

Teacher



Magazine of the
BC Teachers' Federation

Volume 28, Number 4
March 2016

100 years of activism

**Positive change for
women teachers**

Also in this issue

A special year for Chemainus teacher

100 best books for BC students

AGM agenda and election



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100 years of advocacy and professionalism

Our history, our future

FOR 100 YEARS the BC Teachers' Federation has been a strong and influential voice for teachers, students, and public education in British Columbia.

I'm proud of the Federation's long history of advocacy and efforts to make positive, progressive change in our profession, in our communities, and in our own organization. This edition of *Teacher* takes us back 40 years and retraces the fight against sexism and inequality not only in our schools, but within our own union by telling the story of members of the Federation's first Status of Women committees.

As we mark International Women's Day on March 8, their story reminds us of how far we've come as a Federation, but also that we still need to tackle issues relating to equality inside our union and in our broader society.

We reached another big milestone on January 18, when the Supreme Court of Canada announced it was granting leave to hear our appeal on Bills 28 and 22. Their decision is an important step in this ongoing legal process, not just for teachers, but for all workers across Canada. We had to challenge the BC Court of Appeal decision and look forward to presenting our arguments in Ottawa in November. I know many other unions will support us along the way.

The original unconstitutional legislation that stripped our collective agreements was passed 14 years ago, but even after all that time, I know BC teachers are still committed to our legal efforts and seeing an outcome that is fair and just.

But it's also been 14 long years of larger classes, cuts to specialist teachers, and worsening class composition. It's time to end this. My message to the BC government on the day the Supreme Court granted leave was simple: "Don't wait, fund BC schools now." Our students should not have to wait until the court processes are finished before learning conditions improve. And BC's teachers should not have to wait for better working conditions!

It's time for British Columbia to invest in our public schools again!

As always, thank you BC Teachers for everything you do to support students, our union, and our communities.

100 années de plaidoyer, notre histoire et notre avenir

Depuis 100 ans, la Fédération des enseignantes et des enseignants de la C.-B. est une voix forte et influente pour les enseignants, les élèves et l'enseignement public en Colombie-Britannique.

Je suis fier de la longue histoire de la Fédération en matière de plaidoyer et des efforts pour un changement progressif positif dans notre profession, dans nos communautés et dans notre propre organisation. Cette édition du magazine *Teacher* revient 40 ans en arrière et retrace la lutte contre le sexisme et les inégalités, non seulement dans nos écoles, mais au sein de notre propre syndicat en racontant l'histoire des membres des premiers comités sur la condition des femmes de la Fédération.

Alors que nous célébrons la Journée internationale de la femme le 8 mars, leur histoire nous rappelle à quel point nous avons évolué en tant que Fédération, mais aussi tout ce que nous avons encore besoin d'aborder dans les questions relatives à l'égalité au sein de notre syndicat et dans notre société en général.

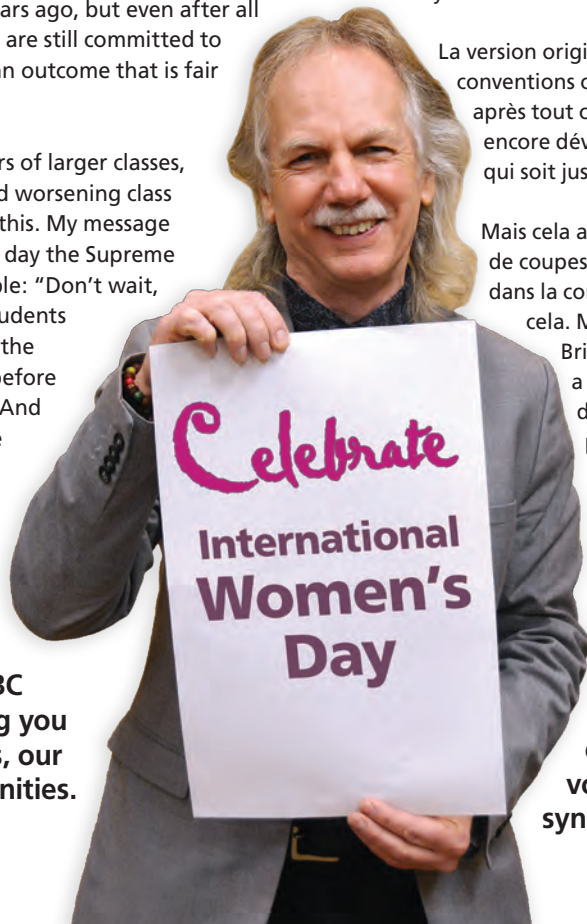
Nous avons atteint une autre étape importante le 18 janvier, lorsque la Cour Suprême du Canada a annoncé qu'elle accordait l'autorisation d'entendre notre appel sur les projets de Lois 28 et 22. Leur décision est une étape importante dans ce processus juridique en cours, et pas seulement pour les enseignants, mais aussi pour tous les travailleurs à travers le Canada. Nous avons dû contester la décision en appel de la Cour de la C.-B. et nous sommes impatients de présenter nos arguments à Ottawa en novembre. Je sais que beaucoup d'autres syndicats nous soutiendront en chemin.

La version originale de la loi inconstitutionnelle qui a dépouillé nos conventions collectives a été adoptée il y a 14 ans, mais, même après tout ce temps, je sais que les enseignants de la C.-B. sont encore dévoués à nos efforts juridiques pour obtenir un résultat qui soit juste et équitable.

Mais cela a aussi été 14 longues années de classes surchargées, de coupes dans les enseignants spécialisés, et d'aggravations dans la composition des classes. Il est temps de mettre fin à cela. Mon message au gouvernement de la Colombie-Britannique le jour de l'autorisation de la Cour suprême a été simple: «N'attendez pas, financez les écoles de la C.-B. maintenant.» Nos élèves ne devraient pas avoir à attendre que les procédures judiciaires soient terminées pour l'amélioration des conditions d'apprentissage. Et les enseignants de la Colombie-Britannique ne devraient pas non plus avoir à attendre pour de meilleures conditions de travail!

Il est temps pour la Colombie-Britannique d'investir de nouveau dans nos écoles publiques!

Comme toujours, merci à vous, les enseignants de la C.-B., pour tout ce que vous faites pour soutenir les élèves, notre syndicat, et nos collectivités.





BCTF100

Celebrating a century

VANCOUVER, January 4, 1917: The founding meeting of the British Columbia Teachers' Federation took place at King Edward High at Oak and 12th Avenue. At the time, it was the city's only secondary school. Mr. J. G. Lister was elected the first BCTF president, and the objectives adopted at this meeting guide the Federation to this day:

- To foster and promote the cause of education.
- To raise the status of the teaching profession in BC.
- To promote the welfare of the teachers of BC.

In 1917, Canadians pledged allegiance to King George V in London. Prime Minister Robert Borden led in Ottawa. In Victoria, Liberal Premier Harlan Brewster fought political corruption, brought in prohibition, and enacted women's suffrage.

On April 5 of that year, the women of BC finally won the right to vote, but it would be another four decades before women



teachers won an end to discrimination in salary scales. The first woman to lead the

◀ *Hilda Cryderman,
first woman
elected BCTF
President*

BCTF, Hilda Cryderman, would not be elected president until 1954.

Looking back over the century, it's clear that the BCTF has consistently led the way in making our public school system one of the finest in the world. We should be proud of our shared history. There are not many organizations in BC that can claim a century of proud activism for the causes in which they so passionately believe.

Online museum in progress

Over the next year the Federation will be launching a variety of initiatives to look back and to look forward. One of the most exciting is the BCTF online museum.

Now under construction, the new museum site will host a variety of exhibits about different aspects of the Federation's history such as collective bargaining, professional development, pensions, governance, social justice unionism, and international solidarity. A series of virtual "rooms" will display articles, photos, artifacts, and collections including editorial cartoons, campaign materials, and much more. They will also feature videos of oral history interviews with past presidents, activists, and classroom teachers who played important roles throughout the decades.

The online museum will highlight the tremendous skill and commitment of past generations of teachers as they confronted the pressing issues of the day. At the same time, it will also celebrate the forward-thinkers who are even now creating the future of our public education system in classrooms and communities across BC.

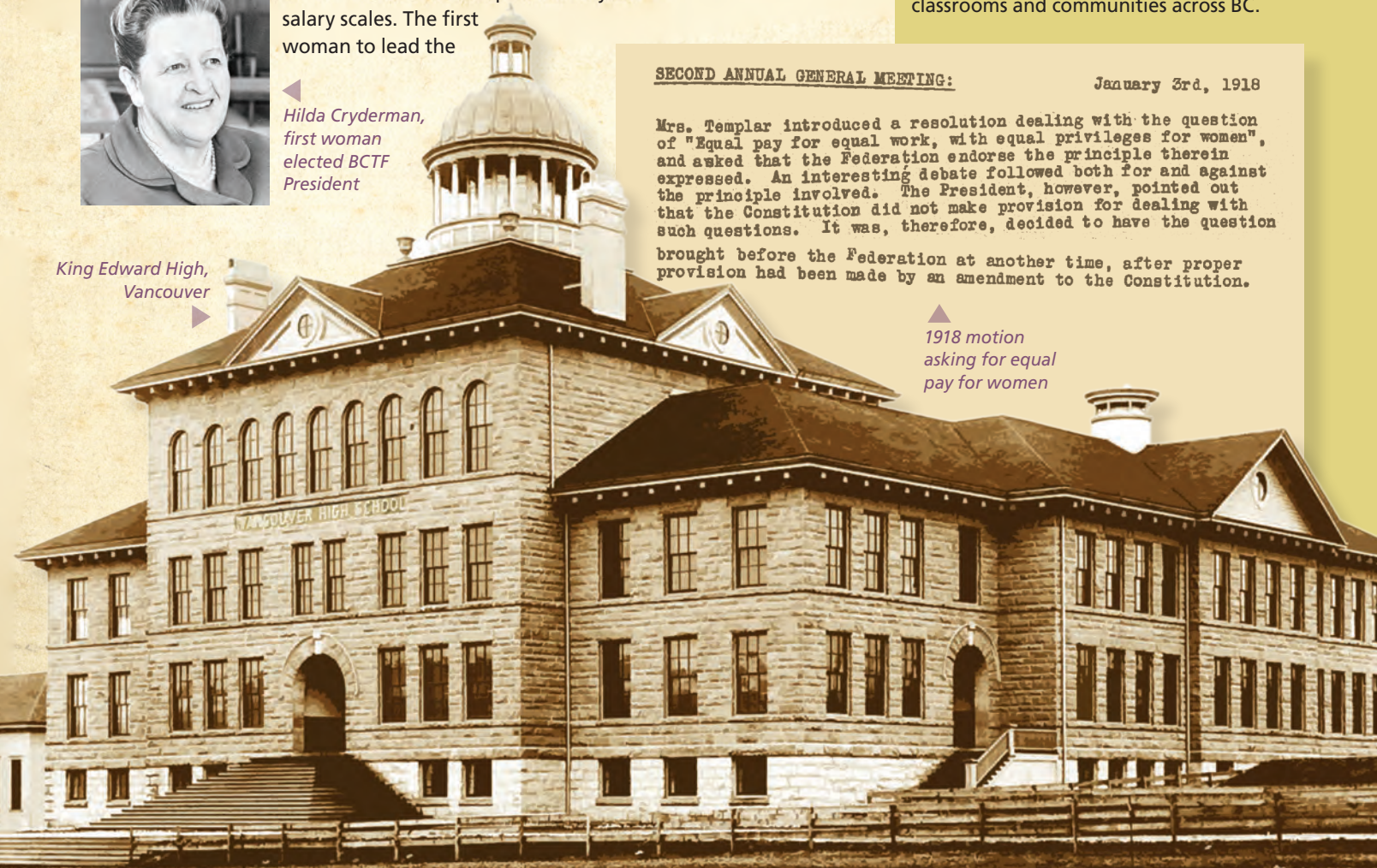
King Edward High,
Vancouver


SECOND ANNUAL GENERAL MEETING:

January 3rd, 1918

Mrs. Templar introduced a resolution dealing with the question of "Equal pay for equal work, with equal privileges for women", and asked that the Federation endorse the principle therein expressed. An interesting debate followed both for and against the principle involved. The President, however, pointed out that the Constitution did not make provision for dealing with such questions. It was, therefore, decided to have the question brought before the Federation at another time, after proper provision had been made by an amendment to the Constitution.

▲ *1918 motion
asking for equal
pay for women*





IN CELEBRATION OF THE
BCTF'S 100TH ANNIVERSARY
and in recognition of the
valuable role literature has
always played in children's
learning, the Federation
invites BC teachers to
participate in "100 Best
Books for BC Students." Our
goal is to create two lists of
the best books that answer
this question:

What books do you
believe every student
should read before they
leave elementary and
secondary school?



Calling all teachers! Help choose the 100 BEST BOOKS for BC students

Based on your selections, we will compile two lists: **The 100 Best Books for BC Students**, one for ELEMENTARY and the other for SECONDARY.

You may have titles already in mind, or a list of favourites tucked away in a folder on your desktop. Ask your students for their recommendations. Talk it up with your colleagues to see if you have titles in common. Visit the webpage www.bctf.ca/100BestBooks/ for suggestions to prompt your memory. Then send us your favourite titles, as many as you like. No number of titles is too big or too small.


All genres are welcome—picture books, novels, short stories, memoir, poetry, graphic novels, and non-fiction too. Authors can be from anywhere in the world and books can be written in any language.

The BCTF will announce the **100 Best Books for BC Students** in early September, for the start of the 2016–17 school year.

When: From now until July 30, 2016.

How: Email your book titles to bestelementarybooks@bctf.ca,
bestsecondarybooks@bctf.ca.



Visit our **100 Best Books for BC Students** webpage at bctf.ca/100bestbooks
for more information and ideas.  [#BCTFbestbooks](https://twitter.com/BCTFbestbooks)

STATUS OF WOMEN CHAMPIONS highlight how far we've come

By Nancy Knickerbocker, BCTF staff

IN 1963 WHEN GALE TYLER started teaching elementary school in Coquitlam, she wasn't a feminist. "I had no understanding of sex discrimination whatsoever," she recalled. But soon enough Gale's teaching career and ultimately her whole life would be transformed by the feminist revolution sweeping schools and society in those heady decades beginning in the swinging sixties.

Similarly, when Linda Shuto started teaching in Burnaby in 1969 she never imagined she'd become a leading champion of women's rights within the BCTF. It started with a simple decision to ignore the rule about women teachers always wearing skirts and to dress for the demands of her job, both in the classroom and the school gym.

"One day I had to change out of my dress into pants four times and I thought, 'This is ridiculous. I'm going to wear pants to school.' So I did. Well, it almost caused a revolution! The principal called a staff meeting and said we had to vote on whether wearing pants would be allowed. Only one guy stuck up for me, but all the rest of the staff voted

against me. I felt like I was having a nervous breakdown just for standing up."

Gale and Linda soon met through a fledgling group called Women in Teaching or WIT, as it was fondly known by its members. "The culture of the Federation at that time was incredibly male-dominated," Gale said. "So of course the men called us the TITs or TWATs or SHITs or whatever they could to make us look silly." But the women of WIT would soon prove to be smarter and more strategic than the "male chauvinists" who tried to block the fundamental changes they were advocating for within their union and their schools.

And the winds of change were blowing in their direction. At the federal level, the 1970 Report of the Royal Commission on the Status of Women provided a framework for their goals and a tool to recruit more teachers to their cause. Provincially, the NDP Education Minister of the day, Eileen Dailly, established an Advisory Committee on Sex Discrimination and asked UBC education professor Jane Gaskell to write a women's studies curriculum for secondary students.

Gaskell, a former dean of the Ontario Institute for Studies in Education at University of Toronto, recruited Jane Turner, one of her students, to co-write the curriculum. Through that work Jane met Gale and Linda, and lifelong friendships were forged. "It was a heady time, for sure," Jane recalled.

Meanwhile, WIT was successful in getting a Task Force on the Status of Women established within the Federation. Although Linda chaired the task force, the composition was problematic. Several men and two administrators had also been appointed.

"The task force was a disaster," she recalled. "Everything I suggested, they'd say, 'Oh no, you can't do that.' I was beside myself!" The task force's final report was so bad that Linda presented a dissenting



Left to right: Gale Tyler, Jane Turner, Linda Shuto

"minority report" to the BCTF Executive Committee. "Amazingly, the EC then dismissed the [first] task force and appointed a new one with me, Gale, Julia Golden, and Dorothy Glass. Then we could really go to town!"

They tackled sexism in schools with a variety of strategies. They conducted a textbook study, analyzing how teaching materials reinforced traditional roles for males and females—right down to the little animals in children's stories. "It was a huge awakening to go back to our textbooks and to realize how gender-stereotyped they were," said Gale.

She was physically attacked in an elevator by a principal during a BCTF AGM.

They aimed to open doors at school for both boys and girls, lobbying for co-educational home economics and industrial ed classes. They examined counselling practices and the way traditional gender-role assumptions limited girls' goals and dreams for the future. "Girls were told they could go into teaching, nursing, or secretarial jobs if they wanted to work for a while before becoming full-time moms. There was no impetus for counsellors to be aware of those biases," Linda said.

They challenged rules that made it mandatory for women to quit teaching when they got pregnant. They demanded their locals and the Federation provide childcare at meetings, creating the first generation of "BCTF babies" who grew up together at AGMs.

Throughout it all, they worked "the second shift," juggling the many demands of teaching, marriage, motherhood, and activism. "Before going to conferences, I'd make all of my husband's meals ahead of time and freeze them—but not tell my feminist friends I'd done that since it was so pathetic," Gale laughed.

WIT's next success was persuading the Federation to establish a Status of Women committee (chaired by Gale), supported by one staff person (Linda), informed by a network of contacts in every local, and adequately funded to meet seven times a

year for training and mutual support. They published a monthly journal and hosted sold-out conferences that attracted up to 500 teachers. They offered public speaking, assertiveness training, and "Roberta's Rules of Order" workshops.

"We knew we had to win people over, get them to discard the myths that we were bra-burners and man-haters," Linda said. Her message? "If we're ever going to have a world of equal opportunities, teachers have to take this on."

But inevitably their success provoked a powerful backlash. All of the Status of Women activists were mocked, shouted at, groped, and subjected to endless sexist jokes. "We used to say, 'If you're not getting any flak, you're not pushing hard enough.' We didn't shy away from anything," Linda added.

She recalled being invited to give a lunchtime address at a local professional development day. Some of the male teachers loudly made it known that they were heading to a local strip club for lunch. During her presentation, another male teacher paraded behind her carrying a placard that read: "Eve was God's first mistake." Linda was shocked by his behaviour, but chose to just ignore him and carry on. However, other teachers were so outraged that they went to the local executive and demanded that the next professional development day be entirely devoted to women's issues.

In those days, administrators were members of the union. Gale was physically attacked by a principal in the elevator of the Hyatt Regency Hotel during a BCTF AGM. "I later realized it wasn't me he was attacking. It was the change that I represented."

For that change to be durable, the women knew they had to consolidate their wins in collective agreements. Thus was born a new group called WIN, Women in Negotiations. "In those days we had local bargaining, and that really helped women to be integrated into the union," Linda said. As a member and later chair of the Status of Women committee from 1977 to 81, Jane focused on systemic change and bringing feminist processes and women's goals into contract negotiations.

At the bargaining table, WIN fought for maternity leave, part-time work, equal pay, fair pensions, freedom from sexual

The passionate voices of women in teaching have been far from silent.

harassment, and more. In the classroom they fought for curricular changes to bring equal opportunities for both girls and boys. And in the streets, they fought for women's right to choose, access to safe birth control, freedom from domestic violence, and a host of other issues.

"You didn't have to hide anymore if you'd experienced sexual assault, or rape, harassment in the workplace, or violence at home. We opened issues that had been hidden and not lanced, if you will," Jane said. "We experienced the personal liberation of people taking their own power back."

At the 1998 AGM, after a highly contested and razor-close vote, delegates adopted an integrated social justice program. Discrete committees, such as the Status of Women Advisory Committee were later replaced with action groups. Gale made an impassioned speech urging delegates to keep discrete committees. "After 25 years, we must not allow our voices to be silenced."

And indeed, those passionate voices of women in teaching have been far from silent.

Their program has had an impact far beyond BC. It became a model for other unions across Canada and in many other parts of the world. Through the Federation's International Solidarity program, women in Latin America are being trained and encouraged to take on leadership roles within their unions. In Honduras and El Salvador, women's networks supported by the BCTF have implemented non-sexist pedagogy programs to combat the strong culture of "machismo" in their schools and society.

Today, women's voices in the BCTF still ring loud and clear. And the BCTF Status of Women Action Group continues to carry on the tradition of their sisters, like Gale, Linda, and Jane, by raising issues and making positive change for women teachers. ■

Read about the Status of Women Action Group's comprehensive plan on page 8.

Gale Tyler remembers the 1973 AGM Status of Women debate “Mayhem and disorder ruled the day!”

YEARS AGO, committee and task force members always sat at the front of the meeting when their report was under consideration. We knew that our report was contentious and that our voices would be disregarded so we came up with a brilliant plan to have children make our point. Completely unrehearsed, I taped a group of Grade 1 students giving their own opinions about whether men or women would be better at performing specific jobs.

The questions went like this: Who would be a better pilot, a man or a woman? Tell me why you think so. In a list of 10 occupations, none of which required physical strength, the only jobs the Grade 1 students believed a woman could do better than a man were dishwashing and babysitting. Their reasons for making their choices reflected the rigid male and female stereotypes of the day.

Our report was scheduled during an evening session right after a hockey game that had been on TV during the dinner break. AGMs in those days were overwhelmingly male, with few women delegates, and many men had drunk their dinners and arrived on the convention floor well-greased, so to speak. Dorothy Glass introduced the report and then the tape of the children was played.

The voices of children outlining their own biases to AGM delegates proved our cause, and could not be disputed. However, a catharsis of sorts was required before reason prevailed. This session was the wildest of any BCTF meeting before or since. Even when the anti-homophobia resolutions were debated, that session did not come close to the first Status of Women debate. The chairperson could not get order. People were speaking at several microphones at the same time. The chairperson kept pounding the gavel and recognizing people at specific microphones, but no one paid any attention to him. A woman wearing a hat got up and shouted into a mic that she was a woman, and she'd never been discriminated against in her whole life. As task force members, we sat through this melee, speechless. We felt somewhat frightened and completely overwhelmed by the spectacle we were witnessing.

Finally, at the end of the session after raucous debate on each issue, only one of our recommendations failed while the important ones passed. Delegates voted to hire a full-time status of women co-ordinator, and to establish a network with contacts in every local. And an even larger task force was to continue. Linda Shuto was the first co-ordinator and I was the new chairperson of the task force. ■



Linda Shuto, second from the left, and Gale Tyler, third left, at a 1973 Status of Women meeting.



Women's rights, women's lives Where to now for teachers?

By Susan Ruzic, BCTF staff

Despite making progress in certain areas, persistent issues for women, including:

- violence against women
- missing and murdered Aboriginal women
- issues facing women of colour, including racism
- affordable childcare
- pay equity
- access to healthcare, including reproductive health services
- increasing the number of women in leadership, still require attention, action, and resolution.

The BCTF Status of Women Action Group has drafted a comprehensive plan to help teachers address these issues in our locals and communities. Find the draft copy at bctf.ca/SocialJustice.aspx?id=19760&libID=19768.

Check out other resources on the Status of Women webpage bctf.ca/StatusOfWomen/ too.

The BCTF Executive Committee recently carried recommendations to increase the number of women involved in bargaining.

These BCTF workshops, suitable for non-instructional days, can be booked free of charge.

Youth relationships in a sexualized world

This workshop reveals many of the sexualized influences from media and culture on youth relationships. Teachers are provided with ways to raise youth's awareness around these influences in order to seek healthier, more respectful relationships.

Assertive communication

This workshop teaches the key principles of communication that allow people to stand up for themselves in a positive and direct manner. It will develop a better understanding of the differences between passive, aggressive, and assertive communication styles, and develop skills through a variety of exercises, role-playing, and practice. ■

Contact Ashley Gurat, agurat@bctf.ca, for more information.

GIRLS ARE SUPER in these picture books

By Lucinda Tooker, teacher-librarian, Maple Ridge

OUR DAUGHTERS are probably not going to become simpering or dependent if they overdose on Disney versions of fairy tales, but these tales do put some adults' teeth on edge, including mine. Are there any children's books where female protagonists don't have to sacrifice their own ambitions to make others happy, where they are able to survive—even thrive—where they are free to do what they want, and not what is expected? Well, yes, there are—and there are more and more great books with great girl characters getting published all the time.



Older readers have Katniss Everdeen, Pippi Longstocking, Lyra Belacqua, and Hermione Granger, but increasing numbers of positive girl role models for younger readers are also hitting the shelves.

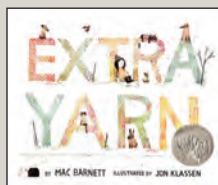
The original antiprincess book, *The Paper Bag Princess* by Robert Munsch, had Elizabeth rescuing Prince Ronald, and slaying the dragon herself, for which the prince is ungrateful. His loss. In *Princess Smartypants* by Babette Cole, Smartypants ultimately has to resort to using magic to discourage any suitors, because, "She enjoyed being a Ms."



But what about regular, non-princess girls? Can they be plucky, too? Certainly. Lulu is able to entertain herself and her dog Bingo for hours when she puts on her ladybug costume and becomes the superhero "Ladybug Girl" in the eponymous book by David Soman.



In *The Most Magnificent Thing* by Ashley Spires, another girl builds an invention. After several frustrating attempts, she persists, and eventually is able to realize her vision, even though, "It leans a little to the left, and it's a bit heavier than expected...."



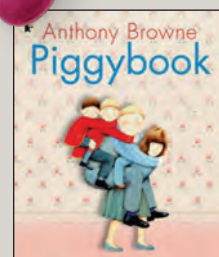
Even girls who perform traditional female acts of kindness or "women's work" can be resilient and powerful. The award-winning team of Mac Barnett and Jon Klassen created Annabelle, who transforms her cold, colourless village by knitting up the yarn she finds in a magic box in *Extra Yarn*. When an evil archduke offers to buy—and then steals—the box of yarn, he is stymied because he is not generous and self-confident like Annabelle.

Melissa Parkington's *Beautiful, Beautiful Hair* by Pat Brisson features a girl who wishes to be recognized for her actions rather than her outward appearance (which she does not consider an accomplishment). So she sets out to be the kindest person in the whole town. Her ultimate act is to donate her hair for those children who cannot grow their own.

What about portrayals of women in children's literature? In *Piggybook* by Anthony Browne, Mrs. Piggott abandons her rude and selfish family, and soon the house looks like a pigsty. When she finally returns, the household tasks are more equitably distributed, and Mom fixes the car.

In the first book of a graphic novel series *Delilah Dirk and the Turkish Lieutenant* by Tony Cliff, Delilah and her trusty sidekick, Selim, take on an evil sultan with her near super-heroic strength and smarts. Delilah is like a female version of Tintin, but with swordplay and a flying sailboat.

Finally, many of my students are blown away when they learn that Piggy is a girl, in Mo Willems's hugely popular books featuring Elephant and Piggy. Elephant is named Gerald, and his best friend is Piggy. Neither character's gender is revealed in most of the books, but occasionally Willems uses "her" for Piggy. They are caring and trusting friends who share a sly sense of humour, as in a favourite book, *My Friend Is Sad*, where gender is irrelevant. I think that is the best kind of book to model modern feminism. ■



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STOP SEXISM Turn collective agreement language into action

By Susan Ruzic, BCTF staff

Article E.1 Non-sexist Environment was negotiated in the collective agreement:

1. **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.
2. **The employer** does not condone and will not tolerate any written or verbal expression of sexism. In September of each school year the employer and the local shall jointly notify administrative officers and staff, in writing, of their commitment to a non-sexist environment.
3. **The employer** and the local shall promote a non-sexist environment through the development, integration, and implementation of non-sexist educational programs, activities, and learning resources for both staff and students.

What does your local and district do to implement a non-sexist environment?

Check with your local to see what is in place with your school district. If a plan is not in place, perhaps your local's social justice committee or status of women committee could develop a framework that your local elected officials can bring to your school district staff. ■



© Andrew Rich/iStock

EVERY DAY in British Columbia, an average of 27 young workers suffer time-loss injuries while on the job. Even more shocking, seven young workers become permanently disabled every week because of workplace accidents. Many secondary students have after-school or weekend jobs and like many other young workers, they often face working conditions that could lead to accidents and injury. Compared to their older co-workers, they are statistically more likely to suffer injury or death while at work.

Each year, injured and killed workers, regardless of age, are honoured and remembered on April 28, the Day of Mourning. In partnership with the BC Federation of Labour, WorkSafeBC and the BC Labour Heritage Centre, the BCTF is working to have all BC secondary schools commemorate this special day. The Day of Mourning Schools Project provides teachers and schools with the resources and a basic program that will raise students' awareness of safety in the workplace and their rights as workers.

This easy to introduce program has been field tested in a number of schools. The free package includes scripts, posters, student postcards, and a list of suggested student activities. A video on young-worker health and safety is slated to be available to schools by April. ■

DAY OF MOURNING schools project

By Al Cornes, retired teacher

Please visit www.labourheritagecentre.ca for further information.

PREGNANCY, PARENTAL LEAVES, and PENSION CREDITS are a modern reality

DECADES AGO, leaves of absence (LOA) in the public education system in BC were not identified by type, and many women teaching encountered great difficulty trying to obtain a leave when pregnant. Local teacher unions were only allowed to negotiate salaries and benefits and because leaves were unpaid, pregnant women had no rights to maternity leave, were not protected by legislation, and had to rely on the goodwill of the district to grant a leave.

Consequently, many women were either fired, or ended up resigning from teaching and losing out on the ability to purchase pension credits if they were rehired. Finally, in 1979 the *Employment Standards Act* (ESA) in BC changed and gave women some maternity leave rights. The real improvement in rights to LOA came in 1988 when teachers formed a union and began to negotiate all the terms and conditions of employment.

It still wasn't until the late 1980s and early '90s that school districts actually began to pay their share of the cost of maternity leaves. As Employment Insurance and the ESA began to increase the benefits and length of maternity and parental LOA the Teachers' Pension Plan then began to expand the types of LOA to fit the actual experience of plan members. Before 2002, the cost to purchase LOA for pension credit was the missed contributions plus interest at the refund rate—very cheap to purchase LOA, but lots of work for districts to establish old salaries and contributions.

In 2002, the calculations changed and members could purchase LOA pension credit for maternity and parental leaves more easily. Check out the pensions webpage on the BCTF website for more information: <http://bit.ly/1nPDikF>. ■

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AFTER 20 YEARS of advocating for the rights of BC workers to a safe and healthy workplace, Sheila Moyer knew it was time to develop a course specifically addressing women's issues. "Women's health and safety is unique," she explains. "There are many factors that impact women in the workplace differently than they do men."

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Women's HEALTH AND SAFETY involves unique concerns

By Debbie Morran, BCTF staff



Early in her career, Sheila worked in a social assistance office alongside many other co-workers—mostly women. It was not uncommon to see clients become angry and verbally abusive and these early experiences steered Sheila toward learning about the health and safety rights of workers. After years of advocacy, she now works at the BC Federation of Labour Health and Safety Center as an occupational health and safety trainer, and has co-created a new course entitled Women's Health and Safety in the Workplace.

All workers face health and safety issues at work—injuries, workplace hazards, disease, and stress. Many of these issues are also gendered—they affect men and women in different ways. When we consider that 73% of teachers today are women (Ministry of Education 2015), it is time we examine health and safety issues from a woman's perspective.

Specific attention must be paid to the reproductive health of women in the workplace. There are many hazards that pregnant women may encounter while at work. From exposure to workplace chemicals and infectious diseases, to excessive noise and temperature fluctuations, proper care must be taken to ensure that pregnant and breast-feeding teachers are not working in unsafe environments. In addition, it is important they have easy access to washrooms, as well as a private space for expressing and storing breast milk. During the peri-menopausal and menopausal years, many women

experience difficult symptoms caused by hormonal fluctuations. Work environments should have adequate ventilation and ambient temperatures that are not high, as well as access to frequent work breaks. Poor ventilation and high temperatures, combined with long working hours, can create an especially unhealthy work environment for menopausal women.

Poorly designed work stations can lead to the development of musculoskeletal injuries in women. Ergonomic standards commonly used today were designed to accommodate the average male body, with no consideration of the female body. The fact that women's bodies change in shape during pregnancy, because of the relaxing of muscle and ligaments, means that poorly designed chairs and work areas become hazardous in the workplace.

According to recent research, the group most at risk for developing negative effects of workplace stress is women. Balancing the demands of work and home is becoming increasingly difficult for women, many of whom leave the workplace at the end of the day only to undertake a "second shift" of work, work outside of their paid employment such as housework, home management, and childcare.

Individuals who have been continually exposed to stress for long periods of time are prone to developing chronic stress, which can lead to depression, anxiety, hypertension, heart disease, and stress-related mental illness. Women are significantly more likely to report

burnout, stress-related illnesses, or a desire to leave their jobs (International Labour Organization, 2001).

Women teachers are much more likely to become the victims of bullying and harassment/sexual harassment than their male colleagues. In schools, these types of incidents can involve an angry parent who becomes verbally abusive, to sexual innuendos made during a staff meeting.

The effects of domestic violence in the home can spill over into the workplace and compromise the safety of all workers. A recent survey conducted by the Canadian Labour Congress and Western University revealed that 54% of women who had experienced domestic abuse reported the abusive behaviours followed them to work, including threatening phone calls or visits, stalking, and even physical attacks. Employers need to be alert to the signs of domestic violence and able to assess potential risk to the victim, co-workers, and other bystanders. They must also have policies and programs in place to minimize risks.

It is time that more women teachers become involved in health and safety matters in their schools. Become a rep on your health and safety committee and bring attention to gender-sensitive issues. To request specific training in gender awareness, contact the BC Federation of Labour Health and Safety Center www.healthandsafetybc.ca. Sheila will be happy to see you at an upcoming workshop on Women's Health and Safety in the Workplace. ■

Beyond the EQUATION

By Sean Chorney, PhD
Professor of Professional Practice,
Faculty of Education, Simon Fraser
University

Years ago, as a young mathematics teacher, I gave the following problem to a Grade 11 mathematics class: A theatre with 1,000 seats can be filled if tickets are 12 dollars, but for every increase of 25 cents the theatre will lose 5 attendees. What is the cost of the ticket that leads to the maximum profit?

Given the necessary information needed to set up a quadratic function that would produce the answer, some students listened, others contributed suggestions, while others made notes. It seemed like a good lesson. When we had finished, a girl at the back of the classroom raised her hand, asking, "What if our goal was to fill the theatre?" My world as a teacher turned upside down. I had been caught advocating a perspective that valued financial profiteering over the consideration of people. "What a great question," I thought, and wondered why I hadn't anticipated it. Nothing in the teacher's manual had indicated this might happen. The student had posed a genuine question: why weren't we considering any of the people in the "story" problem: This made the situation all the more dispiriting.

Ever since that day I've tried to remain aware of the implicit messages conveyed in mathematics teaching. In particular, I've recognized that mathematics application questions that involve people's lived experiences need to be thoughtfully posed and considered from different perspectives. Even more so, I have found it extremely important to frame mathematics content from within a context. That is, the mathematics I teach has been transformed from a discipline that practices computation and algorithms with a further intention of

application, to a study that is only defined and meaningful in the application. In the example above, the context would be the theatre production, the people, and the ticket price. The content would be the mathematical investigations that draws awareness to what choices there are regarding price accessibility. What I found was that not only did students engage more in discussions, posing their own mathematical questions and observations, but mathematics was also intrinsically tied to world issues and was quite evidently relevant and meaningful for students. This, I would suggest, becomes a social justice approach because it inculcates a sensibility toward others as the impetus for meaning in mathematical teaching.

The inherent relationship between students and their world has since informed my teaching of mathematics. I have adopted a social justice perspective that relates not only to important social issues, but also to the differing and unique perspectives of my students. Social justice is not simply an application to be implemented once in a while, but has become a way to introduce and make meaning of mathematical thought. To help students reconceptualize mathematics as a discipline that supports an engaged citizenship that considers the "ways" and "knowing" of others as an essential step towards a more accessible and democratic mathematics.

Some challenges in mathematics teaching

I have often wondered how I could have been totally unaware of the implicit message conveyed in the problem I had posed to that Grade 11 class. I've finally come to understand that it's partly to do with my own mathematics education that had advocated the separation of mathematics from context. Attention in mathematics class was given to the numbers, while the words that described details were ignored. This dissociative practice, lauded in school mathematics, supports a dualistic framing. It's as if there are two storylines existing simultaneously and only one of them is prioritized. When the practice of mathematics is solely about numbers and algorithms, there can be a loss of connection to what numbers mean in everyday activity. I would suggest that there may be profound implications when numbers are retroactively applied to a real-life story.

For example, in the case of the theatre scenario described earlier, I've already implied (and it is true) that the most profitable ticket price will lessen the number of people in the theatre. However, it is interesting to note that, by considering how long the show will run and what kinds of reviews the show gets, the more efficient price might be the one that fills the theatre

(\$12). Basically, if the show is good, and there are more people who will see it then there will be more people to tell others about it. A mathematical investigation of this word-of-mouth phenomenon can also elicit investigations into, among other ideas, exponential functions. Different mathematical understandings can emerge from different approaches to a situation. It is worth noting, though, how the second approach considers and appropriates people's interests. By considering context, students remain in touch with humanity.

Another example of how numbers become meaningful when they remain in contact with people's lives could include an investigation into payday loans. The mathematical concept of compounding interest shows up at different levels of degree throughout the mathematics curriculum. However, when an investigation of compound interest is introduced through the topic of payday loans, different topics enter into the conversation, such as who



might be the clientele for payday loans. When it is realized that payday loans are often used by people who are barely able to live within their economic means, a payday loan compounded at 60% becomes a much more interesting and questionable calculation. Sixty percent is not just a percentage on the page, but a number that is tied to a human who has to survive.

Embracing context

The newly revised BC curriculum promotes new insights into mathematics teaching. The new curriculum contains positive

changes that support a connection between mathematics and social justice. With the inclusion of social responsibility as well as the critical thinking competency, the curriculum offers the opportunity for students to develop a sensibility towards themselves and others. This opens up new opportunities for a mathematics that embraces social justice. The critical thinking competency, as written in the current curriculum, indicates that students "examine their own thinking, and that of others, about information that they receive through...various forms of communication." This critical approach provides an important step in mathematics education. Within this framework, mathematics is not a discipline to apply, but rather an examination of an ethical and moral approach to the world that inculcates a sensibility of care and compassion.

Mathematics as a discipline is associated with words such as right, wrong, exact, precise, logical, or rational. While these terms seem reasonable, they don't often apply to the real world. Suppose instead that mathematics was attached to words like compassion, care, and empathy. Although these may be odd terms within the current framework, when engagement with mathematics in the classroom is about people, their lives and experiences in the world, students participate in a more meaningful way than with symbols and numbers. Mathematics is not an acontextual practice. For students to care and concern themselves in mathematics class, they need to connect to lived practices of people in their community, in their family, and also with themselves.

For our students to become personally engaged with mathematics, I suggest we move beyond calculations and symbolic manipulations and start relating to the world in a less symbolic and more connected way. The common refrain, "Why are we learning this?" usually emerges from a mathematics class in which students are performing algorithms with real world issues being ignored. A mathematical sensibility is more than calculating. It's engaging in an approach that supports people. ■

This article is an abridged version of the original. Please go to bit.ly/1PolOwv to read the full version.

REMEMBERING MATT PEARCE



© Brad Braaten/Prince George Citizen

Prince George teachers lose esteemed colleague and friend

WITH GREAT shock and sadness, Prince George teachers and other BCTF members learned of the death of Matt Pearce, a cherished colleague and former local president, in late January. Matt died suddenly the morning of Saturday, January 23. He is survived by his wife Sherrie, and two children, Tenley and Colburn. The BCTF extends deepest condolences to his family.

As president of the Prince George and District Teachers' Association (PGDTA), Matt led Prince George and district teachers through a most difficult strike. Matt was a 1999 Prince George Sports Hall of Fame inductee. He played football for UBC the year they won the Vanier Cup. In 1990, he played for the Grey Cup winning team, the Winnipeg Blue Bombers.

Matt taught science in School District 57. His influence permeates his school, the district, the PGDTA, and the BCTF. His friends and colleagues, as well as coaching and teaching staffs throughout his district and the province will miss him immensely.

For those who do not know Matt, you can read more about him and his life in this beautiful tribute published by *The Prince George Citizen* on Saturday, January 23. <http://bit.ly/1K46Dvc>. ■



CREATING SPACE for dialogue to stop Islamophobia

Nassim (middle), with sister (left), and mother (right).

By Nassim Elbardouh, Vancouver teacher and member of BCTF Committee for Action on Social Justice

This article is an abridged version of the original and can be read in full in the upcoming issue of the BCTF Social Justice Newsletter <http://bit.ly/tiKIQ>

My mother is a remarkable French and resource-room teacher. She is also a tireless advocate for social justice in her community. Part of her efforts have involved running a refugee welcoming committee and founding a multifaith group that works to build interfaith awareness.

The day after the Paris attacks, my mom and I were going to go to the mall. As I was getting ready to go, I could sense that she wasn't in the mood. Thinking it might be because she was worried about our family in Lebanon and the rising threat of ISIS, I asked her what was bothering her.

What she said was so disturbing and shocking that I felt I had been hit with a ton of bricks: "I am ashamed to leave the house in my hijab." The person I look up to most, afraid to leave the house because she felt that people would associate her with the terrorist attacks in Paris? I couldn't believe it. I haven't been able to stop thinking about my mother's words and the paradox of her being associated with ISIS, the very group that had put her own family in danger a few days prior.

This is a direct effect of Islamophobia: the drastic oversimplification of the world that correlates people like my mother with those who carried out the attacks. An oversimplification that leaves someone like my mother, who faces the same fears as the Parisians face, uncomfortable by and even excluded from the solidarity of public

I'm having to answer questions about my religion and the actions of people I don't even know. It's a lot of pressure. I mean, I'm only 12.

mourning that is the privilege of non-racialized groups. And if a woman as strong as my mother can feel shame after a terror attack, many of our students and their families are likely feeling the same way.

On the Monday after the Paris attacks, classrooms across the country were lit up with discussions about what had transpired in Paris. These are valuable discussions, but they must be facilitated carefully if we are to ensure that all students, regardless of their faith or ancestral origin, feel safe in our classrooms.

Acknowledging one terror attack while ignoring others, debating about whether or not Islam is inherently a violent religion, or asking Muslim students to defend their faith can result in Muslim students and their families feeling even more alienated in a society that already stigmatizes them.

In order to deepen my understanding of this lived experience, I interviewed my cousins about their experiences as young women wearing the hijab in Canadian public schools. While Islamophobia is undoubtedly on the rise, schools can also be powerful places of welcoming.

For example, when my cousin Amel's classmate chose to cherry-pick verses from the Quran that mentioned battles, claiming that Muslims were all about violence, the majority of her classmates stood up for her, leading her to share, "I feel safe in school and my community because even though

there will always be a group of people who fear and mistreat Muslims, the people who support Muslims outweigh the ones who mistreat them."

While we can't control how the media portrays Muslim people, we can encourage our students to think critically about the messages that they receive from the media. We must also protect our students from classroom debates where they are singled-out and feel like they have to defend their faith.

As 12-year-old Farah reported to *The Guardian*, "before the attacks I was mostly treated like everyone else. But now I'm having to answer questions about my religion and the actions of people I don't even know. It's a lot of pressure. I mean, I'm only 12."

One way that we might be able to mitigate the impacts of Islamophobia is to teach our students about Islamophobia and to create safe avenues for them to dispel the myths being constructed about Islam all around them in the media, in public discourse, and even in their classrooms. Further, we can create space for dialogues in our classrooms about how our Muslim students feel after a terrorist attack is carried out in their names and what we might do to help them feel safe.

We cannot leave our young students in a situation in which they have to defend themselves in the face of racism and religious discrimination. We can, and must, identify the ties between Islamophobia and other forms of intolerance. This is a crucial moment in history in which we can choose to be true allies and fulfill our commitments to create safe spaces in our school communities. The need for self-reflexivity on the part of students, educators, and all of society has never been greater. ■

Desperate situation results in DESPERATE MEASURES in Detroit

By Jack MacDermot, BCTF staff

DETROIT TEACHERS have found a unique way to highlight their working conditions that are hurting students' education in city schools, brought about by starved city and state budgets. Because it is illegal for public school teachers to engage in strikes in Michigan, educators co-ordinated calling in sick in January, forcing many of Detroit's 100 schools to close some days.

"We haven't sanctioned the sick-outs, but I want everyone to understand the frustration," said Ivy Bailey, interim president of the Detroit Federation of Teachers (DTF), the city's main teachers' union. The DTF is not planning on calling an official strike vote.

Currently, the Detroit Public Schools (DPS) system is under its fourth emergency manager since it was put under state control in 2009. It is facing a \$515 million operating debt.

"We shouldn't have classrooms busting out at the seams. We have 45 and 50 students in classes, classes where there is no coverage for the students... because we have a teacher shortage," says DTF administrator Ann Mitchell.

The DPS's 46,000 students are going to schools with very poor learning environments, many with black mould, no heat, and no hot water. State Democrats have called for reduced class sizes, a safe, clean environment, supplies, and access to technology. They've also called for a return to democracy, with no more emergency managers.

Republican state senators introduced legislation to further toughen Michigan's antistrike laws in the wake of the sick-outs.

A judge twice denied Detroit Public Schools' request for a temporary restraining order to block the teacher sick-outs, citing an absence of proof that the DTF or its leadership encouraged the mass absences.

The district says that the sick-outs have disrupted learning and harmed the city's children. Teachers say it seems to be their only avenue for getting their voices heard. ■

As we go to press: On Thursday, January 28, the Detroit Federation of Teachers and several parents filed a lawsuit against the city's school district, claiming the poor school conditions threaten students' health and asking a judge to fire Darnell Earley, a state-appointed "emergency manager" who previously worked as an emergency manager for the city of Flint.—Mother Jones, bit.ly/1nHP2ji

For further information, see www.facebook.com/lajplusenglish/videos/672653062876204/?pnref=story

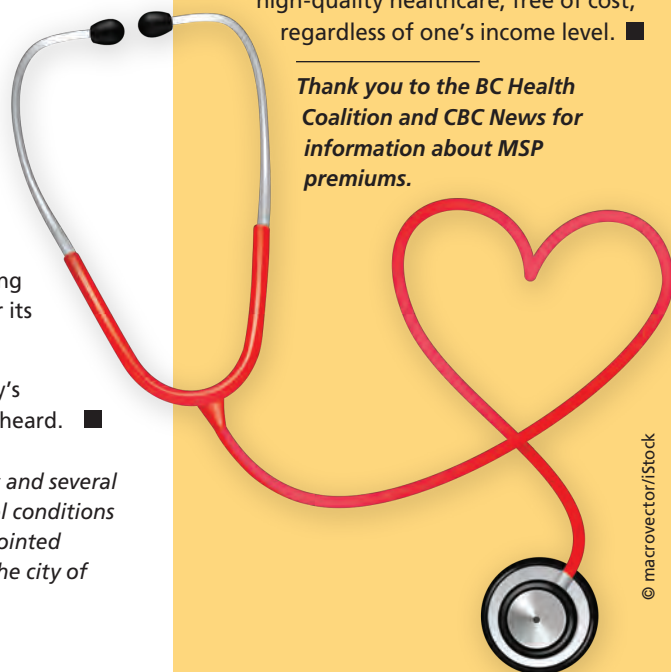
Increase in MSP PREMIUMS prompts call for change

DID YOU KNOW that BC is the only province in Canada that still charges a flat-rate health tax in the form of MSP premiums? In this system, families who make \$30,000 annually pay the same rate as families who make over a million dollars annually.

The BC Health Coalition, bchealthcoalition.ca, along with other critics of this existing system have long argued against the injustice, complexity, and bureaucracy added by this additional tax. One Ucluelet resident recently circulated a petition (chn.ge/1K8Z0DL) calling on the provincial government to end MSP premiums altogether. In January, health care activists gathered in Vancouver, where provincial health care ministers were meeting, telling the Liberal government to put the heart back in healthcare.

Fortunately, most BCTF members with the exception of teachers teaching on call, have negotiated the cost sharing of MSP and other benefits with school districts, meaning most teachers don't pay the full cost of monthly MSP premiums. TTOCs receive a daily allowance in lieu to help cover the costs of MSP premiums. The BCTF bottom line: everyone should have access to high-quality healthcare, free of cost, regardless of one's income level. ■

Thank you to the BC Health Coalition and CBC News for information about MSP premiums.





SHARING her love of the WORLD

Chemainus teacher recognized for her work

By Susan Croll, Editor, Teacher

2015 WAS A watershed year for Chemainus Secondary School teacher, Janet Ruest. Not once, not twice, but three times she received awards from prestigious organizations commending her practice as a social studies teacher.

JUST OVER a year ago, Janet Ruest applied for the Lindblad Expeditions and National Geographic Grosvenor Teacher Fellow program, an unparalleled all-expenses paid professional opportunity to recognize North American teachers for their commitment to geographic education. Out of 2,700 applicants, only four Canadian teachers and 31 American teachers were selected. In September, Janet embarked on an intense ten-day voyage to the Galapagos Islands.

A few months later, Janet received another phone call. This time she was given one of the Government of History Awards for her lesson plan called "Historical Dilemma: Who was the greatest Canadian Prime Minister?"

I'd look at a world map and think of it as a jigsaw puzzle and I wanted to learn how it all fit together.

And after receiving numerous and glowing nomination letters from her former students, the Royal Canadian Geographical Society (RCGS) awarded Janet with the 2015 Innovation in Geography Teaching Award, Canada's highest geography K-12 teaching award, this past November.

What makes Janet's teaching so special? Why would one teacher receive so many awards in a single year? In January, I visited her classroom to find out.

Janet is an unassuming person and teacher. She speaks with a clear but soft voice and on this wet, cold day, as a true geographer would, was dressed for the weather. Her classroom is uncluttered yet stimulating. Student posters adorn the walls. Desks are arranged in groups of two and four. There are two bins, one for recycling cans and bottles, the other for paper. There is no garbage can.

While Janet is obviously pleased and honoured to have received these awards, she is almost apologetic for winning them. She says her teaching is not fundamentally different from that of her colleagues down the hall or of other teachers in BC. "Although I won the awards, I want teachers to know that I am accepting them on behalf of the hundreds of teachers in my district, and the thousands of teachers throughout BC who have not been recognized. I took advantage of an opportunity because I was encouraged to apply by colleagues and now I encourage other teachers to apply for these awards. The recognition is both validating and motivating."

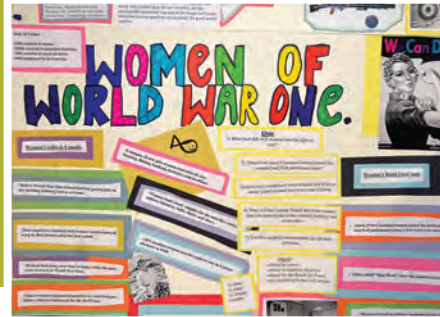
Janet knew she wanted to be a teacher from her first day of Kindergarten. She came home from school and announced, "I am going to be a teacher when I grow up." That sentiment lasted throughout all of her school years, with a short blip in Grade 7 when she considered becoming a race-car driver.

But it was her Grade 11 and 12 social studies teacher, Thelma Brooks, who taught at Parkland Secondary

Photos by Susan Croll



From left, clockwise: Janet; student Georgia Paddle; Janet with students Willow Sweet, Nic Blundell, Anjilee Manhas; student Brayden Belton and Janet; student Erik Lindberg.



I literally want my students to open their eyes and really see all aspects of the world.

in North Saanich, who inspired her to study geography. "Thelma was an incredible teacher. She was caring and knowledgeable and she travelled the world. She went to places that few people visited at that time and would come back to school and tell us about the world."

Besides her growing curiosity about the social world, the physical world fascinated Janet. She explains, "I'd look at a world map and think of it as a jigsaw puzzle and I wanted to learn how it all fit together."

She says that when she teaches she strives to share her love of the world. That was abundantly clear to me as I watched her teach and interact with her students in her Law 12 and Social Studies 11 classes. In her law class, students were researching specific island nations, evaluating their human rights' records and corresponding laws, and then comparing them to Canada's.

Janet chose this assignment because one of the criteria for selection for the Lindblad Expeditions and National Geographic award was the development of a teaching plan that could be shared school-wide with staff and students. Subsequently, Janet's school has undertaken a school-wide theme that embodies living on an island—the Galapagos

connection—since Chemainus Secondary School students live on Vancouver, Thetis, and Penelakut Islands.

Some of her law class students were deliberating about the value of rights and the balance between rights and responsibilities. Since they were learning about countries either ruled by dictatorships or that had few human rights, many of the students stated that they were lucky to live in Canada, but that Canada could still do better.

Chemainus Secondary signed up for Student Vote during the recent election campaign and with mobile ballot boxes brought to each class every student had the chance to vote. Two popular sentiments resulting from their participation was the need for proportional representation and that Student Vote prepared them to vote as adults.

Students in Janet's Social Studies 11 class were involved in a jigsaw activity about the systemic social, economic, and political barriers people living in developing countries face. Students read about and discussed World Bank debt, organized corruption and violence, and high mortality rates. During the 90-minute class, Janet repeatedly visited each group: interacting with her students, asking relevant questions, and facilitating discussion.

The mutual respect Janet showed for her students and they in turn showed her was impressive. After the dismissal bell, I asked Janet if

her classes always ran as smoothly as these two. She said that 99% of the time her students are a lot of fun. "As teens they are spreading wings; I like being part of that, watching them grow and become themselves. I care about them and try to develop a good rapport with each student."

Janet told me that even as a veteran teacher she still finds planning and preparation key to engaging learning. "Would I rather spend my time planning and prepping or policing students? Obviously, the former. Coming prepared and knowing what you're teaching is about respecting their learning."

Regardless of how much planning and prep goes into Janet's lessons, she adds another ingredient to her teaching and that is her passion about geography and history. She hopes that her passion for these subjects breeds curiosity, and inspires and motivates her students. She also believes that learning has to be concrete and experiential. "You have to make it hands on. We go on lots of field trips. I literally want my students to open their eyes and really see all aspects of the world. I want them to use all of their senses. Besides seeing, they must hear, feel, and smell the world around them.

Janet uses technology judiciously. "We use technology when it lends itself to learning. Cell phones are useful for finding quick facts. I find publishing their research using iMovie and eBooks useful.

You have to see what works and be flexible."

I asked Janet if she had any advice for new teachers. "Try new ideas, but see them as just more tools for your teaching toolbox. Make sure the tool you want to use fits with what you want your students to learn."

These are wise words coming from a teacher with 27 years of experience. Clearly, the three organizations that recognized Janet think so too.

Upon her return from the Galapagos and receiving the other two awards, Janet wants to share her experience with other teachers. She already presented at the BC Social Studies Teachers' Association conference last October and is available to share her work at future conferences or school and district based non-instructional days.

And in case you're wondering, Janet's students narrowly voted Jean Chretien as Canada's greatest Prime Minister. ■

Contact Janet Ruest at
jruet@sd79.bc.ca
Phone (school): 250-246-4711.



BCTF100

Celebrating a century

Annual General Meeting

Hyatt Regency Hotel, Vancouver
March 12–15, 2016

**BCTF members are welcome to visit
the AGM during any of the sessions**

FIRST SESSION

**Saturday Afternoon—March 12
2:00 p.m.—5:30 p.m.**

First Nations Recognition

Preliminaries:

- Adoption of chairpersons, scrutineers, tellers, Resolutions Committee
- Chairpersons' orientation session
- Introduction of Ombudspersons
- Adoption of agenda
- Adoption of 2015 AGM Minutes
- Stewardship Report on 2015 AGM
- Report of the Nominating Chairperson

President's Report

Jim Iker

Leadership Report

Recommendation 1

Constitution and By-laws

Recommendations 2–4

Resolutions 101–102

Political Action

Recommendation 31

SECOND SESSION

**Saturday Evening—March 12
7:30 p.m.—10:30 p.m.**

Greetings/comments from invited guests

Professional Ethics, Rights, and Standards

Recommendations 32–47

Strikes/Lockouts

Recommendation 51

Resolution 147

Unfinished business

10:00 p.m.

Election statements from candidates for
table-officer positions

Questions and answers for candidates
running for table-officer positions

Call for Nominations

10:30 p.m. Adjournment

THIRD SESSION

**Sunday Morning—March 13
9:00 a.m.—12:30 p.m.**

International Solidarity

Recommendation 28

Finance

Report of the Treasurer

Recommendations 10–17

Resolutions 118–120

Education Policy

Recommendations 7–9

Resolutions 113–117

Teachers Teaching on Call

Resolutions 148–150

Unfinished business

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

12:30 p.m. Lunch

FOURTH SESSION

**Sunday Afternoon—March 13
2:00 p.m.—6:00 p.m.**

Guest Speaker

Health, Safety, and Welfare of Teachers

Recommendations 18–27

Resolutions 121–124

Public Affairs

Resolutions 138–141

Unfinished business

100th Anniversary

5:00 p.m.

Election statements from candidates for
member-at-large positions

Questions and answers for candidates
running for member-at-large

Call for Nominations

6:00 p.m. Adjournment

FIFTH SESSION

**Monday Morning—March 14
9:00 a.m.—12:30 p.m.**

Guest Speaker

Heather Smith—CTF President

Guest Speaker

Organization of the BCTF

Recommendation 29

Resolutions 125–130

Social Justice

Recommendation 49

Resolutions 145–146

Unfinished business

12:00 p.m. Bob Rosen Social Justice Award

Final Call for Nominations

12:30 p.m. Lunch

SIXTH SESSION

**Monday Afternoon—March 14
2:00 p.m.—5:30 p.m.**

Elections

Starting with elections for table-officer
positions, and proceeding to member-at-
large positions.

Pensions

Presentation

Recommendation 30

Resolutions 131–136

Publications

Recommendation 48

Resolution 144

Aboriginal Education

Resolution 103

Technology

Resolutions 151–152

Public Relations

Resolutions 142–143

Unfinished business

5:30 p.m. Dinner

SEVENTH SESSION

**Monday Evening—March 14
7:30 p.m.—10:00 p.m.**

Elections—continuation, as necessary

Education Finance

Resolutions 109–112

Privatization and Commercialization

Resolution 137

Annual General Meeting

Resolutions 104–105

Teacher Education

Recommendations 52–53

Social Responsibility

Recommendation 50

Unfinished business

10:00 p.m. Adjournment

EIGHTH SESSION

**Tuesday Morning—March 15
9:00 a.m.—1:30 p.m.**

Elections—continuation, as necessary

Labour Heritage—Day of Mourning Project

Bargaining

Resolutions 106–108

Certification and Teachers' Council

Recommendations 5–6

Awards

Honorary Life Membership

Honorary Membership

G.A. Fergusson Award

Unfinished business

Late resolutions

New resolutions

New business

Recognition of Retiring Activists

Closing Courtesy Motion

1:30 p.m. Adjournment



CONSTITUTIONS AND BY-LAWS

Recommendation 2

That By-law 5.18 be 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 3

That By-law 7.8.b be replaced with the following:

7.8 Except as provided in By-law 7.1, and in accordance with the local's Constitution and By-laws, the executive committee of a local shall have the jurisdiction to consider a complaint that a member of that local has breached the local's constitution, by-laws or procedures or has acted in a manner harmful and prejudicial to the interests of the local, provided that the same alleged breach has not been pursued at the provincial level. The executive committee of the local shall consider the complaint in accordance with the principles of natural justice and the duty of fairness, and after such consideration it may:

...

- b. where such a breach by the member who is the subject of the complaint is found:
 - i. determine appropriate publication of the finding of the breach;
 - ii. suspend the right of the member to hold office in the local and/or to receive specified benefits of membership in the local for a period not exceeding two years; or
 - iii. impose a combination of the foregoing commensurate with the gravity of the breach.

Recommendation 4

That By-law 7.10 be replaced with the following:

7.10 A levy imposed by the Judicial Council shall be a debt due to the Federation and may be collected with costs of the suit in the name of the Federation in any court of competent jurisdiction."

Resolution 101

Prince Rupert

That By-law 5.1.d (p.12) be amended to read:

"All members of the Executive Committee shall be eligible for re-election, except for

1. FTTO who has served in such a capacity for six consecutive years, and would be running for a seventh consecutive year.
2. a member-at-large who has served in such capacity for six years and would be running for a seventh consecutive year."

Resolution 102

Vancouver Elementary

That the BCTF amend By-law 5.9 (p. 13) to read: "The Executive Committee shall recommend to the RA one or more Canadian chartered banks, or any branch or branches thereof, and/or a credit union incorporated under the Credit Union Act to be the bankers of the Federation and that this recommendation will be consistent with Procedure 10.F.04 and 10.F.08. The EC shall from time to time by resolution designate signing officers for banking purposes, who shall include the Treasurer or, in his/her absence, a person

designated by the Executive Committee and at least one of: the President and Vice-Presidents."

CODE OF ETHICS

Recommendation 32

That the following statement be added at the end of the current preamble to the Code of Ethics that states:

"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 of the Code of Ethics be replaced with the following:

"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 of the Code of Ethics be replaced with the following:

"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 Clause 5 of the Code of Ethics be replaced with the following:

"The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) 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. It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.*"

HEALTH, WELFARE, AND SAFETY OF TEACHERS

Recommendation 20

Procedure 13.C.02

That the Salary Indemnity Plan Regulation 13.C.02-1.7 be replaced with the following:

"1.7 Non-compliance with a licensed physician's recommendations related to the disabling condition may result in suspension of benefits until the claimant follows the physician's advice. Such suspension will be reviewed by the Salary Indemnity Plan Committee."

Recommendation 21

That Salary Indemnity Plan Regulation 13.C.02-1.8 be replaced with the following:

"1.8 Failure to acknowledge in writing, within three months at the request of the plan administrator, a willingness to participate or co-operate in a rehabilitation program that has been recommended by the member's licensed physician and approved by the Salary Indemnity Plan will result in the termination of benefits, forthwith."

Recommendation 22

That Salary Indemnity Plan Regulation 13.C.02-3.4 be replaced with the following:

"3.4 A member applying for benefits under the plan may be required to submit to an independent medical examination by a licensed physician selected by the plan administrator."

Recommendation 23

That Salary Indemnity Plan Regulation 13.C.02-3.5 be replaced with the following:

"3.5 The plan administrator shall select only licensed physicians who have agreed to provide information regarding a member's illness to that member's physician at the time it is provided to the plan administrator."

Recommendation 24

That Salary Indemnity Plan Regulation 13.C.02-3.7 be replaced with the following:

"3.7 A member in receipt of benefits for more than three months will be required to provide supporting medical evidence indicating that he/she is receiving ongoing care and treatment by a licensed specialist physician for that disability, or a registered psychologist as directed by a licensed physician except where the plan administrator is aware that the disability is terminal."

Recommendation 25

That Salary Indemnity Plan Regulation 13.C.02-11.7 be replaced with the following:

"11.7 If while in receipt of benefits from this plan the claimant is entitled to claim benefits from Workers' Compensation for the same accident or illness, or Employment Insurance (maternity/parental), the benefits from this plan shall be reduced by the amount of benefits from the Workers' Compensation or Employment Insurance (maternity/parental) plan."

Recommendation 26

That Salary Indemnity Plan Regulation 13.C.02-11.8 be replaced with the following:

"11.8 The benefit shall be offset by the amount of a retirement pension received under a registered pension plan if the retirement income from same would be considered earnings under section 35 of the Employment Insurance Regulations, or for a retirement pension from the Teachers' Pension Plan (BC)."

Recommendation 19

That Salary Indemnity Plan Regulation 13.C.02-1.1(c) be replaced with the following:

"1.1(c) All affiliate administrative members not participating in a wage loss replacement plan may participate in the plan, providing they do so within 30 days of appointment as an administrative officer."

Recommendation 27

That all references in Procedure [and Regulation] 13.C.02 to the "Salary Indemnity Plan Committee" or "Salary Indemnity Committee" be replaced with "Income Security Committee."

Resolution 121

Nanaimo

That the Salary Indemnity Plan Regulation 13.C.02-3.2 (p. 87) be amended to read:

"3.2 All claims for benefits shall be accompanied by such forms as are required by the plan administrator, specifically:

- a claimant application form signed by the member; and
- a medical form signed by a physician or registered mid wife, or in special circumstances, a notarized statement signed by the member; and
- the school board verification of sick leave form signed by an official of the employing school board or local association or the Federation."

2016 BCTF AGM candidates' statements

To be elected

President

First vice-president

Second vice-president

Members-at-Large (three two-year terms and two one-year terms)



FOR PRESIDENT
Glen Hansman

IT IS AN HONOUR to learn from members around the province, to hear their hopes for their students and for their profession, and to see first-hand the realities of teaching and learning conditions in both rural and urban locals. Now, having served as first and second vice-president, I hope to serve the membership as president as we build upon the Federation's strengths in supporting members, advocating for children and youth, and defending public education.

Inclusion and member engagement are crucial for solidarity and for success in our collective efforts. Given the size and diversity of our membership, we must be responsive to the needs of members at various stages of their careers, and actively

work to address barriers to participation experienced by members who are Aboriginal or who are from equity-seeking groups.

And, given the current context, we must renew our work in supporting staff reps, building capacity in our locals and provincial specialist associations, and connecting more members to our union's decision-making processes.

I remain committed to working with all locals; and, while acknowledging different points of view that exist in the Federation, I will continue to support respectful and constructive dialogue and co-operation.

EXPERIENCE

Provincial: 1st Vice-President (3 years), 2nd Vice-President (3 years), Member-at-Large (1 yr.), BC Teachers' Council, BC Federation of Labour Executive Council.

Local: President (2.5 years), Vice-President (2 years), LR.

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

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



FOR FIRST
VICE-PRESIDENT
Teri Mooring

IT WAS INCREDIBLY EXCITING to learn that the Supreme Court of Canada will hear our appeal. We've been awaiting our court-won remedy for 14 long years while classrooms have become increasingly difficult and specialist teachers' jobs have disappeared. Once again, we have the opportunity to make our case and win back these important working and learning conditions.

Many challenges lie ahead. As teachers we have been very involved and influential in the curriculum revision process. We have strongly and consistently advocated for required resources and time for implementation.

As an executive we have been cognizant of making responsible choices around finances.

We're rebuilding our fund balances and are now in a good position to return important training opportunities and conferences that are so critical to building membership engagement and capacity, and public support.

This AGM will be our 100th, our proud history of advocacy goes back to 1916. This year will be no different; we will make important decisions around potential pension plan changes to ensure it reflects our changing demographics and is fairer.

I look forward to working with all members, locals, PSAs, and advisory committees on the myriad of challenges we are facing. I would be honoured to be your first vice-president.

EXPERIENCE

Provincial: Currently 2nd Vice-President serving 3rd term, 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)



FOR SECOND
VICE-PRESIDENT
**Gail Chaddock-
Costello**

CHALLENGE AND CHANGE are constants as members of the BCTF. This year is no exception as we examine the new curriculum, attend pension consultations and struggle with yet another new information system, MyEdBC. As a member-at-large I have participated in conversations on these matters and understand there is still much work to do to address members' concerns in all these areas.

The BCTF must continue to reach out, engage with members and seek the feedback that informs sound decisions at the EC table. Class composition, violence in our classrooms, lack of specialist teachers, and supports for students with special needs are topics frequently brought to my

attention. Teachers are on the front lines dealing with these issues daily, complicated by inadequate per-pupil funding and child poverty.

None of these significant issues can be solved quickly or without your input. Our meetings generate healthy debate and the honouring, including, and integrating of these opinions is a hallmark of the BCTF. I believe the role of second vice-president requires not only acquired knowledge, but also compassion, caring, valuing and a true desire to hear and incorporate the voices of all members. I look forward to the continued opportunity to serve you.

EXPERIENCE

Provincial: Currently MAL, BCTF Executive; Liaison TTOC Advisory Committee; Assigned to the Kootnay Locals/Sub Locals
Local: President (currently), Vice President, 2nd Vice President, numerous Langley committees; district helping teacher
Education: BA, B.Ed., M.Ed., Dissertation on hold



FOR SECOND
VICE-PRESIDENT
Clint Johnston

WE ARE WELL INTO the first full school year following the long struggle of bargaining our current contract. This year has proven that there is still plenty of work for members, locals, and our executive to do. I have thoroughly enjoyed the challenges and opportunities this year on the BCTF executive. The chance to travel to various locals and meet many members has truly broadened my perspective and deepened my understanding of our union.

As our last bargaining round and job action showed, membership engagement is of vital importance. Our task force has provided a thorough report to guide us in this work, and to help us create an even more strongly united membership.

It is important that we continue to train for bargaining, to advocate for full funding of public education (including curriculum resources), to lead the fight for a socially just society, and to improve support for our members. We need to continue the fiscally responsible decision-making and practices of the last couple of years in order to grow our funds while performing all this vital work.

I am excited and humbled to put my name forward for BCTF second vice-president, and ask for your support at the AGM.

EXPERIENCE

Provincial: BCTF Member-at-large, AGM Delegate, FLI, Zone Meetings, Summer Conferences, CLC Winter School, BC Fed
Special: Local Employers' Group Chair & Lead Negotiator
Local: President, Pro-D Chair, Bargaining Team, Strike Committee, various committees, representative to various district committees.
Teaching: 13 years elementary
Education: B. H.K. (UBC), B. Ed. (UBC).



FOR SECOND
VICE-PRESIDENT
Kip Wood

PUBLIC SERVICES, and the working people who provide them, are facing a global struggle. Wealth inequality is contributing to a host of social problems, climate change is threatening ecosystems that sustain life, and the erosion of democracy is undermining hope for change.

Change is made through political systems and education is central to those systems. That is why teachers are situated to be agents of change. The core of our work is our desire for students to believe that a better world is possible and that they are the ones to make it happen. Despite the distressing problems around us, we must continue to work for a world that our students deserve and can take part in creating.

The most significant issue facing public education is underfunding; we are witnessing the erosion of an excellent system. The Federation's role is complex and multifaceted. Social justice work, Truth and Reconciliation, contract negotiations, curriculum committees, lobbying efforts, specialist associations, legal challenges, employment equity, and community outreach are a few of our ongoing strategies.

I have the experience, the commitment, and the energy necessary to take on these challenges and facilitate this work. I would be honoured to be your second vice-president.

EXPERIENCE

- AGM delegate 1994-2016
- Local Rep 1998-2016
- Presenter at provincial math conferences since 2002
- BC Fed delegate 2004-15
- Bargaining Committee (local/ BCTF) 2000-16,
- Local President 2007-10
- PSA Task Force 2008-09,
- BCTF Executive Committee 2010-12,
- BCTF Finance Committee 2014-16



FOR MEMBER-AT-LARGE
Karen Edwards

WHO AM I? I am a person who believes in diverse representation from across the province and I would like to offer my northern voice and perspective to the provincial dialogue. I believe in advocating for teachers and in making decisions that help improve the lives of both present and future teachers.

I am the local representative, sublocal president and also serve provincially as a BCTF Judicial Council member, Provincial Mentorship Resource Team member, and have been involved with the Program for Quality Teaching. During this, I have also held a position as a teacher in an elementary school.

I have enjoyed the privilege of working alongside teachers in these varied roles and have had the opportunity to meet with many teachers at different stages in their careers. This has given me the chance to listen and learn from educators, many of whom brought different perspectives, goals, and interests to our time together. We all share a passion for teaching, learning, and supporting students, but how this is achieved varies across this province.

I humbly ask for your support so that I can add my unique perspective as a member-at-large.

www.facebook.com/karenedwardsbctfmal/

EXPERIENCE

Local Roles: sub-local president and local representative
Provincial Roles: Judicial Council, Provincial Mentorship Resource Team
Education: Master of Education and currently pursuing an EdD on the topic of belonging and Aboriginal learners.



FOR MEMBER-AT-LARGE
Rae Figursky

BORN AND RAISED in a small northern town, a teacher in a large urban local, both Métis and first-generation Canadian—my perspective comes from many places.

We are teachers because we care about our students.

We are in the midst of yet another challenging time in public education. Our classroom conditions and our students' needs threaten to overwhelm us. I look forward to our Supreme Court case being successful and twenty years of hard-fought rights returning to us. If that is not the case, we will persevere and continue to advocate for our students.

Our differences can be our greatest strength. When we listen to each other,

we find the common ground to face the challenges we have ahead of us. As we enter our 100th year as the BCTF, we stand strong as a professional, social justice union because we understand what truly matters.

My passion for teaching and my respect and support of teachers have been consistent throughout my career. My strengths are anticipating and solving problems, listening, and advocating. It would be an honour and privilege to serve you as one of your voices on the executive.

Facebook: [Rae Figursky for BCTF Member-at-Large](#)

Website: <http://raecandoit.weebly.com/>

Twitter: [@RaeFigursky](#)

EXPERIENCE

Provincial: Various conferences (Bargaining & Leadership); local rep to the BCTF; AGM delegate
Local: Currently local president; strike/picket co-ordinator (3 job actions); various executive & committee positions (Burnaby)
Teaching: Grades 8–12 students (math, English, learning support), 28 years
Education: B. Sc. (SFU); PDP (SFU).



FOR MEMBER-AT-LARGE
Carole Gordon

MY FIRST TERM on the executive committee has been a journey of both leadership and learning. While a current classroom teacher, I also bring extensive union and community experience to careful deliberations on issues. As promised, I have been reflective in decision-making, carefully considering all perspectives. My communication with locals, visiting schools and meeting members has broadened my understanding of local and member needs.

The upcoming provincial election gives us an opportunity to build capacity as teachers tell their stories and develop skills that will transfer to bargaining. We need to challenge parties to take bold positions on public policy. We need a government that will make public education a priority.

We must go beyond member engagement to building relationships. Connecting issues, ideas, and people is my strength at the table as we tackle the many themes in education, including curriculum change, privatization, and health and wellness. We can only do this from a position of strength in both finances and solidarity. I am proud that our funds are growing and our relationship with labour continues to be strong.

I look forward to our 100th AGM and the opportunity to help lead the BCTF into its next century.

EXPERIENCE

Provincial: Executive (2 years), committees (Pensions, Benefits Review) AGM (14 years)
Local: 2ndVP, bargaining, Labour Council, staff rep (16 years), PD rep
Community: NDP candidate, Labour Council president, United Way, CFUW
Teaching: Intermediate, Prep, TTOC (24 years)
Education: B.Ed (UVic).



FOR MEMBER-AT-LARGE
Shawn Gough

IT IS AN HONOUR to run for the position of member-at-large for the BCTF. It is my desire to serve all of you equitably, fairly, and with the respect you all deserve.

Teaching is not just a job; it is a calling. It is that ingrained desire to help others that drives us to be teachers. For far too long the BC government has undermined our students' ability to reach their potential and has robbed us of the joy we gain from them achieving their goals. By listening to your needs and honouring my commitment to work with all members of the executive, I hope to push back against the government's interference in our profession and bring about a renewal of the joy we have in teaching.

I truly believe in collaboration as the most effective way to accomplish anything. This executive will be tasked with preparing us for the next round of bargaining, and I hope that my solutions based approach, my strong background in health and safety, and my 14 years, in varied roles, on our local executive will be valuable assets in this preparation. Please put your trust in me. Together, we can achieve more.

EXPERIENCE

Provincial: HSAC 6 years, 3 as chair; H&S trainer
Local: Current local president; LR 2008–2014; bargaining chair, TTOC chair, member-at-large, staff rep
Teaching: Bella Bella (Independent); SD#68, 69; SD#85 since 2000
Education: B.Ed (UVic) 1994.



FOR MEMBER-AT-LARGE
Lizzie Midyette

AS MEMBER-AT-LARGE, I will work with all members across the province to serve their diverse needs.

We all benefit from strong, autonomous locals that have access to structures and funding from the Federation, and I will advocate for autonomous locals. We have the opportunity to work now to build the capacity needed for current and prospective local leaders. In 2017, we need to keep education as a vote-determining issue, and in 2019, our next round of collective bargaining begins. We need to be strong so that our local and provincial bargaining teams have the resources they need going into bargaining.

I will advocate for a strong education system that meets the needs of all children. Public education continues to weather the storm of systematic attacks on funding and regressive policies. As a parent of a son with special needs, I see first-hand the results of underfunding to our public services.

The Federation has a proud and strong history of social justice action and advocacy. I will work to maintain social justice as the lens through which we view important decisions and debate the issues, and protect services to members through strong locals.

EXPERIENCE

Provincial: CASJ/LGBTQ action group; SJ workshop facilitator; AGM delegate; summer conference; TTOC workshop facilitator; New Teachers Conference facilitator.
Local: SJ chair; PD chair (3); VP; TTOC rep; LR.
Teaching: TTOC, Special Education, Grades 8–12 classroom.
Education: B.Ed (Early Childhood), U of Calgary, 1999; Level B assessment, U of Calgary, 2007.



FOR MEMBER-AT-LARGE
Nick Moore

OVER THE LAST 12 YEARS I have taught at the elementary, middle, and secondary levels and served as president in my local union office. Because of this, I intimately understand the issues that teachers face in today's schools.

Teachers are struggling, and upcoming changes in assessment and curriculum are overwhelming. We need to empower our members as professionals and do everything we can to help teachers feel like they are a part of a supportive and professional community by ensuring this is where we direct our support and resources.

The BCTF is the strongest advocate for public education in BC. With an election looming, we need to connect with our

communities to make public education a significant election issue.

I will offer a perspective with the broad experience necessary to make big-picture decisions with a particular understanding of what teachers experience in the first half of their careers. I am an approachable, open-minded, experienced, non-partisan person with a knack for cutting straight to the heart of issues.

I believe we are stronger when many different voices are part of the conversation, and I look forward to being one of those voices at the BCTF executive table.

"Picnic" for member-at-large!

EXPERIENCE

- Local president - 2014–present
- Local bargaining team - 2011 and 2013
- Local VP—1 year
- Local rep—4 years
- Local Employers' Group (LEG) bargaining team 2015
- Local member-at-large—2 years



FOR MEMBER-AT-LARGE
Norm Sabourin

IT HAS BEEN AN HONOUR serving you as a member of the BCTF Executive Committee for the past two years and I hope to have the opportunity to continue to do so.

My EC colleagues and I have moved the BCTF from a very concerning post-strike financial position to one of stability. We need to keep making wise fiscal decisions to support you and key programs while avoiding overspending.

We also have to start setting the table for our next round of bargaining by considering different bargaining structures and establishing a new format with government in order to be more effective in achieving a negotiated settlement.

Members need to feel connected and supported by the BCTF and we must improve our level of communication with new members. Collectively, we must strive to implement the recommendations of the Member Engagement Task Force to ensure that we are reaching out to all of you more effectively.

Each of your voices deserves to be heard and respected and you should feel comfortable approaching EC members to address your concerns. This has been a major priority of mine and will continue to be if re-elected. I am respectfully requesting your continued support.

EXPERIENCE

Provincial: BCTF member-at-large (2 years), Various positions on other provincial committees
Local: Local president (6 years), vice president (10 years), Many other local EC positions and committees
Teaching: Intermediate (20 years)
Education: Minors: Geography, Kinesiology (SFU), B.Ed (UBC)



FOR MEMBER-AT-LARGE
Robin Tosczak

IN 2008, WHILE I WAS co-ordinator of the sexual assault centre at UVic, I realized that a better future just might start with children. I enrolled in the PDP Program and started teaching in 2010. As a TTOC and reading recovery teacher, I am reminded daily that kids are awesome, teachers are amazing, and public education is worth fighting for.

I've been involved with my local and the BCTF since beginning my teaching career. I appreciate how our Social Justice Lens makes clear the connections between teachers' working conditions, students' learning conditions, education funding structures, and global forces of privatization. We can take action in all

these contexts because of our strong local and provincial structures and community relationships.

New teachers are already building histories as teachers and union members. We have a responsibility to foster their engagement to build long-term strength as a union. Representation is one important aspect of engagement. A TTOC on the EC—imagine that!

In the lead-up to bargaining, we need to be strategic and responsive. Folks I work with will tell you I'm a problem-solver—curious, thoughtful and open-minded. I'd be honoured to bring my skills to the table.

Let's talk—[facebook.com/rbntzk](https://www.facebook.com/rbntzk);
[Twitter.com/rbntzk](https://twitter.com/rbntzk)

EXPERIENCE

Provincial: TTOC and Teacher Magazine Advisory Committees, Workshop/SURT Facilitator
Local: LR; contract, social justice and TTOC Committees; local election contact; community liaison; Victoria Labour Council Secretary
Teaching: Elementary
Education: B. Music (UVic), B. Ed. (UVic).



Workshop available BCTF Code of Ethics: Understanding the Professional Relationship

(3 hours)

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THIS WORKSHOP helps members understand professional behaviour as it relates to the BCTF Code of Ethics. It explores the meaning of the various clauses, the rationale and processes for enforcement of the code, and staff representatives' role in promoting ethical conduct. Scenarios promote discussion on related work and the role of the BCTF Judicial Council.

For more information, visit

bctf.ca/PD/WorkshopDetail.aspx?id=38700

Judicial Council reports Hearing Panel decisions

A three-member Hearing Panel of the BCTF Judicial Council was duly charged with determining if the following BCTF members were guilty of breaching Clause 8 of the BCTF Code of Ethics.

SOSTU vs. Ward:

It was alleged that Mr. Ward, a BCTF member and teacher at Osoyoos Secondary School, was in violation of Procedures 44.04.1, 44.04.2.a, 44.04.2.b, and 44.06, and thereby breached Clause 8 of the BCTF Code of Ethics when he crossed the BCTF picket line and entered his school on each occasion during our most recent strike action. While locked out, Mr. Ward crossed the picket lines.

The penalties applied to Mr. Ward by the Hearing Panel are:

1. Mr. Ward is issued a warning not to cross a picket line again.
2. Mr. Ward's name will be published in the BCTF *Teacher* magazine as well as in his local SOSTU newsletter.
3. Mr. Ward is reprimanded for breaching the picket line of his colleagues. The Panel finds this behaviour unconscionable and unacceptable as Mr. Ward benefited from the collective action of the teachers without having to forfeit any of his pay or contributory pensionable service.
4. Mr. Ward will not be allowed to hold a local or provincial BCTF office for a period of two years, ending June 30, 2017.
5. Mr. Ward will not be allowed to represent his local at the BCTF AGM for a period of two years, ending June 30, 2017.

VTA vs. Fehr:

It was alleged that Mr. Fehr, a BCTF member and teacher at Kalamalka School, was in violation of Procedures 44.04 and 44.16 (Strikes/Lockouts) and thereby breached Clause 8 of the BCTF Code of Ethics when he crossed a legal picket line on September 2, 3, 4, 5, 6, and 17, 2014.

The penalties applied to Mr. Fehr by the Hearing Panel are:

1. Mr. Fehr is issued a warning not to cross a picket line again as per Procedure 44.04 of the *Member's Guide to the BCTF*.
2. Mr. Fehr is thereby reprimanded for putting his specific program, Students without Borders, ahead of his colleagues who were on the picket line on the dates he conducted activities with his students. The Hearing Panel finds this conduct unacceptable.
3. The Hearing Panel recommends that Mr. Fehr make a donation to a charity of his choice in the amount up to the equivalent of the gross salary he received from the employer, less any income tax and union dues deducted and remitted by the employer for the days on which the picket line was crossed and to provide a copy of the receipt to the Vernon Teachers' Association.
4. The findings of this Hearing Panel to be reported in the appropriate publication.

VTA vs. Veysey

It was alleged that Mr. Veysey, a BCTF member and teacher at Vernon Secondary School, was in violation of Procedures 44.04 and 44.16 (Strikes/Lockouts) and, thereby, breached Clause 8 of the BCTF Code of Ethics when Mr. Veysey crossed a legal picket line on May 29, June 3, 11, 17–20, 23, and on October 2 added the following dates: September 2, 3, 4, 8, 9, 10, 11, and 15, 2014.

The penalties applied to Mr. Veysey by the Hearing Panel are:

1. Mr. Veysey is issued a warning not to cross a picket line again.
2. Mr. Veysey is thereby reprimanded by the Hearing Panel for choosing to breach the picket line of his colleagues. The Hearing Panel finds this behaviour unacceptable and notes that Mr. Veysey benefitted from the collective action of teachers.
3. The Hearing Panel recommends that Mr. Veysey make a donation equivalent to the amount of gross salary Mr. Veysey received from the employer, less any income tax and union dues deducted and remitted by the employer for the days on which the picket line was crossed.
4. Mr. Veysey is suspended from holding office in the BCTF and/or any of its locals for a period of two years.
5. The findings of the Hearing Panel to be reported in the appropriate publication. ■



**BCTF Salary
Indemnity
Fund**

Everyday professionalism and the CODE OF ETHICS

By John Hall, Chair, BCTF Judicial Council

ALL TEACHERS can benefit from understanding the relationship between the BCTF Code of Ethics and Article 31 of the *Members' Guide to the BCTF*. It is here we find guidance for our professional behaviour with our students and with each other.

The Code of Ethics represents our collectively-determined rules of conduct. Clauses 1–5 of the code describe professional practice while clauses 6–10 concern our responsibilities to each other as members of our local unions and the BCTF. Article 31, Professional Ethics, Rights, and BCTF Members is the section of the Guide that informs the practice and expectations of teachers.

The code is designed for everyday guidance and is not meant to be saved for special concern about rare actions of our colleagues. Its purpose is to remind us of our professional values, ideas, and ideals in our practice and in our relationships.

The substance of any Code of Ethics complaint must be found in at least one aspect of the code, and a concern about a colleague's professional practice must be borne in clauses 1–5 of the code and related to the details in Article 31 of the *Members' Guide*.

Here is an example of how the Code of Ethics and Article 31 are connected. Clause 1 of the code states, "the member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities." Section 31. A.02.1 of the *Members' Guide* further defines professional knowledge and corresponding responsibilities related to students. Section 31.A.02.1, titled Nature of Learner, acknowledges the developmental stages of students' growth and teachers' skills in diagnosing, assessing, and reporting, as well as awareness of the diversity of learning styles.

Clause 3 reads, "the member recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological or other advantage." Article 31.A.02.2, titled Social Responsibility, describes our desire to foster the development of socially responsible, autonomous citizens in a manner free from discrimination. In 31.A.02.3, *Ethical Practice*, we pledge to model and encourage honesty, integrity, self-reliance, self-discipline, and co-operation.

Clause 4 describes our "willingness to review with colleagues, students, and parents/guardians the quality of service rendered... and the practices employed in discharging professional duties." Collaborative Practice, from Article 31.A.02.4 guides us in collegial, co-operative, collaborative, and democratic relations amongst our members and with other co-workers.

The Guide to Professional Practice, Article 31.B.06, carefully delineates our practice in relation to students, parents or guardians, the general public, school boards and the Ministry, and the profession itself. For instance, one clause points out that teachers co-operate with students' families whenever possible, including respecting the uniqueness of each student's home.

Clauses 1–5, regarding our professional practice, can be considered a short form of Article 31. Together, they outline how members need to behave in their professional lives and relationships. I urge you to read and reflect upon what the BCTF Code of Ethics and the *Members' Guide* tell us about professionalism.

Consider booking the BCTF Code of Ethics workshop, free of charge, for a non-instructional day. And give the *Members' Guide* a read—it's well worth your time. I believe it will cause you to grow in your practice and increase your pride in our profession. ■

Find Article 31 and the Code of Ethics at
<http://bit.ly/1TouyI0>

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How and when to apply

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

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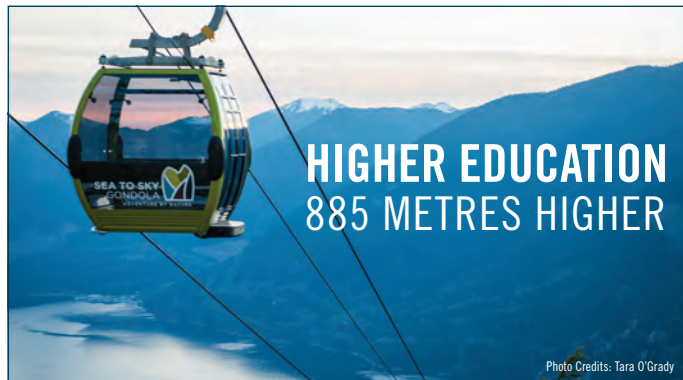
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SFU Info Session: Nature-Based Experiential Learning Graduate Diploma in Education (GDE)

March 1, 4:00–5:00 p.m. North Vancouver
Location: Bill Reid Studio, 2121 Lonsdale Ave

Learn more about our Nature-Based Experiential Learning program in North Vancouver beginning May 2016. The diploma allows teachers to move from TQS category 4 to category 5 or from 5 to 5+, and credits can be used toward an optional Master of Education in Educational Practice.
bit.ly/1nTOCWE

RSVP: at.sfu.calyfRwTm

SFU Info Session: Restorative Justice in Education Graduate Diploma in Education (GDE)

March 2, 4:00–5:00 p.m. Burnaby
Location: Cariboo Hill Secondary (Library)

Learn more about our Restorative Justice in Education program in Coquitlam beginning May 2016. The diploma allows teachers to move from TQS category 4 to category 5 or from 5 to 5+, and credits can be used toward an optional Master of Education in Educational Practice.

bit.ly/23yuGcq

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UBC MEd in Human Development, Learning, and Culture (SRL2) Info Session

March 9, 4:00–6:00 p.m. Delta
Location: Delta Manor Education Centre, 4750 57 Street

April 6, 4:00–6:00 p.m., Delta Manor Education Centre, 4750 57 Street

This program is designed for educators who wish to extend their knowledge and expertise about how to foster self-regulated learning (SRL) in schools. This program will explore how a focus on SRL can help in understanding and bringing to life the new BC curriculum.

bit.ly/1O9r08W

Contact: Dave Roy, david.roy@ubc.ca

SFU Info Session: Restorative Justice in Education Graduate Diploma in Education (GDE)

March 9, 4:00–5:00 p.m. Coquitlam
Location: Winslow Centre, 1100 Winslow Ave (Elm Room)

Learn more about our Restorative Justice in Education program in Coquitlam beginning May 2016. The diploma allows teachers to move from TQS category 4 to category 5

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Association for Experiential Education (AEE), North West Regional Conference

April 29–May 1 Squamish

Location: Camp Squamish (Easter Seals Camp)

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www.aee.org/northwest

Contact: Sheldon Franken,
sfranken@deltasd.bc.ca

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