

Boundaries Package

Langley Teachers' Association

December 2017

Teacher Regulation Branch standards

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families, and community in schools.
5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.
6. Educators have a broad knowledge base and understand the subject areas they teach.
7. Educators engage in career-long learning.
8. Educators contribute to the profession.

BCTF Code of Ethics

The BCTF Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union.

1. The teacher speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare.
3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.

4. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate officials who are in a position to offer advice and assistance (see note at end).
5. The teacher acknowledges the authority and responsibilities of the BCTF and its local associations and fulfills obligations arising from membership in her/his professional union.
6. The teacher adheres to the provisions of the collective agreement.
7. The teacher acts in a manner not prejudicial to job actions or other collective strategies of her/his professional union.
8. The teacher neither applies for nor accepts a position which is included in a Federation in-dispute declaration.
9. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

Note: It shall not be considered a breach of Clause 5 of the Code of Ethics to report reasonable grounds for suspecting child abuse to proper authorities according to legal provisions and official protocol requirements.

Some Danger Signs

This is not a definitive list, nor does each of these behaviours apply to all teachers in every context or situation.

visits to the student's home	discussions about the student or teacher's private life
socializing with the student as a friend	comments or discussions on or about sexual matters
personal notes to the student	compliments or comments on the student's physical appearance
verbal or written expressions of affection	accessing the employer computer network for personal use
off-duty visits with the student	frequent private conversations with the student
hugs and touching	secrecy surrounding the relationship
electronic mail conversations	social networking and publishing of web documents
exchanging gifts	excessive attention to the student relative to the rest of the class and/or other activities outside the boundaries of a traditional student-teacher relationship

Cybertips for teachers

Be professional

Teachers are professionals and expected to model ethical and appropriate cyberconduct.

Teachers hold a position of trust with students and will be held accountable if their actions expose students to inappropriate material or communications.

Be prudent

At work:

- Maintain exemplary professional standards when sending email messages to students, parents, colleagues and administrators.
- Always keep a copy of your email messages.
- Use a teacher voice when communicating with students via email.
- Use Canadian spelling and grammar checks.
- Use a signature that includes your name, assignment title, and school name.

But don't:

share your password with other colleagues or students.

- leave your computer on and unattended when students are around.
- send unnecessary attachments with your emails.
- write emails using all capital letters—it comes across as shouting.

At home, don't:

- use your home/personal computer to contact students or parents.
- permit images of yourself to be taken and posted on any site without appropriate privacy safeguards.
- post criticism of colleagues, students or administrators on social networking sites.
- share confidential information about students, colleagues, or administrators on social networking sites.
- post confidential images and information about yourself on social networking sites.

Be prepared

Despite all precautions, if you find yourself the target of cyberbullying:

- Make copies of all questionable messages/web postings/information and other related materials and date, including the URL.
- Demand that the sender stop transmitting or posting the material and state that the conduct is unacceptable and inappropriate.
- Do not engage with the person who is targeting you as this may escalate the situation.
- Advise the administration of your school of the inappropriate communication if the situation requires immediate action and/or if the inappropriate communication continues.
- Access appropriate support/guidance through the school board/district cyberconduct policy or manual.
- Contact the parents of the student who is cyberbullying you.

- Inform and involve your school-based Occupational Health and Safety Committee.
- Contact your local teachers' organization if the actions taken to address the inappropriate communication are ineffective and/or if you need further support/advice.

Remember - Nothing is truly private when you use digital communication. When you are using board equipment and communication links, the board can access all your messages and online sites visited if any of this communication went through board servers or has been accessed using board equipment.

Forms of cyberbullying which are considered criminal acts:

- Communicating repeatedly with someone if the communication causes someone to fear for their own or others' safety.
- Publishing a defamatory libel—something that is designed to insult a person or likely to hurt a person's reputation by exposing him or her to hatred, contempt or ridicule.
- Spreading hate or discriminations based on race, national or ethnic origin, color, religion, age, sex, sexual orientation, marital status, family status or disability may be a violation of the Canadian Human Rights Act and/or provincial/territorial human rights legislation.
- If there is a question as to whether the inappropriate communication is criminal or not, call the police. At this point it may also be necessary to involve Internet Service Providers (ISPs) and Mobile Telecommunication Service providers in addressing the inappropriate communication to the point of deleting the offending material from temporary/permanent sites and archives.

Know your rights, know your responsibilities

Activities that can result in disciplinary action against a teacher:

- Visiting inappropriate websites (i.e., adult content, racist, pornographic).
- Sending or forwarding offensive jokes and pictures via email.
- Online gambling using school board equipment.
- Downloading audio, video or text-based material in violation of copyright laws.
- Using board/employer equipment to engage in activities related to a second occupation.
- Constant text messaging, instant messaging, and or emailing during school time.
- Posting pictures of yourself and sharing them over the net, especially if they are suggestive or inappropriate.
- Posting comments about students, parents, fellow colleagues, or administrators online.
- Engaging in personal email exchange with students.
- Engaging in inappropriate conversations about fellow colleagues through emails or social networking sites.
- Criticizing principals, superintendents, school trustees or school boards, personally or professionally, online.
- Sharing confidential board information through the board email system or a social networking site.