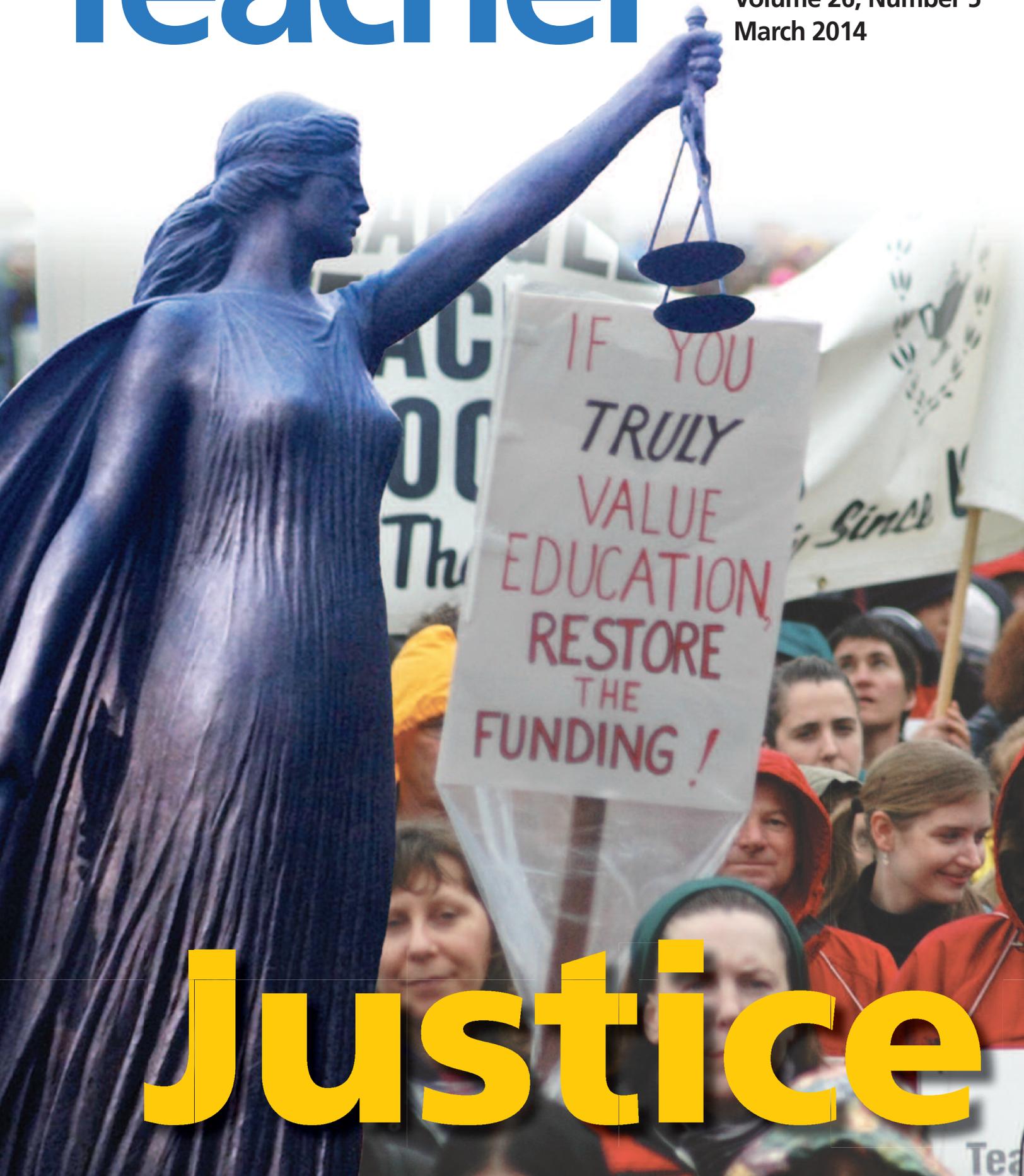


Teacher

Newsmagazine
BC Teachers' Federation
Volume 26, Number 5
March 2014



Justice

President's message

Our day in court



Susan Croll Photo

January 27, 2014, is a day that will live in my memory forever.

We had scheduled a news conference for 10:00 a.m. to mark the 12th anniversary of the day when Christy Clark, then education minister, brought in the *Education Choice and Flexibility Act* and launched her scorched earth policy on our collective agreements.

I made a brief presentation about the legal battles we've gone through over the past 12 years, the violations of our Charter rights, the government's failure to deal with the repercussions of the 2011 Supreme Court ruling, and the significant damage done to public education in BC—200 schools closed, cuts to 3,500 teaching positions, including 1,400 specialist teachers, and today's reality of 16,000 classes with four or more students with special needs.

I talked about how children who were in Kindergarten back in 2002 are now in Grade 12 and about to graduate. Their entire school careers have been in the

context of larger classes, less one-on-one time for all kids, and reduced support for students with special needs. I told the media about how BC's per-student funding is a shameful \$1,000 less than the national average.

After a lively Q&A session with the journalists, I headed back upstairs to my office. The BCTF's Executive Director Moira Mackenzie met me in the lobby.

"We won!" she said. "We won!"

"Won what?" I asked, thinking perhaps she was referring to our application for permission to disclose our closing argument to our members.

"NO, we won the whole case!"

Immediately a sense of the surreal came over me. After all these years of fighting, and victory comes on the anniversary of that terrible legislation!

We all gathered around the big table in the office and pored over the 115-page ruling by Justice Susan Griffin. It was all there—government's failure to negotiate in good faith, their expectation that bargaining would fail, their deliberate attempts to provoke us into a strike, and the restoration of all of our illegally stripped language.

We had finally been vindicated, but at the same time I felt sad that we'd had to struggle so long to regain our rights.

So then, of course, our job was to communicate this wonderful news to the teachers of BC and to citizens across the province so we called another news conference. Soon there was a TV satellite

truck parked outside the BCTF building, and *Global News* was calling for a live interview on the Noon News.

I headed outside with a big grin on my face, and talked to reporter Grace Ke for a quick minute. When our media relations officer Rich Overgaard came back in, he tuned into Global and guess what he saw? Our new TV ad, which was timed to launch on the anniversary! "A fair deal for teachers, better support for kids."

It was a crazy good day—a day for celebrating, and also for remembering. I remembered back to the day when Christy's legislation came down, and to the bitterness we felt that our local, Burns Lake Teachers' Union, collective agreement was vapourized by it. Now we could look forward to our working conditions being restored, and our students getting better support to meet their learning needs.

Eight days later, Education Minister Peter Fassbender announced government is appealing Justice Griffin's ruling. It's disappointing, a predictable move by this government. The government was given the chance to do the right thing and turn the page, but once again they have not stepped up. So now what, where does this leave us?

We pull together once again and get back to the crucial work of affirming our rights as unionized workers, autonomous professionals, and engaged citizens building one of the finest public education systems anywhere in the world.

— Jim Iker

Teacher



Newsmagazine of the BC Teachers' Federation

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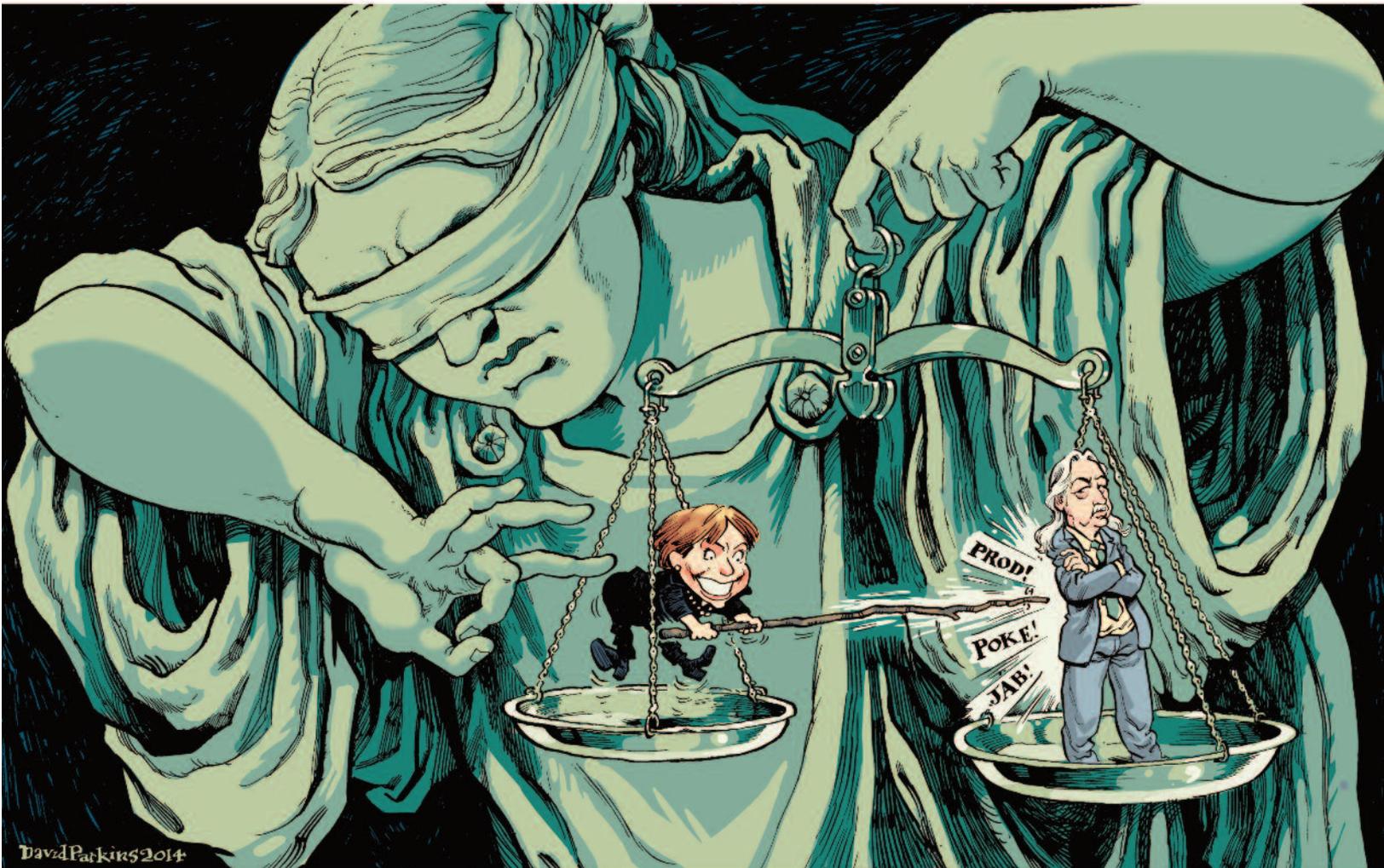
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CALM Canadian Association of Labour Media
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Scales of justice tip in our favour



The wheels of justice grind slowly. With the provincial government's decision to appeal the BC Supreme Court's landmark decision in favour of teachers, the old aphorism is proving to be all too true. We've won two rounds, but the match isn't over yet. From the outset, we knew the fight to regain our rights would be long and costly, but we respect the judicial process and understand that the rule of law is fundamental to our democracy. That is why we challenged Bills 27 and 28 in the first place, to have our democratic right to bargain collectively upheld.

Justice Susan Griffin unequivocally declared that Bill 28 and later Bill 22 were unconstitutional and that they violated our rights under Section 2(d) of the

Charter of Rights and Freedoms. Commentators have described her decision as "searing," "scathing," and "devastating" for government. For teachers, it was a welcome vindication.

No one can win a court victory, especially one as important as this, without a dedicated and powerful legal team. The teachers of BC owe a tremendous debt of gratitude to Federation Legal Counsel Diane MacDonald and her colleagues from Victory Square Law Office, John Rogers, Steven Rogers, and Amanda Merritt for their consummate skill and tireless work over the last number of years. Our thanks also go to retired BCTF staffer Brian Porter, who shared his deep

knowledge from years at the bargaining table in support of our formidable legal team.

Our lawyers proved in court that the provincial government schemed to provoke a strike, manipulate public opinion against the BCTF, and divide teachers from their union. Justice Griffin writes:

"The Court has concluded that the government did not negotiate in good faith with the union after the Bill 28 Decision. One of the problems was that the government representatives were pre-occupied by another strategy. Their strategy was to put such pressure on the

continued on page 4

from page 3

union that it would provoke a strike by the union. The government representatives thought this would give government the opportunity to gain political support for imposing legislation on the union." [Summary p. 2]

The government's unabashed display of arrogance shows contempt for collective bargaining, as well as for teachers, students, and parents. As a recent *Victoria-Times Colonist* editorial said: "The BC government threw your children under the school bus."

Now the government is seeking a stay of proceedings to prevent implementation of the decision.

As well, they are trying to prohibit us from releasing our concluding argument to our members. Why? Because it makes reference to the cabinet documents that

reveal government never had any intention of actually bargaining with us. In fact, their hidden agenda to provoke a strike is laid bare in these documents and in the testimony given by "their" witnesses in open court.

The BCTF is not waiting. We are acting. We have already filed two provincial grievances against BCPSEA.

BCTF President Jim Iker said: "Look at the evidence. It speaks for itself. Her government conspired to shut BC schools down. It was outrageous, cynical, and British Columbians should be upset. Christy Clark owes all of us—teachers, students, and parents—an apology. Clark should apologize for what has happened to a whole generation of students who have graduated since 2002. These are the students who found their

school libraries closed; who sat patiently waiting for help to understand a concept or complete an assignment; who had to wait weeks to see their school counsellor who was trying to juggle a caseload that included at least two schools."

Teachers know what is happening because of the chronic underfunding of public education. We live it every day. Justice Griffin spelled it out clearly:

"...class size and composition issues greatly impact the quality of a teacher's working conditions and job stress. The more students in a class and the more students with special needs integrated without adequate assistance, the more before and after class planning and preparation and in-class student management is required by the teacher and the less time there is available for actually teaching." [458]

And that is why we are disappointed, but not surprised the government has appealed the decision. It means that the government, once again, is making students wait.

BC Teachers' Federation legal team



(L-R): Federation Legal Counsel Diane MacDonald, John Rogers, Q.C., Steven Rogers, and Amanda Merritt, Victory Square Law Office

The BCTF is not waiting. We are acting. We have already filed two provincial grievances against BCPSEA. The first grievance concerns redress for contract violations during the period of time Bill 28 was in effect, from July 1, 2002 to January 27, 2014. The second grievance is for current violations beginning from the day of the ruling going forward.

We also have a collective agreement to negotiate. On the day he announced the government's notice of appeal, Education Minister Peter Fassbender said he wanted true collaboration to occur at the bargaining table. We could not agree more.

We challenge the government to put their political agenda aside. Come to the table and negotiate in good faith with the resources required to reach a fair deal for teachers and provide better support for students.



Outrunning Christy Clark

By Kathleen Thomson

When teachers witnessed the Liberals' landslide election victory in 2001, Christy Clark was my MLA. In the relatively small and sleepy town of Port Moody, I could not escape her. There she was shopping in our neighbourhood IGA. There she was as the newly minted Minister of Education hosting a townhall meeting to outline her prophetic plans for the future of education in BC. There she was sitting opposite me as I, in my role as president of the Coquitlam Teachers' Association, advocated for improved conditions for teachers. And there she was in her yellow slicker, joining my running club. My only consolation in those days was the fact that I could outrun her. She may have had all the legislative power, but I had the speed.

However, I and my fellow teachers could do nothing to outrun the Liberal plans to gut our collective agreement and begin what would amount to 12 years of oversized classrooms, diminished resources, and inadequate funding. So, on the fateful day of January 28, 2002, I found myself with my fellow BCTF Executive Committee members in the

Visitors' Gallery at the Legislature in Victoria, where we had gloomily assembled to witness the passing of Clark's *Public Education Flexibility and Choice Act*, better known as Bills 27 and 28.

Savouring that long-awaited justice is sweet. No doubt the fight to protect public education is far from over, but Christy Clark, who ran ahead of justice for 12 years, has at last lost this race.

From her legislative seat beside then Advanced Education Minister Shirley Bond, Minister Clark beamed up at the assembled BCTF visitors and, recognizing her Port Moody nemesis, gave a jaunty wave. The proceedings began.

Clark rose from her seat and spoke, reiterating the now familiar Liberal refrain that teachers' bargaining rights needed to be curbed in order to create a

more flexible system and to put students first. In cavalier fashion, Liberal MLAs came and went as the various readings of the bills took place. After all, there was no need to remain in the House with only two elected Opposition members trying to stem the attack on our rights.

As the bills were given third and final reading, I gripped the hands of my BCTF Executive colleague, Barb Parrot from Vancouver. We wept as, with one casual

stroke of the legislative pen, all our class-size and composition protections and specialist teacher ratios evaporated. On the other side of the Visitors' Gallery to our left, some assembled superintendents and senior managers from Vancouver and elsewhere rose from their seats, smiling and shaking each others' hands in a congratulatory gesture, no doubt savouring their sudden freedom to run schools without the interference of the most important provisions in the teachers' contract.

Eleven years and 364 days after that black day in January 2002, Justice Griffin ruled that what had happened in the House that day, and subsequently through the years, was unconstitutional and a violation of teachers' Charter rights. All that we as teachers lost on January 28, 2002 was reinstated on January 27, 2014.

Savouring that long-awaited justice is sweet. No doubt the fight to protect public education is far from over, but Christy Clark, who ran ahead of justice for 12 years, has at last lost this race.

*Kathleen Thomson
BCTF Field Services Division*

Court case chronicles

January 2002

BC government passes Bill 29 tearing up healthcare workers' collective agreements.

January 2002

Then Minister of Education Christy Clark tables Bill 27 & 28 imposing a contract on teachers and stripping local agreements of class size and composition, staffing levels for specialist teachers, support for integration of students with special needs, and hours-of-instruction language.* The government also imposes an arbitration process to remove the provisions from collective agreements, and vapourizes several local agreements in their entirety.

January 28, 2002

Teachers throughout the province rally to protest Bills 27 & 28.

April 2004

The Supreme Court quashes the arbitration process and the government responds by passing Bill 19 to remove all provisions from collective agreements.

June 2007

Healthcare workers win a landmark decision in the Supreme Court of Canada upholding the right to collective bargaining.

November 2010

BCTF challenges Bills 27, 28, and 19 in BC Supreme Court.

April 2011

BC Supreme Court rules that Bills 28 and 19 are unconstitutional as they violate the Charter rights of teachers. Justice Griffin gives the government one year to rectify the situation.

March 2012

BC Liberal government passes Bill 22, the *Education Improvement Act*, to end any meaningful collective bargaining. Government also claims that the legislation is in response to Justice Griffin's decision, repealing the prohibitions in Bill 28 and then immediately restoring them. Bill 22 does restore teachers' rights to collective bargaining, and staffing ratios-but not until July 2013.

September 2013

BCTF returns to the BC Supreme Court seeking proper restoration and damages for the stripping of the collective agreement and to argue that Bill 22 is also unconstitutional.

January 27, 2014

BC Supreme Court Madame Justice Susan Griffin delivers her verdict restoring stripped language to collective agreements and awards BCTF \$2 million in damages.

February 4, 2014

BC Government appeals court decision.

*Healthcare unions and the BCTF immediately challenged the legislation. Healthcare unions went to court first while the BCTF held its legal challenge in abeyance pending the outcome of the healthcare workers' case.



BCTF
@bctf

First victory, then the appeal

Your tweets

#bced #bcedchat

Erin Wilkins @teachwilkins Jan 27

Does that say BCTF & VICTORY in the same sentence??!!
#finally #bctf #sd78 #goteachers
<http://globalnews.ca/news/1110250/bctf-scores-major-victory-on-class-size-and-composition/> ...

Allana Pryhitka @AllanaPryhitka

Yah! BCTF wins back working conditions. Hollow victory? Perhaps. But validates last 12 years of crazy overworked, exhausting life.

Mark Reid @mmgreid

Court ruling today in favour of @BCTF is incredible. I wonder what it will do for tchrs like me with 400 students. 2x that of my colleagues.

Jeremy Reid @MrReidWSS

Are the actions of BC Liberal Gov't in trying to "Goad" @bctf into a strike in 2012 tantamount to Bullying? @ERASEbullyingBC #erasebullying

Robyn D.W. @Obyn_ray

Edu Minister Fassbender says court decision on BCTF "completely unaffordable for taxpayers" How much taxpayer \$\$ will appeal cost?? #bcpoli

Kip Wood @KipBWood

She owes BC an apology for trying to push children, their families & our school system into chaos for political gain. bit.ly/1dofOjc

Benula Larsen @BenulaLarsen

No \$ for kids, govt appeals, spends more \$\$ so judge, 3rd time, can confirm law was broken. Seriously? @bctf @gvta @glenhansman

David Pasivirta @Pasivirta

@FassbenderMLA why do you say 'against' when talking about teachers interests. Our interests R the same, student success @bctf @pattibacchus

Dear teachers, Thank you for your courage and persistence.



When Bills 27 and 28 were passed, we predicted the result would be dramatically larger class sizes, much less support for students with special needs and fewer teacher librarians, counsellors and other specialists. Unfortunately, our predictions were precisely what happened. What we didn't foresee was the closure of so many schools around the province. And now, for the second time, the court has found that what the government did was illegal. – David Chudnovsky, BCTF President, 1999–02



Congratulations to all BCTF Executive Committees who believed in our rights and continued the fight through the courts. Because of this judgment there is hope that the classrooms my grandchildren will attend will enjoy reasonable class size and composition and enough supporting teachers to ensure that all their educational needs are met.

– Neil Worboys, BCTF President, 2002–04



This victory is a true vindication, and I want to congratulate the BCTF and its members for their tireless advocacy. This government's action has denied hundreds and thousands of students decent learning conditions. How does this government compensate to our kids? The government should immediately reinstate in full the provisions struck from duly negotiated agreements. Kids matter and we need a government that cares. – Jinny Sims, BCTF President, 2004–07



In my years as a full-time officer of the BCTF, I spoke to thousands of teachers in every corner of the province. The greatest stress for teachers was the feeling that they could not meet the needs of their most vulnerable students. Every year it got worse as there were fewer and fewer resources. It was and is a constant, never-ending struggle, yet a struggle worthwhile to build the kind of society we want for ourselves and our students. Now teachers can celebrate the BCTF's wonderful legal victory. We are all so fortunate to belong to a union courageous enough to take on the government. – Irene Lanzinger, BCTF President, 2007–10



On January 27, we received a second judgment by Madame Justice Griffin. The decision is a clear indictment of government's duplicity and disregard for the institutions of democracy—the Charter and the justice system. The decision reaffirms what we know to be true—in a democracy, governments are not above the law. It is a powerful document with well articulated reasons and authorities.

The day of reckoning has come. Government must choose. Will they once again defy, stall, and obfuscate? Or will they act truly in the best interest of the public education system in BC and restore the language and fund the return of teaching positions lost over the last 12 years?

– Susan Lambert, BCTF President, 2010–13



British Columbians know that tearing up collective agreements is wrong. Now, the courts have confirmed this, not once, but twice. The only question left is whether the Liberals will obey the law, stop wasting people's money, and return working and learning conditions. The labour movement and working people owe the BCTF a huge thanks for standing up and not giving up the fight for collective bargaining and public education.

– Jim Sinclair, President, BC Federation of Labour



On behalf of Hospital Employees' Union (HEU) members and their families, I want to thank BCTF for their perseverance and patience in continuing this long battle. It is a great decision not only for BCTF members, but for students, their families and for all working people in BC.

This decision reaffirms the right to collectively bargain and the vital role that the BCTF and teachers play in advocating for and improving the learning conditions for our students.

Let's hope that the government accepts Justice Griffin's decision and finally acknowledges there are limits to political power in a democratic society.

– Bonnie Pearson, HEU Secretary-Business Manager

Solidarity Spotlight

Educators in private post-secondary institutions join union

The Education and Training Employees' Association (ETEA), a local of the Federation of Post Secondary Educators (FPSE) represents private college instructors at various institutions in BC. As their website states, ETEA is dedicated to lifting the professional profile of private institution educators in BC. Establishing the best possible working conditions and raising teachers' salaries commensurate to the work they do and to conform with established Canadian teachers' living standards is their goal.

To date, ETEA has organized at least seven private institutions including, International Language Schools of Canada, EC English, Pacific Language Institute, Bodwell Language School, and the Vancouver branch of the New York Institute of Technology.

Korean teacher leader freed

Kim Jeonghun, President of the Korean Teachers' Union (KTU), was released on December 25, 2013, after his arrest three days earlier. The Korean government declared the KTU no longer had legal status as part of a general clampdown on unions. Taiwanese teachers, along with Education International were quick to show their solidarity with Jeonghun and Korean teachers, calling for Jeonghun's release. And on December 28, over 100,000 Korean workers, lawyers, students, and other concerned citizens joined a general strike to protest the government's attempts to privatize the country's railway and to curtail labour rights.

National Labor Relations Board targets Walmart

Black Friday wasn't just a day for eager shoppers. About 1,000 protests organized by the union-backed group called "OUR Walmart" occurred at Walmart stores across 46 states with employees seeking better wages and working conditions.

The National Labor Relations Board (NLRB) stated that Walmart unlawfully threatened employees with reprisals if they took part in any protests. Walmart fired 19 employees and other workers were handed verbal warnings and other disciplinary action.

Walmart said that employees were not fired for participating in protests but because they had violated attendance policies.

The NLRB said it will follow up with a hearing, but no date has yet been set.

Seattle passes minimum wage

Washington state governor, Jay Inslee, is proposing that Washington state's minimum wage, should be higher than the current \$9.32 per hour. He states that too many families are struggling to put food on the table for their families.

Seattle's newly elected mayor, Ed Murray, is also proposing a wage hike for city workers and has asked his staff to look into a minimum wage of \$15 an hour as 600 of the 10,000 Seattle city workforce earn less than \$15 an hour.

In November, voters in the airport city of SeaTac narrowly approved a measure granting a \$15-an-hour minimum wage for many workers. The ordinance applies to workers at the airport and related industries, like hotels and rental car companies. However, a county court judge recently ruled that the minimum wage law only applies to about 1,600

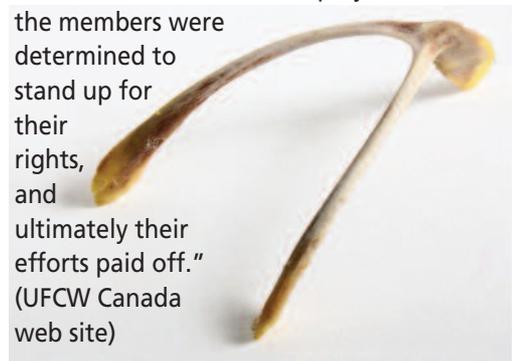
hotel and parking lot workers in SeaTac city but not to employees and contractors working within Seattle-Tacoma International Airport because the airport is operated by the Port of Seattle. (Thanks to *Seattle PI.com* for information.)

Swiss Chalet workers not chicken to stay strong

United Food and Commercial Workers (UFCW) Canada, Local 206 members at the Swiss Chalet in Paris, Ontario, are rejoicing after winning a hard-fought first collective agreement. Following a year-long battle with the company—in which the restaurant owners and management refused to recognize Local 206 as the workers' official bargaining agent and attempted to decertify the union—the Swiss Chalet employees voted overwhelmingly in favour of ratifying a first contract late last month.

As part of the newly ratified contract, the Paris Swiss Chalet workers will receive health and welfare benefits, three additional paid statutory holidays, a wage increase of nearly \$3 per hour for kitchen staff, a boot allowance, and the right to choose their own shifts based on seniority.

"The Paris Swiss Chalet members showed enormous courage and commitment in achieving this hard-won victory, and we're extremely proud of them," says UFCW Canada Local 206 President Wayne Hanley. "In the face of intense intimidation from their employer, the members were determined to stand up for their rights, and ultimately their efforts paid off." (UFCW Canada web site)



Prevent needless accidents for young workers

On November 13, at Salmon Arm Secondary School, I stood up in front of approximately 250 Grade 9 students to give a presentation on occupational health and safety before the students participated in the annual "Take Your Kid to Work Day."

As I was about to start, I turned to one teacher and asked, "Would any of these students know Shane Gorner?" He replied, "His brother is in the audience."

In August of this year, 19-year-old Shane Gorner was caught in a piece of machinery at his new job. Just weeks after landing the job, his young life was cut short. I had assumed that many in the audience knew of this heartbreaking event, and I hoped that they were familiar with the issues around workplace safety. Knowing that Shane's family was in the audience, and that most students felt a personal connection to this story, clarified how important my message was for these students.

Each year, young workers continue to be the most vulnerable when it comes to workplace health and safety. In BC, approximately 28 young workers experience time-loss injuries daily. Young workers from the Alive after Five



program, part of the BC Federation of Labour's Health and Safety Centre, speak to over 17,000 secondary students annually about Occupational Health and Safety (OH&S) rights. Our mandate is that all workplace injuries, illnesses, diseases, and deaths are preventable and that through education, we can provide the tools for

workers and students to help protect themselves.

With funding from WorkSafeBC, the Alive after Five program is able to provide free workshops for students across the province. Each presentation is facilitated by young workers, bringing both unique perspectives and personal experiences.

We hope to inspire students to stand up for themselves, participate in health and safety decisions in their workplaces and understand that they have the right to refuse unsafe work.

To book an Alive after Five presentation for your school, please visit the website: <http://tinyurl.com/youngworkers-workshop> or call the BCFed at 604-430-1421.

Layne Clark, BC Federation of Labour Health & Safety Centre

Here's the thing...

BCTF introduces innoviCares card to members

BCTF members who are enrolled in the provincial standardized Pacific Blue Cross Extended Health Care plan can now receive free additional coverage on their medications through innoviCares.

The innoviCares card supplements the existing BlueRx drug formulary and provides members with additional coverage for many brand name medications and healthcare products. For many of the participating products, innoviCares provides members the choice to stay on original brand name medications at prices similar to the generic alternatives.

The innoviCares card is processed at pharmacies as a secondary payer, providing benefits at no cost to members.

InnoviCares is a voluntary program with additional benefits and features made available through a simple online registration at www.innovicares.ca/bctf.

**YOUR HEALTH.
YOUR CHOICE.
YOUR CARD.**



Protect your pension and



Linda Watson, TPP Trustee



Chung Yan Ip, TPP Trustee

Teachers don't enjoy a gold-plated pension, nor does their pension plan drain taxpayers' coffers as some critics claim. On the contrary, the Teachers' Pension Plan (TPP) is a healthy, well-run, defined benefit plan (DB) that tens of thousands of teachers have relied on and will continue to rely on to provide them with a secure retirement.

By Susan Croll

The critics' goal is not to improve pension plans but to sow the seeds of doubt in the minds of citizens about the viability of pensions generally, not just for teachers but for all workers.

Chung Yan Ip and Linda Watson are two of the ten Teachers' Pension Plan trustees who dedicate a huge amount of their time to ensure that BCTF members are supported financially during retirement. *Teacher* Newsmagazine met with Ip and Watson recently to discuss pension funding and why critics, like the Fraser Institute, are bent on destroying public sector plans.

Ip and Watson explain that our pension contributions are essentially a required savings plan for retirement. Teachers, as well as school boards, contribute to the pension plan as long as the member is employed. On average, a retired member receives about \$29,000–\$30,000 per year from the TPP. As Ip says, "There is nothing gold-plated about that. And because members do get a decent pension upon retirement, most don't have to rely on other government programs like the Guaranteed Income Supplement, which is 100% funded by taxes."

About 80% of pension money paid out to retired BCTF members comes from pension fund investments. Teacher and employer contributions make up the remaining 20%, meaning taxpayers are not contributing anywhere near what the Fraser Institute and other critics want them to think. The Teachers' Pension Plan represents very good value for money.

Watson also explains that the TPP is an extremely large fund and because of this, investment fees and the costs of having this money professionally managed are much less than if a teacher was to invest retirement monies on their own. As a result, the net return on pension fund investments can be far greater than individual investment. Investments can also be diversified more widely with a large pool of funds and diversified funding helps insulate the fund from economic turbulence.

Critics are trying to influence public opinion by slamming a specific type of pension plan called a defined benefit plan. DB plans guarantee a retiree a predetermined amount of pension income, based on their salary and years of service. This is called the "pension promise." Critics claim that DB plans are a burden to society, they are too expensive, and that employers and taxpayers have to

About 80% of pension money paid out to retired BCTF members comes from pension fund investments.

bail out pension plans if they have shortfalls. They fail to disclose, however, that when the economy was booming and pension returns were enormous that pension contribution holidays were not uncommon. A "contribution holiday" means that employers can stop contributing their full share of pension premiums for a period of time. They further fail to point out that many DB plans are fully funded.

With the TPP, both the employer and employees share the plan's risk. If necessary, as in 2013, pension

the “pension promise”

contributions were increased in order to maintain a fully funded plan by ensuring that the pension promise can be met both for current retirees and for active plan members.

Teachers are living longer—the average BCTF member now lives to the age of 88.

Pension naysayers are pushing for the defined contribution (DC) plan, that neither guarantees nor defines a secure pension income, to become the norm. They believe that pension income should be defined by how much a plan's assets are worth on the day an employee retires. In a DC plan, contributions are tracked individually, and the employee typically manages their own plan, paying high investment and management fees.

Additionally, the employer carries no responsibility to ensure that employees receive a particular amount of their pension when they retire. And that is why many employers favour the DC plans because they do not carry liability or risk and therefore are not obligated to invest in employees' futures. In a DC plan, each employee is on their own; there is no sharing of longevity risk. A long-lived individual could outlive their money.

With the recent premium increase, the Teachers' Pension Plan is fully funded, a significant and important aspect of any pension plan. Before the BCTF won joint trusteeship in 2001, the government solely controlled the plan's administration and investment. According to Watson, before joint trusteeship was established, the government used legislative loopholes that allowed it to keep the plan underfunded.

Even if teachers have a fully funded DB plan with joint trusteeship and a strong investment company working on teachers' behalf, Ip and Watson state that administering the Teacher Pension Plan is not without challenges. Teachers are living longer—the average BCTF member now lives to the age of 88. That means pensions must be paid out for longer periods of time than in the past. The global economy is unpredictable, the USA is slow to recover from the 2008 recession, interest rates are low, and stock markets are volatile. In addition, our pension plan has conditional cost-of-living adjustments; that is, indexing of pensions is not guaranteed.

Taking these factors into consideration, Ip and Watson reaffirm that the Teachers' Pension Plan is still one of the best pension plans in Canada. Watson muses, “With the exception of certain housing markets in BC, the Teachers' Pension Plan is likely to be the greatest asset most

teachers will ever have. Really, how many teachers can afford to put aside enough money on their own each year to fund a decent pension for life?” With employer contributions that match teacher contributions, low investment fees, and sharing longevity risk with other plan members, teachers have a good, secure pension that they will never outlive.

Susan Croll
Teacher Newsmagazine editor

To inquire about your pension, contact the Teachers' Pension Plan at: <http://tinyurl.com/TPP-portal> or to learn more about pension trusteeship and policy, visit the BCTF website at: <http://www.bctf.ca/SalaryAndBenefits.aspx?id=4780>



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Proxy voting

SHARE evaluates management and shareholder proposals based on environmental, social, and governance (ESG) factors to help investors vote responsibly.

Corporate engagement

Share provides clients with engagement research, strategies, plans the co-ordination of company meetings, organizes conference calls, drafts investor letters, assists with filing shareholder proposals, and attends corporate annual general meetings on behalf of clients.

Education

In addition to client requests for specific education, SHARE offers courses that feature basic, intermediate, and advanced levels, and one-day in-depth topical seminars covering key pension investment and governance issues. The theme of the 10th Annual BC Pension

Forum, February 28, is retirement security for Canadians and the role of occupational pension plans.

SHARE's engagement with companies includes ongoing dialogue, shareholder resolutions, and public advocacy. For example, SHARE has been working with a number of Canadian apparel retailers to encourage adoption of the Cotton Pledge, committing a company to tracing the country of origin of cotton in its supply chain and boycotting cotton from Uzbekistan until child and forced labour are eliminated in that country's harvest. Recently Loblaw Companies Ltd. became the largest Canadian retailer to sign the Pledge and SHARE expects more to follow. Shareholder proposals are sometimes used to spur action when a company has failed to address in the course of engagement. For example, SHARE has helped asset owners file shareholder proposals on issues like supply chain labour standards, sustainability reporting and "say on pay" (an annual shareholder vote on executive compensation).

SHARE provides services to the BCTF and to the Teachers' Pension Plan.

Doug Pearce

The BCTF wishes to publicly acknowledge Doug Pearce, former and long-time CEO of the British Columbia Investment Management Corporation (bcIMC). Under Pearce's leadership, bcIMC gained an international reputation as a prudent, ethical, and responsible investment company. Besides thanking him for his steadfast commitment and dedication, we wish him a happy, healthy, and fulfilling retirement.

Pearce's accomplishments include:

- bcIMC assets grew from 16B to 100B
- the total annualized returns were 7.9 compared to a benchmark of 7.6%
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- bcIMC was a founding signatory to the UN Principles of Responsible Investment.

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Teachers lend their voices to stop forced child labour

By Michael Kimmis

Teachers have long taken up the challenge of eliminating child labour internationally from their unique perspective as educators. Both in the classroom and through international campaigns, teachers have supported efforts to get kids out of the fields and factories and into schools where they can be provided with quality basic education.

Great strides have been made, but millions of children are still forced to work instead of learn.

In Uzbekistan, the problem is dramatically illustrated every fall as over a million children, teachers, public servants, and private-sector employees are forced by the government of Uzbekistan to go out into the cotton fields and harvest cotton. Despite widespread international condemnation, this practice continues year after year. Uzbekistan cotton then makes its way into the clothes that we buy and potentially links well-known apparel companies to the scourge of child and forced labour.

"In August and September of this year, school administrators forced parents to sign consent forms for their children to pick cotton as a precondition for school registration," said Matthew Fischer-Daly, co-ordinator of the Cotton Campaign. "Since the start of the harvest around September 6, authorities have coercively mobilized teenagers, university students, teachers, doctors, and other public-sector workers to pick cotton or pay fines. In some regions of Uzbekistan, one-fifth of all public-sector workers are picking cotton, and authorities have ordered private businesses to contribute or face extraordinary tax inspections."

Teachers and their unions have played a leading role internationally in eliminating the use of child and forced labour in Uzbekistan's annual cotton harvest. The American Federation of Teachers (AFT), for example, has participated in storefront protests, circulating petitions and postcards to major clothing companies, and has taken part in high-level briefings and lobbying of the US State Department and United Nations officials. Their members have also incorporated education about child labour into classroom curriculum.

"Teachers and teacher organizations know that education is the key to human development, economic sustainability, promoting democracy, protecting human



rights, and finding social justice," said Eric Duncan, International Affairs staff at the AFT. "We cannot solve the child labor problem without education; the elimination of child labor and education-for-all are two sides of the same coin. We know this for sure: investment in education is the best investment our communities can make to help eliminate child labor."

Another way teachers can support these efforts is through their staff pension funds and other institutional investment vehicles. Institutional investors like pension funds have been approaching the companies in their portfolios to ensure that leading apparel retailers join the effort to stop child labour. In Canada that effort has been spearheaded by the Shareholder Association for Research and Education (SHARE), a Canadian leader in responsible investment services, research, and education for institutional investors.

"We have a voice as shareholders and we need to use it," says Kevin Thomas, a senior analyst at SHARE. "Teachers can join in calling for Canadian companies to join the growing list of major retailers that have pledged to eliminate the use of child and forced labour from their supply chains."

Michael Kimmis, Director, BCTF Income Security Division

For more information:

- Teaching resources on child labour: <http://www.aft.org/about/world/democracy-humanrights/childlabor/resources.cfm>
- Recent newspaper articles on child labour in Uzbekistan: <http://bit.ly/168M8HN> and <http://bit.ly/1dySIJF>
- SHARE: www.share.ca





Mentoring partners: Lori Nelson, Kamloops and Bianca Mirabelli, Clearwater

Learning flows both ways

Wikipedia defines mentorship as a personal relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. It describes true mentoring as more than just answering occasional questions or providing ad hoc help.

By Susan Croll

Mentoring is an ongoing relationship of learning, dialogue, and challenge. And that is how Lori Nelson and Bianca Mirabelli describe their mentoring relationship.

They met three years ago when Mirabelli became Nelson's student teacher in Kamloops. After her practicum, Mirabelli secured a teaching position in Clearwater and when the Kamloops and District Teachers' Association, along with SD73, joined the mentoring pilot project supported by the BCTF, UBC, and the BC School Superintendents' Association (BCSSA), Mirabelli and Nelson signed up, reigniting their former relationship.

They are both secondary teachers and their subject areas include English, Creative Writing, and French as a Second Language. Nelson, an experienced

teacher with 26 years in the classroom has mentored informally for many years but never in a formal mentoring program like this one. In this program, the key difference is time. Both the mentor and the mentee are given time to observe each other teaching and then time to discuss and debrief their observations.

Nelson says that being in a mentoring relationship with someone new to teaching is invigorating. "One of the greatest personal benefits is all of the professional reading I'm doing." She likes that her relationship with Mirabelli has turned itself on its head. "I am the supposed mentor, but while observing Bianca teach a lesson on the narrative, I learned something totally new. I found her lesson so helpful. I always wanted to teach the novel, *Indian Horse*, but did not have any resources. Now I have ideas and a plan, thanks to my mentee."

Mirabelli disagrees with the unfortunate, but common attitude, that a teacher who becomes a mentee is a poor or not good enough teacher. She comments that a 13-week

...both teachers state that in the end it is students who benefit.

practicum is simply not long enough to truly learn how to become a good teacher. "Mentoring is an awesome opportunity. I love learning and this is a good way for me to keep learning." She adds that mentoring has helped her adjust to having her own classroom and to maintain work-life balance. "I get to ask questions that were never discussed in university, like what to expect from students, what's typical, what's not. These are questions that Lori and I can talk about openly and freely."

No relationship comes without its challenges and the geographic distance between Kamloops and Clearwater is their greatest hurdle. "It is about an hour-and-a-half drive between our schools so even though the project gives us time to meet, it still is a long way to drive both ways in one day," Nelson says. "Because Bianca lives in Kamloops and comes home on weekends, we meet for coffee every Saturday morning and debrief the week. It's a good time to talk, to listen. That is what a good mentor does, she listens. You have to give the person you're mentoring the space to talk, to vent, to ask questions. The mentee needs to feel safe and respected, not judged. You want to build a collaborative relationship."

Mirabelli says that mentoring is working for her because she and Lori share similar values and suspend their egos when they meet making it safe to ask questions. She suggests that any teacher looking for a mentor needs to be clear why they want a mentor. "Know what you want and need from the relationship. Think about your goals before you enter into a mentoring relationship."

"Ideally, however," Nelson interjects, "for practical and logistical reasons, your mentoring partner should work at the

same school you do. And you should both love the same or similar subjects. You will have more in common then."

Nelson wishes that mentoring was available for all new teachers, especially those who tend to be shy or find themselves in an unfamiliar situation.

...the result of a good mentoring relationship means that teachers become better at what they love to do.

"Sometimes people who are shy don't feel comfortable asking questions or new teachers find themselves working in a rural school when they've lived in a city their whole lives. Mentoring can be tremendously useful in these situations." She also points out that the role of teachers has changed so dramatically that new teachers may need some help navigating such complex roles. Mirabelli suggests that mentoring isn't just for new teachers but can be useful for teachers teaching new subjects or age or grade levels.

Regardless of why one chooses to opt for mentoring, both teachers state that in the end it is students who benefit. They

say that school districts need to understand and embrace this concept. Mentorship works for students because the result of a good mentoring relationship means that teachers become better at what they love to do.

To get more information about mentoring or on how your local/district can apply to the New Teacher Mentoring Project, call Alison Davies at 604-871-1823 or visit the BCTF website at bctf.ca and follow the links to the New Teacher Mentoring Project.

Susan Croll
Teacher newsmagazine editor

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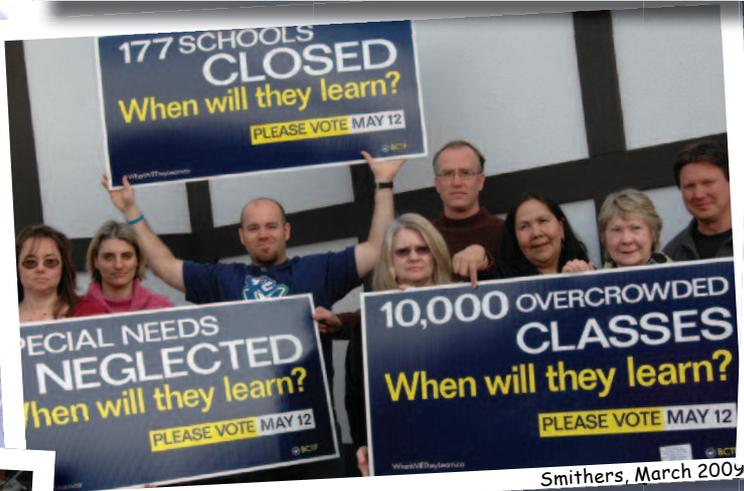
Langley, February 2012



Victoria, March 2012



Victoria, October 2005



Smithers, March 2009



Powell River, March 2012



Victoria, March 2012



Cranbrook, March 2012



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Cariboo-Chilcotin, March 2012

AGM 2014 Agenda

March 15–18, 2014

FIRST SESSION

March 15, Saturday afternoon

2:00 p.m. – Welcome

First Nations recognition

Preliminaries:

- Adoption of chairpersons, scrutineers, tellers, resolutions committee
- Chairpersons' orientation session
- Introduction of ombudspersons
- Adoption of agenda
- Adoption of 2013 AGM minutes
- Stewardship report on 2013 AGM
- Report of the nominating chairperson

President's report

Jim Iker

AGM Standing Rules of Order

- Resolutions 175–176

Leadership Report

- Recommendation 1

Constitution and By-laws

- Recommendations 2–3
- Resolutions 101–105

Annual General Meeting

- Resolution 107

5:30 p.m. Dinner

SECOND SESSION

March 15, Saturday evening

7:30 p.m.

Greetings and comments from invited guests

Labour Affairs

- Resolution 145

Teachers Teaching on Call

- Resolutions 172–173

Technology

- Resolution 174

Legal Services/Contract Enforcement

- Resolution 146

Privatization and Commercialization

- Recommendation 16
- Resolution 158

Education Finance

- Resolutions 113–114

Unfinished business

10:00 p.m.

Election statements from candidates for table-officer positions. Questions and answers for candidates running for table-officer positions.

Call for nominations

10:30 p.m. Adjourn

THIRD SESSION

March 16, Sunday morning

9:00 a.m.

Finance—Report from the Treasurer

- Recommendations 8–14
- Resolutions 119–130

Public Relations

- Resolution 168

Unfinished business

12:30 p.m. Lunch

FOURTH SESSION

March 16, Sunday afternoon

2:00 p.m.

Guest Speaker—*Maria de la Luz Arriaga*, Mexican section of the Tri-National Coalition in Defence of Public Education

2:45 p.m.

Bargaining

- Recommendation 5
- Resolutions 108–112

Public Affairs

- Recommendation 17
- Resolutions 165–167

Teacher Education

- Resolutions 170–171

Unfinished business

5:00 p.m.

Election statements from candidates for member-at-large positions. Questions and answers for candidates running for member-at-large.

Call for nominations

6:00 p.m. Adjourn

FIFTH SESSION

March 17, Monday morning

9:00 a.m.

Health, Welfare, and Safety of Teachers

- Recommendation 15
- Resolutions 132–143

Health and Welfare of Students

- Resolution 131

11:30 a.m.

Stewart Schon Health and Safety Award Presentation

Health, Welfare, and Safety of Teachers (continued)

Health and Welfare of Students (continued)

Unfinished business

12:30 p.m. Lunch

SIXTH SESSION

March 17, Monday afternoon

2:00 p.m.

Guest Speaker—*Luis Alberto Grubert Ibarra*, President of the Colombian Federation of Educators (FECODE)

2:45 p.m.

Pensions

- Resolutions 153–157

International Solidarity

- Resolution 144

Social Justice

- Resolution 169

5:00 p.m.

Bob Rosen Social Justice Award

Presentation

Unfinished business

5:55 p.m.

Final call for nominations

6:00 p.m. Dinner

SEVENTH SESSION

March 17, Monday evening

7:30 p.m.

Elections—table officer positions

Aboriginal Education

- Recommendation 4
- Resolution 106

Education Policy

- Recommendations 6–7
- Resolutions 115–118

Professional Development

- Resolutions 159–160

Unfinished business

10:00 p.m. Adjourn

EIGHTH SESSION

March 18, Tuesday morning

9:00 a.m.

Elections—member-at-large positions

Organization of the BCTF

- Resolutions 147–152

Provincial Specialist Associations

- Resolutions 163–164

Professional Ethics, Rights, and Standards

- Resolutions 161–162

Unfinished business

11:15 a.m.

Committee reports—questions

11:30 a.m.

Awards

- G.A. Fergusson
- Honorary Life Membership
- Recognition of retiring activists

Unfinished Business

Late Resolutions

New Resolutions

New Business

1:20 p.m. Closing Courtesy Motion

1:30 p.m. Adjourn

Special resolutions to the 2014 AGM

Constitution and By-laws

Recommendation 2

“That By-law 5 be amended by adding 5.1.e ‘Notwithstanding 5.1.d, an Executive Committee member who has held the position of president for three (3) consecutive years shall not be eligible for re-election.’”

Recommendation 3

That the Executive Committee recommend as a special resolution to the Annual General Meeting that By-law 5.18 be deleted and replaced with the following:

5.18 Borrowing Powers: The Executive Committee shall have power to borrow from any person or persons any sum or sums of money and for that purpose shall be entitled to charge the assets of the Federation by way of mortgage, lien, debenture or otherwise, provided, however, that such power as aforesaid shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.

Resolution 101—Burnaby Teachers’ Association

8.2 The voting body of an Annual General Meeting or Special General Meeting shall consist of the Local Representatives, the members of the Executive Committee, and delegates from each local elected in accordance with By-law 2. Except as set out below, each local shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2%, or fraction thereof, of the total voting membership of the Federation as of ~~December 31~~ *November 15* who are voting members of the local. When a local includes one or more sublocals, each sublocal shall have the right to representation at the meeting in the proportion of one voting delegate for each 0.2% or fraction thereof, of the total voting members of the Federation who are voting members of the sublocal, without prejudice to the rights of representation of the members of the local who are not members of the sublocal. *Each local’s delegate count for the Annual General Meeting will be made available no later than the last school day of December.*

Resolution 102—Campbell River District Teachers’ Association

That By-law 6.1 be changed by adding these words after Local Representatives at the end of the first paragraph “and local presidents.”

Resolution 103—Campbell River District Teachers’ Association

That By-law 6.2 be changed by adding these sentences at the end, “For the Representative Assembly the voting cards for each local will be double that of the AGM minus one (1). For the Representative Assembly each local president will receive one (1) voting card.”

Resolution 104—Comox District Teachers’ Association

That the BCTF amend By-law 1.9 as follows:

1.9 a where no membership fees are paid to the Federation by an active member for a period of ~~six school months~~ *one school year*, active membership in the Federation shall be deemed for all purposes to have terminated.

Resolution 105—Comox District Teachers’ Association

That By-law 8.2 be amended as follows: The voting body of an Annual General Meeting or Special General Meeting shall consist of the Local Representatives, the members of the Executive Committee, and the delegates from each local elected

in accordance with By-law 2. Except as set out below, each local shall have the right to representation at the meeting in the proportion of one voting delegate for each ~~0.2%~~ *0.25%*, or fraction thereof, of the total voting membership of the Federation as of December 31 who are voting members of the local. When a local includes one or more sublocals, each sublocal shall have the right to representation at the meeting in proportion of one voting delegate for each ~~0.2%~~ *0.25%*, or fraction thereof, of the total voting members of the Federation who are voting members of the sublocal, without prejudice to the rights of representation of the local who are not members of the sublocal.

Professional Ethics, Rights, and Standards

Resolution 162—Delta Teachers’ Association

That Article 5 of the *BCTF Code of Ethics* be amended by striking “and related work” and replacing it with “and other professional duties.”

Health, Welfare, and Safety of teachers (SIP regulations)

Recommendation 15

That Regulation 19.1(a) be deleted.

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Candidates for Executive Committee 2014–15

President



Jim Iker

We fought for 12 years against government laws that we knew in our hearts were wrong. Our victory is for us, our students, public education, working people and for democracy. Our advocacy is fueled by the importance of every child's learning.

Supporting every local regardless of size and engaging all members, is critical for a strong, caring, relevant BCTF.

We must:

- Achieve a fair deal for members and better supports for kids;
- Ensure the restored language is adhered to;
- Engage our partners in advocating to restore the \$1000 less per pupil in funding;
- Enhance ProD networks for members including supporting early career teachers;
- Empower members as autonomous professionals;
- Advocate for funded in-service and time for curriculum implementation;
- Voice and protect our core values and principles as unionized workers;
- Speak out for equity and reconciliation in our schools and communities;
- Support our social justice practices and international solidarity work.

I believe in leadership that is thoughtful, respectful and responsive. Promoting democratic processes, seeking member input, and providing timely strategies.

I bring you my experience, positive energy and optimism.

EXPERIENCE:

Provincial: Currently BCTF President and Chief Negotiator; various BCTF EC positions and provincial committees.

Local: various EC positions and committees (Burns Lake).

Teaching: 36 yrs. (full- and part-time) K-7, LA, Counselling, Special Ed.

Education: Honours BA McMaster, B.Ed Dalhousie

First Vice-President



Glen Hansman

Now in my fourth year as a BCTF table officer, I have been honoured to be able to visit and learn from members in schools and local meetings around the province.

The needs our members must continue to be the centre of our work as the BCTF, and I will continue to put the utmost value on this.

It is also important that we continue to be active in working with other unions, with other teacher unions in Canada and abroad, with Aboriginal communities, and with other organizations that work for a fair and equitable society.

Given the size and diversity of our membership, I believe that inclusion and member engagement are crucial for solidarity and for success in our efforts. I hope to continue with this work and exploring newer ways of doing it – particularly in order to provide more support and engagement of TTOCs and members new to the profession.

I am running for another term because I wish to continue to work with all locals and PSAs in order to defend members' rights and the teaching profession, and to build upon the decades of advocacy undertaken by past and present members of the BCTF.

EXPERIENCE:

Provincial: Currently 1st Vice-President, various positions on BCTF EC and committees

Local: Various EC positions and provincial committees (Vancouver Elementary)

Teaching: elementary and secondary teaching experience, and district level role.

Education: MA (UBC), B.Ed. (McGill), BA (Carleton).

Second Vice-President



Teri Mooring

Teachers work tirelessly promoting a more just society by delivering the best possible education to our students; the monumental decision by Justice Griffin has changed the landscape. The decision gives us hope and is gratifying to the countless teachers who have fought to protect public education for so long.

We are in a tough fight to negotiate a collective agreement that will meet the needs of members. A salary increase, preparation time and classroom improvements are vital. It is also critical that teachers control their own professional development and continue to influence curriculum changes and education reforms at local and provincial levels.

I have had the privilege of travelling around the province speaking to teachers and listening to their needs and concerns. I am a part of a dynamic leadership team that is advocating for teachers and working to achieve a negotiated collective agreement which also takes into consideration the recent landmark decision by Justice Griffin. I hope to continue this important work with all locals to improve conditions for teachers.

I have the experience, passion and vision to represent the diverse needs of teachers. I am a consensus-builder and a clear communicator and I would be honoured to continue to serve as 2nd vice-president.

EXPERIENCE:

Provincial: Currently 2nd Vice-President, various positions on BCTF EC and provincial committees

Local: President, various EC positions and committees (Quesnel)

Teaching: 23 years Intermediate and resource teacher

Education: Med (UNBC), Curriculum and Counseling, BA (SFU)

Second Vice-President



Christine Stewart

My Traditional name is Galksi' Gibaykwhl Sook' – Wilps Ksim Xsaam and I am from the Nisga'a Nation, raised in Prince Rupert.

For the second time in over a decade teachers are celebrating a significant victory, thanks to the solidarity of our membership and the commitment of our elected officials. Teachers, whether TTOC or on contract, are looking to September with hope in our hearts. I am committed to defending all members' rights and continuing to improve our working conditions.

I have witnessed the erosion of services in elementary and secondary schools as a teacher, Aboriginal Education Co-ordinator and BCTF/VSTA Member at Large. Most recently, as a high school counsellor, I have observed the toll these cuts have taken on inner city youth and their families. I will always remember the challenges I faced working under these conditions, I intend to hold this government to account for the damage they have inflicted on students, families and teachers in the province. I am committed to working co-operatively with everyone in the Federation.

My 15 years of federation experience and training pointed me in this direction. It is time for me to use this knowledge to serve you as Second Vice President.

Sayt hahla'ls (working together)

EXPERIENCE:

Provincial: Formerly EC Member-at-Large and BCTF staffperson, various positions on provincial committees. International workshop presenter.

Local: Various EC positions and committees (Vancouver Secondary)

Teaching: Secondary and elementary, university instructor

Education: BA Psychology and Women's Studies, MA SFU.

Member-at-Large



Mike Ball

BC teachers have withstood 12 years of crisis mode as a result of attacks from this government. Teachers knew the government's actions were unconstitutional, and now, for the second time, Madam Justice Griffin confirmed that and has ruled that our 2002 Collective Agreement language must be returned to us. Even if appealed, teachers have been vindicated and should be proud of the way they stood up to this government's bully tactics. This ruling will ensure that we can look forward to lower class sizes and more manageable class compositions.

Advocating for members' rights and protecting our Collective Agreements are central tenets of every union. As a Member at Large and Local President I have, and will continue to, fiercely work to uphold these values.

We must start to look forward past the court cases and be allowed to conclude the current round of bargaining unfettered by government interference. We will face whatever challenges come our way as we have a renewed conviction and a strength of purpose to continue to make BC's public education the best it can be.

It has been a privilege to serve as a BCTF Member-at-Large the past 2 years, and I ask for your support.

EXPERIENCE:

Provincial: Currently EC Member-at-Large, various positions on provincial committees

Local: Currently Local President and various EC positions and committees (Nanaimo)

Teaching: 17 years Elementary

Education: B.Ed. Distinction (UVIC @ Malaspina UC), M.Ed. Leadership (City U)



Janine Fraser

"In extreme situations, the entire universe becomes our foe. At such critical times, unity of mind and technique is essential" – M. Ueshiba

In 2002 clauses on working and learning conditions were torn from our collective agreements. For 12 years, we saw conditions deteriorate. Recently Judge Griffin issued a monumental ruling ordering that these clauses be retroactively returned. In order to gain such a historic decision, it took the tenacity of past and present leaders in the BCTF and it would never have come without the unity of all teachers to stand up for our rights.

As we now move ahead, we must realize that we are not out of the water yet. Our aim is to negotiate a fair collective agreement that moves us towards improvement rather than decline. Our strategies and actions must continue to be done in that spirit of unity.

Together we need to continue to assert that B.C cannot continue to have a quality system while underfunding continues. "Highest funding ever" rings untrue when we know that the current funding is \$1000 less per student than the national average. This has to change.

I want to continue to be a strong voice advocating for that change. Please elect me to be your Member-At Large for a second term, and I will continue to serve you with experience, compassion, and integrity.

EXPERIENCE:

Provincial: Currently EC Member-at-Large and various provincial committee positions

Local: Various EC positions and committees (Boundary)

Teaching: 14 years Kindergarten, Primary, Intermediate

Education: B.Ed. (SFU), MA.Ed. (U of Phoenix)

Member-at-Large



Carole Gordon

I moved from participant to activist in 2002 when the Liberals stripped our collective agreements. The Liberals had raised themselves above the people and above the law. Twelve years later, little has changed but a new generation of activists has emerged.

My journey began with a BCTF AGM, when Christy Clark was Education Minister, and eventually led to my running for MLA against Clark last July. In between, I took on many roles within my local, joined BCTF committees, and was active in the labour movement. Throughout, I was overwhelmed by the support and solidarity; we were in this together, advocating for our profession and a strong public education.

Now it's time to move from activist to leader. Achieving a freely-negotiated settlement, fiscal responsibility, member wellness, and supporting members through educational change are key BCTF issues. I have a broad perspective to bring to the Executive and will attend meetings with an open mind, an eagerness for meaningful dialogue, and a passion to make informed decisions. I will work to ensure all members' voices are heard and valued. With a social justice lens, strong democratic processes, and keeping service to members at the forefront, I will be a strong Member-at-Large.

EXPERIENCE:

Provincial: Various positions on provincial committees

Local: Various EC positions and committees (Central Okanagan), Labour Council President

Teaching: 22 years Intermediate and Prep K-7

Education: B.Ed. UVIC



Karen Langenmaier

Malala Yousafzai, a Pakistani teenager was shot for promoting education for girls. In the aftermath of environmental disasters, some of the first buildings to be rebuilt were schools. When the twin towers fell in New York, it was teachers who lead the frightened but calm children from the devastation.

Education is the cornerstone of society, teachers are the foundation and the BCTF is the structural integrity. We are the champion of public education and we deserve a fair deal.

One of most important roles of the BCTF is its service to members, whether in a local office or at the BCTF building. My experience with affiliate unions in the BC Fed has taught me that the BCTF is second to none in its support to members. This is our strength and an important way in which we can keep members engaged.

With my experience as a local president and provincially in health and safety I know we are challenged by the stress of inadequate support, violent students, and threats to our professional autonomy.

We have much to be proud of and much to continue to work toward.

It would be an honour to serve BCTF members in fiscal responsibility, open communication, support to members and working toward a fair deal.

EXPERIENCE:

Provincial: Various positions on provincial committees; BCTF Health & Safety officer (4 yrs)

Local: Various EC positions and committees (Merritt, Comox Valley)

Teaching: K-12 in Kamloops, Merritt and the Comox Valley School Districts

Education: Masters Speech/Language Pathology



Joanna Larson

BC Teachers recognize their vital role in developing the values and principles shared by Canadians. They give us pride, and shape our identity. Through our continued dedication and advocacy our students graduate more socially just, civically responsible, thoughtful citizens.

Each day we awaken curiosity, inspire thought, and build confidence in our students. These are the intangible aims of our profession that cannot be measured with standardized tests.

In stark contrast to our commitment to public education, BC Liberal's are investing \$1000 less per student than the rest of Canada, except PEI. We know that in a province with the wealth and opportunity of BC, our students deserve better.

We will continue to advocate for the elimination of standardized tests. We will bargain and campaign for better conditions for our students and ourselves. We will challenge unjust laws, and win.

Strong leadership led us to the landmark BC Supreme Court Decision from Justice Griffin. Our advocacy for public education, working people, and social justice is praised, and recognized globally.

I am proud to be part of our union. It has been a privilege to serve as a BCTF Member-at-Large the past 3 years.

Look forward, don't look back...vote stability and strength.

EXPERIENCE:

Provincial: Currently EC Member-at-Large and various positions on provincial committees

Local: Various EC positions and committees (Prince Rupert)

Teaching: 17 years: Kindergarten, elementary, special education

Education: B.Ed. 93 (McGill), M.Ed. 03 (SFU)
www.joannal arson.ca

Member-at-Large



Norm Sabourin

We are at a very exciting point in the history of both the BCTF and the public education system. Despite considerable interference by government at the bargaining table, the Supreme Court ruling has put us in a position of power like no other time in the last 12 years. We must remain strong in our resolve to negotiate a fair deal at the table.

Public education is the cornerstone of a healthy society and we can't afford to see its funding cut any more. Teachers can no longer carry the system on their backs so it is critical to have our 2001 class size/composition language implemented again as soon as possible.

We have to be very calculated in determining our next steps and local member engagement is key to this. Teachers have to feel confident that their diverse opinions are respected and considered in all decisions made by the BCTF Executive.

If elected as Member-at-Large, I promise to be a strong, passionate voice for teachers across the province and will take a non-partisan stance on all issues. It would be an honour to serve all members of the BCTF.

EXPERIENCE:

Provincial: Various positions on provincial committees

Local: Currently Local President and various EC positions and committees (Boundary)

Teaching: 20 years Intermediate

Education: Minors: Geography, Kinesiology (SFU), B.Ed (UBC)



James Sanyshyn

I feel privileged to put my name forward as a candidate for Member at Large for the BCTF. I am proud of the activists who have come before me and realize that we often take for granted their achievements. We rest on their shoulders and now must carry on their struggles.

Our biggest challenge is to secure a fair and reasonable salary increase, improvements to benefits/prep time, and remedies for our class size and composition court case through a free, fair and funded bargaining process. The climate is hostile but our resolve is always strong! Our recent court victory is a testament to our strength and solidarity.

As a table officer in my local, my favourite task is getting out of my office into our schools and meeting with teachers. Members teach me about their working conditions and the learning conditions of our students, and how chronic provincial government underfunding and overt malice impact them on a daily basis. I feel privileged to be of service to Burnaby teachers and love my work. I wish to continue to be an advocate for all BC teachers as an executive member and am excited about my return to second language teaching this September.

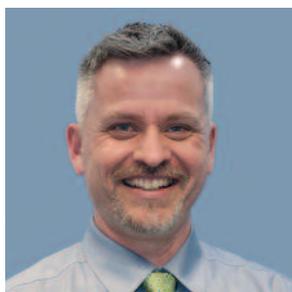
EXPERIENCE:

Provincial: Various positions on provincial committees

Local: Currently Local President and various EC positions and committees (Burnaby)

Teaching: 20 yrs. elementary & secondary music and French (Central Coast and Burnaby)

Education: B.Music, B.Ed. UBC, MA Music, McGill.



Daniel Storms

Since 2001, the BC Liberals have undermined public education, attacked teachers' professionalism, and opposed our fundamental right to bargain our working conditions and our students' learning conditions.

We, as teachers, have faced over a dozen years of eroding classroom conditions and teacher morale. Justice Griffin's stunning ruling has restored our stripped collective agreement language, and it clearly shows that the BC Liberal agenda is to weaken and undermine our Federation.

However, we stuck together, never yielded, and remained patient and strategic through our darkest hours. For the next struggles that await us, we need to build up our resources for bargaining, for services to members, and for our ongoing commitment to social justice that the BCTF is known for and that teachers expect.

By working collaboratively and engaging in open, respectful dialogue, we can make decisions that allow us to chart a new course towards a brighter future for our members and our students.

I believe passionately in the BCTF. I know I can play a positive and constructive role in that brighter future due to my extensive involvement and experience within my local and provincially. Doing so would be an honour and a privilege.

EXPERIENCE:

Provincial: Various positions on provincial committees

Local: Currently Local President and various EC positions and committees (North Vancouver)

Teaching: Secondary Social Studies, History, AP History

Education: B.A. M.A. Political Science (Simon Fraser); B.Ed. [Secondary] (UBC)

Latin American teachers build new movement

Education doesn't change the world. Education changes people so that they can change the world. – Paulo Friere

By Nancy Knickerbocker

Recife, BRAZIL—Emblazoned on enormous banners, the wise words and kindly face of the beloved Brazilian educator smiled down upon more than 700 teacher unionists from the 20 countries of Latin America, along with colleagues from Europe, the United States, and Canada.

They were gathered together to participate in an audacious and inspiring process to create a radically new and uniquely Latin American pedagogical movement, one that affirms the central role of public education in building more just societies.

“Our pedagogical movement isn’t just something floating in the air on a temporal breeze. It is part of an ongoing struggle against governments that continue repressing people and bringing them to their knees,” said Hugo Yasky from the Argentine teacher union CTERA and president of the Latin American regional committee of Education International.

In an impassioned address, Yasky described his pride in being present in the land of Paulo Friere at this pivotal moment in the history of public education in Latin America.



Steve Stewart of Co-Development Canada brings greetings from the teachers of BC.

“Inequality, poverty, and injustice continue to plague our countries, but we must never forget what we have achieved. In the decade of the 1990s the power of the oligarchies ended, the dictatorships of the right fell, and the politics of colonialism became isolated and fragmented,” he said. But despite these political victories, the economic ideology of neo-liberalism continues to have a devastating impact on the lives of the poor.

Its characteristics: Deep funding cuts to public services, a push toward privatization, direct attacks on labour rights, threats and violence against teacher unionists, low pay, precarious contracts, devaluation of the teaching profession, dramatic class-based discrepancies in the quality of education, minimal expectations of public schools.

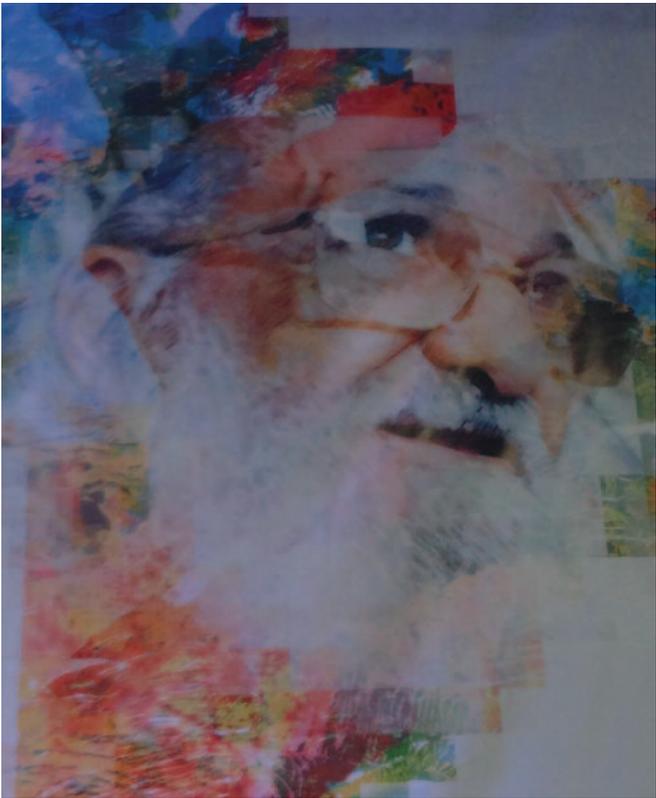
By contrast, Yasky said: “We want a public school system that thinks critically, one that goes to the fountain of history to rebut the lies, one that trains free minds so students understand their rights, learning ways to live humanely in a society of equals, where all people have value.”

This was the second continent-wide conference on the pedagogical movement organized by Education International, the global union federation representing teachers around the world. Combertty Rodriguez, EI’s senior co-ordinator for Latin America, explained that the founding conference took place in 2011 in Colombia, the most dangerous country in the world for teacher union leaders: 10 were assassinated there last year alone. They chose Bogotá in order to send a strong message across the continent, a message of unity among teaching professionals and a deep commitment to working together—despite the enormous odds. National and sub-regional meetings held since then have engaged hundreds more teacher activists in the process.

Roberto Leao, President of the hosting union CNTE Brazil, said this is all part of “the struggle to plant the seeds of a kind of pedagogy that is truly in the interests of all our peoples...one that reflects our colours, our sunshine.”

When public education is at risk, injustice is on the rise.

– Jaime Gajardo, president of the Colegio de Profesores de Chile



Paulo Freire's legacy lives on

Born on September 19, 1921, near Recife on the east coast of Brazil, Paulo Friere's early years were marked by the Great Depression and the death of his father when he was 12.

Having suffered hunger in childhood, he had keen insight into the impact of poverty on children's ability to learn. Young Paulo struggled in school, falling four grades behind his age peers.

However, he went on to study law, philosophy, and the psychology of language. Later, working with impoverished illiterate adults, Friere developed a revolutionary method of teaching literacy.

Of his many books, Friere is best known for *Pedagogy of the Oppressed*, one of the seminal works in critical pedagogy, published in 1968. Since then educators across Latin America and, indeed, around the world have been inspired by his work. He died in Sao Paulo in 1997.

As an homage to his legacy, the Brazilian teachers' union CNTE commissioned a bronze statue of Freire to be unveiled during the pedagogical movement conference.

"There are so many statues of generals and colonizers and oppressors all over Latin America. Now we are raising a statue to the enormous example of Paulo Friere," said CNTE President Roberto Leal.

*Nancy Knickerbocker, Director
BCTF Communications and Campaigns Division*

Volunteer opportunity – Peru

Pro-D and International Solidarity

Are you a second-language teacher with at least five years' teaching experience? Are you interested in sharing pedagogy for English as an additional language with teacher colleagues in Peru this summer?

The BCTF has been offering professional development workshops for teachers in Peru for six years, during their school holiday, end of July through to mid-August. These are co-sponsored with SUTEP, the Peruvian teachers' union.

The BCTF International Solidarity Program pays for travel and living expenses in Peru (accommodation, meals, etc.) for project participants for the duration of the project.

Criteria for selection as a team member include:

- BCTF membership (active status)
- Specialized training and experience in second-language teaching, as you will be presenting a pedagogical workshop on this topic to colleagues in Peru
- Minimum five years of classroom teaching experience
- Fluent speaker of English
- Spanish speaking skills are an asset
- Excellent facilitation skills
- Experience working with adults, ideally in developing workshops and delivering them
- Ability to work co-operatively in a team
- Flexibility in dealing with challenging situations, such as developing-country conditions
- Ability to work with minimal resources and improvise
- Commitment to participate in project meetings and pre-trip preparation of teaching materials
- Union experience in the BCTF and/or local
- Valid Canadian passport.

To learn more about the Peru Project, and to access the application form, go to:

<http://www.bctf.ca/OpportunitiesforMembers.aspx>.

The application deadline is March 31, 2014.

Questions? Contact Anne Field, afield@bctf.ca, BCTF Research Department, 604-871-2251, or toll-free, 1-800-663-9163.

Creating cultures of inquiry

By Jenny Garrels, staff, and Paddy McCallum, PQT facilitator, Sunshine Coast

The professional development landscape in BC is changing.

Many locals are beginning to look at professional development in a different way by initiating teacher inquiry projects that engage teachers in powerful professional learning that is self-directed, collaborative, reflective, and directly linked to their practice.

Last year 11 locals across BC accessed the BCTF's Program for Quality Teaching (PQT) grants to undertake a wide variety of projects. A participant from one of these projects summarizes her first experience with teacher inquiry:

"Inquiry changed my process by giving me practical tools I could use the next day in the classroom. It also had me dreaming about future possibilities and things I could try with my students. I found having the time to discuss and wrestle with questions with fellow colleagues very helpful. As the years go on, I realize that I am continually learning things, so it is great to hear from others what they have learned. It is helpful to bounce thoughts around and off others because it can often help you clarify your thoughts and directions."

The collaborative nature of inquiry projects is a very important component as teachers work together to delve into an aspect of their practice. A recent participant says:

"I found the conversations to be the most valuable part of the process. A fresh perspective or a bit of objectivity can really kick start the thinking and take one's preconceptions into new territory."

The project in Powell River saw teachers take on an inquiry project that focused on sustainability. Their question, *Can we*

build a learning community through local culture and conservation by implementing the Powell River sustainability charter? became the catalyst for district-wide inquiry projects this year. Here is a synopsis of their initial journey through inquiry.



The Powell River PQT inquiry groups began in October with a sweeping question—what could their district look like if everyone committed to sustainability? It was a big question grounded in the passing of the recent sustainability charter and its implicit call to

action. The teachers in the two inquiry groups took differing approaches that yielded powerful questions by the end of November.

The morning group wondered:

- How can we bring the land into curricula through intergenerational studies?
- How can we build community through new school gardens?
- What does community developed through gardens look like?
- How can we document the process?

The afternoon group wondered:

- How can we provide hands-on access to resources?
- Can our teaching be based on sustainability?
- What opportunities does the new curriculum provide?
- Can our work together be less talk, more do?

And both groups wondered how to document and share their work with others.

By February, they were deep into research and planning—creating a database of local resources to support teaching about sustainability, indigenizing school communities, and designing lessons around blessing and raising ceremonies for gardens created from indigenous plants.

Following a planning session and site visits in April 2013, their rich and meaningful work was shared with the district at Brooks Secondary School in May 2013.

2012–13 Inquiry projects

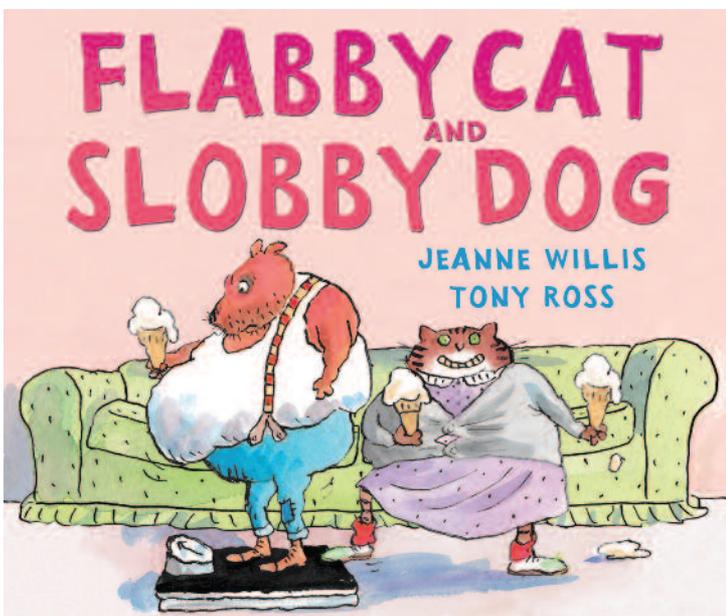
- Nanaimo—How can we grow our professional development through mentorship?
- Gulf Islands—Many different questions, such as, What practices of student assessment are most effective in my classroom?
- Kootenay/Columbia—How can teachers be supported in a "pull in" inclusionary model of education?
- Powell River—What could this district look like if everyone committed to sustainability?
- Maple Ridge—What supports and develops enthusiastic readers at the intermediate and secondary levels?
- Victoria—How can we support engagement in learning for all students?
- Peace River North—How can we increase student engagement in learning?
- Langley—How can we encourage and promote student-led inquiry?
- Nechako Lakes—How can we use more inquiry-based learning with our secondary/elementary students?
- Cariboo-Chilcotin—How can teachers increase student and parent engagement?
- Cranbrook—What is the impact of self-regulation on student learning?

For more information on PQT/Teacher inquiry, please contact Jenny Garrels, 604-871-1871, email: jgarrels@bctf.ca or go to: <http://bctf.ca/TeacherInquiry>

Stories to make your students laugh

By Lucinda Tooker, teacher-librarian, Maple Ridge

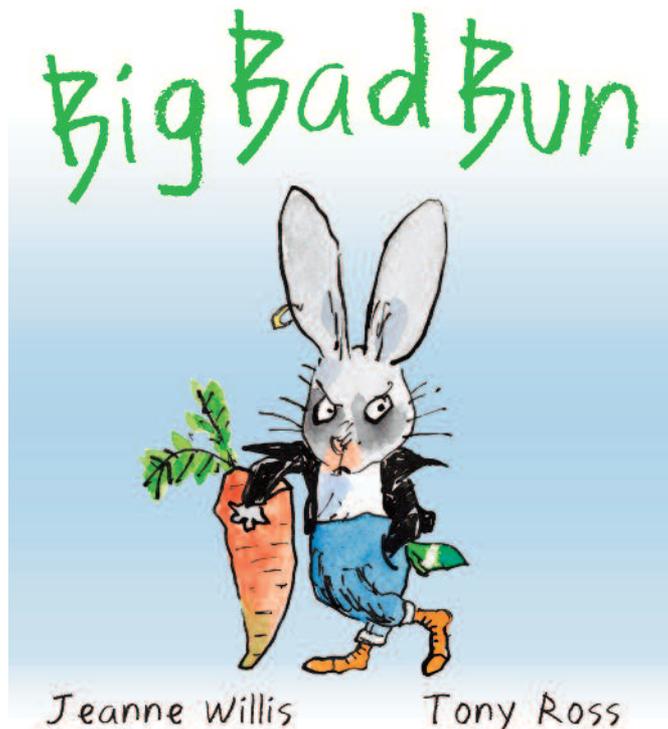
I am always looking for picture books that lend themselves to lessons relating to the 6 Pillars of Character (charactercounts.org). British children's author Jeanne Willis and illustrator Tony Ross have teamed up for a number of suitable picture books, published by Andersen Press.



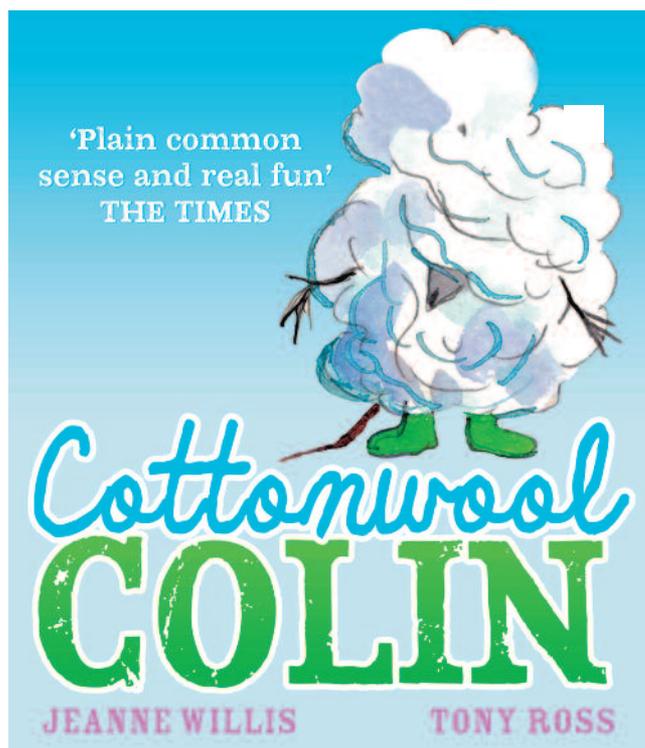
Flabby Cat and Slobby Dog are completely out of control. They are probably depressed, and their sole coping mechanism is to eat and watch TV. When they discover that everything in the house is shrinking (because of their expanding girths), they seek help from their distant cousins—the wild wolf and the cunning tiger. This book is really funny, and it gently conveys a message about the benefits of getting off the couch and leading an active lifestyle. Perfect for nutrition month in March!

Your parents would probably be relieved to read a bad report card, if the alternative was to lose you to a biker gang. So goes the premise of *Big, Bad Bun*, written as a letter from Fluff to his parents describing his misadventures with The Hell Bunnies. He really has only run as far as Grandma's, where his parents pick him up after reading the bad report card Fluff tucked under his pillow. Personal accountability is discussion topic arising from this story.

When Colin Smally, the youngest of 10, heads outside for the very first time, his over-protective mother wraps him in cotton to keep him safe. But poor *Cottonball Colin* is not as safe as



she had hoped! Still he has the time of his life, and thereafter is permitted to go out, unprotected, into the great, wide world. "Sometimes he got scared, and sometimes he got hurt. But ohhhh...it was worth it!" As with the other books, the illustrations add to the story, allowing readers to speculate about the validity of his mother's concern.



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How and when to apply

A member who has attained age 64, or has reached "Factor 88," or is in receipt of a retirement pension under a registered pension plan, may voluntarily withdraw from the long-term portion of the SIP. Ensure that in the event of serious illness or accident you have sufficient accumulated sick leave, which, when combined with 120 days of benefit from SIP short-term, will protect your salary to the end of the month in which you reach "Factor 90" or the end of the month you attain age 65, whichever comes first.

To get an application, go to: <http://tinyurl.com/7qrrnxx> or call the BCTF Income Security Division at 604-871-1921.

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Mike Sapic, MATE alumni

Judicial Council reports BCTF job action decisions

WVTA vs Andrea Smith

A three-member Hearing Panel of the BCTF Judicial Council was duly charged with determining if BCTF member, Andrea Smith, was guilty of breaching Clause 8 of the *BCTF Code of Ethics*.

It was alleged that Ms. Smith engaged in conduct harmful or prejudicial to the interests of the Federation (By-law 7.1 b.), and had contravened Job Action Procedure 44.04.2.b (Strike/Lockouts) by attending work whether or not BCTF has established a picket line when a lawful work stoppage is taking place.

The charge arose when Ms. Smith reportedly worked during the BCTF job action of March 5, 6, and 7, 2012. There was no dispute of these facts.

The Hearing Panel determined that, by her actions, Ms. Smith violated Clause 8 of the *BCTF Code of Ethics*.

The Hearing Panel subsequently imposed the following penalties:

1. Pursuant to Procedure 44.16.f.ii.4, Ms. Smith is fined a total of \$750, \$250 for each of three days, March 5, 6, and 7, 2012, which she worked during a legal job action.

2. Pursuant to Procedure 31.D.02.6.b.iii, the Hearing Panel issues Ms. Smith a reprimand for her disregard toward the *BCTF Code of Ethics* and her colleagues during the collective strategies action.
3. Pursuant to Procedure 44.16.ii.1, these findings will be published in the next appropriate printed issue of the *Teacher Newsmagazine*.

STA vs David Nichols

A three-member Hearing Panel of the BCTF Judicial Council was duly charged with determining if BCTF member, David Nichols, was guilty of breaching Clause 8 of the *BCTF Code of Ethics*. It was alleged that Mr. Nichols engaged in conduct harmful or prejudicial to the interests of the Federation (By-law 7.1 b.), and had contravened Job Action Procedure 44.04.2.b (Strikes/Lockouts) by attending work whether or not BCTF has established a picket line when a lawful work stoppage is taking place.

The charge arose when Mr. Nichols reportedly worked during the BCTF job action of March 5, 6, and 7, 2012. There was no dispute of these facts.

The Hearing Panel determined that, by his actions, Mr. Nichols violated Clause 8 of the *BCTF Code of Ethics*.

The Hearing Panel subsequently imposed the following penalties:

1. Pursuant to Procedure 44.16.f.ii.4, Mr. Nichols is fined a total of \$500, \$250 for each of the two days, March 5 and 6, 2012, which he worked during a legal job action.
2. Pursuant to Procedure 44.16.ii.1, these findings will be published in the next appropriate printed issue of the *Teacher Newsmagazine*.



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Drs. Peter Williamson and Robert Wilson, registered psychologists, are seeking referrals from professionals who are experiencing personal or work-related distress. We specialize in relationship problems, depression and anxiety and have a long history of working with educators. For details on our backgrounds, please visit rfwilsonpsychologist.com or www.couples911.org, or referrals can be made directly by calling 604-341-3741 (Dr. Williamson) or 604-831-7792 (Dr. Wilson). Qualified, province-wide services available on Skype or Facetime, contact above for information.

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TEACH IN CHINA for 2 or 4 weeks in July 2014. Interested? Check us out at www.china-connection.ca

VOLUNTEER. Are you looking for interesting volunteer work? The UBC Museum of Anthropology offers rewarding opportunities. Email Recruitment Coordinators at volunteers@moa.ubc.ca

PD Calendar

For more details on these upcoming conferences, go to:
<http://tinyurl.com/94nz4m5>

April 10–11 Richmond, BC
Teacher Mentorship: A Provincial Conversation, jointly sponsored by Teacher Mentorship BC, BC Teachers' Federation, the New Teacher Mentoring Project, and the UBC Teacher Education Office. More info: <http://teachermentorshipbc.com>

April 11 Squamish, BC
The Power of Story — Sea to Sky Teachers' Professional Development Committee.
<http://bctf.ca/ssta>

April 12 Victoria, BC
Building a Successful Choral Program in the Elementary School — presented by Kelly Foster-Griffin. More info: Kodaly Society of Canada website <http://www.bcksc.ca>

April 25–27 Berkley, CA
Ed Roberts Campus. **Fourth International Conference on Families with Parental Mental Health Challenges: Addressing the needs of the whole families.** Conference website: <http://interprofessional.ubc.ca/MentalHealth2014/default.asp>. Email: marketing.ipce@ubc.ca to get on an enquiry list for updates.

April 26 Kelowna, BC
Teaching Social Thinking Through Stories and Play for Preschool and Early Elementary School. For more information: www.actcommunity.ca/education/act-events/social-stories-play-04-14 or call ACT—Autism Community Training at 604-205-5467 or email info@actcommunity.ca

May 2–3 Vancouver, BC
Today's Children & Youth, Tomorrow's Families 2014 Youth and Family Consensus Conference. Conference website: <http://http://www.interprofessional.ubc.ca/2014/ConsensusConference>. Email: marketing.ipce@ubc.ca to get on an enquiry list for updates.

May 3 Vancouver, BC
17th Annual IOP Conference co-hosted by UBC Faculty of Education and the BC Teachers' Federation—1-day conference where practicing education professionals and students come together to share their questions, investigations, and

understandings about their practice. In recognition of the Faculty's Year of Teacher Education, the 17th Annual IOP Conference welcomes proposals related to this theme. Learn more at <http://liop.educ.ubc.ca>

July 12–15 Vancouver, BC
3rd International STEM Education Conference is an opportunity for educators and researchers from schools, universities, colleges, businesses, industries and other agencies to share and discuss their innovative practices and research initiatives that may advance STEM education at UBC. More info: <http://stem2014.ubc.ca>.

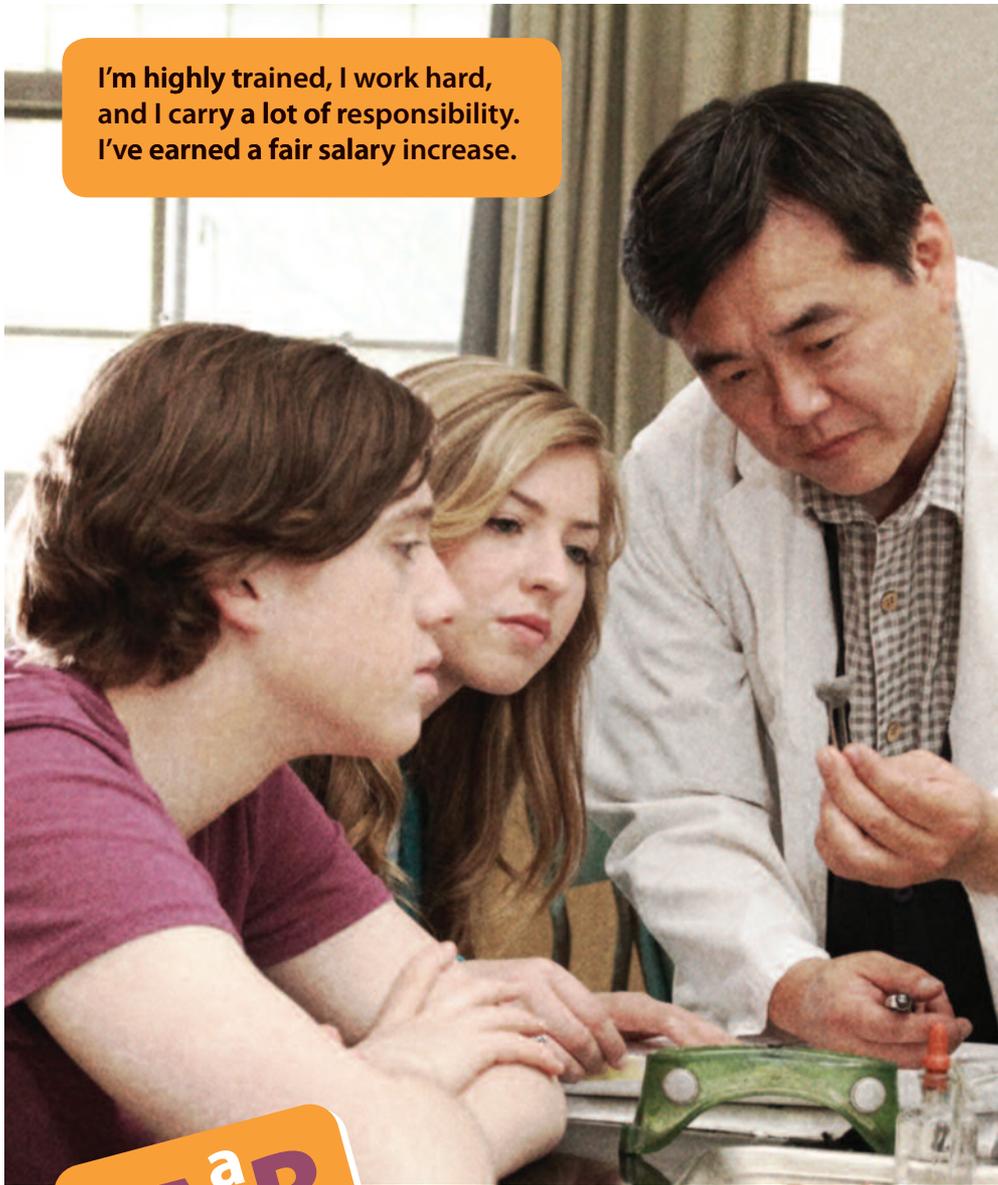
August 24–27 Vancouver, BC
Creating the Future: Partnerships for Inclusive Learning. Designed for any individual with an interest in inclusive education in K–12 (administrators, classroom teachers, resource teachers, support staff, therapists, parents). Learn successful strategies from expert speakers in the fields of: Universal Design for Learning (UDL); Positive Behaviour Supports (PBS); literacy; transition; inclusion in the BC context; parent-professional relationships. Contact: Angela Clancy at 604-540-8374 or email: info@bcinclusivelearning.com. For more info: www.bcinclusivelearning.com

Future October PSA days:
2014–2015: October 24, 2014
2015–2016: October 23, 2015
2016–2017: October 21, 2016

Changes/additions:
bgoto@bctf.ca
Online PD Calendar:
<http://tinyurl.com/94nz4m5>

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