate Resolution Coordinator | Professional Conduct Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

M: 604 660 6060 | D: 604 775 4837

## Mitchell, Preeya R EDUC:EX

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**From:** Sharma, Preeya R EDUC:EX  
**Sent:** Tuesday, April 15, 2014 8:35 AM  
**To:** 'Bahr, Christina'  
**Subject:** RE: FAM 188

Morning! Don't worry about digging around for that, you're busy. I'll have the Commissioner review the course description and go from there. I thought it may be easy for you to respond if you'd seen the course recently. Thanks for the offer though!

**Preeya Sharma**  
Alternate Resolution Coordinator  
D: 604 775 4837

---

**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Tuesday, April 15, 2014 8:12 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** RE: FAM 188

Hiya,

Nice to hear from you!

Things are going well! Busy, busy with the conference but I am really enjoying it.

I hope you are enjoying your position.

I haven't taken a look at this course in a while. How about I take a scan through and get back to you. Do you have a deadline that you need to know by?

Thanks,

Christina Bahr  
Provincial Staff Development Officer

Corrections & Court Services | School of Public Safety & Security  
Tel: 604.528.5550 | Cell: 604.809.4664 | Fax: 604.528.5549 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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---

**From:** Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
**Sent:** 2014, April 14 4:41 PM  
**To:** Bahr, Christina  
**Subject:** FAM 188

Hey Christina! How are things going? I'm sure you're super busy, feeling comfortable in the PSDO position now? Is the conference coming up soon?

I am contacting you for selfish reasons as well, what are your thoughts on the multicultural issues course? Is it very focused on family dynamics, separation and mediation? Or could it serve to inform individuals working in different types of environments .. such as a classroom teacher?

Look forward to hearing from you! I did send this to your gov email first, good thing for your automated reply!

**Preeya Sharma**

Alternate Resolution Coordinator | Professional Conduct

Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

Main: 604 660 6060 | Direct: 604 775 4837

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## Mitchell, Preeya R EDUC:EX

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**From:** Sharma, Preeya R EDUC:EX  
**Sent:** Thursday, April 17, 2014 9:39 AM  
**To:** 'White, Caroline'  
**Subject:** RE: FMRS 105

Yes it does, 1:30 it is : )

**Preeya Sharma**  
Alternate Resolution Coordinator  
D: 604 775 4837

---

**From:** White, Caroline [<mailto:carolinew@jibc.ca>]  
**Sent:** Thursday, April 17, 2014 9:34 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** RE: FMRS 105

Thanks Preeya. I was just scheduled for a 1pm mtg – does 1:30 work?

Caroline White  
Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
Tel: 604.528.5620 | Fax: 604.528.5640 | [carolinew@jibc.ca](mailto:carolinew@jibc.ca)

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---

**From:** Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
**Sent:** 2014, April 17 9:29 AM  
**To:** White, Caroline  
**Subject:** RE: FMRS 105

Hi Caroline,

Thanks for getting back to me. Tuesday at 1 sounds great, I think a conversation would be very helpful.  
My direct line is: 604 775-4837

Hope you have a great long weekend.

Regards,

**Preeya Sharma**  
Alternate Resolution Coordinator  
D: 604 775 4837



---

**From:** White, Caroline [<mailto:carolinew@jibc.ca>]  
**Sent:** Thursday, April 17, 2014 7:20 AM  
**To:** Sharma, Preeya R EDUC:EX  
**Subject:** FW: FMRS 105

Hi Preeya,

Your email was forwarded to me for reply.

Are you available to connect by phone next Tuesday at 1pm to discuss below? If Tuesday or 1pm does not work please suggest another day/ time.

Thank you,  
Caroline

Caroline White  
Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
Tel: 604.528.5620 | Fax: 604.528.5640 | [carolinew@jibc.ca](mailto:carolinew@jibc.ca)

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**From:** Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
**Sent:** 2014, April 16 5:03 PM  
**To:** Glover, Laura  
**Subject:** RE: FMRS 105

Hi Laura,

I have been looking for a course that addresses issues around cultural sensitivity/multiculturalism. I am contacting you from the regulatory body for K-12 teachers in the Province. I work in professional conduct on the disciplinary files.

The online information on course FMRS 105 seems to be the closest fit I have come across. I understand that this is a certificate program and it looks like the requirement is for the courses to be taken in order. Can exceptions be made for an individual to complete a standalone course in this program? If not, do you have knowledge of a course that might be suitable? I really appreciate any assistance you can provide. Thanks in advance.

Regards,

**Preeya Sharma**  
Alternate Resolution Coordinator | Professional Conduct  
Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
Main: 604 660 6060 | Direct: 604 775 4837

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## Mitchell, Preeya R EDUC:EX

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**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Thursday, May 21, 2015 9:20 AM  
**To:** Hodak, Katarina EDUC:EX  
**Cc:** Sharma, Preeya R EDUC:EX; Clarke, Wilma EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: TRB Inquiry: JI Classroom Management Course

Hello Kat,

We have set dates for the “Creating a Positive Learning Environment” course. It will run here at the JIBC, New Westminster campus, on August 19-21, 2015. The lead facilitator is Kathryn Thompson. Here is her short bio:

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**Kathryn Thomson**, B.Ed, M.A., is an organizational consultant, facilitator, educator and coach with over 16 years’ experience training new and emerging leaders in government, private, and non-profit organizations. Kathryn defines a leader as anyone willing to positively influence their colleagues, their staff and their workplace; and she is passionate about enabling people to bring the *best* of who they are to work. Kathryn uses dialogue practices extensively to help teams define their goals and uncover the latent brilliance each individual brings to their team. She has been teaching at the Justice Institute for the past 15 years.

---

Jennifer Jasper, Centre for Leadership Program Manager, is the main contact for this course. She can be reached at [jjasper@jibc.ca](mailto:jjasper@jibc.ca), or at 604.528.5633. She will be connecting Kathryn with the TRB to fine tune the deliverables for this course in the very near future. Please feel free to contact Jennifer should you have any questions in the meantime. Of course, you can always contact me for anything as well.

Best regards,  
Kent Highnam

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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**From:** Sharma, Preeya R EDUC:EX [<mailto:Preeya.Sharma@gov.bc.ca>]  
**Sent:** 2015, May 15 10:11 AM  
**To:** Highnam, Kent

**Cc:** Hodak, Katarina EDUC:EX

**Subject:** TRB Inquiry: JI Classroom Management Course

Hi Kent,

As discussed on Tuesday, I'm following up regarding the classroom management course. I understand you are looking for an instructor to run it in August. If you've identified an instructor and a date since our conversation, please advise. If that information is confirmed in the next two weeks, it would be greatly appreciated if you could advise us of the course date. As you know, we have agreements we'd like to send out requiring the course as a condition. We need to provide the teachers with enough time so that they are available for the course.

I've cc'd the a/Director for professional conduct, Kat Hodak, here. If you let Kat know, she'll ensure our legal counsel is informed. I'll be away for the next two weeks, back on June 1. Hope you have a great long weekend.

Cheers,

**Preeya Sharma**

Investigator

Professional Conduct | Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

Ph: 604 775 4837 | F: 604 775 4858

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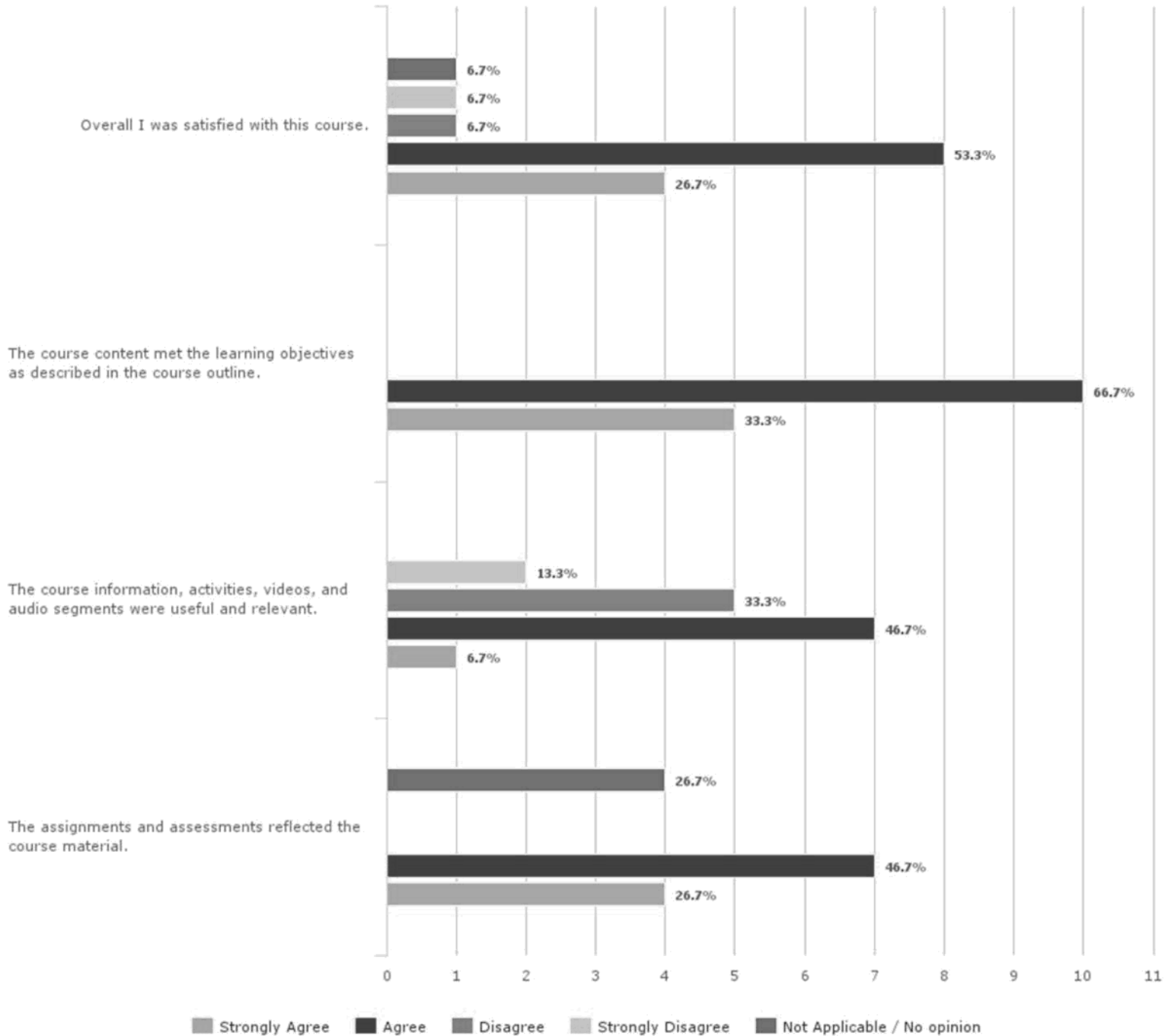
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# Course & Instructor Feedback - COUN-1037, Reinforcing Respectful Professional Boundaries

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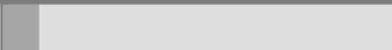
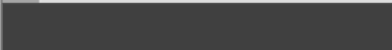
## Course feedback:









**If you could make one change to this course to improve it, what would that change be?**

The 10 response(s) to this question can be found in the appendix.

## Have you taken a course from the JIBC before?

Response	Chart	Percentage
Yes		9.1%
No		90.9%












## What is the main reason you are taking this course?

Response	Chart	Percentage
To increase current work related skills		9.1%
For my own professional development		18.2%
To be eligible for employment in my chosen field		0.0%
It is required by my employer		63.6%
General interest		0.0%
Other (please describe)		9.1%

## What is the main reason you are taking this course? (Other (please describe))

#	Response
1.	Required by TTeacher Regulation Branch

## I heard about this course from:

Response	Chart	Percentage
Course calendar		10.0%
Posters or other printed materials		0.0%
Newspapers or magazines		0.0%
JIBC website		0.0%
Other website		10.0%
Email		0.0%
Television		0.0%
Radio		0.0%
On public transit		0.0%
Word of mouth		30.0%
Other (specify):		60.0%



### I heard about this course from: (Other (specify):)

#	Response
1.	Through my employer
2.	Recommended by BCPVPA
3.	Employer
4.	HR from my school district
5.	TRB
6.	from my institution

### What, if anything, would you change about your experience to date with the JIBC?

The 2 response(s) to this question can be found in the appendix.

### Age

Response	Chart	Percentage
17 years and under		0.0%
18 - 24		0.0%
25 - 29		0.0%
30 - 34		0.0%
35 - 39		9.1%
40 - 44		27.3%
45 - 49		27.3%
50 - 54		18.2%
55 - 59		0.0%
60 - 64		9.1%
65 and over		9.1%

### Highest Education Level

Response	Chart	Percentage
Some secondary school attendance		0.0%
High school diploma		0.0%

Some college attendance	0.0%
College post-secondary certificate	0.0%
College post-secondary diploma	0.0%
Some undergraduate attendance	0.0%
Bachelor degree	27.3%
Some graduate level attendance	27.3%
Master's degree	45.5%
Ph.D.	0.0%
Other (specify)	0.0%

#### Highest Education Level (Other (specify))

#	Response
---	----------

#### Gender

Response	Chart	Percentage
Male		72.7%
Female		27.3%
Transgender		0.0%

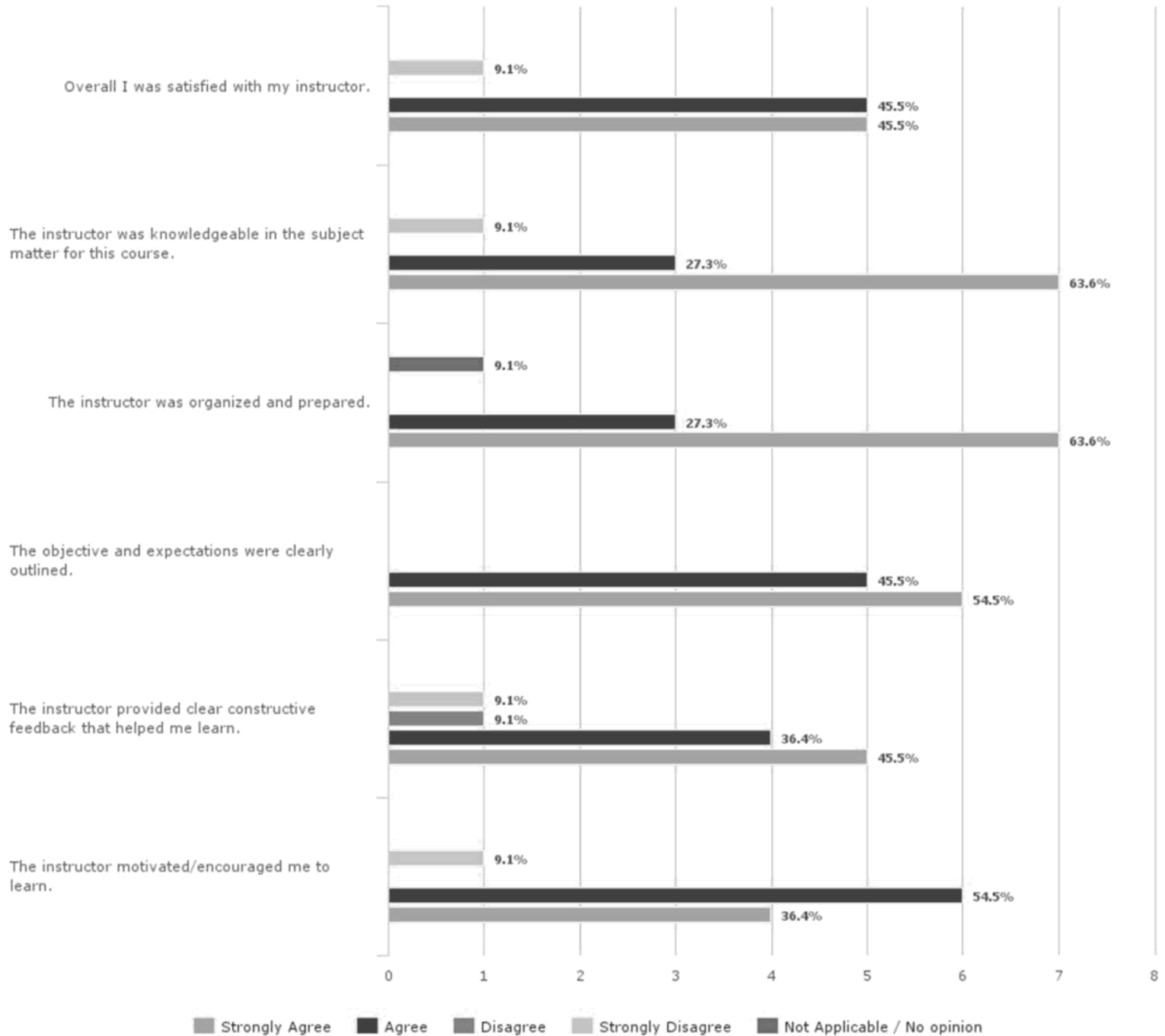
#### Did you have more than one (1) instructor for this course?

Response	Chart	Percentage	Count
Yes		100.0%	15
No		0.0%	0
Total Responses			15

#### Please specify the lead instructor's name.

Variable	Response
First Name	The 11 response(s) to this question can be found in the appendix.
Last Name	The 11 response(s) to this question can be found in the appendix.

## Instructor feedback - lead instructor:



## What would you suggest to improve instruction?

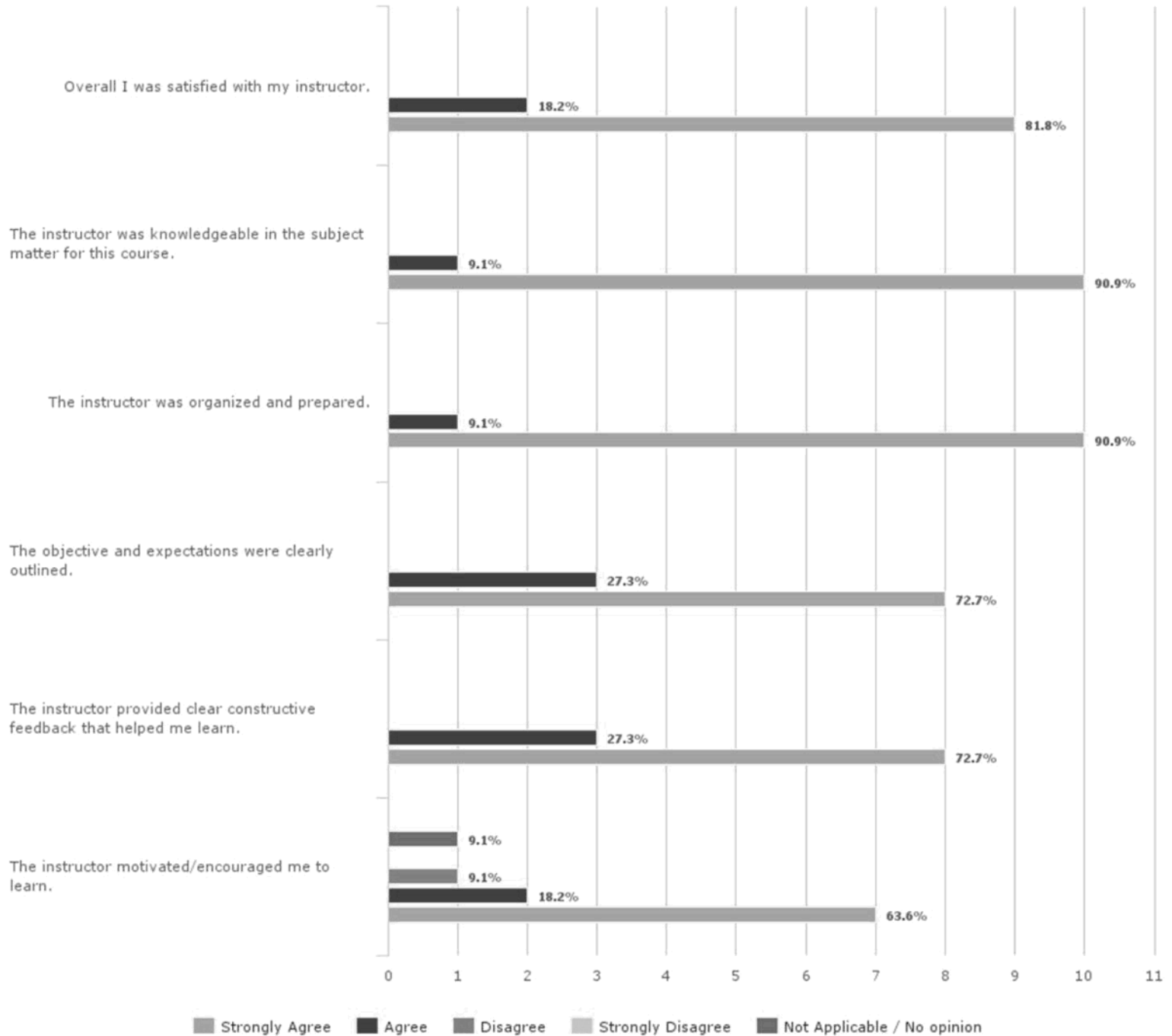
There are no responses to this question.

**Please specify the next instructor's name.**

Variable      Response

First Name	The 11 response(s) to this question can be found in the appendix.
Last Name	The 11 response(s) to this question can be found in the appendix.

## Instructor feedback - second instructor:



## What would you suggest to improve instruction?

The 4 response(s) to this question can be found in the appendix.

## Appendix

If you could make one change to this course to improve it, what would that change be? |

#	Response
1.	The course was excellent, the presenters fantastic and the dialogue amazing. I was looking more for an aspect on staff to staff boundaries.
2.	Day 3 video on sex offenders was not an appropriate resource for the discussion of this issue
3.	Try to incorporate some time to get into a role play situation where individuals need to deal with a certain situation. The case studies were great so just an extension of that.
4.	I'm not sure that the time spent on sexual improprieties and pedophilia were necessary. Although none of us knew why people were enrolled in the course, I suspect that teachers who have been accused of crimes in these ( sordid) behaviours would be dealt with more harshly than taking a three day course. This view was agreed upon in our table group - it was not relevant to the course.
5.	I thought the video on sexual abuse was a bit too involved. The course is about respectful boundaries and I felt this particular topic was overemphasized. I agree that it is an important topic to discuss, but felt it was more for a counselling course. Maybe it could been condensed some how. Also, leaving such a heavy topic to be discussed on the final day sort of left me feeling a bit deflated. Might be better to show on day 2
6.	Not have instructors who have worked with the TRB/College of Teachers. Potential conflict of interest?
7.	There was a section in the course on sexually abused kids that was not needed in such detail with videos.
8.	The course needed to concentrate less on pedifiles and more on case studies of connections to people in the course.
9.	The instructors were wonderful, and they created a really positive learning environment - no easy task. However, we had many questions regarding grey areas that were not given enough time or consideration. We were asked to give specific topics we had questions about on the first morning but most of those were not adequately addressed by the end of the course. I really enjoyed the instructors, I wish we had content that was more relevant.
10.	There were several Administrators in the class. I would have liked to hear the "View from the other side of the desk." About 1/3 course was actually teaching training not boundaries work. that was all "University teacher training" curriculum, and could be cut. Need to send a lot more time on the participant created dioramas.

What, if anything, would you change about your experience to date with the JIBC? |

#	Response
1.	More content on staff to staff boundaries

2. The date of the course was not convenient in that I needed to be at my school meeting with staff during this time

**Please specify the lead instructor's name. | First Name**

#	Response
1.	Cheryl
2.	Laura
3.	Laura
4.	Laura
5.	Laura
6.	Cheryl
7.	Laura
8.	Cheryl
9.	Karen
10.	Laura
11.	Laura

**Please specify the lead instructor's name. | Last Name**

#	Response
1.	Bell Gadsby
2.	Bikerton
3.	Bickerton
4.	Bickerton
5.	Bickerton
6.	Gadsby
7.	Bickerton
8.	A
9.	B
10.	B
11.	Bickerson

**Please specify the next instructor's name. | First Name**

#	Response
1.	Laura

2.	Cheryl
3.	Chery
4.	Cheryl
5.	Cheryl
6.	Laura
7.	Cheryl
8.	Laura
9.	Cheryl
10.	Cheryl
11.	Cheryl

**Please specify the next instructor's name. | Last Name**

#	Response
1.	Bickerton
2.	Gadsby
3.	Gadsby
4.	Bell Gadsby
5.	Bell-Gadsby
6.	Bickerton
7.	Bell Gadsby
8.	A
9.	S
10.	??
11.	Bell-Gadsby

**What would you suggest to improve instruction? |**

#	Response
1.	See previous comment
2.	very professional and empathetic instructor.... no improvement needed
3.	Laura was amazing.
4.	For many of my answers I would have preferred to answer "somewhat agree".



Hi Wilma et al,

Please find below Cheryl and my responses to the feedback from TRB staff who have reviewed the materials sent. We appreciate all the work that has gone into providing this feedback and will ensure that changes will be made where needed.

#### Day 1

- Reflecting on Relationships Exercise - Does this relate to professional boundaries, or is it just an ice breaker?
- This is setting the stage for a discussion of the importance of healthy relationships, and the vulnerability of children
- **we think that many boundary violations involving kids lie in fundamentally flawed relationships. this is not the focus of the sessions but it forms a principled position on which the sessions are built and, we think, on which standards are built. we hope to connect standards and healthy relationships throughout the session which may not be explicitly stated on a slide but will form part of the basis of our discussions and debriefs with students.**
- Add to this:

**Ground in your own experience** – start with yourself  
**Exercise:**

- **Be conscious of the power and influence you hold in various roles**
  - **How do you perceive the power imbalance between you and the children/youth you work with? What do you need to be aware of in your relationships with children/youth?**
  - **Analyze the impact of your own gender, ethnicity, religion, social class and intersection of these on your work with children**
  - **Analyse your teaching in light of your knowledge, values, and methods as they relate to a cultural system that has relationship to systems of power, and oppression.**
- 
- Slide 21 – Regulation/Advocacy – not completely accurate- government does also create some advocacy orgs under legislation, concerned with both individual/public interest (e.g. Seniors Advocate, RCY) **I will change the slide to say regulation of professionals and advocacy organizations of professionals. I think this is clearer when the discussion is being conducted - it is made clear that the advocacy being discussed is that related to professionals and not other types of advocacy.**
  - Slide 34 – Could there be a question or two about how they feel about children? i.e. good kid/bad kid/challenging kid (do they value the compliant? the questioners?) Great idea! This would be very helpful i think. i will discuss with Cheryl as to the wording so that the question is put in a way that does not project the “right” answer.

Here are some additional questions – see what you think?

***What are my beliefs about how students learn?***

How “up-to-date” are my beliefs? How much are they based on research or on my own opinions and ideas? How do my beliefs influence the way I teach?

***3. How do I create a positive climate for learning?***

How do I build strong, positive relationships with my students? Engage and motivate all my students to learn? Inspire my students to learn and to continue their learning after they leave me?

- What brought me to the teaching profession?
- I am an educator because ...?
- My best memory of school is.....?
- My worst memory of school was...?
- Most of my classmates thought I was...?
- Most of my teachers thought I was...?
- The hardest part of being a student for me was...?
- My greatest strength as an educator is..?
- My greatest weakness as an educator probably is...?
- Do you show favouritism towards particular pupils?
- How does teacher react to disruptive behaviour?
- What are the most challenging qualities of the students I teach?
- What are the most valued qualities of the students I teach?
- Which students do I have the most difficulty connecting to? Why?

**Personal Mission Statement**

I am an educator because...

- Slide 35 – find this question unclear - *What is important to you in making sense of the ethical world of teaching? How about: We have changed this slide to be more clear.*

Case Studies - Would it be more interesting to deal with cases from the teaching profession? The topic is sensitive, but it might help to deal with the elephant in the room. the case studies from other professions are only the openers – they are intended to open discussion about boundaries without focusing on their particular situations. we are adding teaching case studies throughout the sessions involving social media, touching, duty to report other teachers, fraud, etc. we are open to ideas about topics - would love to hear from you what types of cases you think are important to include.

- Regarding the elephant, It might also help to acknowledge that participants in the course are taking it because they are interested, or have engaged in conduct that is not of the most egregious nature. A role play with the coaches could show how easy it is for anyone to cross professional boundaries without intention. (I.e. – talking about personal life in class, or touching a student on the shoulder) We have allowed for the issue of the elephant to present itself from the group rather than from us. We will not introduce it but only tackle it when it arises.
- Understanding Professional Regulation & Standards of Professional Conduct – Is there too much emphasis here? This course is not on Professional Identity as much as it is about behavior that leads to the blurring on professional boundaries. What leads to violations in professional boundaries, and what can happen if they are not respected? We have included it because the feedback from students/instructors in the classroom management course was that students could not move past their anger with the “TRB” and did not understand what was happening to them. we decided to take a little time to provide the context in which they are licensed to work as teachers and what the notions of professionalism, regulation and standards are all about. we do not intend for this to be the focus but we got strong feedback that this was essential for moving forward. i also found this to be true when i worked with teachers who were referred by the Commissioner. They were able to take much more on board once they understood the principles and processes of regulation. We believe that professional identity is actually at the core of ethical behaviour and setting strong boundaries. This will be woven throughout the course for a better working and professional understanding.

## Day 2

- Slide 11 – (*Are often unable to confront others to resolve conflict appropriately*) but (*may also use skill and charm to redirect concern*) – I think that there are actually two separate (and both important) points here, so they should not be rolled into one bullet Yes. i spend a good deal of time with this slide and i think it could be split. i can add mention of Ellison who was the quintessential charmer and also local!
- Slide 29 – suggest adding a bullet about how the child welfare system relies on the school system as being the primary “eyes and ears” of the child safety net. The expectation is not that the teacher intervene but that any concerns are promptly reported.

While teachers’ observational skills and relationships with students can illuminate many areas of child welfare and child protection, it is NOT the role of the school system to be the “primary eyes and ears” the child safety net.” It is the legal and ethical role of the teacher and any professional to report “any reasonable suspicion” of any maltreatment or neglect to the Ministry of Children and Family Development (MCFD). It is not the role of a teacher to determine the extent of this, as you say, although

clearly teachers have ongoing relationships with students and have the opportunity to observe significant behaviour and emotional changes on an ongoing basis.

This will be discussed with the duty to report according to the latest child legal and ethical guidelines. TA, New Family Law Act and MCFD reporting requirements.

- **Self-Understanding: Values and Beliefs** – I am not sure that the slides on this make clear the connection directly to behavior. I can see that Maslow's Hierarchy speaks to the vulnerability of students, and the needs (belonging, love..) of teachers, but I am not sure about choice theory. Could this be dealt more directly by talking about attraction, or loneliness, or self-awareness, or weakness, as it relates to teachers and student needs? See beginning questions
- **Case studies and Boundaries traps** – More here!! Yes. See above. we are intending to have a series of cases that relate.
- **Competence or Incompetence** – is this important re boundaries? We think it is important to include because misconduct and boundary violations are often intertwined with incompetence. teachers who cannot do their jobs appropriately can cross boundaries out of frustration etc. we are not including case studies on incompetence but i think it is worthy of mention in the sessions.
- **Conduct Becoming or Unbecoming a Professional** – Is this important or just labeling things? We think boundary violations can be interpreted more widely than simply those with students and also that a course such as this should not relate to only on one aspect of violations. Again, it is not a focus but it is, i think, important to an overall understanding of teacher behaviour and professionalism.
- **Boundaries, Communication and Interpersonal Relationships** – Does talking about the teaching certificate or interpretation of Standards relate to behavior? We believe it does. Both speak very much to the expectations of the regulator and the public in terms of Standards/behaviour.
- **Grooming behavior** – Good. What about the 21 year old teacher and 18 year old student? Yes. This comes up through the discussion of a case study. It can be made more explicit on the slide.
- **Some of the privacy and information sharing materials seem go beyond the focus of the course** – for example much of Slide 32 will takeout
- **Privacy Sharing / Disclosure** -Not sure about the inclusion of the Traffic Light Tool – Is the “red light” putting the emphasis where it is intended? -may need to understand better what the classroom conversation around it will look like will takeout

### Day 3

- **Slide 17 – Dilemmas in Defining the Boundaries** – wondering if this discussion shouldn't happen up front – day 1? The way in which this course is designed is to let the learning emerge rather than to front-end load with information. We believe this is exactly the right place for this.
- **Understanding one's own motivations in relationships with students.** Could this be a focus of the course from day 1? this is the denouement of the course. All of the sessions are leading to this outcome. so it is the focus - just done differently We begin right from the beginning with this and reiterate throughout. The ending is to drive it home.

- Effective listening and Emotional Intelligence – Picking up cues from others is important, but is this key to professional boundaries. What about dealing with personal feelings and setting limits for yourself, and setting limits on students. How to stop a student from sitting on lap, or how to deal with a student that wants help with the personal life? Texting after hours? What if a teacher is attracted to a student? These are all dealt with through extension of the ideas that will be presented through the case studies relating to teaching.
- The Answer slide- Should there be a focus on self-control and dealing with behavior? Weave more throughout

#### GENERAL FEEDBACK:

- Although it's important that the folks understand the Standards, perhaps there is too much emphasis in the Day 1 PowerPoint on those broadly and on the disciplinary process/Commissioner's role when the focus should be on professional boundaries and changing people's views on what those really are (esp. in case the only boundary they recognize is what's listed in the Day 3 PowerPoint of "An educator must care for students but cannot be their lovers"). This needs to be balanced throughout the 3 days and we do this
- Can those that are not comfortable trying a role play with the group, do a role play with the coaches?
- Can there be exploration of what is professional boundaries at the outset? Perhaps reading/reviewing some stories together. Yes there is
- Review the breath of boundaries violations and try to guess what was behind the conduct? We will do this strategically with case examples

Without having the case studies to review, it could be that many of the questions and suggestions above are covered off (i.e. cases to reference on all the various types of pitfalls teachers need to be on their toes about; e.g., texting, social media, informal counselling, etc.). **Also, the contract with JI indicates that the TRB will deliver the following. Could you verify that we will be forwarded the finalized course materials including case summaries/scenarios (i.e. all materials that will be used with participants, any manuals developed and evaluation tools? Also according to the contract, day 3 is to be an "inclusive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio". Can you also confirm that this is the structure of day three?** Thanks.  
arranging a call for next week

In consultation with the Commissioner for Teacher Regulation, the Province, staff of the Justice Institute of British Columbia and subject matter experts, the Contractor will:

- develop course content and scenarios for three, 3-day courses
- draft, finalize and produce course materials (course manuals, psychometric evaluation tools) we will have everything completed at the end of the month.
- draft, finalize and produce participant course feedback surveys
- include an intensive, immersive coaching day on the third day of the course, with a maximum of 5-to-1 learner-to-coach ratio Will be discussed in phone call
- integrate the following learning techniques into each of the courses:

- dialogue ongoing throughout 3 days
- self-reflection Throughout 3 days
- skill building exercises throughout 3 days
- scenario analysis throughout 3 days
- peer feedback This is done with small group discussion at each table

All of the above teaching methods are utilized

#### Day 3: Coaching sessions:

Laura and Cheryl will be utilizing coaching techniques throughout the 3 days. We will be doing self-reflective exercises, case studies and personal inventories to enhance the learning outcomes and objectives. Participants will be coached on a daily basis via case studies and interactive de-briefing of the cases and exercise.

The room will be set up in pods of no more than 5 people to a table. 2 instructors will be circulating and participating in the case studies and exercises on an ongoing basis. Further discussion next week to confirm or change approach

#### Day 3:

##### Exercise # 3 – Laura: Acting in students’ best interests - what does this mean?

Again, this is a focus of establishing boundaries related to the Standards – it is intended to help teachers recognize when they are acting for their own interests/fun/needs rather than to act for the best interests of the child/youth

**Writing Cases - working in pairs, learners consider incidents they have seen or heard of and write anonymized cases that show what occurred without analyzing or providing any of their own thoughts**

From 11:00 – 4:30 on day 3 is spent writing and working with case studies that illustrate and process the information presented throughout the 3 days.

Let us know if any of the responses need further clarification. We are happy to discuss by phone. L

Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, February 14, 2017 2:05 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Thank you for the enquiry. The decision was made out of ease, but perhaps it would be better to select dates a few days before or after those offered for the other course. I will check and get back to you.

Could you also check your website. It seems to me there is a problem with the registration button for the courses.

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Thursday, February 9, 2017 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Thanks for the dates. The only question is why you have given the same dates as your other course Creating a Positive Learning Environment? Normally we try not to book courses that are drawing from the same student body on the same dates.

Let me know your reasons, thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2017, January 25 3:18 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Cc:** Mirbagheri, Sarvi EDUC:EX <Sarvi.Mirbagheri@gov.bc.ca>; Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We looked at the courses this morning and I have set out some proposed dates for 2018. These are the same dates that the JI is looking at for 'Creating a Positive Learning Environment.' Please let me know if you have any questions.

- March 22-24, 2017 (scheduled)
- July 10-12, 2017 (scheduled)
- March 21-23, 2018
- July 11-13, 2018

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Tuesday, January 17, 2017 1:36 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Just checking in to see if you have dates for the rest of 2017 and 2018. We would like to get as many as possible into our calendar. Also our instructors get booked up.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 2:03 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,



Great that you are planning that far ahead and I will get you info asap. No need to apologize. Getting the info up on the site is perfect.

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Thursday, November 24, 2016 2:02 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Sorry about that, we had to book a room asap as they go quickly here. I wasn't aware our new system opens registration right away once we request a room.

On a note for future offerings we are now booking rooms for the 2017-2018 school year and need to book rooms. Are you able to provide me with dates and number of offerings you wish to have for the upcoming 2017-2018 (September – August)school year?

Thanks so much,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 1:55 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We are all in agreement that the course should go ahead at the TRB I see that it is already open for registration on your website. We will be sending out some communication regarding the courses in the next couple of weeks, and so I expect teachers to start enrolling soon.

I really appreciate all of your assistance and that of your team,

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, November 7, 2016 11:55 AM

**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:09 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX

Cc: Clarke, Wilma EDUC:EX

Subject: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, January 17, 2017 1:45 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Thanks for the reminder Susan. I will get back to you this week with some options.

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Tuesday, January 17, 2017 1:36 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Just checking in to see if you have dates for the rest of 2017 and 2018. We would like to get as many as possible into our calendar. Also our instructors get booked up.

Many thanks,

Susan

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Program Manager  
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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 24 2:03 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Great that you are planning that far ahead and I will get you info asap. No need to apologize. Getting the info up on the site is perfect.

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Thursday, November 24, 2016 2:02 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

Sorry about that, we had to book a room asap as they go quickly here. I wasn't aware our new system opens registration right away once we request a room.

On a note for future offerings we are now booking rooms for the 2017-2018 school year and need to book rooms. Are you able to provide me with dates and number of offerings you wish to have for the upcoming 2017-2018 (September – August)school year?

Thanks so much,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, November 24 1:55 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

We are all in agreement that the course should go ahead at the TRB I see that it is already open for registration on your website. We will be sending out some communication regarding the courses in the next couple of weeks, and so I expect teachers to start enrolling soon.

I really appreciate all of your assistance and that of your team,

Matt

---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, November 7, 2016 11:55 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

I just spoke to Cheryl and she is available for March 22-24<sup>th</sup>. Before I check in with Laura will these dates work for you?

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 31 4:09 PM  
**To:** Forest, Susan <[sforest@jibc.ca](mailto:sforest@jibc.ca)>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Sorry for the late reply. We have been exploring the option of holding the course on the week of the 27<sup>th</sup>.

The feedback I have received is that there is a demand for the Boundaries course to go ahead in March, but that the week of the 27<sup>th</sup> (after spring break) it is not ideal for the local school districts. If Cheryl is not available in the two weeks prior to the 27<sup>th</sup>, we were wondering if another instructor can work with Laura? I ask that knowing that Cheryl has played a key role in the course roll out.

Could you please check on that for me if an alternate instructor can sub for her, and check with Laura regarding the spring break or the week of the 27<sup>th</sup>?

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Forest, Susan [<mailto:sforest@jibc.ca>]  
**Sent:** Monday, October 24, 2016 3:01 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX  
**Subject:** COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt,

Cheryl is not available before the week of March 27<sup>th</sup>. Before I check in with Laura to see about her availability I wanted to know if this week works for you and your organization. She is not available in the 6 weeks preceding these dates as her organization is undergoing a CAR Accreditation process.  
Let me know if the week of March 27<sup>th</sup> works.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, January 11, 2017 10:27 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Creating a Positive Learning Environment

Thank you!!

---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]  
**Sent:** Wednesday, January 11, 2017 10:26 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Creating a Positive Learning Environment

Yes to both ☺

Jennifer Jasper  
Program Manager, Centre for Leadership

*"You can't stop the waves, but you can learn to surf." ~Jon Kabat- Zinn*

. . . . .  
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715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2017, January 11 10:26 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Creating a Positive Learning Environment

Hi Jennifer,

Regarding the July 10-12 date, do you expect to hear from the instructor in the next week or so, and have the other instructors already agreed?

Matt

---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]  
**Sent:** Wednesday, January 11, 2017 10:21 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Creating a Positive Learning Environment

Hi Matt,



Yes – I am so sorry I haven't returned your call. I have dates and I'm 99% sure that we are a go but one of the instructors has been on a contract waaaay up North and has not yet signed our instructional agreement. It always makes me nervous to advertise these courses publically without that confirmation.

So the dates we have are:

March 22-24, 2017 (we have discussed these dates previously – no change!)

July 10-12, 2017 (still waiting for confirmation)

March 21-23, 2018 (still waiting for confirmation)

July 11-13, 2018 (still waiting for confirmation)

I will post these dates on our landing page for these courses. Registration should open up for July 2017 and March 2018 over the next few months – I believe they are working to open registration at least 1 year in advance.

Let me know if you need anything else.

Jennifer

Jennifer Jasper

Program Manager, Centre for Leadership

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. . . . .  
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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]

**Sent:** 2017, January 11 10:13 AM

**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>

**Subject:** Creating a Positive Learning Environment

Hi Jennifer,

Can you give me an indication on how soon we will be able to know if it is possible for JIBC to offer a 2017 summer session of "Creating a Positive Learning Environment?"

I appreciate your help,

Matt Chritchley

Alternate Resolution Manager

Professional Conduct | Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

M: 604 660 6060 | D: 604 775 4814

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**Chritchley, Matt EDUC:EX**

---

**Sent:** Wednesday, January 11, 2017 10:07 AM  
**To:** Jasper, Jennifer  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Jennifer,

Can you give me a timeline regarding a decision on offering a summer session for "Creating a Positive Learning Environment?"

## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, January 5, 2017 3:24 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Cc:** Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX; Mirbagheri, Sarvi EDUC:EX  
**Subject:** For Review: CRES1120-The Mindful Educator course outline  
**Attachments:** CRES1120-MindfulEducator\_Courseoutline.docx

Hi Christina,

### Re: Feedback: The Mindful Educator course outline

The only suggestions we have with the course outline are to include some reference to 'students' and 'special needs.'

- The second line could read, "Conflict can arise between students, teachers, administrators, parents and others, and can be difficult to manage. In this course Educators will gain...."
- Learning outcome 9 might be changed to add "Special considerations in dealing with young students or students with special needs." This could also be added as a course topic or added in brackets under *Dealing with anger in others* in Day 2.

Thanks you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, January 5, 2017 9:00 AM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: Change in web info

Thanks Christina,

Happy new year to you also.

I will let you know if I see anything else and look forward to chatting soon,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, January 3, 2017 3:15 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

Happy New Year! I hope you enjoyed the holiday season. I sure loved having time off.

Any who just want to let you know that I have been notified that the changes below have been made. If you notice anything else please let me know.

Take care,  
Christina

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Item: CRES-1120-NV001

	Tuition	Learner Service Fee
itic	\$-	\$-
rtional	\$-	\$-

Thank you,

Matt Chritchley

## Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Thursday, December 15, 2016 3:34 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Subject:** Seasonal Greetings  
**Attachments:** image001.emz

*From all of us here at the Centre for Conflict Resolution and the Centre for Leadership,  
To you, our cherished partners in learning,  
We wish you the best of the season, and a peaceful and restorative holiday break.*



*Tammy, Linda, Margaret, Charlene, Christina, Cheryl, Corinne, Kent, Deanna, Jennifer, Sim, Barb, Vanessa*

.....  
**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, December 15, 2016 3:24 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: Innovative Strategies for K-12 Teachers

Thanks for this Susan,

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 10:47 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** McKee, Dana; Blackburn, Kelly; XT:Bahr,Christina JAG:IN  
**Subject:** FW: Innovative Strategies for K-12 Teachers

Hi Matt

The website has been updated to include the new dates for Respecting Personal Boundaries March 22-24, 2017. We send the following blur to those who are inquiring about the courses. Feel free to use the link below if folks are contacting you for information about course offerings.

Thank you for your interest in the courses offered by JIBC. In particular the Innovative Strategies for K-12 Teachers.

Here is a link to the courses that you are interested in attending.

<http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-leadership/courses/innovative-strategies-k-12-teachers>

If you click on the name of the course it will give you details about the content, cost and when it will be offered again.

For assistance with the registration you may contact our Student Services at 604-528-5590 or [register@jibc.ca](mailto:register@jibc.ca)

Warm regards,  
Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, December 15, 2016 3:23 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

I believe our contract with the JI allows for a max of 26 in the Boundaries Class. I doubt this will be an issue but it was something I noticed.

Thanks,

Matt

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 3:55 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Matt

We have a room for 32 people. What would you like the registration to be set for?

Thanks,

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 2:41 PM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** RE: COUN-1037 Respectful Professional Boundaries Spring 2017

Hi Susan,

Can you please update the info on the landing page of your website to provide the new course date. <http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/centre-leadership/courses/innovative-strategies-k-12-teachers>. At some point I think you will also need to change the seat

capacity for the new offering. We are sending info out to the schools next week so I hope to have teachers register over the holiday season.

Credits		Capacity / Available Seats
Unit 5	1.50	32 / 32
ETS		

Thank you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, December 13, 2016 3:25 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: Change in web info

Thanks Christina,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, December 13, 2016 3:24 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** FW: Change in web info

Hi Matt,

No need for PowerPoint tomorrow.

Thanks,  
Cb

---

**From:** Highnam, Kent  
**Sent:** 2016, December 13 3:23 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

I can take the lead. It's more philosophical than detailed oriented, so no need for PPT.

Thanks CB!

---

**From:** Bahr, Christina  
**Sent:** 2016, December 13 2:29 PM  
**To:** Highnam, Kent <khhighnam@jibc.ca>  
**Subject:** FW: Change in web info

Hi Kent,

I am hoping you can lead the discussion around this one tomorrow. Is this okay? If so how shall I reply to Matt's email below?

CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 13 2:19 PM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: Change in web info

Hi Christina,

For the discussion tomorrow, will you be taking us through the material or will it be more general. I am wondering if I should set up the powerpoint in our boardroom so we can follow. Do you think that is necessary?

Matt

---

**From:** Bahr, Christina [<mailto:cbahr@jibc.ca>]  
**Sent:** Tuesday, December 13, 2016 10:54 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Change in web info

Hi Matt,

I will take a look today and let you know when the updates have been made.

Thank you!

CB

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, December 08 2:37 PM  
**To:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** Change in web info

Hi Christina,

Can you please check on the website to add the course fee into the registration area. You can probably also move the info from the landing page re' November 1 registration.

Item: CRES-1120-NNV001

	Tuition	Learner Service Fee
itic	\$-	\$-
rtional	\$-	\$-

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, December 9, 2016 8:00 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES1120-The Mindful Educator - Course feedback meeting time

Hi Matt,

I checked Christina's schedule it she looks free to attend, as am I.

Looking forward to our chat next week,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, December 08 1:04 PM  
**To:** Highnam, Kent <khighnam@jibc.ca>  
**Subject:** FW: CRES1120-The Mindful Educator - Course feedback meeting time  
**Importance:** High

Hi Kent,

I believe you are out of the office but I wonder about your availability to attend a meeting (by phone) on **Wed Dec 14** at 9am? I understand Christina is away until the 13<sup>th</sup>.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**Subject:** CRES1120 - Feedback discussion  
**Location:** PCU boardroom

**Start:** Wed 2016-12-14 9:00 AM  
**End:** Wed 2016-12-14 10:00 AM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Chritchley, Matt EDUC:EX  
**Required Attendees:** Preston, Bruce EDUC:EX; Clarke, Wilma EDUC:EX; Mercer, Sally EDUC:EX; Mirbagheri, Sarvi EDUC:EX  
**Optional Attendees:** XT:Bahr,Christina JAG:IN; XT:Highnam, Kent CLBC:IN

Hi Everyone,

I hope we can meet at 9am on Wednesday Dec 14, 2016, to discuss the feedback and what should be included in the course *'The Mindful Educator in Managing Conflict.'*

Kent, Christina, and Sarvi, please use the below teleconference information:

Conference call numbers for participants  
s.15,s.17

Conference ID Number  
s.15,s.17   #

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, December 8, 2016 1:04 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Subject:** FW: CRES1120-The Mindful Educator - Course feedback meeting time

**Importance:** High

Hi Kent,

I believe you are out of the office but I wonder about your availability to attend a meeting (by phone) on **Wed Dec 14** at 9am? I understand s.22

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, December 7, 2016 4:04 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES1120-The Mindful Educator - Meeting time

**Importance:** High

Hi Christina,

Can you call me at 604-775-4814? I want to know if you and Kent could attend a meeting (by phone) on **Wed Dec 14** at 9am?

Please let me know as the holiday season makes planning a challenge.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Monday, December 5, 2016 3:38 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** RE: Feedback on CRES1120-The Mindful Educator

Hi Christina,

I've left you a voicemail message to see if there was anything in particular you had questions about. This will help to determine who should be in on the call. In other words, if your questions were about, for example, word usage in the Manual, then I can likely answer your questions myself. If your questions are about the feedback on the special needs portion, I may need to involve others.

When you have a moment, please give me a call back at 604 775-4840 or feel free to email.

Cheers,  
Sally

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Monday, December 5, 2016 3:06 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Re: Feedback on CRES1120-The Mindful Educator

Hi Sally,

Thanks again for sending your feedback. Kent and I would like to set up a call to discuss. What is your availability like over the next two weeks?

Thank you,

Christina Bahr

---

**From:** Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Sent:** December 1, 2016 4:33 PM  
**To:** Bahr, Christina  
**Cc:** Clarke, Wilma EDUC:EX; Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Feedback on CRES1120-The Mindful Educator

Hi Christina,

Thank you very much for sending over the draft copy of the Manual and the PowerPoint for **CRES 1120 The Mindful Educator in Managing Conflict**. We've reviewed the materials and we have the following feedback for you.

Overall, we are satisfied with the approach. However, we wonder about the coverage of the special needs portion. There is no acknowledgement that generally speaking the dynamics of conflicts with students/children is different than

conflict with adults (power imbalance, evolving capacity, child's right to voice) and may require adapted strategies. By focusing on special needs students alone, these students may be viewed as "the problem" in the classroom. Another issue is that the various behaviours that typically accompany certain special needs are listed but there is no specific communication or conflict resolution strategies presented that would assist in dealing with the behaviours. The focus really seems to be on adult/adult conflict management. We think this needs to be augmented with more information on adult/child conflict management. Perhaps it would be useful to develop the special needs education piece with further assistance of a special needs educator. A general direction for additional material may be the following:

Two basic principles of special needs education are:

1. Behaviour is communication. When dealing with special needs students in particular the first reaction to behaviour changes in students is to ask yourself: what is he/she trying to communicate to me with this behaviour:
  - frustration
  - opposition to the behaviour of others
2. The job of a special needs teacher is to identify and remove barriers to learning. Teaching special needs students requires an expanded "toolbox" of skills. Interpreting behaviour and identifying barriers is the essential basis for deciding which of the tools to use.

Approaching special needs situations with the two basic principles in mind will provide the foundation for avoiding the conflict which can result from misunderstanding. A special needs education specialist could help to refine this part of the program.

Also, the Outside-of-the-Moment Anger Management Plan is good but we wonder if that could or will be expanded into a conflict management plan. What happens when you can't easily walk away from a conflict with a teacher/administrator/student/parent? How would you reset a relationship or what would you do if you realize you're heading in the wrong direction? What if the conflict/behaviour is associated with longer term issues? Will this be dealt with in the context of the course?

We also like the concept of the Picture It slides. Most of them deal with lower level conflict though. Would it be possible to include a scenario where a teacher/student has a strong emotional reaction with yelling, threatening or physical contact? Or is this likely to be covered within course examples?

The following feedback is more specific:

#### **TRB PowerPoint:**

- A lot of the slides have an uppercase or a lowercase "p" in the titles. What is this?
- Slide 10 – all the words are capitalized except "emotion"
- Slide 15 – all the bulleted points begin with a capital letter except the last "power"
- Slide 30 – Occipital Lobe is spelled incorrectly
- Slide 51 – the words in the final bullet are cut off

A couple of the words have the British spelling or the American spelling or both. For example, "behaviour" versus "behavior"

- Slide 45 – uses "behavioural" with the "our" ending
- Slides 6 & 17 – uses "behavior"
- Slide 58 – uses "behaviour" & "behavior"
- Slide 61 – uses "honor"

#### **TRB Manual:**

- 5<sup>th</sup> page, Introduction

- 3<sup>rd</sup> bullet should perhaps be “Who are you in conflict **with**?”
  - 6<sup>th</sup> bullet uses “behaviours”
- 6<sup>th</sup> page, What is Conflict
  - 1<sup>st</sup> bullet under “Conflict at its best” replace “exits” with “exists”
  - 4<sup>th</sup> bullet under “Conflict at its best” uses “behaviors”
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- 8<sup>th</sup> page, Beliefs about Conflict
  - Last bullet, replace “anyways” with “anyway” (Anyways might be too colloquial for a formal course.)
- 9<sup>th</sup> page, Belief Cycle
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- 11<sup>th</sup> page, Conflict Approaches
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- 12<sup>th</sup> page
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- 13<sup>th</sup> page, Five Conflict Styles
  - In the 1<sup>st</sup> paragraph there’s reference to “Kraybill Conflict Style Inventory tool” but no footnote or explanation about what this is. Should there be? And is this tool going to be used with participants? If not, does it need to be referenced?
  - 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> paragraphs use “behaviour”
- 14<sup>th</sup> page
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- 17<sup>th</sup> page
  - 1<sup>st</sup> paragraph, last sentence – Should the sentence be “This use of anger is learned very young and **has** become a set pattern simply because it continues to work”?
- 18<sup>th</sup> page, The Purpose of Anger
  - In the final paragraph, the suggestion is to use “maybe” or “is usually” rather than “is” because there are times that attacking or judging is the right thing to do from a safety or justice perspective.
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- 31<sup>st</sup> page, The Difficult Person
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- 34<sup>th</sup> page, Special Needs
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Thanks again. Please let us know if you have any questions about any of this.

Kind regards,  
Sally

---

**Sally Mercer**

Manager of Communications

**Teacher Regulation Branch**

**International Education, Independent Schools  
and Partner Relations Division**

**Ministry of Education**

400 - 2025 West Broadway

Vancouver, BC V6J 1Z6

T: 604 775-4840

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## Chritchley, Matt EDUC:EX

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Thursday, December 1, 2016 4:34 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Cc:** Clarke, Wilma EDUC:EX; Critchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** Feedback on CRES1120-The Mindful Educator

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Thanks again. Please let us know if you have any questions about any of this.

Kind regards,  
Sally

---

**Sally Mercer**

Manager of Communications  
**Teacher Regulation Branch**  
**International Education, Independent Schools**  
**and Partner Relations Division**  
**Ministry of Education**  
 400 - 2025 West Broadway  
 Vancouver, BC V6J 1Z6  
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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, November 28, 2016 2:43 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES1120-The Mindful Educator

Thanks Christina!! The course feedback is being compiled and will be forwarded as soon as possible.

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Monday, November 28, 2016 2:23 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Matt,

Please find attached the course outline for The Mindful Educator.

Thank you,  
CB

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 24 9:29 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

Sorry to be so slow with this. I am looking at it today and hopefully we will have a Branch response for you soon. Do you have a course outline for this yet? I may have one already but can't put my hands on it at the moment.

Thanks,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Thursday, October 20, 2016 9:24 AM  
**To:** Chritchley, Matt EDUC:EX; Clarke, Wilma EDUC:EX  
**Subject:** CRES1120-The Mindful Educator

Hello Matt and Wilma,

Please find attached a draft copy of the materials for **CRES 1120** for your review. Please let me know if you have any questions.

Thank you,

Christina Bahr

Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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[Follow us on Twitter](#) | [Like us on Facebook](#)

## Chritchley, Matt EDUC:EX

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**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES1120-The Mindful Educator

Hi Christina,

Sorry to create work. I was looking for the document to help the Commissioner review information that he may include in his commun

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**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Monday, November 28, 2016 2:19 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES1120-The Mindful Educator

Thank you Matt. I will check with Kent to see if we have a course outline and get back to you shortly.

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, November 24 9:29 AM  
**To:** Bahr, Christina <cbahr@jibc.ca>  
**Subject:** RE: CRES1120-The Mindful Educator

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Thanks,

Matt

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Thank you,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

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## Chritchley, Matt EDUC:EX

---

**From:** Mercer, Sally EDUC:EX  
**Sent:** Friday, November 18, 2016 12:39 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** White, Caroline; Scott, Alison; XT:Bahr,Christina JAG:IN; Jasper, Jennifer; Clarke, Wilma EDUC:EX; Critchley, Matt EDUC:EX  
**Subject:** RE: TRB course wording on JIBC website

Hi Kent,

Thanks for putting together the suggested wording. We're fine with it at our end.

Cheers,  
Sally

---

**From:** Highnam, Kent [mailto:khhighnam@jibc.ca]  
**Sent:** Monday, October 24, 2016 12:08 PM  
**To:** Mercer, Sally EDUC:EX  
**Cc:** White, Caroline; Scott, Alison; XT:Bahr,Christina JAG:IN; Jasper, Jennifer  
**Subject:** TRB course wording on JIBC website

Hello Sally,

As per our discussion last week, here is some suggested wording to describe the suite of three courses to appear on our website:

**Suggested wording:**

*These courses are ideal for teachers at any stage of their career who are looking to continue their professional development. They are designed to equip teachers with the necessary awareness and skills to improve critical thinking and patterns of behaviours to minimize teacher stress and conflict and to maximize teacher effectiveness both in and out of the classroom. All listed courses meet the criteria outlined by the Commissioner for Teacher Regulations as remedial education courses.*

**Current wording:**

*These courses were developed by Justice Institute of British Columbia (JIBC) for the Commissioner for Teacher Regulations remedial education courses. They are designed to equip teachers with skills to help them avoid patterns of behaviour that can result in disciplinary action at the regulatory level. Although the courses have been developed specifically for the Commissioner for Teacher Regulation and deal with topics of interest to most teachers, they are available as part of the general course offerings at JIBC and are open to the public.*

We could re-order the second and third sentences as well, as another option.

We look forward to your comments.

Best regards,  
Kent

.....  
Kent Highnam

Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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*Watch a short video to see how we work with you to bring our expertise to your organization.*

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## Chritchley, Matt EDUC:EX

---

**From:** Westgrowth s.22  
**Sent:** Wednesday, November 16, 2016 6:51 PM  
**To:** 'Forest, Susan'; 'Hugh Bickerton'  
**Cc:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Setting Professional Boundaries

Great!!

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** November-16-16 12:18 PM  
**To:** Hugh Bickerton  
**Cc:** Chritchley, Matt EDUC:EX; s.22  
**Subject:** RE: Setting Professional Boundaries

Excellent, thanks so much Laura.

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
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---

**From:** Hugh Bickerton [mailto:lauraandhugh@icloud.com]  
**Sent:** 2016, November 16 11:46 AM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** Re: Setting Professional Boundaries

Hi Susan. I am available on these dates. Thanks. L

Sent from my iPad

On Nov 14, 2016, at 11:44 AM, Forest, Susan <sforest@jibc.ca> wrote:

Hello Laura

As you know we are looking for dates in Spring break for the next offering of the course. Cheryl is available on March 22, 23 and 24<sup>th</sup>. If you are available to co facilitate on those dates please let me know as soon as possible.

Many thanks,

Susan

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---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, November 16, 2016 3:27 PM  
**To:** 'Forest, Susan'  
**Subject:** RE: Setting Professional Boundaries

Hi Susan,

Thanks so much for facilitating this. I am now waiting on confirmation from some folks on this end and will confirm with you asap.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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Centre for Counselling & Community Safety

Office Hrs: Monday - Thursday, 8:30-4:30

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5711 | [sforest@jibc.ca](mailto:sforest@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**Sent:** Wednesday, November 16, 2016 3:18 PM  
**To:** Forest, Susan  
**Subject:** RE: Setting Professional Boundaries

Thanks so much for taking care of this Sarvi,

---

**From:** Forest, Susan [mailto:sforest@jibc.ca]  
**Sent:** Wednesday, November 16, 2016 12:18 PM  
**To:** Hugh Bickerton  
**Cc:** Critchley, Matt EDUC:EX; s.22  
**Subject:** RE: Setting Professional Boundaries

Excellent, thanks so much Laura.

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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---

**From:** Hugh Bickerton [mailto:s.22]  
**Sent:** 2016, November 16 11:46 AM  
**To:** Forest, Susan <sforest@jibc.ca>  
**Subject:** Re: Setting Professional Boundaries

Hi Susan. I am available on these dates. Thanks. L

Sent from my iPad

On Nov 14, 2016, at 11:44 AM, Forest, Susan <sforest@jibc.ca> wrote:

Hello Laura

As you know we are looking for dates in Spring break for the next offering of the course. Cheryl is available on March 22, 23 and 24<sup>th</sup>. If you are available to co facilitate on those dates please let me know as soon as possible.

Many thanks,

Susan

Susan K Forest, MA RCC  
Program Manager  
Centre for Counselling & Community Safety

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## Chritchley, Matt EDUC:EX

---

**From:** s.22  
**Sent:** Tuesday, November 1, 2016 10:35 PM  
**To:** Chritchley, Matt EDUC:EX; Valerie Sheppard; servicedesk@jibc.ca  
**Cc:** Register@jibc.ca; tgavriel@jibc.ca  
**Subject:** Confirmation of course completion

**Categories:** Red Category

Dear Ms. Sheppard and Ms. Gavriel,

Can you please send a copy of my transcript ***or*** confirmation that I completed the online "Ethics" course and received a passing grade ?

Please send this information to [matt.chritchley@gov.bc.ca](mailto:matt.chritchley@gov.bc.ca)

Please reply all to this email to ensure that I receive confirmation.

Thank you,

s.22

## Chritchley, Matt EDUC:EX

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**From:** Gillis, Alexandra EDUC:EX  
**Sent:** Wednesday, October 19, 2016 3:48 PM  
**To:** Chritchley, Matt EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; 'Jasper, Jennifer'; XT:Highnam, Kent CLBC:IN; McMullin, Shawn EDUC:EX; Mercer, Sally EDUC:EX  
**Subject:** RE: Meeting - October 20, 2016 @ 10:30am in boardroom

Thanks, Matt. See you tomorrow – looking forward to it,  
Sandy

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 19, 2016 2:42 PM  
**To:** Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; Gillis, Alexandra EDUC:EX; 'Jasper, Jennifer'; XT:Highnam, Kent CLBC:IN; McMullin, Shawn EDUC:EX; Mercer, Sally EDUC:EX  
**Subject:** Meeting - October 20, 2016 @ 10:30am in boardroom

Hi Everyone,

I have attached an agenda as well as some information to review at the meeting tomorrow. I will bring a copy of the agenda and information for each participant as the course feedback documents need to be printed in color.

Jennifer – Please call into the meeting by dialing s.15,s.17 and using conference participant number s.15,s.17 #.

Please let me know if you have any questions,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**Sent:** Tuesday, October 18, 2016 2:37 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

Hope you are well.

The Commissioner informed me that it was appropriate for just you to attend from the JI on Thursday. Look forward to catching up, and please let me know if you receive any additional info prior to the meeting. The hold/wait list info is the only thing that would be most helpful.

I will send you an agenda tomorrow.

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, October 6, 2016 3:52 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

If it is OK I will book for the 20<sup>th</sup>. If you don't have all the material at that time it should be fine based on what you provided today. It will be as much about future planning as to review the course, and if it is really to early I can make some excuse for myself and reschedule for November.

Do you have the info on the hold/wait list's yet?

Thanks,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Thursday, October 6, 2016 8:46 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Student Surveys for COUN 1037

Hi Matt,

That should work. Closer to the end of October would be best.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, October 05 4:51 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

In addition to the info I need to put together for tomorrow, we wanted to set up a meeting at this end to discuss the feedback and next steps. Given Heather is pulling together the feedback from the course now, am I safe to book a meeting between Oct 17 & 31? I expect you and Kent will be asked to attend. The Commissioner has had requests for scheduling of additional sessions and so wants to look at this as soon as possible.

Thanks,

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:43 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

Thanks for this. I wonder if you can do me a favor and also answer a few quick questions.

I need to give a brief update to the folks in charge tomorrow.

- Can you remind me of the total enrollment in the course "Creating a Positive Learning Environment" from last March?
- Can you check if there are any people on the wait/hold list for the next session for the above course, the Boundaries, and the Mindful Educator?
- Can you confirm that 26 people attended the Boundaries course in August, and do you have one or two pieces of feedback from participants or teachers at this time?

I totally understand if you can't do all of this, but if possible can you confirm the attendance for me on the two courses that are complete.

Thanks as always Jennifer!

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, October 5, 2016 4:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; Matson, Heather  
**Subject:** Student Surveys for COUN 1037



Hi Matt,

Susan passed on your message from earlier this week and I am a bit delayed in my response. Just to confuse things, I am still the contact for this course until I tie up the loose ends from the pilot and then this will officially move to Susan.

Heather is just pulling together the feedback from COUN 1037. Cheryl, Laura, Susan and I will be debriefing the course from our end once we receive that information and I can fill you in on that conversation as well.

Let us know if you hear anything on your end and we will send you the student feedback asap.

Thanks Matt!

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**Subject:** JIBC course update  
**Location:** EDUC R TRB Boardroom EDUC:EX

**Start:** Thu 2016-10-20 10:30 AM  
**End:** Thu 2016-10-20 12:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** EDUC R TRB Boardroom EDUC:EX  
**Required Attendees:** McMullin, Shawn EDUC:EX; Mercer, Sally EDUC:EX; Mirbagheri, Sarvi EDUC:EX; Preston, Bruce EDUC:EX; Jasper, Jennifer <Jjasper@jibc.ca>; Highnam, Kent <khighnam@jibc.ca>  
**Optional Attendees:** Gillis, Alexandra EDUC:EX

Hi Everyone,

### JIBC course update and evaluation review

I am saving this date/time for us to go over the feedback from the Justice Institute regarding *"Reinforcing Respectful Professional Boundaries."* I will circulate an agenda and material prior to the meeting. Please let me know if you have any specific items for the agenda as they arise.

You will be reminded of the meeting as it directly follows the earthquake drill on October 20.

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, October 6, 2016 8:47 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

This is perfect! Yes – If you can get me the hold list info that would be helpful.

I appreciate the effort!

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Thursday, October 6, 2016 8:45 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Student Surveys for COUN 1037

Hi Matt,

See below for my answers.

Jennifer Jasper  
Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, October 05 4:43 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

Thanks for this. I wonder if you can do me a favor and also answer a few quick questions.

I need to give a brief update to the folks in charge tomorrow.

- Can you remind me of the total enrollment in the course “Creating a Positive Learning Environment” from last March? 20 registered, 19 attended

- Can you check if there are any people on the wait/hold list for the next session for the above course, the Boundaries, and the Mindful Educator? I will be able to get this information later this morning. Is that helpful?
- Can you confirm that 26 people attended the Boundaries course in August, and do you have one or two pieces of feedback from participants or teachers at this time? 26 registered, 27 attended (one showed up on spec and Cheryl and Laura let him in)

We have the feedback from COUN 1037 – however we need to pull it together into a pdf document. In the meantime, here is the link:

<https://jibcsurveys.jibc.ca/share/d14c732e842acf5347a2/>

I totally understand if you can't do all of this, but if possible can you confirm the attendance for me on the two courses that are complete.

Thanks as always Jennifer!

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, October 5, 2016 4:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; Matson, Heather  
**Subject:** Student Surveys for COUN 1037

Hi Matt,

Susan passed on your message from earlier this week and I am a bit delayed in my response. Just to confuse things, I am still the contact for this course until I tie up the loose ends from the pilot and then this will officially move to Susan.

Heather is just pulling together the feedback from COUN 1037. Cheryl, Laura, Susan and I will be debriefing the course from our end once we receive that information and I can fill you in on that conversation as well.

Let us know if you hear anything on your end and we will send you the student feedback asap.

Thanks Matt!

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:51 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

In addition to the info I need to put together for tomorrow, we wanted to set up a meeting at this end to discuss the feedback and next steps. Given Heather is pulling together the feedback from the course now, am I safe to book a meeting between Oct 17 & 31? I expect you and Kent will be asked to attend. The Commissioner has had requests for scheduling of additional sessions and so wants to look at this as soon as possible.

Thanks,

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, October 5, 2016 4:43 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Student Surveys for COUN 1037

Hi Jennifer,

Thanks for this. I wonder if you can do me a favor and also answer a few quick questions.

I need to give a brief update to the folks in charge tomorrow.

- Can you remind me of the total enrollment in the course "Creating a Positive Learning Environment" from last March?
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- Can you confirm that 26 people attended the Boundaries course in August, and do you have one or two pieces of feedback from participants or teachers at this time?

I totally understand if you can't do all of this, but if possible can you confirm the attendance for me on the two courses that are complete.

Thanks as always Jennifer!

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, October 5, 2016 4:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Forest, Susan; Matson, Heather  
**Subject:** Student Surveys for COUN 1037

Hi Matt,

Susan passed on your message from earlier this week and I am a bit delayed in my response. Just to confuse things, I am still the contact for this course until I tie up the loose ends from the pilot and then this will officially move to Susan.

Heather is just pulling together the feedback from COUN 1037. Cheryl, Laura, Susan and I will be debriefing the course from our end once we receive that information and I can fill you in on that conversation as well.

Let us know if you hear anything on your end and we will send you the student feedback asap.

Thanks Matt!

Jennifer

Program Manager, Centre for Leadership

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## Chritchley, Matt EDUC:EX

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**Sent:** Wednesday, October 5, 2016 4:31 PM  
**To:** Jasper, Jennifer  
**Subject:** RE: Student Surveys for COUN 1037

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**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Wednesday, October 5, 2016 4:04 PM  
**To:** Critchley, Matt EDUC:EX  
**Cc:** Forest, Susan; Matson, Heather  
**Subject:** Student Surveys for COUN 1037

Hi Matt,

Susan passed on your message from earlier this week and I am a bit delayed in my response. Just to confuse things, I am still the contact for this course until I tie up the loose ends from the pilot and then this will officially move to Susan.

Heather is just pulling together the feedback from COUN 1037. Cheryl, Laura, Susan and I will be debriefing the course from our end once we receive that information and I can fill you in on that conversation as well.

Let us know if you hear anything on your end and we will send you the student feedback asap.

Thanks Matt!  
Jennifer  
Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, August 24, 2016 9:07 AM  
**To:** 'Raj Dhasi'  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Raj,

I have heard back from Marianne Cardwell and she is pleased to provide some assistance. Her preference is that you contact her by e-mail at [mcardwell@deltasd.bc.ca](mailto:mcardwell@deltasd.bc.ca), and she can also be reached by phone at s.22 I expect that Marianne will be quite busy preparing for the new school year, so in addition to any assistance she can provide please go ahead and use your own connections.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Raj Dhasi [mailto:[raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com)]  
**Sent:** Tuesday, August 23, 2016 8:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Thanks Matt. I work in a lot of different districts so I am well connected with Educators. How about if I also reach out to those who are known to have stellar reputations and are focused on special needs children?

Warmly,

Raj Dhasi, M.A. | Lead Consultant  
(O) 604.353.5100 | (D) 604.313.5072  
(W) [www.turningpointresolutions.com](http://www.turningpointresolutions.com)



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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** August-23-16 8:46 AM  
**To:** 'Raj Dhasi' <[raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com)>  
**Cc:** Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; XT:Highnam, Kent CLBC:IN <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Raj,

Sorry for the late reply. Laura has suggested another teacher/vice principal Marianne Cardwell, that may be able to assist in this area. I have left her a message and will ask her to give you a call if she agrees to assist.

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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---

**From:** Raj Dhasi [<mailto:raj@turningpointresolutions.com>]  
**Sent:** Sunday, August 14, 2016 9:09 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Matt,

I hope you are having a good summer.

Matt, I haven't heard from Laura. I have the rest of the course ready with the exception of the special needs piece.

Warmly,

Raj Dhasi, M.A. | Lead Consultant  
(O) 604.353.5100 | (D) 604.313.5072  
(W) [www.turningpointresolutions.com](http://www.turningpointresolutions.com)



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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** July-12-16 3:39 PM  
**To:** 'Raj Dhasi' <raj@turningpointresolutions.com>  
**Cc:** Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; XT:Highnam, Kent CLBC:IN <khhighnam@jibc.ca>  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Raj,

**RE: Information - "The Mindful Educator in Managing Conflict"**

Thank you for your patience in waiting for information. I reviewed this with Kat and the Commissioner for Teacher Regulation.

The Commissioner informed me that a component of instruction on how to deal with special needs students as it relates to conflict should be included in the course. He has suggested that the Laura Bickerton, past TRB Director of Integrated Services and Safe Schools, could provide you with a referral to someone with knowledge in this area, or with more information. Laura is away for July, but with your permission, I will send her this e-mail chain and she could reply to you directly in August.

Kat and I would like to receive a copy of the materials in advance of the course offering, but meeting face to face may not be necessary.

Please let me know if I can forward your contact information to Ms. Bickerton?

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Raj Dhasi [mailto:raj@turningpointresolutions.com]  
**Sent:** Sunday, July 3, 2016 9:08 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Matt, Katarina and Kent,

Thank you very much for your thoughts Matt. I have a few outstanding questions and then you'll find a proposed outline for the course.

**Questions:**

1. Matt and Katarina, please let me know your preference in terms of what materials you would like to receive in advance of the course offering and how you would like to receive them. I'm imagining you would like a detailed course outline with the content, exercises, etc and the manual. I'm also hunching you would like to meet face-to-face to review the course.
2. Kent, we spoke about the 'Creating a Positive Learning Environment' – when you get a chance please send me any information you have on the course so that I can prevent any overlap.
3. Given I'm not an expert in special needs children, when I work with educators, I often talk about the need to use these below listed skills even more because the skills effectively allow the educator to maintain self-control

regardless of what is going on with the student. Matt and Katrina, how much focus do you want me to give to working with special needs children? If there is more than I can do given my knowledge base, who else could I speak with?

#### **Draft Outline:**

Currently, based on the course outline, Matt's thoughts and my own experiences in these situations with staff, I would suggest the following:

#### **Day One:**

- What is conflict in a school setting?
  - Define it
  - Benefits of resolving it well
  - Drawbacks of mishandling conflict
  - Key ingredients to effective communication in conflict situations
- Who are you in conflict?
  - Beliefs and values
  - Cultural lens
  - Conflict styles
- How do you take care of yourself in conflict situations?
  - Triggers (what causes you to lose your cool and why)
  - What happens in the brain when triggering occurs (we can also look at what to expect from the brain of a student in these moments of challenge)
  - Self-regulation strategies – 32 neuroscience based strategies to assist with reduced limbic area reactivity and increase cognitive functioning
  - 4 key in-the-moment strategies to help you remain focused, contained, and confident in managing conflict situations (self-talk, managing body movement, listening, sharing your perspective at the right time with the right person for the right reason)-

Throughout the day I will build in scenarios, talk about long term vs. short term situations, dealing with a range of personalities and behaviours, etc.

#### **Day Two:**

- Anger in others (mild resistance to rage)
  - What is it?
  - What causes it?
  - What happens in the brain from a chemical perspective? (This ties directly to why we bother using skills to manage anger)
- Skills to deal with anger
  - What to avoid
  - Empathy
  - Reframing
  - Assertion (aggressive, passive, passive aggressive, assertive styles, key components of assertion, what gets in the way of asserting, why it is necessary)
  - Limit setting
  - Disengaging (from adult situations and what you need to consider if disengaging from a student)
- I will build in lots of practice including paper and pen and role plays.

Day Three:

- All day role play practice in small groups.

**Next steps:**

1. Please send any and all comments back.
2. Revision of the outline and delivery in any manner requested.

Warmly,

Raj Dhasi, M.A. | Lead Consultant  
(O) 604.353.5100 | (D) 604.313.5072  
(W) [www.turningpointresolutions.com](http://www.turningpointresolutions.com)



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---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** June-30-16 4:23 PM  
**To:** 'Raj Dhasi'  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Information - "The Mindful Educator in Managing Conflict"

Hi Raj,

I am not sure what information would be helpful to you in the development of this course, but I have noted a few thoughts.

The Commissioner for Teacher Regulation intended that the course 'The Mindful Educator in Managing Conflict' incorporate elements from the courses 'Foundations of Collaborative Conflict Resolution,' and 'Dealing with Anger, as they relate to the school setting. I have detailed my thoughts as it relates to each element.

**'Foundations of Collaborative Conflict Resolution.'**

This course looked conflict from different lenses (cultural/Beliefs), and explored how we get into conflict. From a teaching perspective, It would be good to reflect on what is conflict at a school? We see examples of conflict between teachers and students, teachers and other staff, as well as between students. A large amount of reports received by the Teacher Regulation Branch involve a teacher finding themselves in a situation where a student or students are acting in a way that is unexpected or difficult to deal with. (Giving the teacher

attitude/not listening or understanding/physically acting out/crying/yelling). In these situations both the teacher and student and experience conflict, and often the teachers conflict style (avoid/direct) may dictate how they deal with the conflict. Reflection on this, and on how to deal with the conflict in a busy classroom setting is worth exploration. Teachers may not be able to deal with the dispute easily in a neutral location. Special attention should be given to the fact that teaching relationships can be long term or very short term. We see situations where a teacher endures a situation for a long time before the conflict escalates, and many situations where a Teacher on Call is faced with unexpected conflict in a classroom.

#### ‘Dealing with Anger’

This course covered anger styles, how we experience anger, body talk, responding to others, and setting limits. I think teachers experience anger at and from students, and experience other emotions which present themselves in the same way. Many of the reports we get are related to a teacher using poor judgement because they are dealing with a situation that is giving them stress or frustration. In some situations the stress or anger is triggered by a student, but may be connected to a problem at home, or with school administration. Most often, the teacher is simply unable to cope with whatever emotion or action is being presented to them by the student, and react poorly by raising their voice or physical action. I think the section on setting limits will be of value for a teacher.

#### School Setting

Teachers are dealing with a diverse student population in terms of age, language, backgrounds, abilities, and expectations. I expect a different set of tools will be required by a teacher if they are dealing with conflict that involves a 6 year old verses a 16 year old. There might also be different ways to deal with students with special needs, or complex behavior issues. Additional consultation or research may be needed in this area.

I have attached a pdf with some quotes from published decisions that Kat and I put together to give you a sense of the type of situations that teachers may encounter.

One final note: It would be worth reviewing the course ‘Creating a Positive Learning Environment’ to ensure that each course has unique content, as some teacher may take both. It might also be worth considering review of the Course Description to broaden the language around conflict as it relates to teachers.

Hope that helps,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Clarke, Wilma EDUC:EX  
**Sent:** Wednesday, July 20, 2016 11:33 AM  
**To:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX; Preston, Bruce EDUC:EX; Mercer, Sally EDUC:EX  
**Cc:** 'Hugh Bickerton'; Westgrowth; XT:Highnam, Kent CLBC:IN; Sutherland, Billy EDUC:EX  
**Subject:** FW: response to feedback  
**Attachments:** response to TRB feedback.docx

Thanks for getting back to us with your response Laura. It would probably be best for us to discuss and finalize in a meeting together. Please get back to us with dates/times that work for you and Cheryl and we will coordinate with times that work for the Commissioner and the rest of us.

Take care,

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

**From:** Hugh Bickerton [<mailto:lauraandhugh@me.com>]  
**Sent:** Tuesday, July 19, 2016 6:08 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Westgrowth  
**Subject:** response to feedback

## Chritchley, Matt EDUC:EX

---

**From:** Raj Dhasi <raj@turningpointresolutions.com>  
**Sent:** Tuesday, July 12, 2016 3:44 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Subject:** Re: Information - "The Mindful Educator in Managing Conflict"

Hi Matt,

Yes please do feel free to connect me with Laura. I will ensure you receive the materials before the course offerings (manual and course outline).

Have a great summer if we don't connect prior to September.

On Tuesday, July 12, 2016, Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)> wrote:

Hi Raj,

### **RE: Information - "The Mindful Educator in Managing Conflict"**

Thank you for your patience in waiting for information. I reviewed this with Kat and the Commissioner for Teacher Regulation.

The Commissioner informed me that a component of instruction on how to deal with special needs students as it relates to conflict should be included in the course. He has suggested that the Laura Bickerton, past TRB Director of Integrated Services and Safe Schools, could provide you with a referral to someone with knowledge in this area, or with more information. Laura is away for July, but with your permission, I will send her this e-mail chain and she could reply to you directly in August.

Kat and I would like to receive a copy of the materials in advance of the course offering, but meeting face to face may not be necessary.

Please let me know if I can forward your contact information to Ms. Bickerton?

Matt Chritchley

Professional Conduct /Teacher Regulation Branch

**From:** Raj Dhasi [mailto:[raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com)]  
**Sent:** Sunday, July 3, 2016 9:08 AM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX; XT:Highnam, Kent CLBC:IN  
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  - Define it
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Warmly,

Raj Dhasi, M.A. | Lead Consultant

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**Sent:** June-30-16 4:23 PM  
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**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Information - "The Mindful Educator in Managin Conflict"

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Matt Chritchley

Professional Conduct /Teacher Regulation Branch

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Warmly,

Raj Dhasi, M.A. - Lead Consultant  
(O) 604.353.5100 - (D) 604.313.5072  
(W) [www.turningpointresolutions.com](http://www.turningpointresolutions.com)



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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, July 7, 2016 8:12 AM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: Webpage updated

Perfect!

Thank you Christina,

Matt

-----Original Message-----

From: Bahr, Christina [mailto:cbahr@jibc.ca]  
Sent: Thursday, July 7, 2016 7:18 AM  
To: Chritchley, Matt EDUC:EX  
Subject: Webpage updated

Good morning Matt.

The webpage has been updated to reflect the registration process.

If you need anything further please let me know.

Christina

## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, July 6, 2016 2:30 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** Professional boundaries

Hi Jennifer,

**Re: Reinforcing Respectful Professional Boundaries,**

I will advise BCTF today that they can contact you, or have a teacher contact you, to enroll a teacher for the remaining two spots for the above course .

I have indicated to them that on Tuesday **July 12, 2016**, you will remove the hold on the remaining spots, and make them available for the public.

Please let me know if you have any concerns, and call me when you can re the other e-mail I just sent.

Thanks!

Matt Chritchley  
Professional Conduct |Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, June 30, 2016 2:33 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: Mindful Educator registration

Hi Christina,

That is great news. Thank you,

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Thursday, June 30, 2016 2:28 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Mindful Educator registration

Hi Matt,

I thought I would let you know where things are at.

I am waiting to hear back from registration regarding a waiting list. If they cannot set one up we will handle it in the Con. Res. Department and have people call us until registration opens in November. We will also update the website with this info. This should all be shorted out by the end of day on Monday. I will be in touch at that time.

I hope you enjoy the long weekend!

Christina Bahr  
Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, June 28, 2016 2:11 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES 1120

Hi Christina,

The Manager of Communications is in a meeting. I will call you back asap.

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, June 28, 2016 10:33 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES 1120

Hi Matt,

Do you have time for a quick call this morning?

If so, do you mind emailing me your number?

Thanks,

Christina Bahr  
Program Manager, Centre for Conflict Resolution

School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5735 | [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, June 24 4:05 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Cc:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: CRES 1120

Thanks Jennifer,

Matt

---

**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]  
**Sent:** Friday, June 24, 2016 4:03 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES 1120

Hi Matt,

See below for my response.

Also, have a great weekend ☺  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, June 24 2:30 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Cc:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: CRES 1120

Hi Jennifer,

Thank you for the outline, and for exploring options regarding the Professional Boundaries course with me today.

Options:

- Allow overcapacity at the existing session (for TRB referred clients only? - I am guessing there could be 3-10 more people interested)

Given the nature of this course, I think it would be unwise to extend the numbers beyond 24. Given the instructor experience with Positive Learning, it would be a challenge for the learners as well as our faculty.

What we can do is reserve the last 2 seats for TRB folk. We will cap the course at 22 and students could email me directly rather than going through reg. I can have that processed on Monday so hopefully nobody registers in that time frame. How long would you want us to hold these spots? Ideally we want to fill this course so if we do not have addition registrants by a certain date, I would like to open it back up.

- Would the instructors be willing to do a small pilot session in July or earlier Aug to deal with some of the overcapacity?

Unfortunately, our instructors are not able to do any other dates in July or August. This was the only date they both were available.

- Hold a session at Christmas Break (Dec 19-21?)
- Hold a session in Spring Break 2017 (between March 13-24 not to overlap the Creating a Positive Learning Course)
- Hold a session in October or November. It is not clear to me how many people would register for a session scheduled outside a holiday.

I will check with instructors around their availability and get back to you as soon as I hear.

Please let me know what you think. I will need to check with Wilma regarding the contract should one of the above options be possible, but I appreciate a response asap.

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, June 24, 2016 1:43 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** CRES 1120

Hi Matt,

Attached is the most recent version of the course outline. The course description is on the landing page but not the full outline.

Christina will keep in touch with you regarding registration for this course which will hopefully open early next week.

Please let us know if you need any additional information.

Thank you!  
Jennifer

## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, June 28, 2016 12:26 PM  
**To:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES 1120

Hi Christina,

My number is 604-775-4814. I am available now if it is convenient, or this afternoon.

Matt

---

**From:** Bahr, Christina [mailto:cbahr@jibc.ca]  
**Sent:** Tuesday, June 28, 2016 10:33 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: CRES 1120

Hi Matt,

Do you have time for a quick call this morning?

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Program Manager, Centre for Conflict Resolution

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**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, June 24 4:05 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Cc:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: CRES 1120

Thanks Jennifer,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, June 24, 2016 4:03 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** RE: CRES 1120

Hi Matt,

See below for my response.

Also, have a great weekend ☺  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, June 24 2:30 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Cc:** Bahr, Christina <[cbahr@jibc.ca](mailto:cbahr@jibc.ca)>  
**Subject:** RE: CRES 1120

Hi Jennifer,

Thank you for the outline, and for exploring options regarding the Professional Boundaries course with me today.

Options:

- Allow overcapacity at the existing session (for TRB referred clients only? - I am guessing there could be 3-10 more people interested)

Given the nature of this course, I think it would be unwise to extend the numbers beyond 24. Given the instructor experience with Positive Learning, it would be a challenge for the learners as well as our faculty.

What we can do is reserve the last 2 seats for TRB folk. We will cap the course at 22 and students could email me directly rather than going through reg. I can have that processed on Monday so hopefully nobody registers in that time frame. How long would you want us to hold these spots? Ideally we want to fill this course so if we do not have addition registrants by a certain date, I would like to open it back up.

- Would the instructors be willing to do a small pilot session in July or earlier Aug to deal with some of the overcapacity?

Unfortunately, our instructors are not able to do any other dates in July or August. This was the only date they both were available.

- Hold a session at Christmas Break (Dec 19-21?)
- Hold a session in Spring Break 2017 (between March 13-24 not to overlap the Creating a Positive Learning Course)
- Hold a session in October or November. It is not clear to me how many people would register for a session scheduled outside a holiday.

I will check with instructors around their availability and get back to you as soon as I hear.

Please let me know what you think. I will need to check with Wilma regarding the contract should one of the above options be possible, but I appreciate a response asap.

Thanks,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, June 24, 2016 1:43 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Bahr,Christina JAG:IN  
**Subject:** CRES 1120

Hi Matt,

Attached is the most recent version of the course outline. The course description is on the landing page but not the full outline.

Christina will keep in touch with you regarding registration for this course which will hopefully open early next week.

Please let us know if you need any additional information.

Thank you!  
Jennifer

## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, June 3, 2016 8:55 AM  
**To:** 'Zhao, Andy'  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Thank you,

---

**From:** Zhao, Andy [mailto:azhao@jibc.ca]  
**Sent:** Friday, June 3, 2016 8:53 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Okay, I will add the unit number to your organization's profile.

Thanks,

-Andy

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, June 03 8:50 AM  
**To:** Zhao, Andy <azhao@jibc.ca>  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Yes if you included the unit #. It may be that our accounting dept has the document but per an enquiry last month I didn't think they had received anything.

#400 2025 West Broadway  
Vancouver, BC V6J 1Z6

Matt

---

**From:** Zhao, Andy [mailto:azhao@jibc.ca]  
**Sent:** Friday, June 3, 2016 8:48 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Hi Matt,

The invoice was sent to the Teacher's Regulation Branch at:

2025 West Broadway  
Vancouver, BC V6J 1Z6

Is this address correct? I am just wondering why it was not received.

-Andy

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, June 03 8:46 AM

**To:** Zhao, Andy <azhao@jibc.ca>

**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Thanks Andy,

I will forward it to our Financial Officer. I appreciate the assistance.

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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---

**From:** Zhao, Andy [mailto:azhao@jibc.ca]

**Sent:** Friday, June 3, 2016 8:40 AM

**To:** Chritchley, Matt EDUC:EX

**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Hi Matt,

The invoice was prepared a while back. Please see attached.

Thanks,

Andy Zhao

Student Accounts Officer, Student Services

Tel: 604.528.5677 | [azhao@jibc.ca](mailto:azhao@jibc.ca)

715 McBride Boulevard, New Westminster, BC V3L 5T4

JIBC | Canada's Leading Public Safety Educator | [www.jibc.ca](http://www.jibc.ca)

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]

**Sent:** 2016, June 03 8:15 AM

**To:** Zhao, Andy <azhao@jibc.ca>

**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Hi Andy,

I wanted to touch base on the e-mail below. Should we still expect to be billed for the three enrollment fees? Highlighted below.

Thank you,

Matt Chritchley

Alternate Resolution Manager

Professional Conduct | Teacher Regulation Branch

2025 W Broadway, Vancouver B.C. V6J 1Z6

M: 604 660 6060 | D: 604 775 4814

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---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, May 4, 2016 4:20 PM  
**To:** 'Castle, Judy'; 'Zhao, Andy'  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Thanks for clarifying that Judy.

Andy, the Teacher Regulation Branch had arranged to sponsor the following students for the March 2016 session of INDC 1340: s.22 could not attend, and so we arranged for s.22 to attend instead. s.22 should not be billed.

When you have an opportunity please make sure that the TRB is billed as a sponsor to the 3 students.

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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**From:** Castle, Judy [mailto:jcastle@jibc.ca]  
**Sent:** Wednesday, May 4, 2016 2:17 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Zhao, Andy  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Hi Matt.

What you have attached is a registration statement, not an invoice.

I have forwarded your email to Andy who does our invoicing and he will look into this for you. If you could send Andy the names of the others whom you say you have not received invoices for, he can look into their invoices as well.

Thank you

Judy Castle  
Registration Officer

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
Tel: 604.528-5726 | Fax: 604.528.5653 | [jcastle@jibc.ca](mailto:jcastle@jibc.ca)

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** Wednesday, May 04, 2016 11:27 AM  
**To:** Castle, Judy <jcastle@jibc.ca>  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch

Hi Judy,

s.22 has passed us an invoice for the course that she attended March 21-23. I have attached the invoice. Are you able to cancel this and invoice the Teacher Regulation Branch (TRB) as a sponsor for s.22 ?

I appreciate the help you gave us before. This was the situation where the TRB sponsored 3 students to attend the course INDC 1340 and then substituted s.22 for one of the 3 sponsors at the last minute when as one of the original students could not attend. We have not received the invoices for the other sponsored students yet.

Please let me know if you have any questions. Jennifer Jasper may also be able to assist if you have questions.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, March 18, 2016 2:51 PM  
**To:** 'jcastle@jibc.ca'  
**Cc:** 'Jasper, Jennifer'  
**Subject:** Student for enrollment from Teacher Regulation Branch  
**Importance:** High

Hi Judy,

Thank you very much for your assistance this morning. I have attached the form with student information.

This e-mail is confirmation that s.22 will not attend the session on Monday. In lieu of s.22 please enroll s.22. The Teacher Regulation Branch will be funding s.22 attendance at the course rather than funding s.22. My understanding from our conversation is that (in this exception) we can swap the registration charges between the students, and that there will be no cancellation fee.

I appreciate your assistance and please confirm this e-mail.

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, May 30, 2016 1:27 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Kent,

That will be fine. Thanks for this.

Matt

---

**From:** Highnam, Kent [mailto:khhighnam@jibc.ca]  
**Sent:** Monday, May 30, 2016 1:20 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt,

Raj will be away that week. Can we look at the week of August 14? Maybe toward the tail end so we're closer to the end of August?

---

**From:** Highnam, Kent  
**Sent:** 2016, May 30 1:04 PM  
**To:** 'Chritchley, Matt EDUC:EX' <Matt.Critchley@gov.bc.ca>; Raj Dhasi <raj@turningpointresolutions.com>  
**Cc:** Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Jasper, Jennifer <Jjasper@jibc.ca>; Pennington, Charlene <cpennington@jibc.ca>  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Thanks Matt,

Raj, once I hear back from you on your preferred dates during this week, I'll ask Charlene to secure rooms.

Thanks so much all,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, May 30 11:56 AM  
**To:** Highnam, Kent <khhighnam@jibc.ca>; Raj Dhasi <raj@turningpointresolutions.com>  
**Cc:** Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Kent and Raj,

Kat and I communicated this morning and agree that the best dates for the course to be delivered would be the week of **August 21-25, 2017**. If those dates work for the JI and instructor, please book the session and let me know when registration is open on the website.

Raj - I am putting together some information which I will forward to you in the weeks ahead, and then perhaps you, Kat, and I can conference to answer any questions.

Thank you,

Matt

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Thursday, May 19, 2016 10:29 AM  
**To:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX  
**Cc:** Jasper, Jennifer; Mercer, Sally EDUC:EX; Raj Dhasi  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt and Kat,

I have connected with Raj, and she is ready to formally start the development work for CRES1120-The Mindful Educator in Managing Conflict (we've been discussing it informally for a while). Raj can be reached at (604) 313-5072, or at [raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com). Here is Raj's short bio:

---

**Raj Dhasi**, MA (Organizational Conflict Analysis and Management), BA (Adult Education), Cert. ConRes., focuses her work on conflict resolution within school districts, workplace settings including corporations and legal settings, and within families. Her work includes conflict analysis and assessment and a range of strategies to manage conflict effectively including mediation, group facilitation, leadership coaching, and restorative practices. Raj specializes in delivering conflict management strategies that are grounded in brain research.

---

Raj has developed and delivered courses similar to the Mindful Educator multiple times for clients in the past, and has done (and is doing) extensive work in the school districts, so will definitely hit the ground running. She might need some guidance regarding specific scenarios that you'd like to focus on, given the kinds of cases that require the consent resolution process.

Raj is aware of the preferred dates for the first running to be mid-August, 2017, knowing that this might change given the July 2017 dates for the "Boundaries" course. Once dates for this course have been set, please advise us so we can get them into our system and reserve the room booking.

Thanks so much, and I look forward to seeing this course develop!

Best regards,  
Kent

---

**From:** Jasper, Jennifer  
**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Matt,

We will definitely work to open those courses before the end of the school year. I can keep you updated on INDC 1340.

Kent is overseeing the development and delivery of CRES 1120. I have cc'd him on this email so the two of you can discuss dates and such.

Thank you!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Jennifer,

Thank you for following up and providing this information. It is encouraging that there are already 12 participants enrolled for the Professional Boundaries course!

The only information we are still waiting on is setting a date for the Mindful Educator in Managing Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:Jjasper@jibc.ca>]  
**Sent:** Wednesday, May 11, 2016 1:27 PM  
**To:** Mercer, Sally EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** Dates for 2016/2017

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries  
August 31, Sept1, 2, 2016  
July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment  
March 22-24, 2017

Thank you,  
Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC V3L 5T4  
Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, May 30, 2016 11:55 AM  
**To:** XT:Highnam, Kent CLBC:IN; Raj Dhasi  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Kent and Raj,

Kat and I communicated this morning and agree that the best dates for the course to be delivered would be the week of **August 21-25, 2017**. If those dates work for the JI and instructor, please book the session and let me know when registration is open on the website.

Raj - I am putting together some information which I will forward to you in the weeks ahead, and then perhaps you, Kat, and I can conference to answer any questions.

Thank you,

Matt

---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Thursday, May 19, 2016 10:29 AM  
**To:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX  
**Cc:** Jasper, Jennifer; Mercer, Sally EDUC:EX; Raj Dhasi  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt and Kat,

I have connected with Raj, and she is ready to formally start the development work for CRES1120-The Mindful Educator in Managing Conflict (we've been discussing it informally for a while). Raj can be reached at (604) 313-5072, or at [raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com). Here is Raj's short bio:

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---

Raj has developed and delivered courses similar to the Mindful Educator multiple times for clients in the past, and has done (and is doing) extensive work in the school districts, so will definitely hit the ground running. She might need some guidance regarding specific scenarios that you'd like to focus on, given the kinds of cases that require the consent resolution process.

Raj is aware of the preferred dates for the first running to be mid-August, 2017, knowing that this might change given the July 2017 dates for the "Boundaries" course. Once dates for this course have been set, please advise us so we can get them into our system and reserve the room booking.

Thanks so much, and I look forward to seeing this course develop!

Best regards,  
Kent

---

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**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Matt,

We will definitely work to open those courses before the end of the school year. I can keep you updated on INDC 1340.

Kent is overseeing the development and delivery of CRES 1120. I have cc'd him on this email so the two of you can discuss dates and such.

Thank you!  
Jennifer

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**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

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The only information we are still waiting on is setting a date for the Mindful Educator in Managing Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt  
Professional Conduct | Teacher Regulation Branch

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**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** Dates for 2016/2017



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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, May 27, 2016 10:19 AM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Raj Dhasi; Hodak, Katarina EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Thank you for this Kent,

Kat and I will connect and get back to you and to Raj as soon as possible.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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Best regards,  
Kent

---

**From:** Jasper, Jennifer  
**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

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Thank you!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Jennifer,

Thank you for following up and providing this information. It is encouraging that there are already 12 participants enrolled for the Professional Boundaries course!

The only information we are still waiting on is setting a date for the Mindful Educator in Managing Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, May 11, 2016 1:27 PM  
**To:** Mercer, Sally EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** Dates for 2016/2017

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries

August 31, Sept1, 2, 2016

July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment

March 22-24, 2017

Thank you,

Jennifer

Program Manager, Centre for Leadership

. . . . .

School of Health, Community & Social Justice | Justice Institute of British Columbia

715 McBride Boulevard, New Westminster, BC V3L 5T4

Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Raj Dhasi <raj@turningpointresolutions.com>  
**Sent:** Thursday, May 19, 2016 5:15 PM  
**To:** XT:Highnam, Kent CLBC:IN; Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX  
**Cc:** 'Jasper, Jennifer'; Mercer, Sally EDUC:EX  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

**Categories:** Business

Thanks Kent for making the connection. Matt and Kat, I look forward to working with you. Whenever you are ready to connect please let me know and I'll be on it!

Warm hello to you too Jennifer and Sally.

Warmly,

Raj Dhasi, M.A. | Lead Consultant  
(O) 604.353.5100 | (D) 604.313.5072  
(W) [www.turningpointresolutions.com](http://www.turningpointresolutions.com)



Join us on LinkedIn for a range of conflict resolution tips and techniques 

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---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** May-19-16 10:29 AM  
**To:** Chritchley, Matt EDUC:EX; Hodak, Katarina EDUC:EX  
**Cc:** Jasper, Jennifer; Mercer, Sally EDUC:EX; Raj Dhasi  
**Subject:** RE: Dates for 2016/2017 - Mindful Educator in Managing Conflict

Hi Matt and Kat,

I have connected with Raj, and she is ready to formally start the development work for CRES1120-The Mindful Educator in Managing Conflict (we've been discussing it informally for a while). Raj can be reached at (604) 313-5072, or at [raj@turningpointresolutions.com](mailto:raj@turningpointresolutions.com). Here is Raj's short bio:

---

**Raj Dhasi**, MA (Organizational Conflict Analysis and Management), BA (Adult Education), Cert. ConRes., focuses her work on conflict resolution within school districts, workplace settings including corporations and legal settings, and within families. Her work includes conflict analysis and assessment and a range of strategies to manage conflict effectively including mediation, group facilitation, leadership coaching, and restorative practices. Raj specializes in delivering conflict management strategies that are grounded in brain research.

---

Raj has developed and delivered courses similar to the Mindful Educator multiple times for clients in the past, and has done (and is doing) extensive work in the school districts, so will definitely hit the ground running. She might need some guidance regarding specific scenarios that you'd like to focus on, given the kinds of cases that require the consent resolution process.

Raj is aware of the preferred dates for the first running to be mid-August, 2017, knowing that this might change given the July 2017 dates for the "Boundaries" course. Once dates for this course have been set, please advise us so we can get them into our system and reserve the room booking.

Thanks so much, and I look forward to seeing this course develop!

Best regards,  
Kent

---

**From:** Jasper, Jennifer  
**Sent:** 2016, May 16 11:20 AM  
**To:** Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>  
**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Matt,

We will definitely work to open those courses before the end of the school year. I can keep you updated on INDC 1340.

Kent is overseeing the development and delivery of CRES 1120. I have cc'd him on this email so the two of you can discuss dates and such.

Thank you!  
Jennifer

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, May 16 10:37 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for 2016/2017

Hi Jennifer,

Thank you for following up and providing this information. It is encouraging that there are already 12 participants enrolled for the Professional Boundaries course!

The only information we are still waiting on is setting a date for the Mindful Educator in Managing Conflict (CRES-1120) for 2017, and information on when registration will open. I believe we discussed Mid/late August for the CRES-1120, and that registration should open for both that course and the INDC-1340 this summer. If it were possible to open registration for the 2017 courses before the end of this school year, it may be a benefit to the School Districts who are planning a year ahead.

Thanks again,

Matt  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Wednesday, May 11, 2016 1:27 PM  
**To:** Mercer, Sally EDUC:EX; Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** Dates for 2016/2017

Hello!

We have set the following dates for 2016/2017:

COUN 1037 – Reinforcing Respectful Professional Boundaries  
August 31, Sept 1, 2, 2016  
July 10-12, 2017

INDC 1340 – Creating a Positive Learning Environment  
March 22-24, 2017

Thank you,  
Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, May 4, 2016 11:27 AM  
**To:** 'jcastle@jibc.ca'  
**Subject:** RE: Student for enrollment from Teacher Regulation Branch  
**Attachments:** Invoice Ji Course s.22 pdf  
  
**Categories:** Red Category

Hi Judy,

s.22 has passed us an invoice for the course that she attended March 21-23. I have attached the invoice. Are you able to cancel this and invoice the Teacher Regulation Branch (TRB) as a sponsor for s.22 ?

I appreciate the help you gave us before. This was the situation where the TRB sponsored 3 students to attend the course INDC 1340 and then substituted s.22 for one of the 3 sponsors at the last minute when as one of the original students could not attend. We have not received the invoices for the other sponsored students yet.

Please let me know if you have any questions. Jennifer Jasper may also be able to assist if you have questions.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, March 18, 2016 2:51 PM  
**To:** 'jcastle@jibc.ca'  
**Cc:** 'Jasper, Jennifer'  
**Subject:** Student for enrollment from Teacher Regulation Branch  
**Importance:** High

Hi Judy,

Thank you very much for your assistance this morning. I have attached the form with student information.

This e-mail is confirmation that s.22 will not attend the session on Monday. In lieu of s.22 please enroll s.22 . The Teacher Regulation Branch will be funding s.22 attendance at the course rather than funding s.22 My understanding from our conversation is that (in this exception) we can swap the registration charges between the students, and that there will be no cancellation fee.

I appreciate your assistance and please confirm this e-mail.

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6



M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, April 13, 2016 3:58 PM  
**To:** 'Jasper, Jennifer'  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: TRB Analytics

Thank you Jennifer. This is excellent.

I will forward it to the Commissioner so we can discuss it at the meeting. Also, Katarina Hodak and Wilma Clarke now will be attending the meeting.

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Wednesday, April 13, 2016 3:16 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN  
**Subject:** FW: TRB Analytics

Hi Matt,

Attached is the course feedback from the March run of Creating a Positive Classroom Environment (INDC 1340). The evaluation has not closed so it is possible that we will receive more feedback. If you have any anecdotal feedback that has come your way, we would appreciate hearing that.

Also, we have a few analytics for you from our website. The data as well as a brief explanation is listed below.

Looking forward to speaking with you and the Commissioner tomorrow!

Jennifer

### Web Analytics

- There are three sets of data because we had three different landing pages set up; our Marketing Department has since amalgamated them into one page.
- There are more clicks on the Con Res page most likely because this was the link you were sending out.
- "Pageviews" are the number of clicks to that page; "unique pageviews" eliminates repeat clickers, and "entrances" are the number of clicks that went straight to this landing page rather than arriving from another page on the JIBC website.
- Our Marketing Department will be able to set up analytics to explore which links (from each of the three courses) are being clicked on but currently we do not have that information.

\*\*\*\*\*

Counselling and Community Safety Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
149 % of Total: 0.28% (54,135)	124 % of Total: 0.30% (41,802)	00:02:42 Avg for View: 00:02:57 (-8.08%)	39 % of Total: 0.14% (27,110)
149(100.00%)	124(100.00%)	00:02:42	39(100.00%)

## Conflict Resolution Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
582 % of Total: 0.99% (59,052)	452 % of Total: 1.00% (45,115)	00:03:51 Avg for View: 00:02:38 (45.65%)	352 % of Total: 1.44% (24,485)
582(100.00%)	452(100.00%)	00:03:51	352(100.00%)

## Leadership Landing Page

Pageviews	Unique Pageviews	Avg. Time on Page	Entrances
120 % of Total: 0.47% (25,429)	79 % of Total: 0.39% (20,273)	00:02:57 Avg for View: 00:03:03 (-3.29%)	45 % of Total: 0.36% (12,336)
120(100.00%)	79(100.00%)	00:02:57	45(100.00%)

Jennifer Jasper

Program Manager, Centre for Leadership

• • • • •

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, April 5, 2016 2:10 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Professional Boundaries and new date for Positive Learning Environment

Thank you Jennifer,

Good to hear things went well,

Matt

---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]  
**Sent:** Tuesday, April 5, 2016 1:58 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Professional Boundaries and new date for Positive Learning Environment

Hi Matt,

Hope all is well with you! I'm just catching up on things after s.22

The Professional Boundaries course SHOULD be available to register for by the end of this week. Registration should have all they need and it will just be a matter of opening it up. I am so sorry that it has taken so long; we have a new system here and the number of forms and signatures that we have needed is a bit shocking.

Also, wondering if we could set a date for Positive Learning Environment. We are still waiting for the formal student feedback but anecdotally, things went very well. We could look at scheduling something in the summer pending instructor availability or look to spring break 2017.

Let me know what works.

Thank you!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, March 24, 2016 3:33 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Hi Jennifer,

I hope all went well with the course this week, and that you have a nice long weekend.

When you have a chance can you give me an update on when registration will open on your website for the "Reinforcing Respectful Professional Boundaries Course?"

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Friday, January 29, 2016 11:27 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Thanks for the well wishes Matt!

Yes – it will take at least a week to set up. I will let you know as soon as that is done.

Also, on another note. I sent out course materials for Creating a Positive Learning Environment prior to the holidays. I'm wondering if those have been reviewed and our instructors can continue on with the development. Please let me know if I should resend them and if so, who I should resend them to.

Have a great weekend!

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 29 11:24 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Confirmed! Aug 31, Sept 1, 2

Hi Jennifer,

That is great news and I am glad to hear you are feeling better. I appreciate all your help. We will send out our notification to the schools early next week. Am I correct to expect that it will take at least a week or longer to set up the site for registration?

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, January 29, 2016 8:22 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Confirmed! Aug 31, Sept 1, 2

Hi Matt,

Those dates are now confirmed for Professional Boundaries.

I will get those set up in the system as soon as possible and let you know once it is open for registration.

Let me know if you have any questions.

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, March 18, 2016 2:51 PM  
**To:** 'jcastle@jibc.ca'  
**Cc:** 'Jasper, Jennifer'  
**Subject:** Student for enrollment from Teacher Regulation Branch  
**Attachments:** Registration - s.22 .pdf  
  
**Importance:** High

Hi Judy,

Thank you very much for your assistance this morning. I have attached the form with student information.

This e-mail is confirmation that s.22 will not attend the session on Monday. In lieu of s.22 please enroll s.22. The Teacher Regulation Branch will be funding s.22 attendance at the course rather than funding s.22. My understanding from our conversation is that (in this exception) we can swap the registration charges between the students, and that there will be no cancellation fee.

I appreciate your assistance and please confirm this e-mail.

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Wu, Annie EDUC:EX  
**Sent:** Monday, March 14, 2016 3:45 PM  
**To:** Chritchley, Matt EDUC:EX; 'Jasper, Jennifer'  
**Subject:** RE: Contact person for Invoice

Hi Jennifer,

My phone number is 604-775-4806.

Annie

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, March 14, 2016 3:42 PM  
**To:** 'Jasper, Jennifer'  
**Cc:** Wu, Annie EDUC:EX  
**Subject:** RE: Contact person for Invoice

Hi Jennifer,

I have cc'd our financial officer Annie Wu. She can be reached at 604-775-4840 and should be able to provide assistance.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, March 14, 2016 3:33 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Contact person for Invoice

Hi Matt,

I'm just wondering if you happen to know who is the contact person for the invoicing of this course? No worries if not – I can go to Wilma.

Thank you!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, March 14, 2016 12:09 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: 16 registrants!

Hi Jennifer – I have 3 more to send you this afternoon.

Great news. Thank you.

Matt

---

**From:** Jasper, Jennifer [mailto:[jjasper@jibc.ca](mailto:jjasper@jibc.ca)]  
**Sent:** Monday, March 14, 2016 12:08 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** 16 registrants!

Hi Matt,

Hope all is well with you!

Just to let you know, there are 16 people registered for Positive Learning – yay!! Good work on that.

Also, I am just pulling together the invoice for the development of this course. Do you know who would be the contact person on your end for those sorts of things?

Thank you!  
Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, March 1, 2016 10:18 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Positive Classroom

Thanks Jennifer!

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Tuesday, March 1, 2016 10:17 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Positive Classroom

Hi Matt,

There are 12 registered (yay!) and we have a max of 24.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, March 01 9:17 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Positive Classroom

Hi Jennifer,

I just wanted to check on the enrollment for the "Creating a Positive Learning Environment Course." I expect there are 9 people enrolled at this time, and we are making arrangements for more. Can you confirm attendance, and can you tell me how many participants the course can accommodate before it is full?

Thank you,

Matt

## Chritchley, Matt EDUC:EX

---

**From:** Clarke, Wilma EDUC:EX  
**Sent:** Thursday, February 11, 2016 12:14 PM  
**To:** XT:Highnam, Kent CLBC:IN; Jasper, Jennifer  
**Cc:** White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hi Kent,

Just want to clarify that when I used the term “audit” I was using it the academic sense, not in the evaluative sense. I did anticipate the TRB staff (who would be certificate holders) participating fully in the workshop not just observing. Anyhow, it really is a non-issue now as we have decided that TRB staff will not be participating in this round. Thanks.

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Wednesday, February 10, 2016 1:56 PM  
**To:** Clarke, Wilma EDUC:EX; Jasper, Jennifer  
**Cc:** White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX  
**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hi Wilma,

Thanks for your feedback and for clarifying how we approach the numbers for the March class.

In speaking with Caroline and Jennifer, we wanted to explore your thoughts on how the presence of attendees from TRB (auditors) might impact the sense of confidentiality and safety in the learning environment. I’m wondering how we might mitigate that impact.

Perhaps if we have them participate as full learners, and have a truthful explanation as to why they are there, that would help. I think it would be important for them to declare a sense of vulnerability and openness to learning that they can share with the other participants. Our concern is that we don’t inadvertently shut participants down by having them feel “observed”.

What are your thoughts on this?

Thanks so much,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]  
**Sent:** 2016, February 05 2:45 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>

**Cc:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>

**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hello all,

Is it too late to say Happy New Year? Sorry for my tardiness in responding. I was .s.22 and it's been a challenge catching up to all of the important e-mails in my inbox. I have reviewed the materials and in my view they are excellent. I know the rest of the TRB team concurs. I understand that we have 8 confirmed participants and 3 tentative-to be confirmed shortly. The Commissioner proposes that we view this first run as a pilot/demo. He will identify 4 teachers to also attend (TRB will pay for these seats) to bring the number up to 15. We would also like to have two TRB staff audit this first run so that they can provide feedback. Please let me know if you have any concerns about this suggested plan.

Regards,

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Friday, December 18, 2015 11:46 AM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; White, Caroline  
**Subject:** Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hi Wilma,

Hope all is well with you!

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, February 4, 2016 2:51 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer  
**Subject:** RE: INDC 1340 - Creating a Positive Learning Environment

Thanks Kent,

I appreciate the update.

Matt

---

**From:** Highnam, Kent [mailto:khhighnam@jibc.ca]  
**Sent:** Thursday, February 4, 2016 1:14 PM  
**To:** Chritchley, Matt EDUC:EX  
**Cc:** Jasper, Jennifer  
**Subject:** RE: INDC 1340 - Creating a Positive Learning Environment

Hi Matt,

The report says 8 are enrolled at this point. From our perspective, typically that's a fairly healthy number given that we're more than a month away.

Thanks,  
Kent

---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2016, February 04 12:24 PM  
**To:** Highnam, Kent <khhighnam@jibc.ca>  
**Subject:** FW: INDC 1340 - Creating a Positive Learning Environment

Hi Kent,

Is there any chance that you can give me the #'s enrolled in this course. Heading into a meeting now and Jennifer is not available.

Thanks

Matt

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Thursday, February 4, 2016 11:50 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** INDC 1340 - Creating a Positive Learning Environment

Hi Jennifer,

I am heading into another meeting regarding the course enrollment this afternoon. Can you check if the enrollment numbers have changed? I hope this will be the last time I need to enquire.

I appreciate your help,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Friday, January 22, 2016 9:14 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Dates for Professional Boundaries

Thank you,

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Friday, January 22, 2016 9:12 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

I'm sorry Matt – I haven't heard back yet.

I will let you know as soon as I hear something.

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 22 9:09 AM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Good morning Jennifer,

Any word yet from the instructor?

Thank you,

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Wednesday, January 20, 2016 8:20 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

I have sent an email off to the instructor and will let you know as soon as I hear back. I'm hoping today!

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 19 3:33 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Thanks for giving us so much time Jennifer.

I spoke to the Commissioner again just now and he would really like to get information out to teachers this week. If there is any possibility of you speaking to the instructor and giving us certainty tomorrow it would be great. Please let me know as soon as the date is confirmed.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

---

**From:** Chritchley, Matt EDUC:EX [<mailto:Matt.Critchley@gov.bc.ca>]  
**Sent:** 2016, January 18 2:36 PM  
**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Do you mean Aug 31, sep 1 & 2<sup>nd</sup>?

Thank you,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]  
**Sent:** Monday, January 18, 2016 2:34 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Dates for Professional Boundaries

Hi Matt,

Hope you had a great weekend!

We have an instructor that is available for August 21, Sept 1, 2.

Do those dates work?

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, January 20, 2016 9:02 AM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Dates for Professional Boundaries

Thanks Jennifer,

I appreciate the effort.

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Wednesday, January 20, 2016 8:20 AM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

I have sent an email off to the instructor and will let you know as soon as I hear back. I'm hoping today!

Jennifer

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 19 3:33 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Thanks for giving us so much time Jennifer.

I spoke to the Commissioner again just now and he would really like to get information out to teachers this week. If there is any possibility of you speaking to the instructor and giving us certainty tomorrow it would be great. Please let me know as soon as the date is confirmed.

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 18 2:36 PM

**To:** Jasper, Jennifer <[jjasper@jibc.ca](mailto:jjasper@jibc.ca)>

**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Do you mean Aug 31, sep 1 & 2<sup>nd</sup>?

Thank you,

Matt

---

**From:** Jasper, Jennifer [<mailto:jjasper@jibc.ca>]

**Sent:** Monday, January 18, 2016 2:34 PM

**To:** Chritchley, Matt EDUC:EX

**Subject:** Dates for Professional Boundaries

Hi Matt,

Hope you had a great weekend!

We have an instructor that is available for August 21, Sept 1, 2.

Do those dates work?

Jennifer

Program Manager, Centre for Leadership

. . . . .

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## Chritchley, Matt EDUC:EX

---

**Subject:** Justice institute courses for the TRB  
**Location:** PCU Boardroom and telephone conference

**Start:** Wed 2016-01-20 1:00 PM  
**End:** Wed 2016-01-20 1:30 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** EDUC R TRB Professional Conduct Unit Room EDUC:EX  
**Required Attendees:** Preston, Bruce EDUC:EX; Highnam, Kent <khhighnam@jibc.ca>  
**Optional Attendees:** Hodak, Katarina EDUC:EX

Hi Kent,

### Re: Courses

Thanks for taking the time to meet with Bruce and I tomorrow at 1pm by teleconference.

Please call in with the following teleconference info:

#### Conference call numbers for participants:

s.15,s.17

#### Conference ID Number

s.15,s.17 #

Thank you,

Matt Chritchley

Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, January 18, 2016 2:56 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

That date is fine. Can you tell me when it will be available for registration?

Thanks,

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

---

**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 18 2:36 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

Hi Jennifer,

Do you mean Aug 31, sep 1 & 2<sup>nd</sup>?

Thank you,

Matt

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**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Monday, January 18, 2016 2:34 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Dates for Professional Boundaries

Hi Matt,

Hope you had a great weekend!

We have an instructor that is available for August 21, Sept 1, 2.

Do those dates work?

Jennifer

## Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, January 18, 2016 2:38 PM  
**To:** 'Jasper, Jennifer'  
**Subject:** RE: Dates for Professional Boundaries

Thanks Jennifer,

Let me check how that will work and I will let you know.

Matt

---

**From:** Jasper, Jennifer [mailto:[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)]  
**Sent:** Monday, January 18, 2016 2:37 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Dates for Professional Boundaries

Yes – sorry - typo :

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**From:** Chritchley, Matt EDUC:EX [mailto:[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)]  
**Sent:** 2016, January 18 2:36 PM  
**To:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>  
**Subject:** RE: Dates for Professional Boundaries

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**Sent:** Monday, January 18, 2016 2:34 PM  
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**Subject:** Dates for Professional Boundaries

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Jennifer

Program Manager, Centre for Leadership

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## Chritchley, Matt EDUC:EX

---

**From:** McMullin, Shawn EDUC:EX  
**Sent:** Friday, December 18, 2015 12:22 PM  
**To:** 'Jasper, Jennifer'; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; White, Caroline; Preston, Bruce EDUC:EX; Winter, Monica EDUC:EX  
**Subject:** RE: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hi Jennifer,

Thanks so much for sending the course materials along. s.22 so I am responding on behalf of the TRB. Once everyone is back in the new year we will review the materials in greater detail and provide feedback as required.

Thanks again and all the best for a wonderful holiday season to you, Kent and everyone over at JIBC.

Shawn

**Shawn T. McMullin**

Director of Professional Excellence and Outreach  
Teacher Regulation Branch  
BC Ministry of Education  
T: (604) 775-4842

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ON THE WEB: [WWW.BCEDPLAN.CA](http://WWW.BCEDPLAN.CA)  
ON TWITTER: @BCEDPLAN

---

**From:** Jasper, Jennifer [mailto:jjasper@jibc.ca]  
**Sent:** Friday, December 18, 2015 11:51 AM  
**To:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX; Clarke, Wilma EDUC:EX  
**Cc:** XT:Highnam, Kent CLBC:IN; White, Caroline  
**Subject:** FW: Draft Course Materials for INDC 1340 - Creating a Positive Learning Environment

Hello,

I have attached the course materials for Creating a Positive Learning Environment. They were developed by Kathryn Thomson in consultation with Maureen Mason and have been briefly reviewed by Laura Bickerton.

Please feel free to pass them to whomever you feel should provide input.

Have a wonderful holiday season!

Jennifer

Program Manager, Centre for Leadership

. . . . .

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Tel: 604.528.5633 | Fax: 604.528.5640 | [jjasper@jibc.ca](mailto:jjasper@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**From:** Highnam, Kent <khighnam@jibc.ca>  
**Sent:** Friday, November 27, 2015 4:30 PM  
**To:** Clarke, Wilma EDUC:EX; Jasper, Jennifer  
**Cc:** White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX; Mercer, Sally EDUC:EX  
**Subject:** RE: Following up

Thank you, Wilma. It looks like we are making progress on these fronts. We are still locking down a faculty member for the Respectful Boundaries course, and we can work with the August dates for availability. We will confirm them ASAP with the instructor.

As for the conflict resolution course, yes, the intent is to cover curriculum in both of those courses. We will have to customize this course content for the three-day period and for the K-12 sector. As we are combining two 3-day courses into one, we won't be able to give straight transfer credit for the two courses, but we will be able to count it as transfer credit for the Foundations course.

Jennifer will be back in the office next week, and can address the other outstanding questions then.

Thanks so much,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [mailto:Wilma.Clarke@gov.bc.ca]  
**Sent:** 2015, November 25 7:22 PM  
**To:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Cc:** Highnam, Kent <khighnam@jibc.ca>; White, Caroline <carolinew@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>; Mercer, Sally EDUC:EX <Sally.Mercer@gov.bc.ca>  
**Subject:** FW: Following up

My comments in red below Jennifer. Thanks.

*Wilma Clarke,  
Executive Director,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Jasper, Jennifer [mailto:Jjasper@jibc.ca]  
**Sent:** Sunday, November 22, 2015 11:42 AM  
**To:** White, Caroline; Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hello Wilma and all,

Thanks so much for your email - please see our responses below.

Jennifer

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.

Great! So my understanding is that you would like to go ahead with the course currently scheduled for **March 21-23, 2016** and based on the numbers you presented here, it seems very positive that it will go ahead. You mention that you have 7 confirmed registrants; currently, we have one participant registered through our system. Please ask those who have confirmed with you to register through our system; this will confirm that we have accurate numbers and that the tuition has been paid. Matt Chritchley, our Alternate Resolution Manager, will follow up on this with the participants, Jennifer.

With regard to promotion, would it be possible to send you an electronic promotion to be forwarded by the TRB to the schools or other groups that you feel would be a good fit for this course? Yes that would be excellent. Please forward to the TRB Communications Manager, Sally Mercer.

- We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.

Could you please clarify what you mean by this? If you are referring to “Positive Learning Environment”, I was under the impression that the March run (see dates above) would be the pilot run. Our thought here was that if there are any hiccups with the March run (e.g. not enough participants) or the workshop does not unfold as envisioned, we would have an opportunity to run it again in the summer as a pilot where we could do some fine tuning. This may not be necessary if the March session is fully subscribed.

- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

Great! We will speak with the faculty identified previously to determine their availability for both development and delivery; we will let you know once we have confirmed the faculty member and timeline. We will develop this course for face to face delivery.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

Yes – definitely! I am in contact with the course developer and will get this to you asap.

**Respectful Boundary**-When will this be offered in summer 2016 (i.e. specific dates)?

This will depend on instructor availability as stated above, however we are aiming for August as noted above. Please let us know if you have a more specific time frame in mind for this. The Commissioner is hoping the course could be delivered in mid-late August. We discussed Aug 17-19, 2016 as a good option. It would be great if we could have the dates confirmed as soon as possible as it will assist us in our ability to secure participants.

***Mindful Educator in Managing Conflict***-Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI's current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

We will be customizing our current offering to better fit the needs of K-12 teachers. This course will cover the foundational content of conflict resolution and address the learning outcomes as defined in the course outline (attached). Please let me know if you would like to discuss this in more detail.

You also asked if it would replace the 'other two general courses'. Could you please clarify which courses you are referring to? We are referring to:

- *Jl: Foundations of Collaborative Conflict Resolution (CRES 1100)*
- *Jl: Dealing with Anger (CRES-1190)*

Just a quick summary:

- We will move ahead with confirming faculty for "Respectful Boundaries" and forward you the course outline and materials for "Positive Learning Environment".
- We will await your answers to the questions outlined in this email and at this point, we will wait to hear from you about the "Mindful Educator".

Thanks.

Jennifer

---

**From:** White, Caroline

**Sent:** 2015, November 18 7:28 AM

**To:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Highnam, Kent <khhighnam@jibc.ca>

**Cc:** Jasper, Jennifer <jjasper@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>

**Subject:** RE: Following up

Hi Wilma,

Thank you for below. Kent is at a conference this week. Jennifer and I will review below and reply by Friday.

Thank you,  
Caroline

Caroline White  
Program Director

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]

**Sent:** Tuesday, November 17, 2015 11:21 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>

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**Mindful Educator in Managing Conflict** - Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

Thanks Kent.

Wilma Clarke,



Executive Director ,  
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**Sent:** Tuesday, October 27, 2015 2:41 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Thanks Wilma.

As a rough guide, development of one day of online training could run anywhere from \$15,000 to \$45,000 depending on the degree of interactivity, production value and technology use. For this 3-day course, that would likely run from \$40,000 (low end, low tech) to \$120,000, (high end, once we consider video production, actors, script writers, directors, editing, hosting). It's hard at this point to give more than a broad estimate without a more detailed idea of what you might be contemplating. Note that this is different than running a live course with a video patch-in using video conferencing, which would be much less expensive.

Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,  
Kent

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**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]  
**Sent:** 2015, October 27 11:44 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>  
**Subject:** RE: Following up

Hi Kent,

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- The delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc).  
Don't know if we have landed on this one. There has been no discussion after our meeting with you at the JI as we were under the impression that you were going to be providing us with an estimate of what the development and delivery of the online version would cost, so that we can discuss the possibilities being clear on what the implications would be for our budget.
- The constitution of the March delivery of the "Classroom Environment" course (pilot with subsidized attendance, regular enrollment, blend, etc).  
As we moved this session to March and have the time necessary to promote it broadly, I would like to move forward with regular enrollment as we have to gauge the sustainability of these courses using regular enrollment, going forward.

Wilma Clarke,  
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[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

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**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Monday, October 19, 2015 3:14 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

Hello Wilma,

I called today but I understand that you are in a course for the next couple of days. I just wanted to follow up to see where our thinking is at on the following questions:

- The delivery method for the “Respectful Boundaries” course (online, face-to-face, blended, etc). We have yet to start development of this course and were hoping to determine the delivery method before proceeding.
- The constitution of the March delivery of the “Classroom Environment” course (pilot with subsidized attendance, regular enrollment, blend, etc).

Please let us know if you require any more information from us in the meantime.

Thanks so much,  
Kent

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

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604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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Join our LinkedIn Group: [Centre for Conflict Resolution](#) | [Centre for Leadership at JIBC](#)

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[Watch a short video to see how we work with you to bring our expertise to your organization.](#)

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## Chritchley, Matt EDUC:EX

---

**From:** Jasper, Jennifer <Jjasper@jibc.ca>  
**Sent:** Sunday, November 22, 2015 11:42 AM  
**To:** White, Caroline; Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX; Critchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hello Wilma and all,

Thanks so much for your email - please see our responses below.

Jennifer

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.

Great! So my understanding is that you would like to go ahead with the course currently scheduled for **March 21-23, 2016** and based on the numbers you presented here, it seems very positive that it will go ahead. You mention that you have 7 confirmed registrants; currently, we have one participant registered through our system. Please ask those who have confirmed with you to register through our system; this will confirm that we have accurate numbers and that the tuition has been paid.

With regard to promotion, would it be possible to send you an electronic promotion to be forwarded by the TRB to the schools or other groups that you feel would be a good fit for this course?

- We are also considering the possibility of a demonstration/pilot run of this course in the summer. We'll get back to you on that if we decide to proceed.

Could you please clarify what you mean by this? If you are referring to “Positive Learning Environment”, I was under the impression that the March run (see dates above) would be the pilot run.

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Great! We will speak with the faculty identified previously to determine their availability for both development and delivery; we will let you know once we have confirmed the faculty member and timeline. We will develop this course for face to face delivery.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

Yes – definitely! I am in contact with the course developer and will get this to you asap.

**Respectful Boundary** – When will this be offered in summer 2016 (i.e. specific dates)?

This will depend on instructor availability as stated above, however we are aiming for August as noted above. Please let us know if you have a more specific time frame in mind for this.

**Mindful Educator in Managing Conflict** – Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI's current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

We will be customizing our current offering to better fit the needs of K-12 teachers. This course will cover the foundational content of conflict resolution and address the learning outcomes as defined in the course outline (attached). Please let me know if you would like to discuss this in more detail.

You also asked if it would replace the 'other two general courses'. Could you please clarify which courses you are referring to?

Just a quick summary:

- We will move ahead with confirming faculty for "Respectful Boundaries" and forward you the course outline and materials for "Positive Learning Environment".
- We will await your answers to the questions outlined in this email and at this point, we will wait to hear from you about the "Mindful Educator".

Thanks.

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**To:** Clarke, Wilma EDUC:EX <Wilma.Clarke@gov.bc.ca>; Highnam, Kent <khighnam@jibc.ca>

**Cc:** Jasper, Jennifer <Jjasper@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>

**Subject:** RE: Following up

Hi Wilma,

Thank you for below. Kent is at a conference this week. Jennifer and I will review below and reply by Friday.

Thank you,  
Caroline

Caroline White  
Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice  
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**Sent:** Tuesday, November 17, 2015 11:21 AM

**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>

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Thanks Kent.

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*Wilma Clarke,  
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Teacher Regulation Branch, Ministry of Education  
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**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

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Join our LinkedIn Group: [Centre for Conflict Resolution](#) | [Centre for Leadership at JIBC](#)

[Follow us on Twitter](#) | [Like us on Facebook](#)

[Watch a short video to see how we work with you to bring our expertise to your organization.](#)

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## Chritchley, Matt EDUC:EX

---

**Sent:** Tuesday, November 17, 2015 1:48 PM  
**To:** Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hi Wilma,

I heard from Caroline White and she will provide me with the date of the Professional Boundaries course as soon as possible. She expects to have information by the end of next week, but this is dependent on the instructor.

---

**From:** Clarke, Wilma EDUC:EX  
**Sent:** Tuesday, November 17, 2015 11:21 AM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
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*Wilma Clarke,  
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400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)*

---

**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Tuesday, October 27, 2015 2:41 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Thanks Wilma.

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Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,  
Kent

---

**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]  
**Sent:** 2015, October 27 11:44 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>  
**Subject:** RE: Following up

Hi Kent,

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**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

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- The constitution of the March delivery of the “Classroom Environment” course (pilot with subsidized attendance, regular enrollment, blend, etc).

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Thanks so much,  
Kent

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**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
604.528.5615 | [khighnam@jibc.ca](mailto:khighnam@jibc.ca)

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## Chritchley, Matt EDUC:EX

---

**Sent:** Tuesday, November 17, 2015 1:18 PM  
**To:** Clarke, Wilma EDUC:EX; XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

---

**From:** Clarke, Wilma EDUC:EX  
**Sent:** Tuesday, November 17, 2015 11:21 AM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Hello Kent,

My apologies for taking so long to get back to you. We have now met to discuss how we would like to move forward with the courses:

- The constitution of the March delivery of the “Classroom Environment” course:
  - We will move forward via the regular enrollment process. We currently have 7 confirmed participants, 3 nearing confirmation, and another 10 possibilities through the discipline process. With the JI promotions of the course add, we are fairly confident that this course will be filled. If not, we will consider how to subsidize nearer to the “run date” to ensure that it goes ahead.
  - We are also considering the possibility of a demonstration/pilot run of this course in the summer. We’ll get back to you on that if we decide to proceed.
- The delivery method for the “Respectful Boundaries” course in August (*Note: We will need to extend our contract for this as our current contract expires in May*):
  - We have decided that we would like to start with face-to-face delivery for this course. We may seek other delivery methods in future, once the course is well established.

We are also looking for a few pieces of information in regards to the courses:

**Classroom Management** – We have yet to see the draft course outline/content. Could we get a copy of that soon for our review?

**Respectful Boundary** – When will this be offered in summer 2016 (i.e. specific dates)?

**Mindful Educator in Managing Conflict** – Will the design/course content of this course focus specifically on teachers, incorporate elements of both JI’s current conflict resolution courses (both basic and advanced)? That is, if teachers take this course, does it replace the other two general courses?

Thanks Kent.

Wilma Clarke,

Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
Phone: 604.775-4817 [Wilma.Clarke@gov.bc.ca](mailto:Wilma.Clarke@gov.bc.ca)  
[www.bcteacherregulation.ca](http://www.bcteacherregulation.ca)

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**From:** Highnam, Kent [<mailto:khighnam@jibc.ca>]  
**Sent:** Tuesday, October 27, 2015 2:41 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Thanks Wilma.

As a rough guide, development of one day of online training could run anywhere from \$15,000 to \$45,000 depending on the degree of interactivity, production value and technology use. For this 3-day course, that would likely run from \$40,000 (low end, low tech) to \$120,000, (high end, once we consider video production, actors, script writers, directors, editing, hosting). It's hard at this point to give more than a broad estimate without a more detailed idea of what you might be contemplating. Note that this is different than running a live course with a video patch-in using video conferencing, which would be much less expensive.

Please let me know if you need any more detailed information at this time, and then we could join for another conversation.

Take care,  
Kent

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**From:** Clarke, Wilma EDUC:EX [<mailto:Wilma.Clarke@gov.bc.ca>]  
**Sent:** 2015, October 27 11:44 AM  
**To:** Highnam, Kent <[khighnam@jibc.ca](mailto:khighnam@jibc.ca)>  
**Cc:** Jasper, Jennifer <[Jjasper@jibc.ca](mailto:Jjasper@jibc.ca)>; White, Caroline <[carolinew@jibc.ca](mailto:carolinew@jibc.ca)>; Hodak, Katarina EDUC:EX <[Katarina.Hodak@gov.bc.ca](mailto:Katarina.Hodak@gov.bc.ca)>; Chritchley, Matt EDUC:EX <[Matt.Critchley@gov.bc.ca](mailto:Matt.Critchley@gov.bc.ca)>; McMullin, Shawn EDUC:EX <[Shawn.McMullin@gov.bc.ca](mailto:Shawn.McMullin@gov.bc.ca)>; Bickerton, Laura EDUC:EX <[Laura.Bickerton@gov.bc.ca](mailto:Laura.Bickerton@gov.bc.ca)>  
**Subject:** RE: Following up

Hi Kent,

Sorry for my tardiness in responding, I am just able to settle in to respond to e-mails now after a short absence. Here are my thoughts on the questions you posed:

- The delivery method for the "Respectful Boundaries" course (online, face-to-face, blended, etc).  
Don't know if we have landed on this one. There has been no discussion after our meeting with you at the JI as we were under the impression that you were going to be providing us with an estimate of what the development and delivery of the online version would cost, so that we can discuss the possibilities being clear on what the implications would be for our budget.
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**Sent:** Monday, October 19, 2015 3:14 PM  
**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
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Please let us know if you require any more information from us in the meantime.

Thanks so much,  
Kent

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**Kent Highnam**  
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## Chritchley, Matt EDUC:EX

---

**From:** Clarke, Wilma EDUC:EX  
**Sent:** Friday, October 30, 2015 8:29 AM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
**Subject:** RE: Following up

Thanks Kent. We will discuss internally and get back to you very soon.

*Wilma Clarke,  
Executive Director ,  
Teacher Regulation Branch, Ministry of Education  
400 - 2025 West Broadway, Vancouver, BC V6J 1Z6  
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**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX; McMullin, Shawn EDUC:EX; Bickerton, Laura EDUC:EX  
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**To:** Highnam, Kent <khhighnam@jibc.ca>  
**Cc:** Jasper, Jennifer <jjasper@jibc.ca>; White, Caroline <carolinew@jibc.ca>; Hodak, Katarina EDUC:EX <Katarina.Hodak@gov.bc.ca>; Chritchley, Matt EDUC:EX <Matt.Critchley@gov.bc.ca>; McMullin, Shawn EDUC:EX <Shawn.McMullin@gov.bc.ca>; Bickerton, Laura EDUC:EX <Laura.Bickerton@gov.bc.ca>  
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## Chritchley, Matt EDUC:EX

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**To:** Clarke, Wilma EDUC:EX  
**Cc:** Jasper, Jennifer; White, Caroline; Hodak, Katarina EDUC:EX; Chritchley, Matt EDUC:EX  
**Subject:** Following up

**Categories:** Important

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## Chritchley, Matt EDUC:EX

---

**Subject:** Meeting to discuss courses  
**Location:** Justice Institute of BC - New West

**Start:** Thu 2015-09-24 12:00 PM  
**End:** Thu 2015-09-24 1:00 PM

**Recurrence:** (none)

**Meeting Status:** Meeting organizer

**Organizer:** Chritchley, Matt EDUC:EX  
**Required Attendees:** Clarke, Wilma EDUC:EX; Hodak, Katarina EDUC:EX; Highnam, Kent  
<khhighnam@jibc.ca>; Preston, Bruce EDUC:EX

Hi Everyone,

I have arranged with Kent Highnam to meet at the Justice Institute of BC in New Westminster at 12:00 noon this Thursday. We will be looking at the facilities and discussing distance education or other topics relating to the courses arranged by the Commissioner.

We will meet at the main floor reception at 715 McBride Boulevard, New Westminster, BC.

Please confirm your attendance and let me know if you have any questions.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**Subject:** Meeting to discuss courses  
**Location:** Justice Institute of BC - New West

**Start:** Thu 2015-09-24 12:00 PM  
**End:** Thu 2015-09-24 1:00 PM  
**Show Time As:** Tentative

**Recurrence:** (none)

**Meeting Status:** Not yet responded

**Organizer:** Critchley, Matt EDUC:EX  
**Required Attendees:** Clarke, Wilma EDUC:EX; Hodak, Katarina EDUC:EX; Highnam, Kent  
<khghnam@jibc.ca>; Preston, Bruce EDUC:EX

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Professional Conduct | Teacher Regulation Branch

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Wednesday, September 2, 2015 4:57 PM  
**To:** XT:Highnam, Kent CLBC:IN  
**Subject:** RE: Cultural Intelligence

I really appreciate your help Kent,

Matt

---

**From:** Highnam, Kent [mailto:khighnam@jibc.ca]  
**Sent:** Wednesday, September 2, 2015 4:21 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** Cultural Intelligence

Hi Matt,

The below course is scheduled to run in April of next year (details below). I have attached the course outline as well.

Thanks so much,  
Kent

---

Cultural Intelligence (Winter 2016 Term LEAD-1392-NW001)  
LEAD-1392-NW001  
Location: JIBC - New Westminster

Faculty: J. Jasper, N. Aruliah

4/4/2016 - 4/5/2016

M T 8:30 AM - 4:30 PM; M T 8:30 AM - 4:30 PM

.....

**Kent Highnam**  
Program Director  
School of Health, Community and Social Justice

Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Tuesday, September 1, 2015 2:05 PM  
**To:** 'Wood, Stephanie'  
**Subject:** RE: Information

Thank you Stephanie,

Matt

---

**From:** Wood, Stephanie [mailto:Swood@jibc.ca]  
**Sent:** Tuesday, September 1, 2015 2:04 PM  
**To:** Chritchley, Matt EDUC:EX  
**Subject:** RE: Information

Dear Matt,

I am happy to confirm that s.22 attended the JIBC last week for training. His grades are not available at this time, but are expected within a few weeks.  
Proof of his grades will be available via Official Transcript when the grades are posted.

Thank you for your time,  
Stephanie

Stephanie Wood  
Associate Registrar, Student Affairs

Tel: 604.528.5527 | [swood@jibc.ca](mailto:swood@jibc.ca)  
715 McBride Boulevard, New Westminster, BC V3L 5T4

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---

**From:** Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
**Sent:** 2015, September 01 1:50 PM  
**To:** Wood, Stephanie <[Swood@jibc.ca](mailto:Swood@jibc.ca)>  
**Subject:** Information

Hi Stephanie,

I believe we spoke this morning regarding course completion information. Can you give me a call, or provide me the information by e-mail.

Thank you,

Matt Chritchley  
Alternate Resolution Manager  
Professional Conduct | Teacher Regulation Branch  
2025 W Broadway, Vancouver B.C. V6J 1Z6  
M: 604 660 6060 | D: 604 775 4814

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## Chritchley, Matt EDUC:EX

---

**From:** Chritchley, Matt EDUC:EX  
**Sent:** Monday, July 13, 2015 9:16 AM  
**To:** 'White, Caroline'  
**Subject:** RE: Dates re conflict management

Thanks Caroline,

Matt

-----Original Message-----

From: White, Caroline [mailto:carolinew@jibc.ca]  
Sent: Monday, July 13, 2015 6:44 AM  
To: XT:Highnam, Kent CLBC:IN; Chritchley, Matt EDUC:EX  
Cc: Jasper, Jennifer; Hodak, Katarina EDUC:EX; Scott, Alison  
Subject: RE: Dates re conflict management

Hi Matt,

We have yet to confirm faculty for Reinforcing Respectful Professional Boundaries, however will aim for March 21-24th as below. We will confirm as soon as faculty is confirmed.

Thank you,  
Caroline

Caroline White  
Program Director

Centre for Counselling and Community Safety | School of Health, Community and Social Justice  
Justice Institute of British Columbia  
715 McBride Boulevard, New Westminster, BC, V3L 5T4  
Tel: 604.528.5620 | Fax: 604.528.5640 | carolinew@jibc.ca

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JIBC | Canada's Leading Public Safety Educator | [www.jibc.ca/scsj](http://www.jibc.ca/scsj)

-----Original Message-----

From: Highnam, Kent  
Sent: 2015, July 10 12:40 PM  
To: Chritchley, Matt EDUC:EX  
Cc: White, Caroline; Jasper, Jennifer; Hodak, Katarina EDUC:EX; Scott, Alison  
Subject: Dates re conflict management

Hello Matt,



We have tentatively scheduled March 14-16, 2016 for the Mindful Educator in Conflict course. Our internal administrative processes result in a short delay in confirming these dates, however, I don't see any reason why they should have to change. I will let you know as soon as dates are confirmed and, consequently, when students can begin to register.

Thanks, and have a great weekend,  
Kent

-----Original Message-----

From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
Sent: 2015, June 19 4:04 PM  
To: Highnam, Kent  
Cc: White, Caroline; Jasper, Jennifer; Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

Hi Kent,

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One possibility is:

March 14-16th: The Mindful Educator in Managing Conflict

March 21-24th:  
    Creating a Positive Learning Environment  
    Reinforcing Respectful Professional Boundaries

Thanks for your information,

Matt

-----Original Message-----

From: Highnam, Kent [mailto:khighnam@jibc.ca]  
Sent: Friday, June 19, 2015 3:09 PM  
To: Chritchley, Matt EDUC:EX  
Cc: White, Caroline; Jasper, Jennifer  
Subject: RE: JI instructor re classroom management

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Have a great weekend,  
Kent

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From: Chritchley, Matt EDUC:EX [mailto:Matt.Critchley@gov.bc.ca]  
Sent: 2015, June 19 10:00 AM  
To: Highnam, Kent  
Cc: Hodak, Katarina EDUC:EX

Subject: RE: JI instructor re classroom management

Hi Kent,

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Some smaller school districts like Kamloops, Vernon, Revelstoke, Peace River, take their break from March 21-April 1, 2016. The independent schools are varied. The Federation of Independent schools confirms that most of their schools start on the 21st.

My suggestion would be to offer the course March 21st-23rd, 2016 as this is the most inclusive.

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Please let me know if you have a strong preference based on your scheduling experience. If possible, can you confirm the date today, so I can forward to information to our stakeholders.

Thank you,

Matt Chritchley  
Professional Conduct | Teacher Regulation Branch

This email may contain information that may be privileged and is intended for the exclusive use of the addressee. Any other person is strictly prohibited from disclosing, distributing or reproducing it. If the addressee cannot be reached or is unknown to you, please inform us immediately by telephone or email. Please consider the environment before printing this email. ☑

-----Original Message-----

From: Hodak, Katarina EDUC:EX  
Sent: Thursday, June 18, 2015 5:54 PM  
To: XT:Highnam, Kent CLBC:IN  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison; Chritchley, Matt EDUC:EX  
Subject: RE: JI instructor re classroom management

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I've cc'd this to Matt Chritchley (our Alternate Resolutions Manager) since he is taking most of the calls/queries on this. Matt: could you find out when spring break is scheduled for the larger school districts (public schools) in March 2016 and pass this info back to Kent? I'm not sure that we could accommodate all school districts if their break schedules vary greatly...and I'm dubious that we'd be able to account for spring break schedules for all the private schools--but can you determine if there is an optimal time in March? With the Easter long weekend being March 25/28, it's likely to be around that time for most everyone.

Thanks all!

Kat

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To: Hodak, Katarina EDUC:EX  
Cc: Jasper, Jennifer; White, Caroline; Scott, Alison  
Subject: RE: JI instructor re classroom management

Hello Katarina,

Thanks for your follow up. I know that Jennifer has been working behind the scenes to set up the interviews, questions and scheduling. I am forwarding your email to her for response regarding the interviewing, and she should be in touch with you shortly, if she hasn't been already.

Re: Your other points:

1. Summary descriptions of the courses:

Here is a summary description of the three courses. These may change slightly as they pass through our internal academic approval processes, but the changes won't be more than a word here or there:

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The Mindful Educator in Managing Conflict Through self-reflection, dialogue, exercises, and scenario practice, this 21-hour course will increase your awareness of how you perceive and personify your role as an educator in the K-12 sector in the face of conflict and anger. You will gain a working knowledge of Emotional Intelligence competencies as they relate to managing conflict and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. With this gained insight, you will begin to construct more productive ways to address such challenges. This will increase capacity to make sound decisions, build mutually supportive relationships, and to handle stress and anger effectively. You will learn the necessary skills and approaches to help manage your own angry feelings and behaviours, and to effectively respond to anger in others. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored.

Creating a Positive Learning Environment Designed for educators in the K-12 system, in this 3-day course you will deepen classroom management skills by exploring ways to respond to challenging classroom situations where the pressures are numerous, complex, and potentially contentious. You will examine how to deal constructively with teaching content process and student/faculty relationship issues, heightened emotion, challenging participant behaviours, and conflict. Scenario-based simulations will provide the opportunity to practice relevant communication and intervention skills. Reflective practice will be encouraged through self-reflection and peer feedback.

Reinforcing Respectful Professional Boundaries Teachers in the K-12 sector face a multitude of pressures and challenges in the modern classroom. Boundaries between the professional educator and the student can become blurred. With evolutions in social media and "student-centred" educational approaches, the potential for the blurring of boundaries increases. Through discussion and scenario analysis, this 3-day, face-to-face course will explore the moral and ethical gray zones that surface in professional relationships. You will define and identify the types of behaviours and situations that could threaten professional teacher conduct and stature. Finally, you will acquire assertive communication strategies to respectfully and clearly articulate professional boundaries when challenged. You will then be able to connect authentically with students while maintaining boundaries \_\_\_\_\_

2. Contact person

The contact person changes with the course, as each course is in a different Centre within our School. Here are the contacts:

The Mindful Educator in Managing Conflict - Kent Highnam, khighnam@jibc.ca - 604.528.5615

Creating a Positive Learning Environment - Jennifer Jasper, jjasper@jibc.ca - 604.528.5633

Reinforcing Respectful Professional Boundaries - Caroline White, carolinew@jibc.ca - 604.528.5620

---

### 3. Course information on JIBC website

Alison Scott, our marketing and communications resource, is working with us to create the resource page. She will be in contact with Sally from TRB to coordinate this.

Cost: Each course will cost \$697, including the Learner Services Fee

Dates: We have dates set for the first "Positive Learning Environment" course (Aug 19-21). Dates for the other two courses have yet to be confirmed. I understand that they will both run March 2016.

REQUEST: Could TRB please indicate the week/weeks in March 2016 during which we should schedule these courses? I know that spring break can vary depending on the district, and we also need to consider the private school system. Also, I'm assuming that we will schedule all three. This will mean that they will overlap in scheduling.

---

Of course, you can contact me at any time for anything.

Thanks so much,  
Kent

-----Original Message-----

From: Hodak, Katarina EDUC:EX [mailto:Katarina.Hodak@gov.bc.ca]

Sent: 2015, June 18 3:42 PM

To: Highnam, Kent

Subject: Fw: JI instructor re classroom management

Hi Kent,

Just touching base re the below. We haven't heard back from the JIBC yet.

Also, we're starting to field questions on all the courses and wondered if we have information on the following:

1. Summary descriptions of the courses;
2. The contact person at JIBC for teachers who will be taking the courses at the TRB's direction to phone for info on dates, costs, and content; and
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Thanks!  
Katarina

----- Original Message -----

From: Bickerton, Laura EDUC:EX  
Sent: Thursday, June 18, 2015 03:28 PM Pacific Standard Time  
To: Hodak, Katarina EDUC:EX  
Subject: RE: JI instructor re classroom management

I sent your and Bruce's name/email to Jennifer at the JI. They were to be in touch with you directly. If you haven't heard by tomorrow, let me know and I will light a fire under them. L

Laura Bickerton  
Director – Integrated Services and Safe Schools Ministry of Education  
Phone: 604.775-4828  
Laura.Bickerton@gov.bc.ca

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
ON TWITTER: @ERASEBULLYINGBC

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We're just in the PCU boardroom chatting about this...

Thanks,  
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## Chritchley, Matt EDUC:EX

---

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Laura Bickerton  
Director – Integrated Services and Safe Schools Ministry of Education  
Phone: 604.775-4828  
Laura.Bickerton@gov.bc.ca

ON THE WEB: [WWW.ERASEBULLYING.CA](http://WWW.ERASEBULLYING.CA)  
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# Course & Instructor Feedback - COUN-1037, Reinforcing Respectful Professional Boundaries

\* Filtered: 16SS-COUN-1037-NW001; Aug 31-Sep 2 '16

TOTAL RESPONSES

16

COMPLETED RESPONSES

11

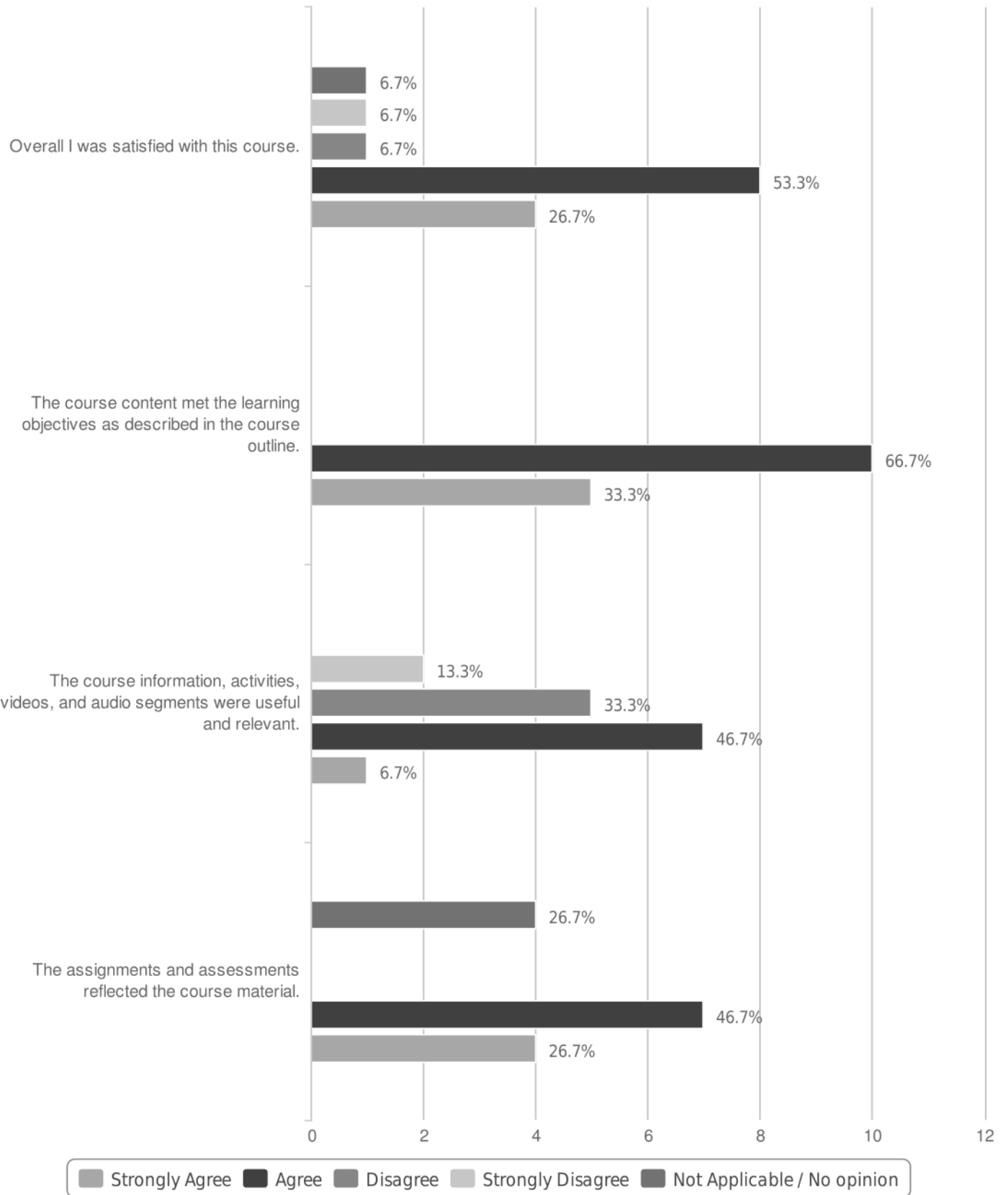
COMPLETION RATE

69%

COMPLETION TIME

4:40

1 - Course feedback:



2 - If you could make one change to this course to improve it, what would that change be?

Response	Count
	10 responses

The course was excellent, the presenters fantastic and the dialogue amazing. I was looking more for an aspect on staff to staff boundaries.

Day 3 video on sex offenders was not an appropriate resource for the discussion of this issue

Try to incorporate some time to get into a role play situation where individuals need to deal with a certain situation. The case studies were great so just an extension of that.

I'm not sure that the time spent on sexual improprieties and pedophilia were necessary. Although none of us knew why people were enrolled in the course, I suspect that teachers who have been accused of crimes in these (sordid) behaviours would be dealt with more harshly than taking a three day course. This view was agreed upon in our table group - it was not relevant to the course.

I thought the video on sexual abuse was a bit too involved. The course is about respectful boundaries and I felt this particular topic was overemphasized. I agree that it is an important topic to discuss, but felt it was more for a counselling course. Maybe it could be condensed some how. Also, leaving such a heavy topic to be discussed on the final day sort of left me feeling a bit deflated. Might be better to show on day 2

Not have instructors who have worked with the TRB/College of Teachers. Potential conflict of interest?

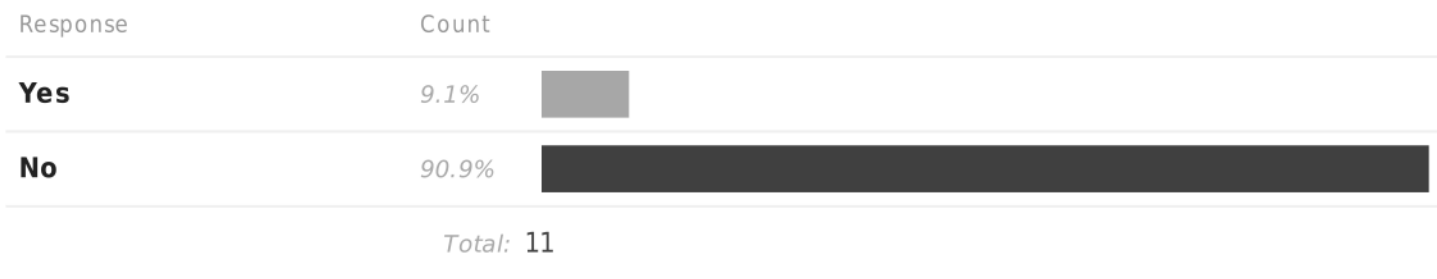
There was a section in the course on sexually abused kids that was not needed in such detail with videos.

The course needed to concentrate less on pedifiles and more on case studies of connections to people in the course.

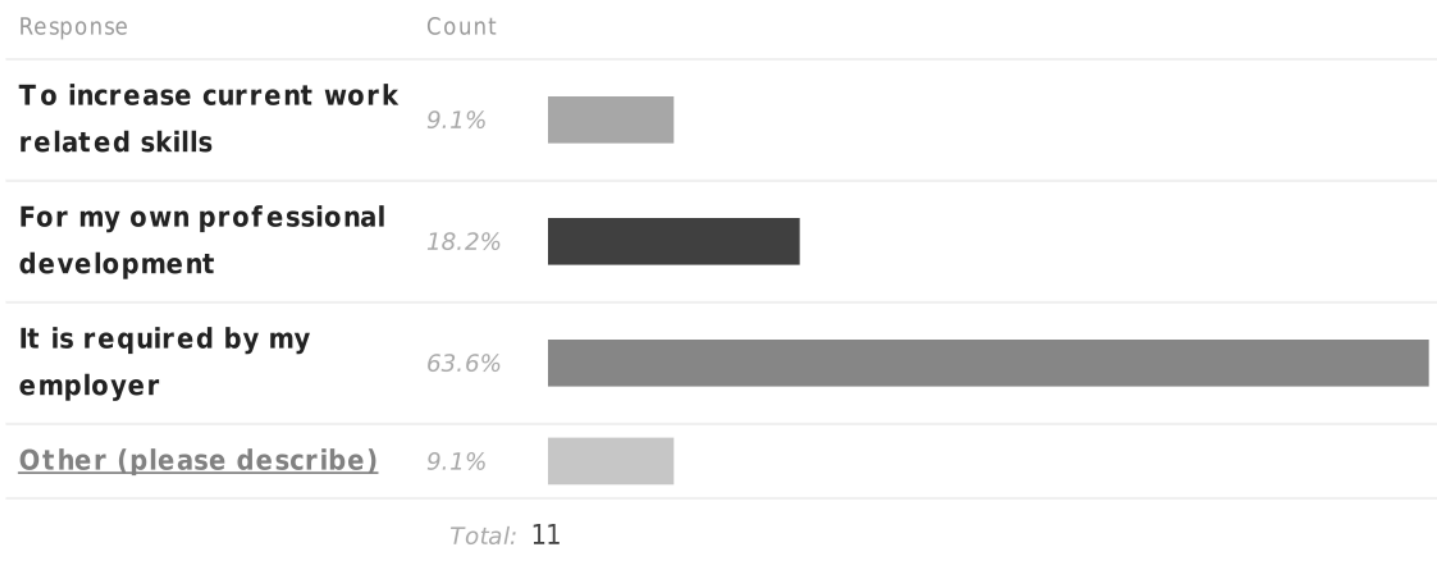
The instructors were wonderful, and they created a really positive learning environment - no easy task. However, we had many questions regarding grey areas that were not given enough time or consideration. We were asked to give specific topics we had questions about on the first morning but most of those were not adequately addressed by the end of the course. I really enjoyed the instructors, I wish we had content that was more relevant.

There were several Administrators in the class. I would have liked to hear the "View from the other side of the desk." About 1/3 course was actually teaching training not boundaries work. that was all "University teacher training" curriculum, and could be cut. Need to spend a lot more time on the participant created dioramas.

3 - Have you taken a course from the JIBC before?

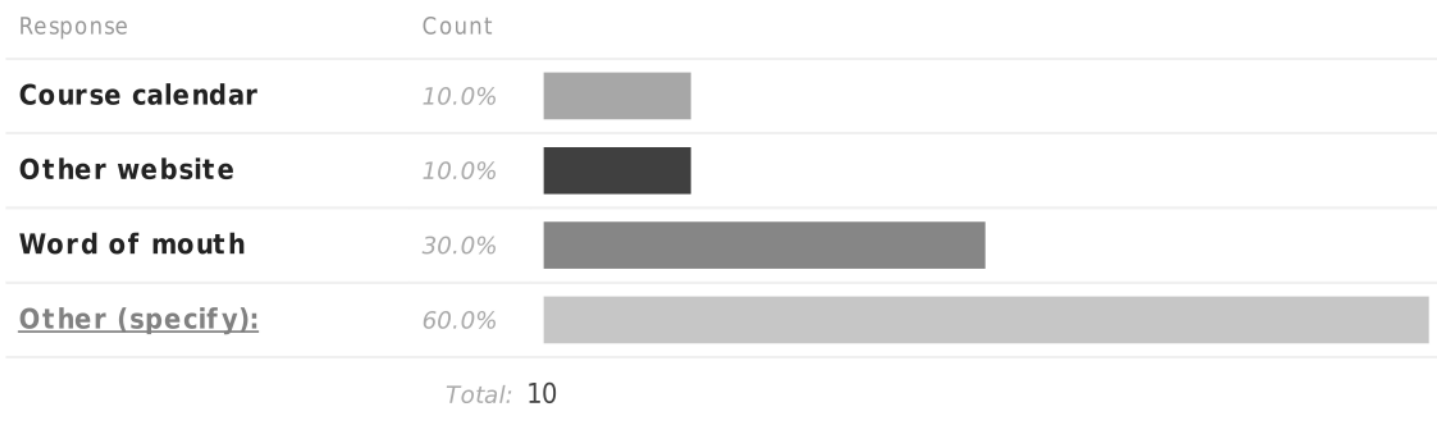


#### 4 - What is the main reason you are taking this course?



Required by TTeacher Regulation Branch

#### 5 - I heard about this course from:



---

Through my employer

---

Recommended by BCPVPA

---

Employer

---

HR from my school district

---

TRB

---

from my institution

---

## 6 - What, if anything, would you change about your experience to date with the JIBC?

Response

Count

2 responses

---

---

More content on staff to staff boundaries

---

The date of the course was not convenient in that I needed to be at my school meeting with staff during this time

---

## 7 - Age

Response

Count

**35 - 39**

9.1%



**40 - 44**

27.3%



**45 - 49**

27.3%



**50 - 54**

18.2%



**60 - 64**

9.1%



**65 and over**

9.1%






Total: 11

---

## 8 - Highest Education Level



Response	Count	
<b>Bachelor degree</b>	27.3%	
<b>Some graduate level attendance</b>	27.3%	
<b>Master's degree</b>	45.5%	
<i>Total: 11</i>		

#### 9 - Gender

Response	Count	
<b>Male</b>	72.7%	
<b>Female</b>	27.3%	
<i>Total: 11</i>		

#### 10 - Did you have more than one (1) instructor for this course?

Response	Count	
<b>Yes</b>	15 100.0%	
<i>Total: 15</i>		

#### 11 - Please specify the lead instructor's name.

Variable	Count
<b>First Name</b>	11 responses
<b>Last Name</b>	11 responses

---

Bell Gadsby

---

Bikerton

---

Bickerton

---

Bickerton

---

Bickerton

---

Gadsby

---

Bickerton

---

A

---

B

---

B

---

Bickerson

---

---

Cheryl

---

Laura

---

Laura

---

Laura

---

Laura

---

Cheryl

---

Laura

---

Cheryl

---

Karen

---

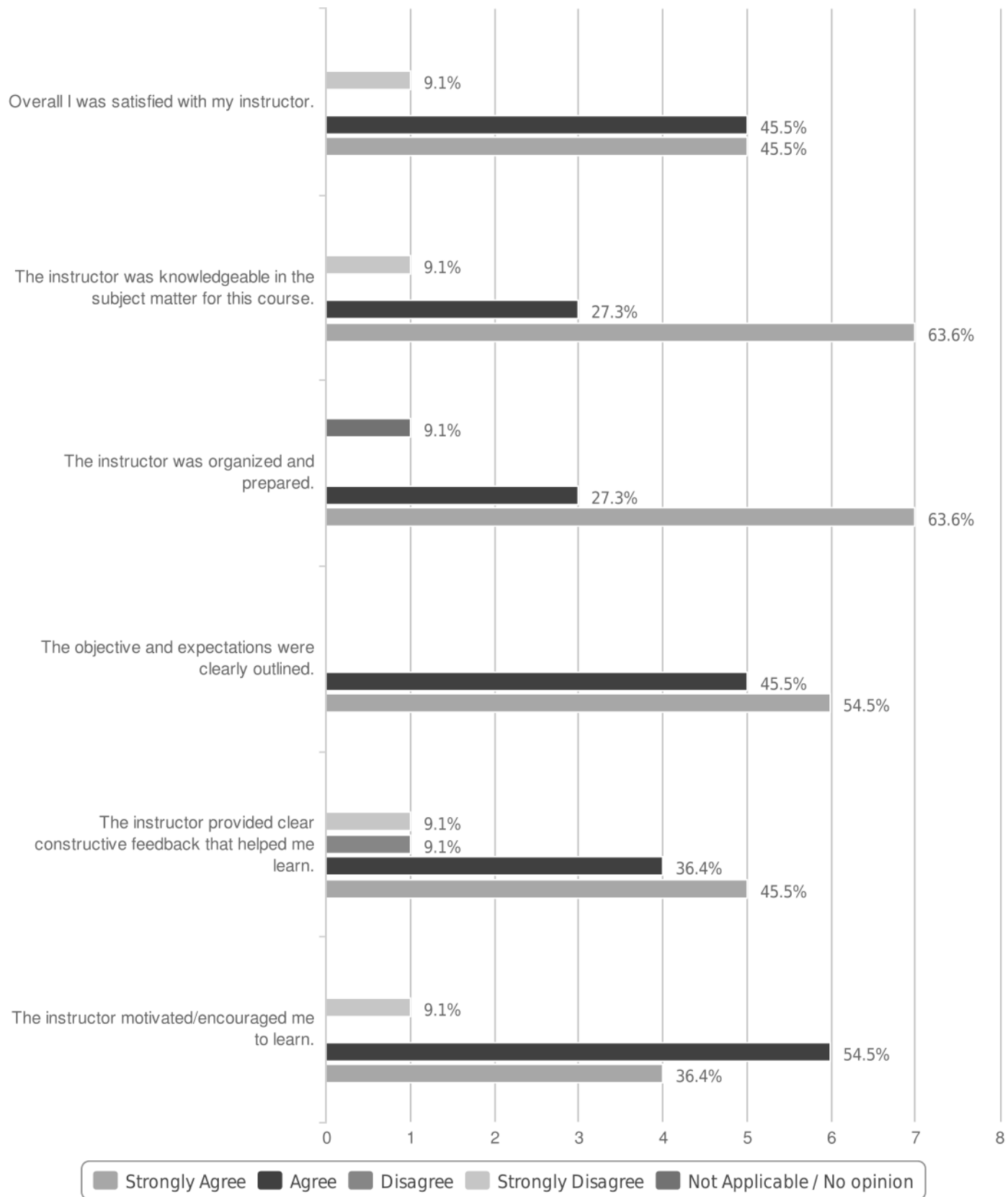
Laura

---

Laura

---

12 - Instructor feedback - lead instructor:



13 - What would you suggest to improve instruction?

No data available to display

14 - Please specify the next instructor's name.

Variable	Count
<b>First Name</b>	11 responses
<b>Last Name</b>	11 responses
Bickerton	
Gadsby	
Gadsby	
Bell Gadsby	
Bell-Gadsby	
Bickerton	
Bell Gadsby	
A	
S	
??	
Bell-Gadsby	

---

Laura

---

Cheryl

---

Chery

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Cheryl

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Cheryl

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Laura

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Cheryl

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Laura

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Cheryl

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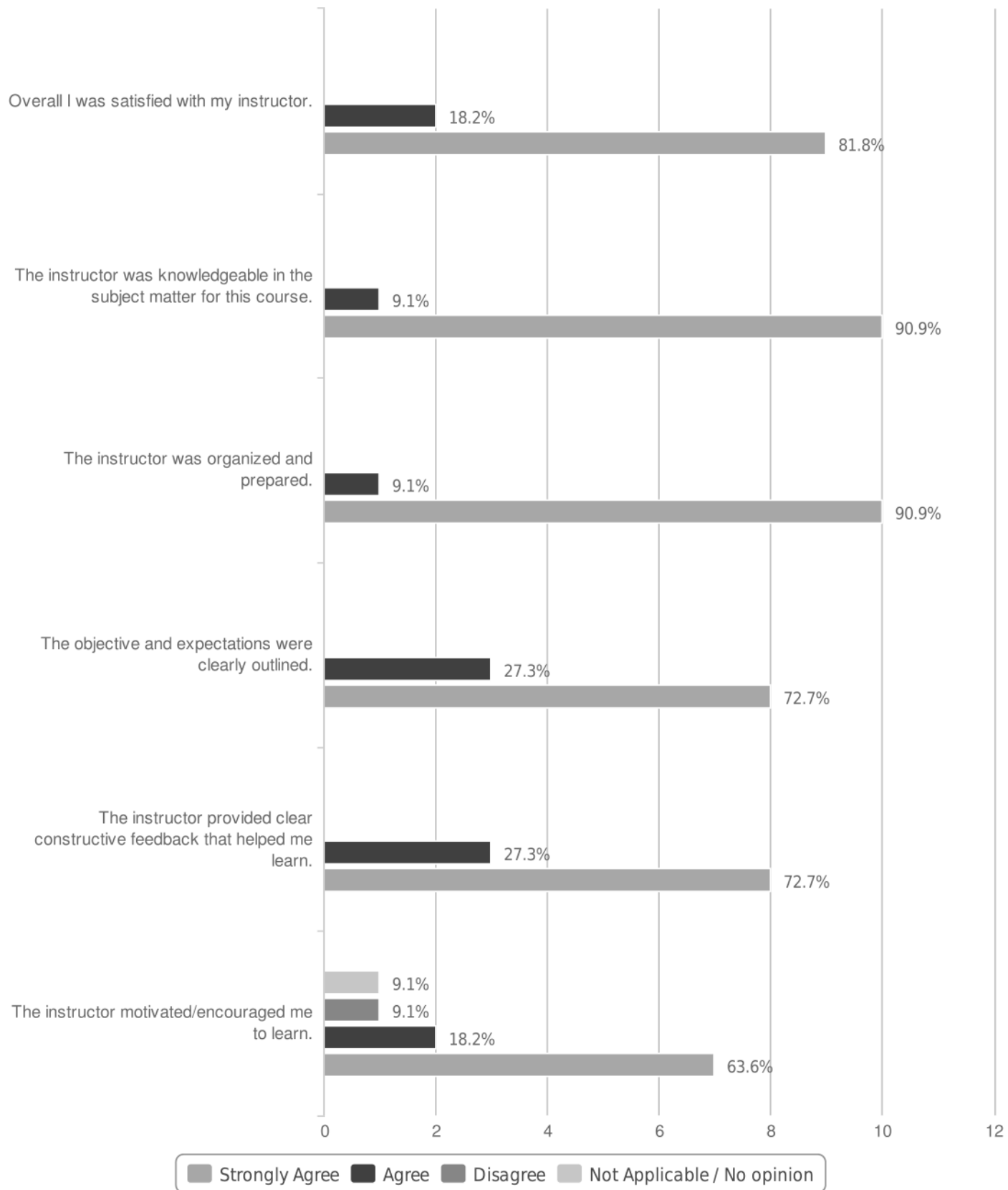
Cheryl

---

Cheryl

---

15 - Instructor feedback - second instructor:



16 - What would you suggest to improve instruction?

Response	Count
	4 responses
See previous comment	
very professional and empathetic instructor.... no improvement needed	
Laura was amazing.	
For many of my answers I would have preferred to answer "somewhat agree".	

## **Mitchell, Preeya R EDUC:EX**

---

**From:** Sharma, Preeya R EDUC:EX  
**Sent:** Friday, May 15, 2015 10:11 AM  
**To:** XT:Highnam, Kent CLBC:IN  
**Cc:** Hodak, Katarina EDUC:EX  
**Subject:** TRB Inquiry: JI Classroom Management Course

Hi Kent,

As discussed on Tuesday, I'm following up regarding the classroom management course. I understand you are looking for an instructor to run it in August. If you've identified an instructor and a date since our conversation, please advise. If that information is confirmed in the next two weeks, it would be greatly appreciated if you could advise us of the course date. As you know, we have agreements we'd like to send out requiring the course as a condition. We need to provide the teachers with enough time so that they are available for the course.

I've cc'd the a/Director for professional conduct, Kat Hodak, here. If you let Kat know, she'll ensure our legal counsel is informed. I'll be away for the next two weeks, back on June 1. Hope you have a great long weekend.

Cheers,

**Preeya Sharma**

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