

The Teachers' Federation Act, 2006 grants to the Saskatchewan Teachers' Federation the authority to receive and review complaints regarding the conduct and practices of its members. This legislation, along with *The Registered Teachers Act*, *The Education Act*, 1995 and *The Education Regulations*, 1986, provides the framework for teacher regulation in Saskatchewan.

The Federation is required by law to refer all complaints that raise, or potentially raise, a question of professional misconduct or professional incompetence to the Saskatchewan Professional Teachers Regulatory Board.

PROFESSIONAL COMPLAINTS PROCESS REGARDING STF MEMBERS

Federation members include all teachers, as defined in *The Education Act*, 1995, which includes principals, vice-principals and various other positions requiring a teaching certificate in a PreK-12 Catholic, public or Francophone school in Saskatchewan, as well as those teachers working in the Saskatchewan Distance Learning Centre, Associate Schools and Historical High Schools.

To initiate a professional complaint regarding a member of the Federation, please complete, print and sign this form and forward it to:

Saskatchewan Teachers' Federation
Attention: Executive Director
Professional Complaints Process
2317 Arlington Avenue
Saskatoon, SK S7J 2H8

If you have any questions or require assistance to complete this form, please contact the Federation at 1-800-667-7762 or 306-373-1660 in Saskatoon.

Upon receipt of the completed form, the Federation will:

- Contact the complainant to help determine an appropriate course of action. Appropriate courses of action may include directing the complainant to processes with the school division or the SPTRB.
- Open a professional complaints file.
- Send a letter of acknowledgement to the complainant(s).
- Send a letter and a copy of the complaint to the teacher who is the subject of the complaint.
- Notify the subject of the complaint that they may provide a written response to the complaint within 20 calendar days.
- Forward a copy of the complaint, the written response (if provided) of the individual named in the complaint and any relevant information to the Federation's Professional Complaints Committee to initiate a professional complaint review.
- If the complaint raises, or potentially raises, a question of professional misconduct or professional incompetence, it will be referred to the Saskatchewan Professional Teachers Regulatory Board.
- Following the review and any subsequent proceedings held, the Federation will send letters to inform the complainant(s) and the teacher who is subject of the complaint of the status of the complaint and any subsequent proceedings.

Please Note:

The STF Professional Complaints Committee process is for the initial review, investigation and response to substantial complaints that, if proven, breach the Code of Ethics or Standards of Practice.

Once the complaint has advanced past the initial review by the PCC, the complaint can no longer be withdrawn and must be concluded via the appropriate process as recommended by the PCC and so ordered by the STF Executive.

Anyone who has reasonable grounds to believe that a child is being abused, neglected or in need of protection shall comply with any legal duty, pursuant to *The Child and Family Services Act*, or otherwise, to report the matter to the appropriate authority which may be a police officer or a child protection officer.

PROFESSIONAL COMPLAINTS PROCESS REGARDING NON-STF MEMBERS

If you have a professional complaint regarding a registered teacher as defined in *The Education Act, 1995* which includes principals, vice principals, and various other positions requiring a teaching certificate employed in a PreK - 12 independent school or a federally funded school on reserve, please contact the Saskatchewan Professional Teachers Regulatory Board.

If you have a professional complaint regarding an out-of-scope administrator working for a school division, please contact the League of Educational Administrators, Directors and Superintendents.

COMPLAINANT(S) INFORMATION

Name(s)

Address

Email Address

City/Town

Province

Postal Code

Phone

TEACHER INFORMATION

Note: If making a complaint against multiple teachers, a separate form must be completed for each teacher. Complaints naming a group will not be processed.

Name

School

School Division

Email Address

Phone

Check (all) actions taken so far to address your concern:

- ☐ Discussed my concern with the teacher.
- ☐ Spoken to the school principal regarding the matter.
- ☐ Communicated with the school division – Superintendent or Director of Education
- ☐ Have had meetings with: _____

In addition to the STF Code of Ethics and Standards of Practice, and pursuant to Section 30 (Ethical Conduct) of *The Teachers' Federation Act, 2006*, the following conduct is deemed to be a breach of the Code of Ethics for teachers. Please mark if you believe any of the following have been breached:

- ☐ willfully taking, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.
- ☐ willfully circulating false reports, derogatory to any fellow teacher or any other person directly associated with education in Saskatchewan.
- ☐ maliciously, carelessly, irresponsibly or otherwise than in fulfillment of official duties, criticizing the work of a fellow teacher in such a way as to undermine the confidence of the public and students.
- ☐ publishing or circulating any false or mischievous statement or entering into any collusive arrangement intended to circumvent or nullify any of the Acts of Legislature pertaining to teachers or schools or any of the regulations of the Ministry.

Pursuant to STF Bylaw 6 (Professional Ethics and Practice), these are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system. Please mark if you believe any of the below have been breached:

Commitments to the Profession

- ☐ 6.1.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.
- ☐ 6.1.2 To strive to make the teaching profession attractive and respected in ideals and practices.
- ☐ 6.1.3 To act in a manner that respects the collective interests of the profession.
- ☐ 6.1.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching.

Commitments to Teaching and Learning

- ☐ 6.1.5 To provide professional service to the best of one's ability.
- ☐ 6.1.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.
- ☐ 6.1.7 To respect the right of students to form their own judgments based upon knowledge.
- ☐ 6.1.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.
- ☐ 6.1.9 To respond generously and appropriately to colleagues seeking professional assistance.
- ☐ 6.1.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.
- ☐ 6.1.11 To protect the educational program from exploitation.

Commitments to the Community

- ☐ 6.1.12 To model the fulfilment of social and political responsibilities associated with membership in the community.
- ☐ 6.1.13 To respect the various roles and responsibilities of individuals involved in the educational community.
- ☐ 6.1.14 To keep the trust under which confidential information is exchanged.
- ☐ 6.1.15 To keep parents and the school community informed of an appropriately involved in decisions about educational programs.
- ☐ 6.1.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.
- ☐ 6.1.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.
- ☐ 6.1.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

These are the core principles of competent teaching practices for Saskatchewan teachers, expressed as commitments to the standards of practice, each of which teachers may demonstrate in various ways throughout their careers. Please mark if you believe any of the following have been breached:

Commitments to Standards of Practice

- ☐ 6.1.19 To create and maintain a learning environment that encourages and supports the growth of the whole student.
- ☐ 6.1.20 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
- ☐ 6.1.21 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
- ☐ 6.1.22 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
- ☐ 6.1.23 To carry out professional responsibilities for student assessment and evaluation.
- ☐ 6.1.24 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
- ☐ 6.1.25 To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
- ☐ 6.1.26 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
- ☐ 6.1.27 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
- ☐ 6.1.28 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

In reference to the STF Code of Ethics or Standards of Practice, at the end of this document, provide a clear description of the matter for which you are filing a complaint. Include as much detail as possible in chronological order, including witnesses, dates and times, frequency of the occurrence(s) and any steps you may have taken to resolve the matter at the classroom, school or school division level. Include the impact of effects the alleged behaviours have had on you or others.

Please include with this form any documentation to support your allegations – email communications, letters, texts, photos and/or screenshots of social media content.

Provide a brief and clear description of the concern(s) you have about the teacher named in the complaint.

If additional space is required, please attach pages, that are signed and numbered, to this complaint form.

Save

Print

Reset

SIGNATURE OF COMPLAINANT(S)

Signature(s)

X

X

X

Date

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(Day/Month/Year, e.g., 31 JAN 2000)