



BC College of Teachers  
400 2025 W Broadway  
Vancouver BC V6J 1Z6  
604.731.8170  
604.731.9145 (Fax)  
www.bcct.ca

# Person Complaint Form

## Step 1: Clarify the Issues

1. Is the person you are complaining about a member of the College? (You can check the College's Public Register of Certificate Holders at <a href="http://www.bcct.ca">www.bcct.ca</a> .)	Yes	No
2. Does the complaint relate to the behaviour of an educator?	Yes	No
3. If so, does this conduct conflict with the College's <i>Standards of Professional Conduct</i> (attached)?	Yes	No
4. Does the conduct represent a single action or a pattern of behaviour?	Single	Pattern
5. Have you spoken with the educator about your concerns?	Yes	No
6. Have you spoken with the educator's supervisor or followed a complaint resolution process at the district level or through another agency?	Yes	No
7. Do you have specific examples and/or documents to support your complaint?	Yes	No
8. Have you read <i>Person Complaints: A Guide for Complainants</i> ?	Yes	No
9. Do you have support or assistance? (If you are a parent, you may request assistance through the BCCPAC Advocacy Project at 1.888.351.9834)	Yes	No

## Step 2: Your Contact Information

Name			
Street Address			
City/Town		Postal Code	
Telephone		E-mail	

## Step 3: Describe the Issue(s)

Member's Name	
School or District	





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Have you made this complaint to other agencies? If so, what was the outcome?


What outcome are you seeking in making this complaint to the College?


## Forward to the College

Sign and date this form, then mail or fax it to the attention of the Intake Officer at the College (see address and fax number on the first page of this form). You will be advised in writing of the process to follow.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

The member(s) will receive a copy of Section 3 of this complaint and any attachments, or a copy of your letter of complaint. The member(s) will be provided with your name.



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**British Columbia College of Teachers**  
**Standards for the Education, Competence and Professional Conduct of Educators in British Columbia**  
*Third Edition, February 2008*

- 1. Educators value and care for all students and act in their best interests.**  
Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.
- 2. Educators are role models who act ethically and honestly.**  
Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.
- 3. Educators understand and apply knowledge of student growth and development.**  
Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.
- 4. Educators value the involvement and support of parents, guardians, families and communities in schools.**  
Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.
- 5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.**  
Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.
- 6. Educators have a broad knowledge base and understand the subject areas they teach.**  
Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.
- 7. Educators engage in career-long learning.**  
Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.
- 8. Educators contribute to the profession.**  
Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.