SHCs Discussions:

PD requirements - bullying, abuse, harassment, discrimination

**Question:** From Jocelyn MacLeod, August 18 2016:

I am hoping that you might be able to provide me with information regarding the following:

* Within legislation from your province do you have a requirement regarding staff professional development in the education sector (e.g., teachers, principals, teacher assistants, caretakers, bus drivers) in the areas of bullying, abuse, harassment or discrimination?  If it is not in legislation, do you have another means of mandating this type of professional development in the education sector?
* Have any of you entered into an agreement with any organization that could provide this type of training?  We are especially interested in online training resources.

Any information surrounding these topics would be greatly appreciated. We are trying to get a stronger understanding of practices put in place throughout the country.

I apologize for the tight timeline; if you could provide your feedback by **August 25th, 2016** it would be greatly appreciated.

**Answers:**

**1. from Jennifer Wood, August 19 2016:**

Hi Jocelyn,

I can provide some links that might be helpful around Manitoba’s Safe and Caring Schools:

<http://www.edu.gov.mb.ca/k12/safe_schools/history.html>   this link provides a history of the legislation and policy introduced in MB.

<http://www.edu.gov.mb.ca/k12/safe_schools/index.html>  this link provides an overview of the Safe and Caring Schools as well as some of the resources Manitoba has developed. If you follow the links on the left hand side there is plenty of information.

We are also currently funding a pilot with Women’s Health Clinic about Body Positivity which I would be happy to chat about should you be interested.

Paul was there anything else you can think of in terms of teacher training or staff professional development?

Hope this helps,

Jennifer

**2. from Scott Beddall, August 19 2016**

Hi Jocelyn,

My colleague, Sanja, is away on vacation until Monday, and is more in the loop on this, but in the meantime I wanted to send some info along and Sanja can add to it when she comes back.

Back in June 2012, our Premier announced the ERASE Bullying Strategy. Among the 10 components of the strategy, one of them is a multi-year, multi-level training program for educators and community partners to help them build positive school cultures and identify and address bullying, harassment, discrimination and threats. The strategy also includes anti-bullying and threat assessment training for pre-service teachers, and school districts are required to designate a district safe schools coordinator.

While we have a few pieces of legislation here in BC that impact the development of school policies and procedures that help create safe school cultures and prevent bullying and violence (see <http://www.bced.gov.bc.ca/sco/guide/scoguide.pdf#page=61>), we don’t have specific legislation requiring the ERASE training. I’ll defer to Sanja for more information on how our Ministry of Education has ensured the widespread participation in the ERASE training opportunities.

Our Ministry of Education has worked with Theresa Campbell and Kevin Cameron from Safer Schools Together (<http://saferschoolstogether.com>) to develop and deliver the training program. Again, Sanja would have more details on this.

More information on the ERASE strategy can be found at <http://www.erasebullying.ca/index.php> and <https://news.gov.bc.ca/stories/premier-announces-erase-bullying-strategy>

Cheers,

Scott

**3. from Paul Paquin, August 19 2016**

As part of 2013 Safe and Caring Schools legislation, school boards are required to provide respect for human diversity training to staff (anti-bullying etc). The department doesn't dictate training content.

Paul

**4. from Jeff Bath, August 23 2016**

Hello Jocelyn,

As per your request:

Here is the link Alberta Education’s Teacher Growth, Supervision and Evaluation Policy: <https://education.alberta.ca/media/1626684/tgse.pdf>

* School authorities usually set their own PD agendas – however most align with the Ministry Business Plan – so feasibly if government were to make those items a priority or goals/strategies in the business plan – there would be greater odds that PD in those areas would take place.
* This section from the Teacher Growth, Supervision and Evaluation Policy speaks to that Professional Growth Plan’s are mandatory – but that the content is chosen by individual teachers – (notice the language about “takes into consideration. . . “

Teacher Growth

3 A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the **School Act** if required by the policy of the school authority or ECS operator,

is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4 An annual teacher professional growth plan:

(a) may be a component of a long-term, multi-year plan; and

(b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

5 At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6 If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7 Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8 Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

As well, section 45.1(1) of the [School Act](http://www.qp.alberta.ca/documents/Acts/s03.pdf) regarding a board’s responsibility to provide a welcoming, caring, respectful and safe learning environment.  The board has this responsibility through the actions of its employees, however, Alberta Education does not dictate “how” they are to accomplish this with their employees – naturally PD is a part of this. . .

Let me know if you need anything further

Jeff

**4. from Jennifer Munro-Galloway August 24 2016**

Hi Jocelyn,

My colleagues who work in our Safe Schools Unit put this response together for you. If you have any questions, please let me know.

The Education Act requires:

* all school boards to provide safe, inclusive, and accepting learning environments for all students (regardless of sex, sexual orientation, gender identity, gender expression, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, marital status, family status, disability or other factor).
* school boards to establish and provide annual professional development programs for teachers and other staff about bullying prevention and strategies for promoting positive school climates. The details are further set out in policy in Policy/Program Memorandum 145 Progressive Discipline and Promoting Positive Student Behaviour, in section 11 (page 14) <http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf>

It is up to individual school boards to choose the source(s) and type(s) of training that best meet their board and school community needs.  The Ministry does not mandate any particular third party organization’s training for school boards, although it works with diverse stakeholders to support effective implementation and fund innovative, evidence-informed tools, resources and professional learning supports and opportunities for schools and boards across Ontario (e.g. to Support Indigenous/LGBT students etc.).

FYI – For context, you can view Ontario education facts here <http://www.edu.gov.on.ca/eng/educationFacts.html>

Thanks,

Jennifer

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