

## **Douglas Agar, Ph.D.**

### **Vancouver Island Zone**



#### **Academic Background and Education**

- Doctorate of Philosophy (July 1991-July 1995) Emphasis in Developmental and Educational Psychology
- Master of Arts (January 1989 – July 1991) Emphasis in Developmental Psychology
- Master of Education (September 1986-May 1988) Emphasis in Adult Education
- Bachelor of Arts (September 1982-May 1985) Emphasis in Psychology
- Bachelor of Education (September 1976-May 1980) Emphasis in Secondary Education

#### **Employment History and Professional Service**

I feel that I can offer the BC Teachers' Council a wealth of experience, at a variety of levels, over an extensive career of working in education. I have had the good fortune to work as a teacher, school psychologist and administrator in a host of different settings: (1) as the Special Education Department Head in a large suburban high school supervising several programs; (2) as the multi-disciplinary team leader for student support services; (3) as District Vice-Principal – Student Support Services; (4) Coordinator in the Diversity, Equity and Early Years Branch in the Ministry of Education; (5) consultant to the Director of Learning Services at the Ministry of Education; and (6) a District Instruction Support Teacher.

In my current position as a District Instruction Support Teacher, I am very familiar with the Ministry of Education's policy and also I am very aware of the importance of collaborating with others to deliver the best service to individual students and schools. I have also had the privilege of teaching as a sessional lecturer at UVIC and for the UBC Graduate Certificate in Special Education at Thompson Rivers University. I was the President of the British Columbia Association of School Psychologists (BCASP) and worked extensively with the Ministry of Education as well as other provincial agencies to support teachers, School Psychologists and students across the province.

#### **Community and Public Service**

I have also had the opportunity to contribute to the community as a board member of such organizations as the United Way.

#### **Election Statement**

The BC Teachers' Council, in this upcoming term, will have to address a series of unique challenges that have evolved out of the recent Supreme Court of Canada ruling around composition and class size in BC schools. Teaching has always been both challenging and rewarding; however, in the recent conversations around class size, complexity and remedy we may have put ourselves at risk of losing sight of the first Standard of the BC Teachers' Council "*Educators value and care for all students and act in their best interest.*" I feel it is incumbent upon all of us to be respectful and to acknowledge the good work that teachers do each day, but we also need to remember that we have a commitment to all students and that we need to continue to support the most vulnerable students in our schools and recognize the impact that our decisions as educators has on them and their families.

The existing BC Teachers' Council Standards may be up for a revision during this next term and one of the many considerations will be how to best address the influx of new teachers into a work force, which has been relatively stable for several years. The BC education system has a unique opportunity to take the experience and knowledge of seasoned teachers and meld it with the new pedagogy and youthful optimism of new hires to produce a learning environment that reflects collaboration and mentorship in the true spirit of the Standards.