

Teacher



Newsmagazine
BC Teachers' Federation

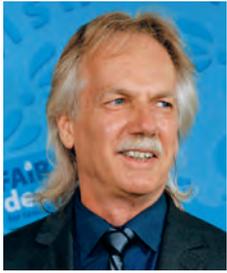
Volume 27, Number 4
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Up in the cloud

Teachers talk about
technology

BCTF AGM 2015

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Executive Committee
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Programs and partnerships support teachers

Education Minister Peter Fassbender recently announced changes to the BC Education Plan. He called it the “K–12 Innovation Strategy,” a new push to bring about personalized learning. Like so many previous initiatives, strategies, transformations, and plans the minister once again failed to bring any new funding to support this latest change.

Over the last few years, the BCTF has participated in government initiatives to examine the education system and to recommend changes. Our participation highlights how important the leadership and experience of BC teachers is to the education community. But, we must remain vigilant.

These processes, task forces, committees, review teams cannot become a smokescreen for government to say they consulted teachers and then move ahead with their own agenda. Furthermore, they cannot propose changes without adding the necessary funding and in-service for implementation.

Public education is already underfunded and the government's first priority must be to restore funding. This means following through on promises to improve class composition, reduce class sizes, and ensure students get support from specialist teachers.

As a union of professionals, we have a strong history of defending our professional autonomy and supporting each other when we encounter difficult times. While we will continue to participate in various government initiatives, we will also continue to develop our own programs that support teachers professionally and personally.

One of those projects is the New Teacher Mentoring Project—a partnership between the BCTF, UBC, and the BC School Superintendents' Association. The project is an integrated system of support for inducting, developing, and retaining teachers in our province. Recently, the project launched a new interactive site called MentoringBC.ca—an online space for mentors, new teachers, and district mentor leaders to network and share resources.

TeachBC.bctf.ca is another online initiative beginning to pick up steam. A year in the making, TeachBC allows members and others in the education community to upload, share, and source lesson plans, activities, and other learning resources. We've already seen PSAs, individual teachers, and groups like the First Nations Education Steering Committee (FNESC) and the BCSPCA start uploading content specifically for BC teachers. If you haven't yet visited TeachBC, please take a look, and consider sharing your favourite resources, ideas, and expertise with your colleagues throughout the province.

The BCTF Health and Wellness rehabilitation program began as a pilot project a few years ago and now nearly every local union and district have signed on. This program assists members who are recovering from physical or mental medical conditions, injuries, and disabilities with their return to work in a helpful and respectful way. <http://bctf.ca/SalaryAndBenefits.aspx?id=4788>

And now, we have partnered with Starling Minds to offer members a free online program to help members deal with stress, anxiety, and depression. This self-paced, confidential program not only helps people coping with stress, it includes information that teachers will find useful when working with students suffering from the same. Visit StarlingMinds.com to learn more about this initiative.

The BCTF website, bctf.ca, is also a wealth of information for members. You can find information about provincial specialist associations, professional development events, publications that deal with educational policy, education funding data, and much, much more. We're also active on social media, so follow us on Twitter and like us on Facebook too.

Jim Iker

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ASSISTANT EDITOR **retires**

This edition of *Teacher Newsmagazine* is Kathleen Smith's last. After more than 37 years of service to teachers, Kathleen Smith, assistant editor of the *Newsmagazine*, has announced she is retiring. Kathleen has been an integral part of this publication, its success, and its many awards over the years. And, as a veteran member of the editorial team she has guided the newsmagazine skillfully through its various styles and iterations. When she began working on the *BC Teacher* in the 1980s, she used a Selectric typewriter and a lot of correction fluid. How times have changed. Now she lays out *Teacher* newsmagazine, using QuarkXpress on her Mac desktop.

As assistant editor, Kathleen has been responsible for the magazine's layout, copy editing, securing advertising, keeping track of classified ads, and liaising with Mitchell Press, the family company that has embraced both *Teacher* newsmagazine and

Kathleen. Her keen eye, love of the written word, and always-clever wit have served all of us and the newsmagazine extremely well. She always remained non-plussed and kept her cool, even in the face of pressing deadlines. She was the consummate professional whose sage advice always resulted in a stronger publication.

She often put aside her own life during bargaining or job action—or whenever the government was trying to force the union into a crisis—in order to help get information out to members in a timely way. Her motto: "We stay until we're finished."

We heartily and warmly thank Kathleen for her commitment to the BCTF and her dedication to members. We wish her a happy and healthy retirement: spending time with her family—especially her grandchildren who she adores—and doing the things she loves.



All the best to you, Kathleen!

LETTERS TO THE EDITOR

I recently read in the BCTF newsmagazine (Jan./Feb. 2015) about teaching children during illness or difficult situations. The article really connected with me, and, in many ways is something that I have been working toward since I was a six-year-old Grade 1 student diagnosed with leukemia.

I decided to become a teacher for one reason, and that was the memory I had of my experience as a six-year-old with leukemia and the care and support I received from my teacher. When I had leukemia many years ago, things were a bit different and I am thankful for my experiences and lessons of hope I share with others. Both my parents were teachers and raising four children with the youngest being very sick, created family difficulty. It was the support from teachers, our community, and friends that helped my family and me be resilient. For me, teaching has always been about compassion, support, and capacity building.

*Julien Rubin
North Vancouver*

Please accept my congratulations for the excellent work you did in our most recent issue of *Teacher*. At a time when politics and curriculum changes pose major distractions, Megan's story is a powerful reminder to me of what matters most. By some crazy stroke of good luck, I have never had a student in my care fall seriously ill. But I know it will happen one day, and I'm thankful to feel a little better prepared. Thanks for keeping our publication so relevant to teachers, in both our practices and hearts.

*Melissa Shaw
Grand Forks*

TECHNOLOGY in the classroom helps kids be more collaborative, creative, and kind

By Susan Croll, editor of *Teacher newsmagazine*

Meet Tricia Anton, Trina Moulin, and Mike Silverton: three teachers with different backgrounds teaching kids at different schools who share a deep and common interest—how best to use digital technology to enhance their teaching and their students' learning. How much, if any, screen time is good for kids? Is digitization changing the brain? And how is it affecting the future of teaching? All three teachers are clear—technology is a tool, not a replacement for teaching. In recent interviews with all three, they describe how they use digital tools in their classrooms.

Tricia Anton, a Grade 1 teacher at a Mountain View Elementary School in Nanaimo, defies the stereotype that veteran teachers are not interested in learning about the digital world. Entering her 37th year of teaching, Anton has become positively passionate about smartboards, iPads, and laptops. "Learning what these devices can do has opened a lot of doors for me as a teacher."

Mike Silverton, on the other hand, has always been interested in computers and technology and says that it is only natural computers play such a prominent role in his classroom. He is a Grade 7 teacher at Cilaire Elementary School in Nanaimo, and is president of Computer Using Educators of BC (www.cuebc.ca).

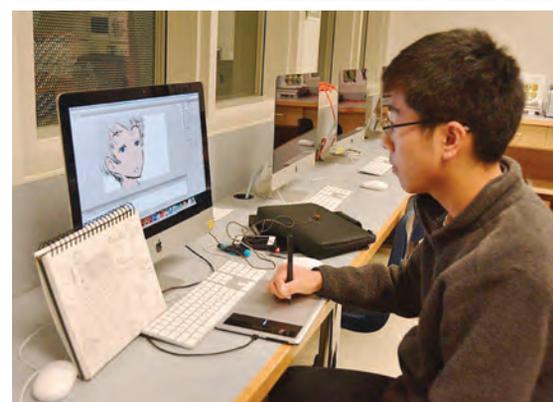
Trina Moulin is a Graphics and Media Arts teacher at Byrne Secondary School in Burnaby. Her classroom, like a professional media arts studio, is a large, open space filled with computers, cameras, lights, projectors, and an editing room. A remote-controlled cinema-sized film screen, hangs from ceiling to floor. Although the studio features the most-up-to-date equipment, sketch pads, pencil crayons, paints, and paint brushes are also handily available on tables and shelves. She keeps an old 16mm projector and reels of film in her room to remind students about the technology that preceded all the high-tech equipment.

Anton and Moulin became interested in technology in a different way. "In the late 1990s and early 2000s kids came to school wanting to do things with computers. I thought that as their teacher, it was time that I helped them do that," Moulin says.

Anton also felt she could no longer ignore technology because her students, even though they were only six and seven years old, knew more about iPads than she did. "Some of my students still know more than I do, so they teach me."

She believes that while much technology is impressive and sophisticated, its main role is to assist kids in learning. Moulin compares learning how to use computers and accompanying programs like learning a language. "The computers, the software, the devices, they help students communicate and get their message across. That is what we do in media arts—we create messages. Digital technology helps students create and produce their messages."

She keenly points out however, that technology, no matter how good it is, cannot create the message for the student. "The idea is the key. I always tell my students that they need to have an idea before they can begin using the computer and the other equipment. The technology can't create the idea for you."



Nonetheless, obtaining a new device is like getting an expensive new toy. When Anton won a Promethean Smartboard in a contest, it was a game changer. "From morning message to showing a concept in numeracy, I use it all day, and my students use it too. I like how interactive it is and how it holds the kids' attention."

She says that her students' love of reading and writing has really taken off since she began using iPads. "We have a class blog and each student has their own blog. To be honest, writing a blog is not really different than writing in their journals but, because it is published online, that is a real motivator for the kids. They can show it to their parents when they get home and their parents can add

“...they need to have an idea before they can begin using the computer and the other equipment. The technology can't create the idea for you.

comments too." In addition to blogging, they use a Wiki for learning, and frequently tweet as their class also has a Twitter account—@mrsantonsclass.

Anton and her class are also experimenting with augmented reality. They are making a 3D dinosaur book. She explains that the students write the story, narrate it, and publish it online. To complete the experience, they have found a new app that shows the dinosaurs' mouths moving and are using iMovie to make a trailer to promote their book.

Anton says, "I notice that when we use technology to make books, to write, or work on other projects, even the kids who find it difficult stick with it because, in the end, they too have a beautiful product. The colours are vibrant. It's a sensory experience."

Besides creating beautiful products, one of the best features of so many computer programs, according to Anton and Moulin is the "undo" button. They say that

the undo button frees students from feeling badly about making mistakes and starting over. "Before technology, erasing something, especially for students who were struggling, was often seen a sign of failure. The undo button has transformed that. It releases kids from those feelings and now it's about rehearsal and practice," says Anton.

Last year, inspired by the concept of "Streams of Dreams," some of Moulin's students created stunning stained-glass images of the natural world in their community. Another group of students then took photos of the stained glass, made PDFs, and had them mounted at the bus shelter at Edmonds Skytrain station in Burnaby. They could not have done this before digital technology, Moulin says. "We did not have DSLR photography then and the cost would have been enormous just to reproduce the photos. Plus, the whole process would have taken much longer and have been physically cumbersome. Now the kids have a real audience to admire their work."

Silverton is teaching his students how to write computer language. "It's a logical and creative process. They are learning to write apps, and recreate games with their new skills." He says that games can teach kids concepts and skills and they have their place in the classroom. "Simulations let students test out hypotheses by correcting errors and misconceptions in their thinking. Motivating, educational, and fun!"

He also says that digital technology allows kids to work at their own pace more easily. "Technology, as long as everyone has access, can be an equalizer. Take math for example. The computer lets kids manipulate, interact, and practice at their own pace. The textbook cannot do that. When some kids are finding it difficult to understand a concept, no one else needs to know that. They can use the method that works best for them."

Silverton also uses email and an online homework calendar to communicate with parents. "I like email because it's two-way communication and it can be immediate. I find it changes students' accountability in

a positive way and helps make them more responsible. As long as teachers keep email appropriate, just as they do when sending home newsletters, there should not be any problems."

None of the three teachers have enough computers, iPads, or laptops for every student to work alone. Interestingly, they would not change this. Moulin says the image of the teenager plugged in and zoned out with headphones is simply a stereotype. "My students come into the studio, they work together, and they share and collaborate with one another."

Anton agrees, "My students help and teach one another. Sometimes, I am amazed by their kindness. They'd lose those interactions if they each had their own iPad."

Given that digitization plays such a central role in their teaching, one wonders about the future role of teaching. Couldn't the students just interact and learn with digital technology all day, instead?

Silverton says, "Just because I use computers and other digital devices in my classroom doesn't mean we don't have times when we put it away. Students want to spend time face-to-face. At my school, the devices are kept in their back pockets at recess and lunch. It's not allowed. Kids need to play, to talk to each other. And teachers need that kind of interaction with their students too."

Recently, Moulin and some of her students heard the American poet Maya Angelou speak in person at a conference. She says virtual technology cannot replicate that experience. "My students listened intently to every word." Moulin also believes developing the teacher-student relationship is integral to the development of her students as people and as artists. And Anton's classroom is not only about technology. Her students' colourful art fill the walls, reminding everyone that kids like to use scissors and paint to create beauty.

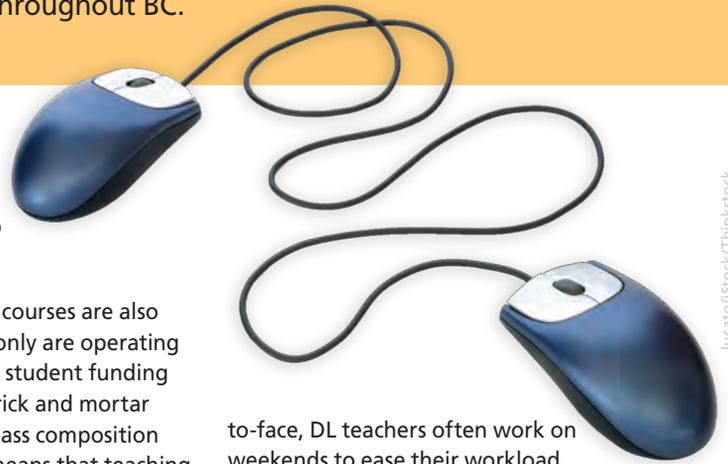
CUEBC is a BCTF provincial specialist association dedicated to providing teachers throughout the province with support, resources, and professional development related to education and computers. Contact Mike at msilverton@cuebc.ca



The DISTANCE LEARNING Experience

By Susan Croll

Who would have guessed that one of the most popular distributed learning (online) courses in BC is Physical Education? PE is just one course of hundreds offered by 62 school districts and private institutions throughout BC.



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According to Distributed Learning teacher David Comrie, distributed learning, the modern offspring of correspondence courses, just keeps growing. Comrie says that while DL comes with its share of headaches and problems, learning online benefits many of his students. He works at Kamloops Open Line Learning (KOOL), which is part of the Kamloops School District, and serves as President of the BC Educators for Distributed Learning.

Comrie believes that his background in special and alternate education helps him as a DL teacher. "A significant number of students enrol in DL courses because they struggle in typical schools in ways similar to students I taught previously," says Comrie. "There is no one size fits all when describing DL students."

Why do some students enrol in online PE classes? "Online PE works for kids who suffer from anxiety, depression, or from bullying. It gives them another option to achieve their course credits and to maintain their fitness. Other students take PE online because they are elite athletes and they fulfil their PE requirements outside of the school setting. Then there are the kids who thrive on academics and they take PE online so they can fit another academic course into their schedule."

Comrie explains that DL is a field that is financially driven and that school districts and independent schools actively compete to enrol students. For example, many school districts only offer Planning 10 online now. This is a direct result of competition amongst districts. "Kids were enrolling in Planning 10 offered online in a district other than their own. That meant their home district didn't receive the funding.

In order to get the funding, districts offered the course online to keep their students."

Comrie notes that online courses are also cheaper to deliver. "Not only are operating and capital costs less, per student funding is also less than that of brick and mortar schools. No class size or class composition language for DL classes means that teaching costs are lower too, because without that language fewer teachers are hired."

“Yesterday I entered marks, student effort, and a comment for 140 students in one of my [4] Planning 10 sections.

DL teachers can find their workloads extremely high. Comrie teaches four sections of Planning 10 with an average of 140 students per section and that is on top of his other teaching assignments. "Marking is a big deal for DL teachers. It can be overwhelming, especially if you are teaching some of the senior academic courses, like English or History," he says.

There were 270 assignments in his email inbox waiting to be marked after the winter break. When he came in this Monday morning, there were 120 more assignments.

And because of the connected world they work in, some teachers find themselves constantly checking their email, answering students' questions, and marking assignments far beyond regular hours of work. Like their colleagues who teach face-

to-face, DL teachers often work on weekends to ease their workload.

"That's why we need collective agreement language," Comrie says. "Class size and composition language would also go a long way in recognizing the value of DL teachers. Yesterday I entered marks, student effort, and a comment for 140 students in one of my Planning 10 sections. I have three more sections with roughly the same number in each section. To put that into perspective, a regular semestered secondary school teacher usually deals with 120 students."

Besides answering emails, making phone calls to students, teachers, counsellors, and administrators, and marking, Comrie explains that DL teachers must also maintain their courses. "We need to make sure that all of our course links work, all of the time. We use Moodle as our platform in Kamloops and it needs constant supervision, technically speaking."

Course design is also an issue for many DL teachers. Many teachers prided themselves on designing their own DL courses, but some districts are now purchasing courses from other sources. One private school, Heritage Christian in Kelowna, is well known for producing DL courses. Comrie explains that Heritage Christian has an IT structure dedicated to DL that most school districts envy. "Plus, they have a group of people

whose sole job is to design courses. Then they sell these courses to school districts.”

The lack of collective agreement language also leaves other questions connected to course design unanswered. For example: Who does a teacher-created course belong to, the teacher or the district? Districts like to claim ownership of the course since students access it through the district’s network, yet the teacher is the actual person who spent the time and brain power designing it. Hence, it becomes an issue of intellectual property and who owns the rights.

Another issue—and it varies from district to district—is what happens when DL teachers are absent. Again, because of the absence of specific DL language in the collective agreement, there is no guarantee TTCs will replace absent DL teachers. Considering the amount of marking and emails to answer, workload can skyrocket when a DL teacher is absent for only one or two days.

Local teacher unions throughout the province have scrambled to try to reach agreements with districts on issues specific to DL teachers. In some cases, locals have made progress, but many times the employer has refused to deal with DL issues.

Comrie raises another point familiar to all teachers. He believes DL teachers need more collaborative time. “We need the time to talk to each other, share and build upon our experiences. As teachers we always want to improve the content and delivery of our courses.” He also thinks that DL would benefit from integrating face-to-face time with students, similar to what happens in blended learning. He says that the personal connections and getting to know students is an integral piece to teaching and learning.

Despite the problems associated with DL, Comrie believes it plays a valuable role in public education. “DL gives kids who otherwise might not, the opportunity to finish school and further their education. DL keeps kids connected with teachers who care.”

For more information about distributed learning, visit the BC Educators for Distributed Learning Provincial Specialist Association website, www.bcedl.ca. David Comrie can be reached at psac64@bctf.ca. The BCEDLPSA is co-hosting the 2015 Digital Learning Spring Conference April 19–21, 2015. <http://conference.learnnowbc.ca>

Ontario teachers negotiate E-LEARNING LANGUAGE

Sometimes, the only difference is the name. We call it DL, Ontario secondary teachers call it E-Learning. Some locals of the Ontario Secondary School Teachers’ Federation (OSSTF) recently negotiated letters of agreement, giving them some rights, rules, and procedures regarding working conditions and workload.

Here are samples of language negotiated with different districts:

From the Letter of Agreement between the Lambton Kent District School Board and the OSSTF, District 10

- Secondary school credits shall not be delivered by means of an electronic classroom without the knowledge of the Union.
- A student may enrol in an electronically delivered credit course offered by another school board only if the credit is not offered in the students’ school and not offered by electronically delivered curriculum by this Board (Alliance).
- A class which is taking a course for secondary school credit, delivered in whole or in part through electronically delivered curriculum, shall be subject to the same class sizes as in Article 25 of the Agreement. Credits granted for such classes shall be used to generate FTE teachers within the Union.
- All electronically delivered courses shall be scheduled during the regular school day and Members work location shall be in a secondary school within the Board’s jurisdiction.

From the Letter of Understanding between Kawartha Pine Ridge District School Board and OSSTF, District 14

- All electronically-delivered courses will be subject to the class size maxima as outlined in Article 9 of the Collective Agreement.
- All e-learning courses will be scheduled as part of the teacher’s timetable.

From the Letter of Understanding between the Thames Valley District School Board and OSSTF, District 15

- A work station/area in the Teacher’s secondary school with all the necessary resources for teaching an on-line course will be made available to a Teacher while teaching an on-line course. A member assigned to teach electronically delivered courses shall be subject to the workload provisions set out in Article 21.
- For purposes of staffing and surplus declaration, a Teacher assigned to teach e-learning credit courses shall be included in the staff complement of the secondary school which is the location of the Teacher. Each time the school is staffed, the Teacher has the right to resume a full timetable of regular classes subject to the staffing provisions of the Collective Agreement.

DISTRIBUTED LEARNING by the numbers

“Learn in our community, live in yours”

“Learn on the run, Learn anywhere, Learn anytime”

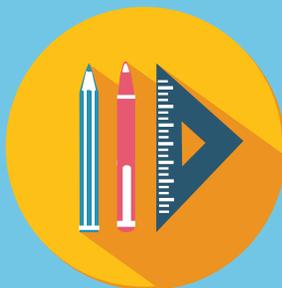
“Your choice, your pace, any time, any place”

Students are viewed as education consumers as districts adopt marketing strategies to attract them to distributed learning programs. School districts and private schools are also actively competing with one another for the funding. Here are the most recent BC enrolment statistics for DL programs in BC.

The school districts with the greatest number of students taking most of their courses by DL in 2011–12 are

- Saanich (3,046)
- Comox Valley (2,067)
- Coquitlam (1,950)
- Kamloops/Thompson (1,008)
- Nechako Lakes (960)
- Chilliwack (934)
- Surrey (930)

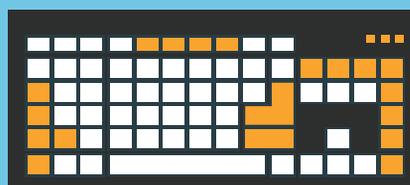
50,129 students were enrolled in public and private DL programs in 2013–14, down from 50,891 in 2012–13



27,358 students took most of their courses by DL in 2013–14, down from 29,014 students in 2012–13



8,316 public school students took most of their courses by DL in 2002–03



By 2011–12, 22,011 public school students took most of their courses by DL, an increase of 13,695 students

Student enrolment in DL courses in private schools has risen from 448 students in 2002–03 to 6,293 in 2011–12

Note: DL enrolment is measured in two ways: the number of students taking most of their courses by DL, which is much lower, than the number of students registered in one or two DL courses.

Sources: BC Ministry of Education (2014), Student Statistics 2013/14: Province-Public and Independent schools combined, pp. 16, 3. BC Ministry of Education. (2012), 2011/12 Summary of Key Information, p 20-21.

STAY SAFE on social media

by Robin Toczak, Victoria teacher

Popular as a social outlet, beneficial for professional development, and useful teaching tools, social media are becoming increasingly ubiquitous. But while the technology changes rapidly, teachers continue to be held at an extraordinarily high level of conduct both online and offline. So how do we protect ourselves and our students while using social media to network professionally, discover teaching ideas, connect with students, and keep in touch with friends and family? We need to be careful with our web presence, but there's no need to be confused or to avoid social media altogether out of fear. You just need to know the privacy settings, keep your interactions respectful and professional, and maintain good boundaries.

1 Know the tools

Use the site's built-in privacy controls to customize your privacy settings. Different sites allow different levels of privacy, so do a little investigating. Ask for help if you're unsure, and then decide what will work best for you. Some people may want the most restrictive privacy settings. Others may feel comfortable with relaxed privacy settings, knowing they are diligent about what they post. In any event, remember there's no guarantee that anything stays private online. It's safest to assume that anything you post could become visible, forwarded, searchable, and impossible to remove from public view. Ask your friends and family to be mindful about posting pictures of you to their social media accounts. What might seem innocuous to them may end up being problematic for a teacher. Learn how to "untag" photos, set approvals for posts about you or tags of you, and don't be shy about asking for something to be removed.

2 Keep it professional

The discussions, emails, text messages, or pictures you post create a permanent record, so take a moment to ensure they are appropriate before you click send. When interacting online in professional or personal contexts, avoid venting, criticizing, or sharing confidential information about students, parents, colleagues, or administrators. If you're setting up a social media tool for use with students, make a detailed plan for its use, including the steps you're taking

to protect yourself and the students. Don't post anything you wouldn't say or post in class, and remember that casual remarks or jokes can easily be misinterpreted.

Maintain boundaries

Teachers are expected to be friendly, but not "friends" with their students. If your social media plan includes "friending" students, set up a specific profile (separate from your personal profile) for this purpose, and keep it professional. Friending a student online can open up a teacher to greater scrutiny from students, parents, and administrators. Only communicate with students in media where a record of your conversation is made. You can also set up a group or fan page to limit students' access to your personal information. Communicate your boundaries to students. If you plan to communicate electronically with students, consider setting up office hours and/or setting time limits for conversation length.

DL and homeschooling: What's the difference?

Homeschooling is an educational program provided to a child by a parent, not under the supervision or direction of a qualified teacher. This is not the same as distributed learning.

Distributed learning programs or courses are taught by qualified persons who are certified by the ministry's Teacher Regulation Branch.

A person of school age eligible to enrol in Grades 10–12 can register as a homeschooler and also enrol as a student with a school board operating a distributed learning school or program. That board or authority will receive ministry funding for the courses that student takes under distributed learning funding policy and procedure. Credit toward graduation is awarded for the successful completion of distributed learning courses.

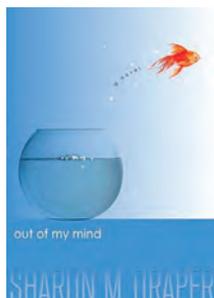
From the BC Ministry of Education
website: <http://bit.ly/1CKqxW2>



Robert Churchill/iStock/Thinkstock

KIDS' AUTHORS grapple with technology, ethics, and privacy

by Lucinda Tooker, teacher-librarian, Maple Ridge



Technology can free those who are unable to communicate, as Melody discovers in *Out of My Mind* by Sharon Draper, but can technology open people's eyes and change their minds? Melody is a pre-teen student with cerebral palsy, and she is "locked in" because she cannot speak. She is warehoused in a special class at school, and treated like someone with intellectual challenges, until she is outfitted with a computer capable of replicating speech. And she

has so much to say! Eventually, she earns her way onto the school's quiz show team (the Whiz Kids). The reader hopes that everyone's hearts and minds change when they realize Melody is so capable, but that would be a fairytale ending. Students in Grades 5 through 8 will have a lot of ethical issues to debate after reading this book. (ISBN 9781416971719)



Elizabeth Stewart explores the impact of technology on the lives of three girls in different countries in *Blue Gold*. Coltan, a precious metal used in cell phones, is mined in the Democratic Republic of Congo, a war-torn country from where Sylvie has escaped to a refugee camp in Tanzania. Her counterpart in China, Laiping, is a factory worker assembling cell phones under brutal circumstances. Finally there is Fiona, a Canadian teen who

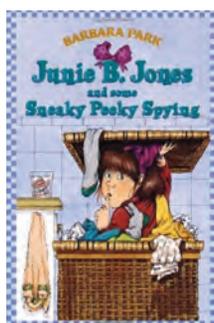
unwittingly shares a sexually explicit photograph taken with her cell phone and who becomes the victim of cyber-bullying. The three stories are connected through the world's insatiable need for the metal, the production of cell phones, and the vulnerability of young women in all walks of life. In the afterword, Elizabeth Stewart provides a direction for discussion with teenage students and some useful websites for further research.



(ISBN 9781554516346)

In *Trackers* by Patrick Carman, four tech-savvy teens find themselves caught up in a struggle with international "black hat" hackers who are bent on mayhem involving the world's banks. However, once they embark on their adventure into

international cyber-crime, things are not what they first seemed to be. Told through narrative, as well as transcripts of IMs and videos, the story provides readers with an exciting mystery they can also try to decode through an interactive website (transcripts of the videos are also provided in appendices to the book). A sequel, *Shantorian*, is also available for those pre-teens who HAVE to know how things turn out for our wanna-be hackers.



(ISBN 9780545165006)

For younger readers, Junie B. Jones challenges notions of privacy and learns how hard it is to keep secrets, in *Junie B. Jones and Some Sneaky Peeky Spying* by Barbara Park. First, Junie B. spies on her grandfather, as he removes his false teeth. Unfortunately, her reaction gives her secret location away. Another time she follows her teacher in the

grocery store and sees her kissing a strange man (her husband), and sampling some grapes. It is all too much for Junie B. to keep inside, and she blurts it all out in a meeting with the principal. People who appreciate Junie B.'s eccentric adventures will find plenty to discuss with their primary classes after sharing this book. (ISBN 9780679851011)

TTOCS paid on scale from day one

The last decade of bargaining has resulted in many improvements for Teachers Teaching on Call

2006–2011

Following the 10-day illegal strike in 2005, and further bargaining in 2006, negotiated base salary rates for TTOCs went up by 15.15%, from \$165 to \$190 a day and TTOCs were paid on scale on the 4th day of work, retroactive to the first day. Previously, scale placement was only achieved on the 4th day of work in a single assignment. Along with the scale placement came for the first time, seniority credit for TTOCs for all days worked at their scale rate.

2011–2013

In the 2011 round of bargaining, the BCTF negotiated paid union leave for TTOCs, including up to 20 days of union leave recognized for seniority and experience purposes.

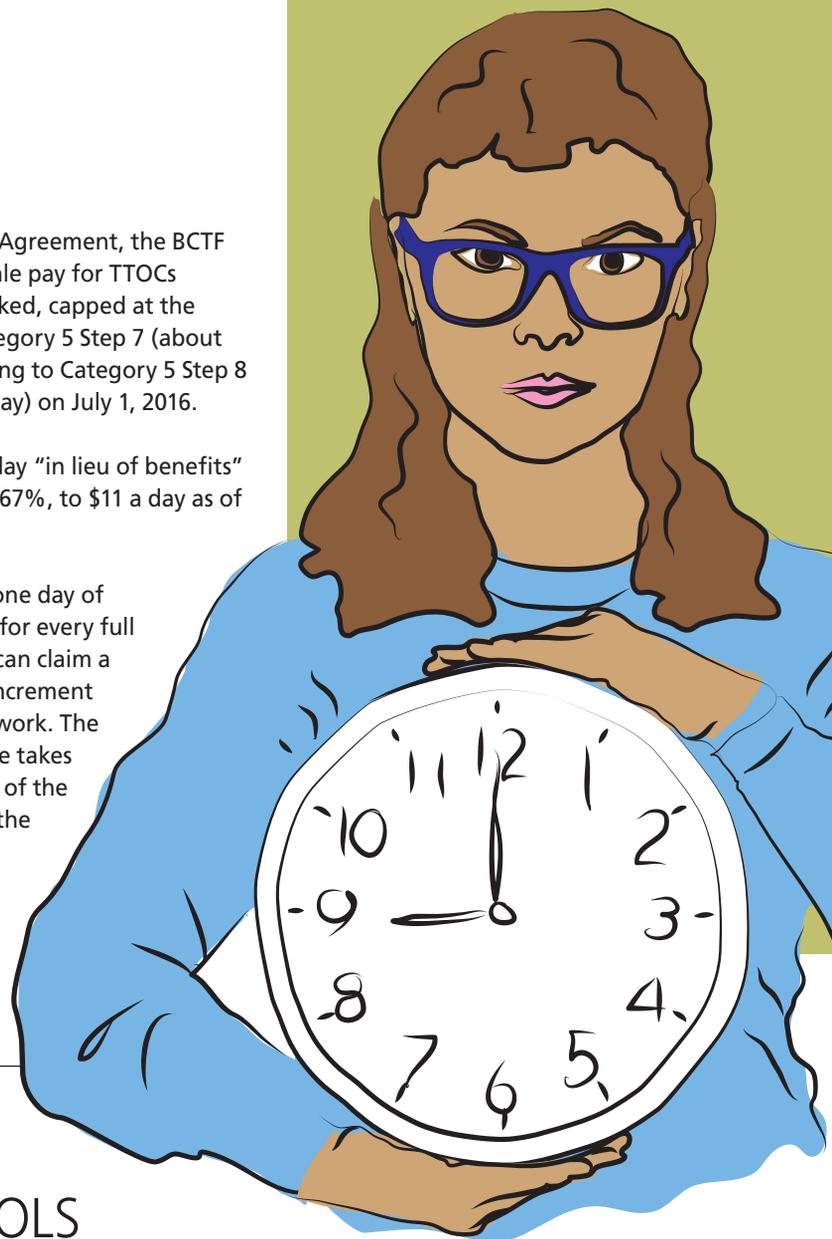
2013–2019

In the last round of bargaining that concluded with the September 2014

Memorandum of Agreement, the BCTF negotiated on-scale pay for TTOCs for every day worked, capped at the equivalent of Category 5 Step 7 (about \$355 per day), rising to Category 5 Step 8 (about \$370 per day) on July 1, 2016.

The current \$3 a day “in lieu of benefits” amount will rise 267%, to \$11 a day as of July 1, 2016.

TTOCs now earn one day of experience credit for every full day worked, and can claim a full year’s salary increment after 170 days of work. The increment increase takes effect on the first of the month following the accumulation of 170 days.



Dale Costanzo/BCTF Graphics

Employer responsible for ensuring SEXISM-FREE SCHOOLS

Article E.1 of the provincial collective agreement, Non-Sexist Environment, requires school districts to pro-actively maintain non-sexist environments in all schools and workplaces. A non-sexist environment is defined as that in which there is no discrimination against females or males by portraying them in gender stereotyped roles or by omitting their contributions.

Public school district employers must not condone or tolerate any written or verbal expressions of sexism. School districts must work with locals to develop programs to ensure this is the case.

Any violations of this requirement can be addressed through collective agreement Article A.6, the grievance procedure.

If you experience or become aware of any instances of sexism in your workplace, contact your local union office.

For more information about this or any other collective agreement matters, visit bctf.ca and sign in to the BCTF Member Portal. Look for “Collective agreements.”



Raise the MINIMUM WAGE: It's only fair!

by Jack MacDermot, Assistant Director,
Communications and Campaigns Division

Teachers often see the negative consequences for students when their families are struggling to make ends meet. We know full well the difference good housing, proper clothing, and healthy food makes for students. Raising the minimum wage is an important step in improving the lives of thousands of hard-working British Columbians and their children.

The BC Federation of Labour has launched the "Fight for \$15" campaign calling on the provincial government to increase the minimum wage to \$15. Denise Moffatt, former president of the Surrey Teachers' Association, is currently working at the BC Fed. She spoke to *Teacher* about the campaign and its objectives.

"We are encouraging teachers to sign the on-line petition on our www.fightfor15bc.ca website. By sharing the petition and information about the campaign through their social networks on Facebook and Twitter, teachers can help us spread the word to others.

"We are distributing wallet cards that have information about the campaign. You can download these cards, and lots

of other timely information, from the Fight for 15 website or you can contact the BCFed at 604-430-1421 to request they be sent to you. We're urging everyone to hand them out to other workers, family, and friends. We feel that participation of workers is essential to the success of the campaign.

"In conjunction with community organizations, the BCFed is organizing events on the 15th of every month. Activities include petition-signing drives, rallies, and leafleting. Look for upcoming events on the website and Facebook page.

Finally, never underestimate the power of talking to your local city council and MLAs about issues like this one. A steady stream of emails and phone calls can make a difference."

Myths about increasing the minimum wage

Minimum wage increases will kill jobs.

Reality: This persistent myth is addressed on the website in a video by leading economist Jim Stanford and in an article by Seth Klein from the Canadian Center for Policy Alternatives. Research on the history of minimum wage increases across Canada since the 1980s found there is no consistent connection between higher minimum wages and employment levels.

Minimum wage workers are only young people living at home, or are new to their job.

Reality: In BC, 47% are age 25 or older, and nearly 10,000 are over age 55. The majority have worked in their jobs for at least a year.

Almost all the businesses that will be affected are very small operations.

Reality: Employers with 500 employees or more have 46% minimum wage workers.

This won't affect very many people in our province.

Reality: 120,000 workers in BC are paid only the minimum wage and more than half a million earn \$15 per hour or less.

It's unrealistic to expect a raise to this level.

Broad-based campaigns have been successful in moving both Seattle and San Francisco toward a \$15 per hour minimum wage.

Why not here?

FIGHT FOR 15

Count me in



TEST YOUR KNOWLEDGE

Take the minimum wage quiz

1. The minimum wage in BC is currently \$_____ per hour, except for exemptions in the *Employment Standards Act*, which allow servers and farm workers to be paid less.
2. The number of people in BC currently earning \$15/hour or less is: _____.
3. In San Francisco and Seattle the minimum wage is on the rise to \$_____ per hour.
4. The percentage of minimum wage earners aged 25 or older in BC is _____%.
5. _____% of the minimum wage earners in BC are women.
6. In a recent poll* in BC, _____% agreed that: "Considering the cost of living, \$15/hr. is a fair wage."
7. British Columbia has the _____ lowest minimum wage in Canada.
8. British Columbia ranks _____ for the highest cost of living in the country.
9. British Columbia along with _____ Canadian provinces has no poverty reduction plan.
10. 1/_____ (fraction) of children living in poverty in BC have a parent working full-time in the paid labour market.
11. The living wage for Greater Vancouver** is currently (plus or minus \$1/hr.): _____/hr.
12. 46% of minimum wage earners work for employers with more than _____ employees.
13. _____% of minimum wage earners hold a university degree.
14. A \$15/hr. minimum wage would put BC workers _____% above Statistics Canada's low-income cut-off.
15. Fight for 15 campaign events will be on the _____ of each month.

Go to www.fightfor15bc.ca

*as calculated by the Living Wage for Families campaign

**Insights West poll, November 2014

Answers
1. \$10.25
2. 517,000
3. \$15

4. 47
5. 63
6. 80

7. 8th
8. 1st
9. Zero

10. 3rd
11. \$20.10
12. 500

13. 14
14. 10
15. 15th





Help shift the debate on taxes

by Glen Hansman

“You know there are two schools in economics on this. One is that there are some good taxes and the other is that no taxes are good taxes. I’m in the latter category. I do not believe that any taxes are good taxes.”

— Stephen Harper, 2013

No taxes = no public education, no public healthcare, no city streets, no multi-lane highways, no bridges, no libraries, no social services, no environmental regulations, no enforcement, and the list goes on. Is this what Canadians really want?

In March 2014, the BC Federation of Labour (BCFed) organized a Public Sector Summit to start strategic discussions and to identify action to fight the attack on public services. The March summit brought together close to 100 union leaders and staff to examine the landscape of organizations, coalitions and spokespeople who work to promote a strong public sector. The summit also discussed the depth and breadth of the forces that campaign for privatization, tax cuts, and reduction in public services. The meeting resolved to continue discussions with the goal of strengthening our collective capacity to promote and defend public service.

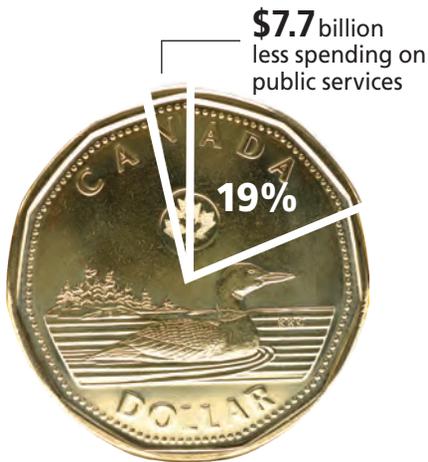
BCFed officers struck a Public Sector Summit Working Group to flesh out options for a structure, and to engage BCFed affiliates in discussion. The BCTF is playing an active role in these discussions, which involve most BC public sector unions and some private sector unions.

Tax cuts are central to the federal government's strategy for dismantling public services or, as Stephen Harper calls it, the Canadian "welfare state." During

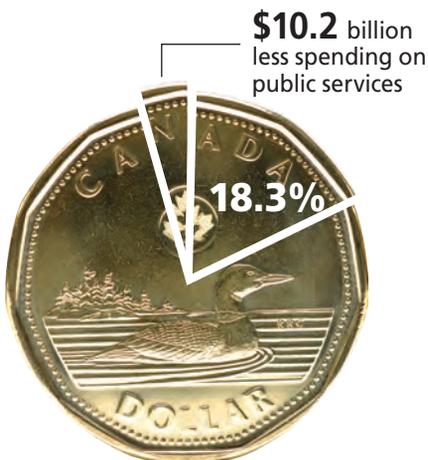
Government spending on public services as a percentage of BC GDP



2001-02



2014-15



2016-17
projected in BC Budget

Data source: BCFed

two minority governments, the Harper government tweaked cuts at the edges of social programs. And now with a majority government, wholesale cuts to public services have become the status quo.

The BC provincial government has duplicated Harper's tax policies. Choking government revenues enables governments to justify job cuts and the elimination of public services.

The Fraser Institute, the Canadian Taxpayers' Federation, the Coalition of BC Business, and Labour Watch are the most vocal opponents of fair taxes and investment in the public sector. They are well funded and for the most part have focused messages.

Unfortunately, they are defining the public debate on taxes in lock step with the actions of the federal, provincial, and municipal governments.

At the BCFed convention in November, the working group launched its research paper, *Fight the Attack on Public Services*. Since then, BCFed affiliates have continued the discussions to co-ordinate our efforts. We need to take action to stop the stampede and reverse tax cuts that are fundamentally changing Canada and BC.

Labour has the strength, skills, and resources to mount a long-term effective strategy to shift the public debate and the understanding of why we need a well-resourced public sector and, just as importantly, how it can be funded. We are crafting a strategy that will involve community input.

More information will be provided as the co-ordinated strategy unfolds. In the meantime, check out the *Fight the Attack on Public Services* paper here: <http://bit.ly/1D2APRj>

Glen Hansman is the 1st vice-president of the BCTF, and is a member of the BCFed Executive Council. He is involved in the BCFed group working on this topic.

Key federal spending cuts

- Front-line services to veterans: nine offices closed and 25% staff cut
- Search and rescue: marine and traffic control and search and rescue stations closed in St. John's and Vancouver
- Employment Insurance services: Legislative changes to EI eligibility and cut to EI call and processing centres
- Front-line tax services: all Canada Revenue Agency service counters closed
- Fish habitat research: cut habitat staff in BC by 50%
- Statistical research: deep cuts to Statistics Canada means there is no data for evidence-led decision-making
- Library and Archives Canada: irreversible cuts to national libraries
- National parks conservation and maintenance: crucial infrastructure not funded
- Border security: cuts to front-line Canada Border Services Agency officers, intelligence officials, and sniffer-dog teams
- More than 25,000 federal public sector jobs have been cut

Key provincial spending cuts

- Ongoing budget shortfalls for public education as government is not funding for cost pressures (e.g., inflation, increases in BC Hydro, MSP premiums, EI, WorkSafe, and labour agreements)
- Cuts to adult education and ESL programs
- Ongoing budget shortfalls in post-secondary education
- Ongoing budget shortfalls in healthcare
- Ongoing budget shortfalls in other sectors include cuts to environmental protection, parks, programs and services to children and families

Source: BC Federation of Labour: *Fight the Attack on Public Services*, November 2014
References available upon request

MYEDUCATION BC replaces BCeSIS

by Larry Kuehn, Director,
BCTF Research and Technology Division

What could possibly go wrong?

Ministry and school districts have the experience of the implementation of BCeSIS to identify what didn't work. This should mean that the change to a new student information system—MyEducation BC—would be carried out with few glitches.

Ministry and district administrators even had extra time to prepare things while the strike was ongoing. And Fujitsu, the business the Ministry of Education has contracted to run MyEducation BC, is the same company that ran the BCeSIS contract.

However, no-glitch implementation seems to be a contradiction in terms.

Teachers should be aware of the changes and implications of MyEducation BC—the collective agreement in every district includes provisions for technical change (or equivalent). These clauses require that a joint committee of the board and the union work out provisions on issues like implementation of new technology.

“The vagaries of implementation of the new student information system is reason enough to insist on teacher representation in decision-making.

These committees are supposed to address the process issues and identify the support required for the implementation. Has such a committee met in your district and jointly developed a plan? Did your district agree to shutting down the system for three days right at semester change?

According to the Ministry, responsibility for MyEducation BC rests with the school districts. The Ministry says it is just providing the platform through its contracts with software supplier, Aspen, and service supplier Fujitsu. They say all the decisions about what sections to use and how they are implemented is up to school districts—a powerful reason to have ongoing teacher representation in the decision-making.

The Ministry is not providing any funding to districts to cover the costs of implementation. The speed and type of implementation will have implications for district budgets because whatever MyEducation BC costs will mean correspondingly less funding for other student services. In many



Derivative from iStock/Thinkstock sources



districts those costs will include updates to the technology so that access is not a problem.

Beyond implementation: Challenges to teacher autonomy

The vagaries of implementation of the new student information system is reason enough to insist on teacher representation in decision-making. Beyond that, however, there are many other issues of teacher autonomy.

- Will the use of MyEdBC's gradebook be left to the teacher or imposed by districts or administrators?
- Will teachers and students be required to use MyEdBC as a workspace? Will teachers continue to be able to create their own websites, choose their preferred software, and means of communications with parents?
- What are the implications of the new IEP module?
- If parents are given access to MyEdBC, is it possible that teachers might face daily challenges on criteria used in carrying out formative and/or summative assessments?
- "Big data" is a descriptor of the trend in collecting huge masses of data across databases and using analytics to make teaching practice "data based." Is this an expectation of MyEdBC?
- What access will principals have to all teacher and student data?
- What information about teachers will be held in the administrator module?

Parent and student interests and concerns

Mass data collection about students is a growing trend in the USA where products like Aspen (the MyEdBC software) have been developed. This has been a great concern to parents who have pushed state legislatures to adopt a parents' bill of rights on privacy.

Will parents want their children's work posted online to be maintained through K-12? How will it be used? What about "the right to be forgotten," a new legal principle established in European courts in response to the permanency of digital records?

Will we be happy when we look back on the birth of MyEdBC?

We can hope that implementation has worked well and that many elements of MyEdBC have had a positive impact. To work toward that objective, it is crucial that teacher representatives have a place at the table dealing with policy, implementation, and review of how well it is working.

Contact your local union office for information about MyEdBC implementation in your district.

DIGITAL PRIVACY and the right to be forgotten

Have you ever looked yourself up on the Internet and been surprised by what appeared to be old history—and possibly history that you prefer not to have public. That happened to a Spanish man. He found a dated newspaper article about the repossession of his house. While the story was true, he had paid off his debts and felt the story should no longer be available on such a wide scale.

He took his case to the European Court in 2014. The court ruled that Europeans now have the right to request that search engines delete information about individual's lives that are considered a breach of privacy, making it easier for Europeans to exercise their right to be forgotten.

MyEducation BC (MyEdBC) offers the convenience of many tools all found in one place. But it also opens the possibilities of using the system as a form of surveillance by those who are authorized to look at data held in the database. What could happen to data compiled about students or teachers in MyEdBC? Does that information follow the student or the teacher throughout her or his life? Who owns this information—the employer, the company that owns the software, or the server?

Districts need to follow these basic privacy principles

1. The purposes for collecting data are clearly stated.
2. Role-based, authorized access to the data is clearly defined.
3. Data is not used for purposes unrelated to the original purposes for which the constituent data elements were collected.
4. There is an opportunity to correct data errors.
5. Data analysis is not used for "social sorting," using information to slot individuals, through their digital profiles, into risk or desirability categories.
6. The system is not used for surveillance.
7. Data is not made available for linking with other government databases.

March 14–17, 2015**FIRST SESSION****March 14, Saturday evening****7:00 p.m.–10:30 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 2014 AGM minutes
- Stewardship report on 2014 AGM
- Report of the Nominating Chairperson

President's report

Jim Iker

Leadership Report

- Recommendation 1

Constitution and By-laws

- Recommendations 2–6

Greetings/comments from invited guests

10:00 p.m.

Election statements from candidates for table-officer positions

Questions and answers

Call for nominations

10:30 p.m. Adjourn

SECOND SESSION**March 15, Sunday morning****9:00 a.m.–12:30 p.m.**

Finance—

- Report from the Treasurer
- Recommendations 16–21
- Resolutions 119–133

International Solidarity

- Recommendation 24
- Resolutions 136–137

Strike/Lockouts

- Recommendations 45–46
- Resolutions 157–160

Social Justice

- Resolution 156

Unfinished business

12:00 Bob Rosen Social Justice Award

12:25 Announcements

12:30 Lunch

THIRD SESSION**March 15, Sunday afternoon****2:00 p.m.–6:00 p.m.**

Annual General Meeting

- Recommendation 9
- Resolutions 101–104

Certification and Teachers' Council

- Resolution 114

Organization of the BCTF

- Recommendations 25–26
- Resolutions 139–150

Professional Development

- Resolution 152

Unfinished Business

4:30 p.m. Honorary Membership

4:55 p.m. Announcements

5:00 p.m. Election Statements for Member-at-Large positions
Questions and answers
Call for nominations

6:00 p.m. Adjourn

FOURTH SESSION**March 16, Monday morning****9:00 a.m.–12:30 p.m.**

Guest Speaker

Education Policy

- Recommendations 12–15
- Resolutions 117–118

Professional Rights, Ethics, and Standards

- Recommendations 31–37

Education Finance

- Resolutions 115–116

Health, Welfare, and Safety of Teachers

- Recommendations 22–23
- Resolution 135

Unfinished business

12:00 p.m. Stuart Schon Health and Safety Award

12:25 p.m. Announcements

12:30 p.m. Lunch

FIFTH SESSION**March 16, Monday afternoon****2:00 p.m.–5:30 p.m.**

Pensions

- Report
- Recommendation 27
- Resolution 151

Bargaining

- Recommendations 10–11
- Resolutions 105–113

Membership

- Resolution 138

Aboriginal Education

- Recommendations 7–8

Provincial Specialist Associations

- Recommendation 38

Unfinished Business

5:25 p.m. Announcements

Final call for nominations

5:30 p.m. Dinner

SIXTH SESSION**March 16, Monday evening****7:30 p.m.–10:00 p.m.**

Election for Table Officer positions

Teacher Education

- Resolution 161

Goals of the BCTF

- Resolution 134

Political Action

- Recommendations 28–30

Public Affairs

- Recommendations 39–44
- Resolutions 153–154

Unfinished Business

9:55 p.m. Announcements

10:00 p.m. Adjourn

SEVENTH SESSION**March 17, Tuesday morning****9:00 a.m.–1:00 p.m.**

Election for Member-at-Large positions

G.A. Fergusson Award

Teachers Teaching on Call

- Resolution 162

Technology

- Resolutions 163–164

Public Relations

- Resolution 155

Unfinished Business

Late Resolutions

New Resolutions

New Business

Acknowledgement of retiring activists

12:50 p.m.

Closing courtesy motion

1:00 p.m. Adjourn

Constitution and By-laws

Recommendation 2

That By-law 5.8 be amended to delete the first paragraph and replace it with the following:

The Executive Committee shall have the power to appoint, dismiss, and subject to the terms of any applicable contract or collective agreement, set the remuneration and working conditions of all employees engaged to perform the duties of the Federation including employees within administrative, support, and excluded staff of the Federation.

Recommendation 3

That the second paragraph of By-law 5.8 be amended:

- i.) to delete the words "or within the support staff" after "administrative staff" and before "of the Federation" and add the phrase "support staff, or excluded staff"; and
- ii.) to delete the word "fix" and replace it with the word "set";

so that the second paragraph of the by-law would read as follows:

For purposes of this by-law, the Executive Committee may determine by resolution whether any employee is within the administrative staff, *support staff*, or *excluded staff* of the Federation. The Executive Committee may, by resolution, delegate to the Executive Director the power to appoint, dismiss, and subject to the terms of any applicable contract or collective agreement, set the remuneration and working conditions of employees engaged to perform the duties of the support staff of the Federation, or specified classes thereof, provided always that the exercise of such delegated power by the Executive Director shall be reviewed by the Executive Committee.

Recommendation 4

That By-law 5.8 be amended to delete the last paragraph and replace it with the following:

The Executive Committee is empowered to enter into contracts in respect of remuneration and conditions of employment with excluded staff, as well as with groups representing employees of the Federation, and for this purpose is empowered to enter into individual contracts and collective agreements with trade unions duly certified to represent such employees pursuant to provincial labour statutes.

Recommendation 5

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 that such power shall not be exercised except if it be assented to by at least two-thirds of the Executive Committee.

Recommendation 6

That By-law 5.19 be amended to delete the references to "the president" so that the by-law would read:

The Executive Committee shall be empowered to grant legal aid to any member. The Executive Committee may by policy delegate to General Counsel or a specified member of the administrative staff the power, subject to review by the Executive Committee, to grant or refuse legal aid to members pursuant to policies adopted by the Federation in respect of legal aid. An active member dissatisfied with the decision of General Counsel and/or designated administrative staff member may, within 60 days of the receipt of the decision, appeal that decision to the Executive Committee by notifying General Counsel of such appeal in writing. The decision of the Executive Committee in respect of a request for legal aid shall be final and binding and, notwithstanding any other provision in these by-laws, there shall be no appeal of a decision of the Executive Committee to the Representative Assembly, the Annual General Meeting, or the Judicial Council in respect of a member's request for legal aid.

Professional Ethics, Rights, and Standards

Recommendation 31

That the word "teacher" be replaced with the word "member" wherever it occurs in the Code of Ethics.

Recommendation 32

That a statement be added at the end of the current preamble to the Code of Ethics that says:

"Members are advised to contact local union officers or appropriate BCTF staff for advice on how to proceed with issues related to the Code of Ethics."

Recommendation 33

That Clause 3 be reworded to read:

"A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage."

Recommendation 34

That Clause 4 be reworded to read:

"The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties."

Recommendation 35

That the italicized statement in Clause 5 should begin on a new line and read:

"It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements in reporting child protection issues."

Recommendation 35

That Clause 5 be reworded to read:

"The member directs any criticism of a colleague's professional practice or work-related activities to that colleague in private. If the member believes the issues have not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance."



President
Jim Iker

Our advocacy is driven by the learning needs of every child in our classrooms.

Supporting every local regardless of size, supporting early career teachers and engaging all members, is critical for a strong, effective BCTF.

We must:

- engage our partners, alliances and the public in advocating for restored and stable funding and stop corporatization/ privatization.
- ensure a fee that builds engagement, improves fund balances for collective bargaining and protects our cornerstone programs and services for members and locals.
- continue to assert the knowledge and voice of the profession in education policy.
- assert our rights, support each other and exercise our solidarity at the school level,

to promote decisions that improve the learning and working needs of students and members.

- support our social justice work in schools, communities and society to make a better world for our students and ourselves.
- voice and protect our values and principles as autonomous professionals, unionized workers and engaged citizens.
- be active in the upcoming federal election.

I believe in leadership that is thoughtful, respectful and responsive, which promotes democratic processes, member input and timely strategies.

Together, we make change.

I bring you my experience, energy and optimism; and value the honour to work on your behalf.

EXPERIENCE

Provincial: Currently BCTF President; various EC and provincial committee positions
Local: Various local EC and committee positions (Burns Lake)
Teaching: 37 years (full- and part-time) K-7, LA, Counselling, Special Ed.
Education: Honours BC McMaster, B.Ed Dalhousie



First Vice-President
Glen Hansman

Continuing our advocacy, and building capacity across the membership is crucial between rounds of bargaining if we are to build a stronger union in an increasingly challenging political environment.

I have been honoured to be able to visit and learn from members around the province, and place the utmost value on the needs of our members and working/learning conditions in schools as the centre of our work as the BCTF.

I also value our increased collaboration with the BC Federation of Labour and its affiliates, with Aboriginal communities, and with other organizations that work for a fair and just society.

Given the size and diversity of our membership, inclusion and member engagement are crucial for solidarity and for success in our efforts—and we must continue to provide more support and find more ways of engaging TTOCs, members new to the profession, and members from historically marginalized groups.

I wish to continue to work with all locals and PSAs in order to defend members' rights and the teaching profession, ensure that teachers are supported in the implementation of educational change, and to build upon the decades of advocacy undertaken by past and present members of the BCTF.

EXPERIENCE

Provincial: Currently 1st Vice-President; various EC and provincial committee positions
Local: Various local EC and committee positions (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

As a Federation we have just experienced an extremely challenging and unprecedented year; teachers made significant sacrifices to achieve a collectively bargained agreement. Returning to work following our strike has been challenging, as much more work remains to improve classroom conditions.

As Second Vice President I have had the privilege of visiting many picket lines and attending local meetings. I have been so proud, inspired and impressed by the resolve of teachers, working together to make gains at the bargaining table in the face of an intransigent employer. We were only able to achieve a deal because of our amazing solidarity and the support of others in the trade union movement.

Many challenges lie ahead. We now have the opportunity to create a long-term strategic plan that will rebuild our financial resources, engage our members and build our capacity. We may be bargaining class size and composition very soon; pending the outcome of the Court of Appeal and government's response. We will also need to continue to advocate for adequate and stable funding for schools to improve and protect classroom conditions and specialist teacher ratios.

I have the experience, passion and determination to represent the diverse needs of teachers. I would be honoured to continue to serve as your 2nd Vice President.

EXPERIENCE

Provincial: Currently 2nd Vice-President, various EC and provincial committee positions
Local: Various local EC and committee positions (Quesnel)
Teaching: 22 years of intermediate classroom experience and resource teacher
Education: Med (UNBC); Curriculum and Counselling; BA (SFU)



Member-at-Large
Mike Ball

I continue to be proud of teachers for standing strong against the government's draconian tactics at both the bargaining table and in the courts. The public recognized and supported what teachers stood for; however, there is still much advocacy required if we are to meet our goal of a fully funded Public Education System where teachers truly see improved supports for all students.

The invaluable experience I gained during my two years as a Member-at-Large on the EC will guide me through the many challenges we face today and through 2019:

- We must continue to inform parents and trustees of how our class sizes and

compositions affect the ability of all students to experience success.

- We must be cautious with our spending so that we can rebuild our funds and ensure that future governments are unable to undermine us at the bargaining table.
- We must ensure that new members have ample opportunities to become involved.
- We must continue to speak up for those less fortunate than ourselves because we are a Social Justice Union.

It was a privilege to serve two years as a BCTF Member-at-Large, and I ask for your support so that I may continue with that advocacy work.

EXPERIENCE

Provincial: past EC Member-at-Large; various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Nanaimo)
Teaching: Elementary (17 years).
Education: B.Ed. Distinction (UVIC @ Malaspina UC), M.Ed. Leadership (City U)



Member-at-Large
Gail Chaddock-Costello

It is both humbling and exciting to be running as a MAL candidate for the BCTF EC. The last two years as your MAL have included serious discussions/decisions having significant impact on members, as well as exciting opportunities. I believe we must take the time to survey our members, learn from our recent round of bargaining and incorporate that knowledge into our future plans. The EC is hard at work in this regard. The BCTF's commitment to members and to addressing their needs continues to be paramount, whichever form that takes—bargaining, professional development, and social justice or income security.

My work locally and provincially has provided me with opportunities to work on diverse member concerns: Local bargaining (23 articles); Teach for Canada; Truth & Reconciliation; LGBTQ policies; grievances on restoration of library services and teacher librarians; preparation time re: lack of TTOCs and cuts in prep time; Ed Fund for 'Teacher's Only'; Aboriginal Employment Equity; Jt. Committees on Mental Health and Library Commons, as examples. The support, encouragement and trust members have placed in me reinforce the value of the work I have been a part of and, with your vote at the 2015 AGM, will be able to continue.

<http://youtu.be/WHeNIR07KPQ>

EXPERIENCE

Provincial: Currently EC Member-at-Large; various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Langley)
Teaching: Special Education (all categories, all levels); adult ed
Education: BA, B.Ed. St. Mary's University (Summa Cum Laude), NS, M.Ed. Mount St. Vincent University, NS, Doctoral educational leadership, dissertation pending, U of San Diego.



Member-at-Large
Barry Dorval

Many BCTF members feel separated from their union. This cannot continue.

If elected, I will tackle this problem by championing these changes: (1) instituting a membership-wide vote for our executive committee; (2) requiring membership-wide votes to authorize an increase to union dues or levies; (3) restricting the BCTF's actions and public statements to issues consistent with the goals articulated in section 11 of the Members' Guide; (4) reducing the size of the BCTF's workforce (through attrition) and focusing this workforce's services on the professional and contract-based needs of the membership; (5) matching the number of BCTF-paid president release grants with

the number of school districts; and (6) strengthening relationships between the BCTF and education stakeholder groups.

I will communicate directly with members about the progress made in achieving these goals, including identifying barriers to change.

I am committed to significant change, but I need help. The BCTF is your union; if you want change, take action. If you are an AGM delegate, vote for change; otherwise, lobby your local's AGM delegation to support change. A BCTF that has greater member input is possible! Visit www.facebook.com/barrydorvalforbctfmal to learn more about me and to share your ideas.

EXPERIENCE

Provincial: Various provincial committee positions
Local: Various local EC and committee positions (Vernon)
Teaching: Elem. Gr. 4-7, Sec. English, Math, Social Studies; various school committees



Member-at-Large
Teresa Grandinetti

The BCTF successfully negotiated a settlement during the last round of provincial bargaining. Although a difficult time for many members, it was members' strength and solidarity that helped the BCTF to achieve the best deal possible. I am proud that I was a member of the BCTF Executive that brought a negotiated settlement to reality and ensured that the odious employer strips were not realized!

However, the real work now begins. The Federation has four years before the next round of bargaining. During those years the BCTF must continue to:

- be the voice for public education during any/all discussions on education matters.

- monitor the needs of our membership and strive for increased member engagement.
- strengthen our internal structures so as to provide relevant services to members.
- steer the BCTF toward a solid financial footing.

I offer over 30 years as a teacher activist. Through my experience as a union organizer, negotiator, local table officer, and contract enforcer, I have the ability to reach solutions while always maintaining my union principles. As a member-at-large I would like to continue to work as part of a diverse, independent-thinking, Executive Committee where members speak their mind and vote their conscience.

EXPERIENCE

Provincial: Currently EC Member-at-Large; various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Coquitlam)
Teaching: 31 years middle, junior high and secondary school math & science, learning assistance, behaviour and counselling.
Education: Chemistry (UBC), PDP (UBC), Counselling Psychology (Adler)



Member-at-Large
Clint Johnston

We are at a pivotal point in the BCTF's history. Over the last 12 years we have faced a continuous and relentless attack on our profession by many outside forces. Throughout this period, we have maintained the solidarity and strength of our union because of our members. The resolve and support we received from them during our recent job action speaks to the commitment and professionalism that is inherent to those who choose to teach. We are on the verge of some key successes in the courts, but by no means are we able to rest.

I believe firmly that the level of support and

commitment shown by members demands an equal commitment from the Executive: a commitment to support members when they need it most—whatever that support looks like; a commitment to make sure that our decisions always reflect as closely as possible the will of our membership; and a commitment to always fight hard for the protection of public education.

I feel privileged to put my name forward as a candidate for Member at Large, and would be honored to have the opportunity to join the long list of activist leaders who have built up our union.

EXPERIENCE

Provincial: Various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Chilliwack)
Teaching: 12 years Elementary
Education: B. H.K. (UBC); B. Ed. (UBC)



Member-at-Large
Naomi Nilsson

The recent achievement of a negotiated collective agreement marks an important time for teachers in this province. It's time to reflect on our provincial strategies and create a foundation to support the next negotiations by ensuring the BCTF can financially sustain future rounds of bargaining. A multi-year plan must include continued work on:

- utilizing member engagement to maintain and increase public awareness of class size, composition, and non-enrolling ratios.
- defending and protecting public education and our hard won rights.
- ensuring a fully funded implementation of the new curriculum.
- highlighting the amazing work of teachers across BC to raise our status as professionals.

- collaborating with organizations to raise awareness of classroom related social issues like child poverty and increasing the minimum wage.

As an inner-city classroom teacher, I advocated for vulnerable students. I continue this advocacy as Local President, leading teachers through two rounds of job action and a district reconfiguration under a Liberal-appointed school trustee. It would be an honour to utilize my experience, energy, collaborative approach and knowledge of teacher priorities to represent our diverse voices at the BCTF Executive table. Twitter: @NilssonNaomi, Facebook: Naomi Nilsson for BCTF Member at Large

EXPERIENCE

Provincial: Various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Cowichan)
Teaching: SD# 84, Zeballos – Grades 7&8, SD #79 Grades 2-7, Elementary Music
Education: BFA – UVic; BEd – Vancouver Island University



Member-at-Large
James Sanyshyn

I am honoured to run for re-election as Member at Large. The past year was difficult for all members but I believe we achieved the best negotiated agreement we could in a harsh labour relations climate. I am proud to work with Jim Iker in advancing the interests of public education.

We have much to accomplish together. Member engagement must be our focus. We must rebuild our fund balances to healthy levels and practice informed fiscal

prudence. Our budget is a reflection of our values. I value our social justice work and the grassroots contributions of our smallest locals and will speak out in support of continuing these initiatives. My work with zonal Presidents, with the Committee for Action on social justice and on Executive sub-committees has improved my working knowledge of the BCTF and inspired me to offer my service for another term.

► page 23

EXPERIENCE

Provincial: Currently EC Member-at-Large; various provincial committee positions
Local: Currently Local Past-President; various local EC and committee positions (Burnaby)
Teaching: 21 yrs. in elementary and secondary music and

► page 23

James Sanyshyn
(continued)

As a classroom teacher, I see the effects of government underfunding on a daily basis. Teachers must continue to advocate for increased funding and support for our most vulnerable students. Recent successes in

trustee elections show the strength of our locals in improving working conditions for our membership. I ask for your support in 2015.

French (Central Coast and Burnaby)
Education: B Music, B.Ed. University of British Columbia M.A Music Education, McGill.



Member-at-Large
George Serra

I am very privileged to be part of a democratic organization that affords me the opportunity to put my name forward for Member-at-Large as your representative. Since first becoming local President in 2010, I have spent a considerable amount of time focusing on Local and Provincial Bargaining. Now that we have a contract in place until 2019, we need to refocus our energies on supporting our teachers across the province as well as preparing ourselves financially, strategically, and mentally for what will be another difficult round of bargaining in four years.

It is imperative that our BCTF Executive continues to foster member engagement;

something we do very well during bargaining and job action. The strength of our organization has always been the commitment of our activists, from grassroots members to Local Presidents. As a BCTF Executive member, I will strive to make sure our Local activists continue to have the tools they need to do this work.

Finally, a key element coming out of the last round of bargaining that we need to continue is educating the public of the chronic underfunding in our school system.

I have loved representing members as a local table officer at the MRTA since 2007 and I wish to continue that work provincially as your Member-at-Large.

EXPERIENCE

Provincial: Various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Maple Ridge)
Teaching: 16 years Elementary and Secondary
Education: BA SFU (1995), MEd SFU (2006)



Member-at-Large
Paul Steer

During the strike of 2014, the government-as-employer worked hard to divide teachers and to break our union. They failed; teachers persevered. The outcome, though not what we had hoped for, and far less than we deserved, saw us stand resolute, for Justice, in Solidarity. We made certain gains. Now, teachers expect their union leadership to be guided by their sacrifice, and to be responsive to their needs. Our leaders must be conscientious, respectful, and careful stewards of members' dues. As Member-at-Large, I will continue to be a proud proponent of our shared effort, to build a better, more inclusive, more democratic BCTF, a union engaged with and boldly

responsive to the needs and priorities of its members.

Re-elected as a member of our union's Executive Committee I will:

1. Take action in support of a 5-year fiscal plan as part of a broad strategy of renewal.
2. Bring the union closer to its members through the work of the Membership Engagement Task Force and our advisory committees.
3. Work to improve our relationship with government; teachers are well served by a union that is respected, valued and relied upon in all areas of education policy and governance.

EXPERIENCE

Provincial: Currently EC Member-at-Large; various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Delta)
Teaching: since 1981—primary, elementary, mainly intermediate, special education, junior and senior secondary, Alternate Education
Education: B.F.A. (UBC '79); PDP (SFU, '81), M.Ed. (USM '97)



Member-at-Large
Jennifer Wadge

As teachers and members of the BCTF, we have so much more that unites us than divides us. During the strike, it was natural that we looked inward and found fault with our union and with our collective strategies. Government used this to further create wedges between our provincial leadership and the membership. It will take time to rebuild and unify, but luckily, with five years remaining in our collective agreement, we have the time.

However, we also need to be mindful of our strengths. Despite being under constant attack, we remained strong and united, even picketing in the summer. We gained

powerful allies in our communities and we received an overwhelming amount of support from the general public. Most importantly, we were able to stand united in defense of public education in BC and to protect our court case. That is a true testament to our solidarity.

If elected, I will use my considerable experience, both locally and provincially, to provide the leadership we need to prepare for the future and to continue with the daily work of the union. We need to remain a grassroots union that is committed to the values that we share as teachers.

EXPERIENCE

Provincial: Various provincial committee positions
Local: Currently Local President; various local EC and committee positions (Surrey)
Teaching: Primary and Intermediate
Education: B.A. (SFU), B. Ed. (UBC), P.B.D. (Special Education) (SFU)



Katie Marsh



Kevin Potvin



Brenda Wong

Nastco/iStock/Thinkstock source

THE TEACHER, THE PARENT, THE STRIKE

Lessons from the line

by Kevin Potvin, Burnaby teacher

Remember all those engrossing conversations you had with colleagues walking slowly up and down leafy sidewalks last September? That was the classic silver lining to the black cloud of our full-on strike.

"How then," BCTF workshop facilitator Jane Turner asked 10 Burnaby Staff Reps on January 15, "do we carry on that teacher-to-teacher inquiry?" We were gathered in the Burnaby Teachers' Association boardroom for a day-long workshop entitled—The Teacher, The Parent, The Strike: Lessons from the line.

Our objective was to debrief and assess our 2014 job action and to develop strategies for staff reps as we move toward the (shockingly close) negotiations set to begin in four years. Our focus was on how we'll enable staff reps to keep that teacher-to-teacher dialogue going, not to mention the teacher to public, parent, media, and government dialogues.

Turner pointed out there was an unmistakable intent on the part of the governing Liberals to break our union in at least two ways—to bankrupt us, but also, and more seriously, to break our union spirit. There is every reason to believe our

display of strengthened resolve on the line, when the school calendar resumed in September, played the biggest part in bringing the Liberals to the table ready—finally—to bargain seriously.

Dave MacPhee, staff rep at Burnaby North, gave the best metaphor of the day when he pointed out the Liberals' "let's split the difference" response to repeated losses at BC Supreme Court. It was akin to the owner of a car being asked to cough up half its price to the car's thief.

Staff rep at Moscrop Secondary Greg DePaco added that another way the Liberals sought to break our union was (and it remains thus) to underfund education so we come to represent a small rump of what used to be public education in a thoroughly privatized landscape.

There was complete agreement that our battle had been, and will soon be again, only one part of a global struggle to resist the destruction of public services entirely

and the demonization of all tax. Some say we took our hill in this battle, others, not so much. "How then do we make sure," Turner posed, "that three years from now, we aren't in exactly the same place we were two years ago?"

We considered five categories of action looking back at 2014 and ahead to 2019. To improve parent support, we specified more information needed to be shared, specific dollar amounts tied to specific educational purposes would help, and anything that forged stronger parent-teacher relations would be excellent places to invest our energy.

We spoke about pushing for public sector unions to participate in some form of co-operative bargaining.

In terms of the media, the public, and social media, we found growing opportunity to leverage our grand success on social media in 2014 into more influence in the mainstream

Are you 65 or have you reached Factor 90?

Withdraw from the long-term portion of the SIP

You can save the long-term fee (approximately 1.2%) from the date you reach age 64 or "Factor 88." Members are no longer entitled to long-term benefits under the Salary Indemnity Plan once they hit "Factor 90" (age plus contributory service) or age 65. It is up to you to apply to withdraw from LTD.

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.

media and the public moving toward 2018. We also emphasized that more positive education stories, and more personal experiences of teachers, would build the support that we saw already increasing dramatically in the weeks prior to real bargaining in September.

Regarding communication, we all agreed that an even more active teacher presence on social media can only help. We can also become more aware of the historical background to the evolution of broad union ideals in Canada. While the BCTF's role is to provide relevant and frequent communication with members, teachers should also access information for themselves more readily.

Can we come to 2018 better prepared than in 2013? Yes, we decided, if we recruit staff reps, expand our social media exposure, share lessons of 2014, and most of all, keep that flame of teacher-to-teacher conversation alive and blazing in our staffrooms, hallways, and rep assemblies. And in 2018, we may even have a new and different government.

TECHNOCREEP: The Surrender of Privacy and the Capitalization of Intimacy

Thomas Keenan presents an at times sinister look into how unseen technology has crept in to all aspects of our private lives. Keenan, a professor at the University of Calgary, uses his background as a computer technologist and digital security expert to analyze scenarios the reader may think only exist in the movies but are all too real.

He discusses the many ways our phones and computers stealthily spy on us and invade our private lives, taking note of everything from closed-circuit cameras monitoring city streets to facial-recognition software, biometric identification and how to better safeguard our privacy to try to protect ourselves from the invasive technologies creeping into all aspects of our lives.

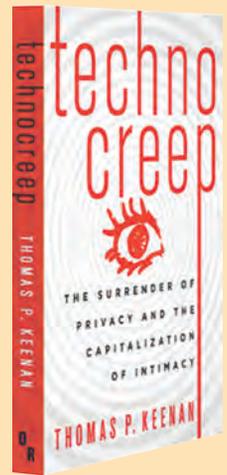
There is plentiful Canadian content, including case studies of Internet bullying and the suicide of Rehtaeh Parsons and Amanda Todd, which make for painful but important class discussions of Internet safety and the proliferation of images via social media.

Keenan has a wry sense of humour that pervades his narrative even when analyzing technological invasions. He says he is trying to be forthright about technology with the understanding that all technology can be used for good or evil. Keenan also gives a historical framework to aspects of technological advancements that will provide students with more context, especially for those who grew up in the digital age.

Summing up, he says, "We should be thinking about the moral, ethical, and even spiritual dimensions of technology before it is too late." This is an interesting read for both teachers and students about up-to-the-minute issues.

Reprinted from OSSTF Forum, Fall 2014. Review by Lisa Black-Meddings, Chief Negotiator and Executive Officer with the Secondary Teachers' Bargaining Unit of OSSTF/FEESO Toronto and a member of the Communications/Political Action Committee.

by Thomas P. Keenan
OR Books, 2014
224 pages, \$18,
e-book \$10



Teachers have NEW HUMAN RIGHTS ONLINE TOOLKIT

free to K–12 teachers

The Canadian Museum of Human Rights (CMHR) and the Canadian Teachers' Federation (CTF) unveiled the Canadian Human Rights Toolkit, a new central hub of educational resources available at no charge to all K–12 teachers. The organizations collaborated to research educators' needs in terms of human rights education, and responded to these needs by assembling this new online database, which has more than 200 teacher-reviewed resources and tools focusing on human rights.

Teachers can search the toolkit for resources including teachers' guides, manuals, study guides, handbooks and more, filtered by province, language, grade level, and subject area. Still in the early stages, the toolkit will be an evolving database of Canadian and international resources, and will grow with the help of user-contributed content to provide teachers with unparalleled access to new ideas and innovative practices being used by teachers all across the country.

"The online toolkit was built by teachers to respond to a need expressed by teachers, and our plan is to ensure that resources will continue to be reviewed by teachers so that the toolkit will continue to contain high-quality educational resources," said CTF President Dianne Woloschuk. "We know that teachers will appreciate having one central location where they may find a rich selection of resources to complement their planning."

The toolkit is designed for teachers of early, middle, and senior years across Canada, from any type of school including home-schooling, but can be used by anyone, anywhere. It is available free of charge.

The Canadian Museum for Human Rights in Winnipeg, Manitoba, is the first museum in the world solely dedicated to the evolution, celebration, and future of human rights. It is the first national museum in Canada to be built outside the National Capital Region. Using immersive multi-media technology and other innovative approaches, the museum will create inspiring encounters with human rights as part of a visitor experience unlike any other.

For more information, contact Maureen Fitzhenry,
Maureen.fitzhenry@humanrights.ca

Canadian Human Rights Toolkit

- 200+** Number of resources in the toolkit at launch time
- K–12** Grades for which the toolkit provides appropriate resources
- 2** Official languages in which toolkit resources are available (English and French)
- 2012** Year the CTF and the CMHR conducted a national survey of teachers across the country, on the need for a toolkit
- 2,585** Teachers surveyed
- 40%** Teachers who said they have insufficient resources to support teaching human rights
- 92%** Teachers who said they place high value on human rights education, despite already feeling pressured by high expectations in a demanding curriculum
- 94%** Teachers who said they feel it is important for them to acquire more knowledge and skills around age-appropriate methods for teaching about human rights.

The Canadian Human Rights Toolkit is available on the museum's website
www.humanrights.ca/learn

La Trousse canadienne sur les droits de la personne : quelques données

- 200 et plus** : le nombre de ressources comprises dans la Trousse à son lancement
- De la maternelle à la 12e année** : les niveaux scolaires pour lesquels la Trousse offre des ressources appropriées
- 2** : le nombre de langues officielles dans lesquelles les ressources de la Trousse sont offertes (anglais et français)
- 2012** : l'année au cours de laquelle la FCE et le MCDP ont mené une enquête d'envergure nationale auprès des enseignants du pays sur la nécessité d'une trousse
- 2 585** : le nombre d'enseignants interrogés
- 40 %** : le pourcentage d'enseignants ayant répondu qu'ils disposaient de ressources insuffisantes pour appuyer l'enseignement relatif aux droits de la personne
- 92 %** : le pourcentage d'enseignants ayant répondu qu'ils accordent une grande importance à l'enseignement relatif aux droits de la personne, et ce, malgré les pressions dues aux attentes élevées associées à un programme scolaire exigeant
- 94 %** : le pourcentage d'enseignants ayant répondu qu'ils jugent important pour eux d'acquérir de meilleures connaissances et compétences en lien avec des méthodes d'enseignement relatif aux droits de la personne adaptées à l'âge des élèves.

Les enseignants et enseignantes disposent D'UNE NOUVELLE TROSSE EN LIGNE SUR LES DROITS DE LA PERSONNE POUR CETTE ANNÉE SCOLAIRE

Aujourd'hui, le Musée canadien pour les droits de la personne (MCDP) et la Fédération canadienne des enseignantes et des enseignants (FCE) ont procédé au dévoilement de la Trousse canadienne sur les droits de la personne, une nouvelle plateforme de ressources éducatives offerte gratuitement à tous les enseignants et enseignantes de la maternelle à la 12e année. Ensemble, ces deux organismes ont travaillé à définir les besoins en matière d'éducation aux droits de la personne, et pour répondre à ces besoins ils ont mis sur pied cette nouvelle base de données qui compte plus de 200 ressources et outils centrés sur les droits de la personne et qui ont tous été révisés par des éducateurs et des éducatrices.

Les enseignants et enseignantes pourront rechercher dans la trousse des guides à leur intention, des manuels, des guides d'étude et autres ressources, toutes classées par province, langue, niveau scolaire et matière. La Trousse, qui n'en est qu'à son état initial, constituera une base de

données sur les ressources canadiennes et étrangères en évolution constante et s'enrichira de l'apport en contenu des utilisateurs, et ce, afin d'offrir aux éducateurs et éducatrices un accès inégalé à de nouvelles idées et à des pratiques novatrices utilisées partout au pays.

La Trousse est conçue à l'usage des enseignants des années primaires et intermédiaires et du secondaire 1 à 4 de partout au Canada, et ce, quel que soit le type d'école, enseignement à domicile inclus, mais elle peut être utilisée par toute personne, quel que soit l'endroit où elle se trouve. L'accès est gratuit.

Le Musée canadien pour les droits de la personne est le premier musée au monde entièrement consacré à l'évolution des droits de la personne, à leur avenir et à leur célébration. Il est le premier musée national du Canada bâti à l'extérieur de la région de la capitale nationale. Mettant à profit la technologie multimédia et d'autres approches novatrices, le Musée offrira aux visiteurs une rencontre inspirante axée sur les droits de la personne dans le cadre d'une expérience à nulle autre pareille.

Pour de plus amples renseignements, veuillez communiquer avec Maureen Fitzhenry, maureen.fitzhenry@droitsdelapersonne.ca

La Trousse canadienne sur les droits de la personne est accessible à partir du site [Web du Musée](#)

TRAVEL/VACATION

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FRANCE FRANCE 2015/2016 holiday rental. Well renovated converted barn & stone houses in ancient, traditional vineyard village, SW France. Great walking, cycling, food, wine, Cathar castles. C\$811/ C\$1115/wk. couple or family/children under 18. Email: mjcapper@hotmail.com Visit: www.ourhouseinfrance.com.au

SOUTH OF FRANCE Villa in lively, lovely market town of Limoux. 4 bdrms. 2 bath. Sleeps 8. All mod cons. Near lake and river swimming and historic Carcassonne. Great rates. Deep discounts for long-term, off-season. www.southoffrancerental.com

GULF ISLANDS Deluxe waterfront cottage, 1 bd./sleeps 4, winter and summer rates, call Alma 250-629-3008, www.ainsliepointcottage.com

OSOYOOS Spirit Ridge Resort – Fall/Winter/ Spring \$70/night; June \$120/night; July/Aug \$1250/wk. jwsmith@sd78.bc.ca or 604-798-1517.

FRANCE Great holiday rentals in S.France near Montpellier, Mediterranean medieval house, 2 bdrm, 1 1/2 bath, \$800/wk. Studio \$650/wk. garage, terrace, internet, www.ruemontbel.com salliejohanson@shaw.ca

LANGUEDOC FRANCE Self-catering village house sleeps 8, 4 bdrm., 3.5 baths. Hidden courtyard with private pool. Contact Dannielle, info@athosdumidi.com

FRANCE Alsace and Vosges Mountains, 3 bdrm. heritage house on wine route, furnished, modern kitchen, 45 min. from Germany, 35 min. from Switzerland. C\$550/wk., mano936@gmail.com

BAMFIELD BC Go fishing, kayaking, storm-watching, or just relax at this West Coast modern home in Bamfield. Rental suite sleeps 9, has 2 bathrooms and a private dock with lots of deck space. Spectacular view of Port Desire. towerrd302@yahoo.com

BOWSER, VANCOUVER ISLAND 2 bdrm. cottage with panoramic ocean view for rent, Seacroft18@shaw.ca

FOR RENT/EXCHANGE

HAIDA GWAII HOUSE EXCHANGE Visit and enjoy beautiful and peaceful Haida Gwaii with its pristine beaches and landscape perfect for surfing, hiking, kayaking, camping and gathering food. Responsible and clean family of 4 with 3 bdrm, 2 bath house with private yard close to beach. Summer house exchange. Would prefer Van. Island or Okanagan. Contact tgates2053@gmail.com

PENTICTON HOUSE FOR RENT Sept. 1, 2015 to June 30, 2016. View lot on 1-acre orchard, 4 bdrm., 2 bath, \$1,800. Plus utilities. 604-617-8037. To view the house, look at vrbo # 292434.

WANTED 2 bdrm., Kitsilano area, prefer furnished, max. \$2000/mo., retired teacher. mjanzen10@hotmail.com

HOUSE EXCHANGE Mature teachers with 2600 sq.ft. home in Richmond wanting an exchange in the Okanagan or Sunshine Coast during July or August. (Min. stay 2 weeks). Contact bfglier@hotmail.com

MISCELLANEOUS

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SCHOOL IS EASY In Home Tutoring agency is seeking certified teachers in: Lower Mainland, Fraser Valley, Victoria, Comox Valley, Central Okanagan. Forward resume to tutor@schooliseasy.com or call 1-877-ITS-EASY (487-3279)

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Des ressources pédagogiques conçues pour la C.-B.

What is TeachBC?

- Online resource of teaching materials, lessons, and research relevant to K–12 BC curriculum.
- Allows users to download, upload, and share resources.
- Search by subject, grade, resource type, title, description, language, and more.

Who can use it?

- Everyone! The website is public.
- Teachers, provincial specialist associations, and other organizations.

How can teachers contribute?

- Upload your favourite lesson plans, unit plans, activities, resources, or research and make TeachBC the go-to site for K–12 BC resources.
- Tell your colleagues about TeachBC and help us build the site.

In the spirit of teachers helping teachers, thank you!

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MARCH

**March 5–6 Vancouver
SEA 40th Annual Crosscurrent
Conference**

Location: Vancouver Sheraton Airport Hotel. For more information, contact Stephanie Koropatnick, conference chair at seaconferencechair@gmail.com

APRIL

**April 19–21 Burnaby
2015 Digital Learning Spring
Conference**

Location: Delta Hotel, Burnaby
Features Dave Cormier (uPEI–Rhizomatic Learning: Nurturing personalized learning connections, <http://davecormier.com/edblog>), Cathy Cavanaugh (Director of teaching and learning, Worldwide Education, Microsoft – Personalized learning with mobile technologies), Steve Dotto, www.dottotech.com, (Tech tips to improve professional and classroom practices), panel discussion and workshops. For more information, contact bcdlaa@gmail.com, www.conference.learnnowbc.ca

**April 20–21 Vancouver
2015 Social Emotional Enhancement
and Development conference
for Children and Youth with
Special Needs**

Location: Marriott Hotel Pinnacle, 1128 W Hastings St. Audience Interested disciplines will include, but are not limited to: Child Development Centre staff, Social Work, Education, Medicine, Nursing, Mental Health, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Child Care Workers, Community Service Providers, Students, and Families and Caregivers. Speakers include: Dr. Kimberly Schonert-Reichl, Ph.D. An author, award-winning teacher, research and professor at UBC. Dr. Rebecca Cortes, Ph.D. Co-author of the PATHS Preschool curriculum, a social and emotional school-based curriculum. Dr. Cortes is the Associate Director for Dissemination and Outreach at the Center for Child and Family Well-being, Psychology Department, University of Washington. Other topics to be covered: Social emotional learning and mindfulness by Molly Stewart Lawlor, BA, MA, Ph.D. candidate, co-author MindUp.

Trauma-informed practice and SEL: A clinical and family support perspective presented by BC Children’s Hospital, Child Psychiatry, Resiliency and community-based music education by Sarah McLachlan School of Music, Implementing SEL in education: The Social Emotional Learning Centre at Norquay Elementary School. Contact Us: Social Emotional Enhancement and Development (S.E.E.D) for children and youth with special needs BC Centre for Ability. 604-451-5511, x1285 or www.bccfa-seed.org

MAY

**May 2 Vancouver
Investigating Our Practice—IOP 2015
Conference**

Location: UBC, Faculty of Education, hosts the 18th Annual IOP Conference where practicing teachers, university educators, graduate students and student teachers from different educational contexts (schools, universities, and colleges) come together to share their questions, investigations and understandings about their practice. This year the Faculty of Education is celebrating the Year of Research in Education, and the IOP

Conference welcomes proposals related to this theme! The IOP Conference stresses dialogue among participants; presentations are intended to provoke and inform discussion. <http://iop.educ.ubc.ca>

AUGUST

**August 10 Parksville
Achieving Excellence in Writing
Summer Workshop**

Location: Parksville, BC. An exciting and effective method of teaching writing. The workshop demonstrates the teaching of various structures and stylistic techniques that are easy to teach and easy for students to learn. Students are motivated to write, given the tools to write well, and led to take ownership of their writing. Teachers will leave the workshop ready to teach a repertoire of writing skills that will greatly improve their students writing within a few months. The workshop is practical, offering a comprehensive program to take back to the classroom to use immediately. Applicable for Grades 2–12. Contact Susan Augustyn, saugustyn@shaw.ca, 250-246-6434.

PD Online Calendar
<http://bctf.ca/PDcalendar>
Changes/additions: msteele@bctf.ca

Future October PSA day:
2015–16: October 23, 2015



GRADES
4-8

LESSONS
20+

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