

# Teacher



Magazine of the  
BC Teachers' Federation

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## Back to school

### In this issue

Meet the new BCTF leadership team

Curriculum resources for K-12

Former refugee finds peace teaching Syrian students



# This is your MAGAZINE

Do you enjoy writing? Have a story to tell? An event, topic, or issue you want your colleagues to know about?

If so, consider writing for *Teacher*.

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For more information about magazine themes or to submit an article, contact Susan Croll, editor of *Teacher*, [scroll@bctf.ca](mailto:scroll@bctf.ca) or 604-871-1877.

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## Teacher

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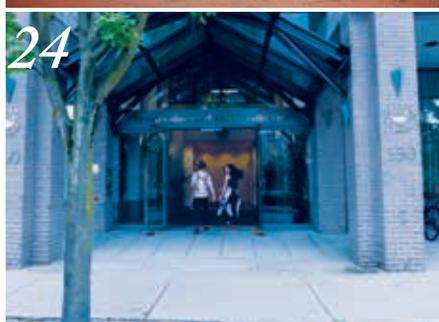
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## 2016–17 A year of change

**WELCOME BACK** to another school year! As your new president, I first want to thank Jim Iker for his hard work on behalf of teachers and public education. I am honoured to have worked with him, and will forever appreciate his mentorship and encouragement.

The 2016–17 school year is going to be busy with lots of changes. We are dealing with revised curriculum, and a provincial election is coming. On both those issues, we want to make sure teachers are informed and engaged.

In terms of the revised curriculum, it's important to know that this change is not an event. It is a process. Changing the curriculum doesn't happen with a flick of the switch. It is incumbent upon school districts and the province to provide the necessary support to ensure the change is successful. Most importantly, remember that curriculum is not pedagogy. We have professional autonomy over our teaching methods and our professional development.

In addition to our work concerning the revised curriculum, the BCTF will focus on the four other leadership priorities passed at the 2016 AGM. These priorities include expanding our advocacy efforts for better education funding, including improved working and learning conditions, promoting social justice, increasing member involvement to strengthen our union, and building capacity within our membership.

We will continue celebrating the Federation's 100th anniversary. Members will have opportunities to reflect, share stories, and build on our union's legacy. One great example is the Federation's 100 Best Books initiative. Every school, library, and independent bookstore in BC will receive a copy of our poster highlighting the best books for elementary and secondary students, as chosen by teachers. Thanks to everyone who contributed!

Finally, we will also focus on the May 2017 provincial election. Working in conjunction with parents and community groups in our home communities, we need to tell our stories and pressure politicians of every stripe to make education a top issue in the election. The last round of one-off funding announcements for rural schools and busing shows that pressure on politicians works! Let's all work together to keep it up.

**I hope everyone has a great start to the school year.**

*G. Han*



## 2016–17 Une année de changements

**BIENVENUE** dans une nouvelle année scolaire! En tant que votre nouveau président, la première chose que je tiens à faire dans ma chronique inaugurale est de remercier Jim Iker pour son travail acharné au nom des enseignants et de l'enseignement public. Cela a été un honneur absolu de travailler avec lui.

L'année scolaire 2016-17 va être chargée, avec beaucoup de changements. Nous faisons face à un programme d'études révisé, et il y a la venue d'élections provinciales. Sur ces deux questions, nous tenons à nous assurer que les enseignants soient aussi informés et engagés.

Concernant le programme d'études révisé, il est important que les enseignants sachent que ce changement n'est pas un événement ponctuel. C'est un processus. Changer de programme ne se fait pas d'un coup de baguette. Et surtout, rappelez-vous que le programme d'études n'est pas la pédagogie. Nous conservons une autonomie professionnelle concernant nos méthodes d'enseignement et notre développement professionnel.

En plus de soutenir et défendre les membres à travers le programme d'études révisé, la FECB va se baser sur les quatre autres priorités de leadership adoptées à l'AGA 2016. Ces priorités comprennent l'expansion de nos efforts de plaidoyer pour un meilleur financement de l'éducation incluant l'amélioration des conditions de travail et d'apprentissage, la promotion de la justice sociale, l'augmentation de l'engagement des membres et de l'équité pour renforcer notre syndicat et le renforcement des capacités au sein de nos membres.

Cette année, nous allons également continuer à célébrer le 100<sup>e</sup> anniversaire de la Fédération. Les membres auront de nombreuses possibilités de réfléchir, de partager des histoires, et de construire à partir de l'héritage de notre syndicat. Un bon exemple en est l'initiative de la Fédération des 100 meilleurs livres. Chaque école, bibliothèque municipale et librairie indépendante de la Colombie-Britannique va recevoir une copie de notre affiche mettant en évidence les meilleurs livres choisis par les enseignants pour les élèves de l'élémentaire et du secondaire. Merci à tous ceux qui y ont contribué!

Enfin, nous observerons également avec beaucoup d'attention l'élection provinciale de mai 2017. Travaillant en collaboration avec les parents et les groupes communautaires dans nos communautés d'origine, nous avons besoin d'enseignants qui soient engagés, qui racontent leurs histoires, et qui mettent la pression sur les politiciens de chaque bord pour faire de l'éducation un enjeu majeur de l'élection. La dernière série d'annonces de financement exceptionnel pour les écoles rurales et les services de bus scolaires montre que la pression sur les politiciens fonctionne! Travaillons tous ensemble pour continuer.

**Je souhaite à tous un excellent début d'année scolaire.**



**Is there radon in your school?**

*Teacher, May/June 2016, p.20*

WE NEED to encourage all school districts to test for radon. Thanks BCTF for bringing awareness to this issue!

— *BC Lung Association*



**May/June Teacher**

I REALLY ENJOYED reading your latest *Teacher* magazine. I think the magazine and its articles are so appropriate for all teachers. Do you normally get a subscription to the magazine or is it sent to schools?

— *Jasprite Atwal*

**Editor:** *Teacher* is distributed to teachers, PACs, and trustees at schools and board offices. TTOCs, retired teachers, MLAs, and the media receive copies in the mail. Many universities across Canada subscribe to *Teacher*.



Karen Steel photo

**Let every child play**

THERE SHOULDN'T be tryouts for school sports teams. The better candidates are allowed to play on the teams and the less-skilled players don't get to play at all. Usually the less-skilled candidates could use more sports training and often want more exercise.

As a result of excluding the less skilled, the better candidates, who are more likely to be in good physical shape, get more exercise and are more likely to continue being in better shape. Also, as a result of including only the better candidates, the less-skilled candidates, who are more likely to be in worse physical shape, get less exercise and are more likely to continue being in worse shape.

Every student should be allowed to play and get exercise on a school team. Every student should be able to pursue her athletic interests like she can pursue her academic interests. If every high school student is allowed to play, colleges can still pick the best players like they pick the best students.

Everyone may not be able to play at once, so the coaches may have to rotate the players. That's better than excluding the less skilled altogether. If a lot of kids want to play, half of the players could attend half of the games and practices and the other half of the players could attend the other half of the games and practices. Alternatively, there could be multiple school teams.

School sports shouldn't be about winning. There are no commercial interests in school sports. There is no money to be gained from winning like there is with adult professional sports leagues.

School sports should only be about improving the sport abilities of all students who want to play regardless of their abilities starting out. Excluding students based on their physical abilities is often discriminatory against students who are obese or disabled.

People in wheelchairs can play many sports effectively. A student requiring a wheelchair is unlikely to make it past the tryouts onto a school team. For this reason, a student with a wheelchair is unlikely to even try out for a team, but should be able to play too. Teams should be mixed to include everyone's abilities and challenges.

Principals, school boards, and governments should encourage school teams to let every student participate. This will help fight the child obesity epidemic too. Children are more important than the outcomes of games.

— *Ashu M. G. Solo, interdisciplinary researcher*

# Meet your new BCTF LEADERSHIP TEAM

By Susan Croll, Editor, Teacher

IN 2002, the Vancouver Elementary School Teacher's Association (VESTA), was seeking representatives to sit on the Vancouver School Board's LGBTQ committee. The staff rep at Glen Hansman's school invited him to apply. The rest is history. Not only did Glen become an active member of that committee, he attended VESTA executive committees as an observer so he could connect the work of the VSB committee with VESTA's work. It didn't take long for Glen to become even more active in his local. He helped found VESTA's first LGBTQ committee. By 2007, he was elected VESTA president and stayed in that role until 2009, when he was elected to the BCTF Executive Committee. At the 2016 BCTF Annual General Meeting last March, delegates unanimously supported Glen to be president.

Glen grew up in Ontario and completed his teaching degree at McGill University, briefly taught in Montreal and then moved to Vancouver. He explains that good luck was quick to greet him. "Even though my training was in secondary, I started out in Vancouver as a Grade 2 teacher. I was fortunate because I had a full-time contract for my first year and worked with an awesome group of primary teachers and two administrators who took me under their wings. I made it through the whole year in part because they supported and mentored me so well. When that teaching position was over, I found

myself lucky again, because I was able to get a resource teacher position. After that I became a special education teacher. All of these roles clearly showed the connection between teachers' working conditions and students' learning conditions—and the need to advocate for both. And that's where the union comes in."

Teri Mooring, BCTF First Vice-President, is no stranger to unionism, growing up with a father who worked in a pulp mill and served as local president. Following in his footsteps, she worked part time in the Quesnel pulp mill during her secondary school and college years and recalls more than one wildcat strike. "It was just part of life. Grievances took a long time to resolve, so tools went down in order to deal with

the issue then and there. I remember long strikes too, and I saw the hardship families endured when on a protracted strike."

Teri began teaching in 1988 and spent most of her classroom years with upper intermediate students. If she had to choose, her favourites were Grade 7 students. "It's a year of transition for them. They're finishing up elementary and moving onto the challenges of secondary school. The teachers at my school worked together to give them as many opportunities as possible so they could shine as leaders. Plus, they have so many questions, there are so many social issues to grapple with."

Getting involved in the Quesnel District Teachers' Association was natural progression for Teri. "I never thought twice about it. I first became a TTOC chair, then a staff rep, and took on nearly every role on my local executive, including local president."

She describes herself a straight shooter who likes to deal with issues as soon as they arise. "I am a problem-solver but I also know it's important not to get stuck in a position. You have to listen to everyone and take all points of view into consideration. That is how you work together collectively. I learned that as a teacher."

Like Teri, Clint Johnston, BCTF Second Vice-President, grew up in an industrial union family. He worked as a welder's helper on pipelines, and became a member of the United Association 170, Plumbers and Pipefitters. Because of the cold weather, pipeline work was seasonal and he had to find other work in the in the winter.

Left to right: BCTF President Glen Hansman, Second Vice-President Clint Johnston, First Vice-President Teri Mooring

Susan Croll photo





Susan Croll photo

# The year ahead

## Timelines, resources, and better funding

GLEN VIEWS the last few years and the curriculum change process with a balanced perspective. “Much about the process and involvement of over 200 teachers on curriculum writing teams is unprecedented. Teachers have been at many tables with government and, in fact, even created new tables, making sure conversations on key questions pertaining to the new curriculum were had and heard,” says Glen.

“Many other things are good too, such as the infusion and integration of Aboriginal perspectives across curricula. Historical apologies are now part of social studies, but that doesn’t mean there aren’t still problems. Many teachers were frustrated at how slow these reporting orders were to come out. It is important for government to understand the practical connection between planning and reporting.

Teri also notes that without teachers’ input curriculum change would not have got off the ground. “I think government knew that without our members, there would be no curricular change. It is not just about the writing teams either. Many teachers took the time to voice their concerns and submit feedback on the draft curriculum. This feedback had an impact. Teams changed the drafts based on teachers’ feedback.”

“Resources is another word for money, for funding. If government wants the new curriculum to work, then they have to come up with money.”

But Teri believes other issues connected to new curriculum still need addressing. “Government now has to hear us about timelines. It is impossible for individual teachers to implement the entire revised curriculum at the same time. I encourage individual teachers and locals to take charge and stay assertive so that curriculum is implemented at a pace that works for them. The same goes for the recent reporting orders. If a district wants to create alternate reporting procedures or methods then the local must be part of the discussions and decision-making from the first day on.”

“Resources, resources, resources.” That is the message teachers are giving to Clint about the revised curriculum. “Teachers tell me they want resources for training, for in-service, for implementation. It’s the new R word. Let’s face it—resources is another word for money, for funding. If government wants the new curriculum to work, then they have to come up with money.”

Glen points out that teachers often spend their own money on resources, inadvertently subsidizing the system. He suggests teachers resist doing so. “Teachers should not feel ashamed or embarrassed for not spending their own money on buying resources, materials, and other things for their classrooms. Collectively, we have to stop overcompensating, not just with money, but also given the inconsistent access to in-service around the province.”

He stresses that the BCTF will continue to push for additional funding for resources and in-service at every opportunity. “We will keep repeating the message over and over again. I also think that we need to continue to mobilize with parents at the local level. Teachers and parents working together bode well during a school year that has a provincial election.”

### May 9, 2017

In Teri’s view, the provincial election on May 9, 2017, is the best opportunity for teachers to have an impact on the future of public education in BC. “You only have to look at the 2015–16 school year to see that precarious funding does not work. School boards throughout the province were in crisis. Schools were slated for closure. Busing was slashed. Jobs were lost. That takes a toll on everyone in the community.”

Three schools in Teri’s home district in Quesnel were pegged to close this September. The last-minute additional funding for rural schools saved two schools, but the inner-city school will be closed this fall. “You can’t build a stable system based on shortfall and erratic funding. And I feel really badly for the families whose children were enrolled in the inner-city school. The school was in their neighbourhood. Having to walk two kilometres to get to school is just another barrier on top of already too many to deal with.”

What happened to him one day at his new sawmill job changed his life. He was working on the planer, grabbed a piece of wood that got jammed, and in the flash of a moment, he lost his left hand.

“Losing my hand made me examine my whole life, and life itself. Change was forced upon me and I had to find other work.” After weighing his options and with funding assistance from Workers’ Compensation, he went to college and studied engineering. After a year, he realized engineering wasn’t for him.

Thinking about his past interests was key in his decision to become a teacher. “I had helped my dad coach when I was younger. It was something that I really enjoyed and I like children, so I decided to get my teaching certificate.”

He heard that British teachers were leaving the profession by the droves and, since teaching positions were scarce in BC, decided to seek work in England. He taught there for five years before returning to his home town of Chilliwack in 2008. Like many colleagues, his first teaching position was not what he had trained for. “I am a PE teacher but my first job was as a Grade 2 teacher. I truly applaud primary teachers.”

Clint shares with Glen and Teri, the principles and practices of fairness, equity, and inclusion. “I think you just grow up with these ideas when you are raised in a pro-union family. My dad always told me: ‘If you have questions, find the answers. If you don’t like the way something’s going, get in there and fix it.’”

That philosophy prompted Clint to get involved in the Chilliwack Teachers’ Association. “I’d listen to teachers in the staff room talk about how either the district or the local wasn’t doing this or that, or how they were adding to a problem. I decided to get involved, ran for local president, and won.”

After Vancouver School Board trustees voted against passing the government-required balanced budget for 2016–17, Education Minister Mike Bernier ordered an audit. “Government is feeling the heat,” says Glen. “They have made five funding announcements since they passed their original budget in February. Some of their MLAs may be in trouble, especially if they come from areas where schools are closing. Thanks to the outcry and organizing by trustees, parents, and students, government realized they really were on the wrong track and announced additional funding for rural schools and busing. The system needs improved and stable funding in the budget, not one-off announcements after putting communities in turmoil.”

Glen is encouraging teachers to get involved in this election. “Find out who your candidates are. Volunteer in a riding association. Build on the good working relationships you already have with parents in your schools and your communities to talk about public education and why we need better and stable funding.”

## Bargaining and beyond



Susan Croll photo

WHILE OUR current collective agreement doesn't expire until 2019, the BCTF is already preparing to maximize input from members, conduct bargaining research, and get teams into place. “We're also in a good financial situation for bargaining and that's important to have, even before bargaining actually begins,” says Glen.

Women in Negotiations (WIN) is a new bargaining-related initiative already underway. This cohort of members was struck to ensure that women are represented on bargaining teams and are part of the processes that lead up to bargaining. Historically, women teachers have been under-represented in BCTF bargaining processes, even though women compose 73% of our membership.

“Women in Negotiations is a chance for BCTF women to come together, to learn about what bargaining is, what strengths we bring to bargaining, what we need in our collective agreements, and how to become involved in bargaining at both the local and provincial levels,” explains Teri.

While celebrating our 100th anniversary is indeed in order, it is also an opportune time for the BCTF to take stock. Looking at our demographics, it's clear that a generational shift is occurring in BC's teaching ranks (see pages 24–25 for more information). A greater number of younger teachers make up our membership, making our union more representational of BC's population. As well, members of equity groups are speaking up and making sure they have their rightful places in both the grassroots and the leadership of the union.

Glen speaks passionately about the need for the BCTF to embrace the changing demographics of our membership and to reach out to more members. “I believe it's important that we identify and remove real and perceived barriers for members so everyone can participate freely and safely within our union. I want our local and Federation leadership to be representative of who our members are. That is the way our union will continue to thrive.”



Susan Croll photo



Susan Croll photo

## Advice for the school year

TERI REMINDS us that teachers know their students best and we can never forget that. “Keep developing those good relationships with parents. You can have tremendous influence with parents.”

Clint encourages teachers to assert their professionalism. “Keep your own values, your autonomy, control what's yours.”

Glen wholeheartedly agrees with both Teri and Clint, and suggests that teachers remember to hold school-based union meetings regularly. “Don't let others decide for you. Be part of the discussion. Get involved. Go to a local meeting. Consider becoming a staff, Pro-D, social justice, or other school-based representative. Our union can only get stronger with more members involved.” ■



# The revised curriculum

## Timelines, reporting, and NIDs

### Implementation dates

AS THE OLD SAYING GOES, Rome wasn't built in a day—and curriculum change does not happen overnight, nor should it. It's a learning process and whether you are a new or experienced K–Grade 9 teacher, you need to be in control of the transition and the pace of implementation. BCTF Executive Committee members and teachers throughout BC have pushed hard to make sure the Ministry of Education understands these points. Here's the commitment received from the Deputy Minister of Education, David Byng on August 16, 2016:

*While we are in the process of bringing in the K–9 curricula this school year, there is still work underway around Grades 10–12. A change of this scale will take time, and we fully expect to continue to make adjustments to curricula based on teacher feedback. Please be assured, there will continue to be time to refine and adjust in order to support successful learner outcomes.*

The Ministry has posted the Grade 10–12 draft curriculum on their website. Grade 10–12 teachers are not obligated to implement any draft curriculum this year, but feedback is welcome.

### At your school

The BCTF encourages every staff at every school to form a strong school union staff committee that can keep the lines of communication flowing between teachers and administrators, raise issues, and find

solutions. These committees can assist members to:

- make recommendations regarding reporting and implementing curriculum, including identifying and obtaining proper resources.
- form grade group or content area subcommittees to examine current practices, resources, and reporting.
- request BCTF workshop on curriculum change in consultation with your local Pro-D committee.
- co-ordinate with your local Pro-D Committee. Consider becoming the Pro-D rep at your school.

### Non-instructional days for 2016–17

- Regular five non-instructional days, which are Pro-D days under the BCTF/BCPSEA collective agreement.
- Regular sixth non-instructional day for which the Minister of Education annually sets the theme. This year's theme is curriculum implementation.
- Five additional hours of non-instructional time for the purpose of curriculum implementation.

Remember, within the realm of professionalism, you have the right to determine your professional development. However, two non-instructional days, in addition to the five days teachers are entitled to, will be dedicated to the revised curriculum. The BCTF advises teachers to work with their local union and Pro-D committee to plan and shape these days.

### Reporting for 2016–17

The Ministry released its reporting orders in mid August. Essentially, reporting for K–Grade 9 will stay the same, following the existing status quo. Districts can opt out of the status quo if they apply to the Ministry

to do so. Your local must be involved on the ground floor of any discussions on alternative reporting methods. Remember, reporting to parents should be meaningful, not a make-work project.

### Assessment for secondary students

Students will write provincial exams in math and literacy. In social studies and science, students will no longer write provincial exams worth 20% of their mark. Classroom assessments and tests will count for 100% of the mark.

### Practise professional autonomy

Curriculum change doesn't dictate how you teach. Pedagogy is how you teach, while curriculum is what you teach. Most locals have collective agreement language defining professional autonomy rights. Contact your local president if you need clarification or more information.

### Information and resources

The K–9 curriculum is now posted at [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca) and in French at <https://curriculum.gov.bc.ca/fr/>. Grades 10–12 draft curriculum is at <http://bit.ly/2bTGvKv>.

Two to three instructional examples and materials for each K–9 area of learning are in the process of being added to the Ministry's curriculum website: <http://bit.ly/2c3ZRJV>.

Read the Ministry's useful Q & A at <http://bit.ly/2bsHnCM>. Find links to draft and revised curriculum, reporting orders, and discussion papers related to curriculum change on the BCTF website, by clicking the "Curriculum Framework" image on the BCTF home page: [www.bctf.ca/curriculum/](http://www.bctf.ca/curriculum/).

# In search of balance this school year

By Allan Lee,  
Assistant Director,  
BCTF Health and Wellness

NOW THAT THE SUMMER season has drawn to a close and classes have started up again, it is time to start thinking about our personal and professional self-care. Studies suggest that compared to other human-services professions, teaching surpasses the average levels of stress. Addressing stress has important implications on motivation, job satisfaction, health, and career longevity, as well as student behaviour and learning. Teachers are constantly in a position of taking care of others, so here are a few resources to help you on your self-care roadmap.

The Health and Wellness Program at the BCTF offers a range of services for all BC teachers, including online resources and wellness programs. For teachers who are off work because of illness or injury, we also offer a voluntary return-to-work program that provides professional rehabilitation assistance and services. We work with your team of healthcare professionals to improve your readiness to return to teaching in a healthy way. If you are still at work, but just need some help dealing with the physical and emotional demands of teaching, we may be able to help as well. Contact the BCTF Health and Wellness Program for more information at 604-871-1921 or 1-800-663-9163 and learn more about our services at [bctf.ca/wellness](http://bctf.ca/wellness).

## RESOURCES

### Living with Balance

Consider this BCTF Health and Wellness workshop that runs for two hours once a week for six weeks. This holistic approach to wellness aims to equip teachers to make simple lifestyle changes that will positively affect their physical, mental, and emotional well-being.

### Starling

Developed by Dr. Andrew Miki and founded on the tenets of cognitive behaviour therapy (CBT), Starling is an online mental fitness program designed to help any BCTF member who wants to learn more about stress, depression, or anxiety and how these conditions affect both the mind and body. Individuals learn effective strategies that help keep sadness, anxiety, and worry in check. Visit Starling at [www.bctf.ca/SalaryAndBenefits.aspx?id=38267](http://www.bctf.ca/SalaryAndBenefits.aspx?id=38267)

### Bounce Back: Reclaim Your Health

Telephone-based coaching to assist individuals who are experiencing depressive symptoms. Individuals need a referral from a general physician. Offered by the Canadian Mental Health Association. <http://bit.ly/2c0kOac>.

“Studies suggest that compared to other human-services professions, teaching surpasses the average levels of stress.

### Crisis Centre Mindfulness Training

Try out some formal relaxation techniques, such as meditation or mindfulness. Take a look at the resources available at <http://bit.ly/2bKz2cb>.

### Canadian Mental Health Meter

An online questionnaire to help you reflect on your individual strengths and focus on areas that need support. This questionnaire is a quick way to reflect on your current status and identify the parts of your life that may need additional exploration. <http://bit.ly/20gZj3E>

### Kelty Mental Health Resources

The Kelty Pinwheel Education series includes free, all-inclusive monthly education events open to anyone in BC. Past education events can be accessed through online recordings. [www.keltymentalhealth.ca/](http://www.keltymentalhealth.ca/)

### The Alcohol and Drug Information and Referral Service

A referral service for a full-range of alcohol and drug counselling and treatment services across BC. Services on the Alcohol and Drug Line are confidential, multilingual, free, and available 24/7. 1-800-663-1441 or Lower Mainland: 604-660-9382.

### Vocal Hygiene

Learn more about your voice, the importance of vocal hygiene, and how to prevent voice problems and difficulties at [www.uiowa.edu/voice-academy](http://www.uiowa.edu/voice-academy). ■

# First Peoples teacher resource guide



*Submitted by  
Nancy McAleer,  
Science Teacher,  
Belmont Secondary  
School, Sooke.*

**MANY NON-ABORIGINAL TEACHERS** I speak with are feeling overwhelmed about the revised curriculum and in particular teaching First Nations content and cultural history in respectful and knowledgeable ways. With workloads increasing for classroom teachers, it's hard to find the time to eat lunch, never mind finding meaningful resources and learning unfamiliar content. While a school district's Aboriginal Education Department can help, many of us want and need greater and better support.

For teachers of Grades 5–9 science, the *Science First Peoples 5–9, Teacher Resource Guide* may be the resource you are looking for. Developed by a committee of educators chosen for their knowledge and expertise, this draft guide is currently under review and being piloted across BC. While specifically targeting Grades 5–9, the material can be adapted for younger or older students. The guide begins with a section providing cultural context, suggestions for making community connections, and information about proper protocols. It explains how inquiry relates to First Peoples science perspectives, and shares the inclusive 7E model of inquiry (Environment, Engage, Explore, Elder, Explain, Elaborate, Evaluation).

The guide is also organized thematically and includes lesson plans, blackline masters, and activities that range from those which could be done in one class, to others which could take weeks or even be expanded into months-long projects. You will find units on "Traditional Ecological Knowledge," useful in various forms for Kindergarten through Grade 12 courses, followed by "Blends from Nature," which includes a comprehensive medicinal tea lab written for middle grades but could easily be adapted to Grade 11 or 12 classes.

"Power from the Land" focuses on uses of technology, transportation, and the application of forces. A study of mammal anatomy is included in "Bears and Body Systems." "Climate Change" is addressed from a First Peoples point of view. Earthquakes and volcanoes are discussed in "Shaking and Flooding," and the "Interconnectedness of the Spheres" brings all of the previous chapters together in demonstrating the connections between biosphere, atmosphere, hydrosphere and geosphere—all from a First Peoples perspective.

The current draft stands at 178 pages, and there are plans to expand that to include a

new chapter on "Ocean Science" in the final version. While no one book can provide the sum of all First Peoples science knowledge in BC, the guide gives teachers a resource that is grounded in place and that provides an entry point to the many rich Aboriginal cultures in BC.

The guide is a practical resource that showcases unappropriated First Peoples knowledge, in both traditional and contemporary applications. Sharing these understandings and perspectives with our students can help to build an appreciation of First Peoples, and a love for science.

**While specifically targeting Grades 5–9, the material can be adapted for younger or older students.**

For 10 years, the First Nations Education Steering Committee (FNEESC) and the First Nations Schools Association (FNSEA) have been developing resource materials to support BC teachers. FNEESC is a non-profit organization representing 111 First Nations in British Columbia. They work provincially with the FNSEA to provide a strong voice, communicating information, and advocating for over 67,000 Aboriginal students in BC. FNEESC/FNSEA recognizes the challenges some teachers have in finding materials and have made great efforts to provide useful culturally authentic resources. All FNEESC/FNSEA teacher resources also undergo internal and external reviews and piloting to ensure they are teacher and student friendly. Their teacher resources are free to download at [www.fnesc.ca](http://www.fnesc.ca).

A workshop session on Science First Peoples 5–9 is planned for the BC Science Teachers CATALYST conference in October, 2016. Just as exciting, the final version of the guide will be launched in time for the conference. ■

# BIG QUESTION: How to make the past real and relevant for our students

By *Monica Nawrocki, Writer/TTOC, Cortes Island*

**I WOKE UP just before my face hit the page of my Grade 12 history text. We are studying Canada in World War II, and as fascinating facts bounce off me harmlessly, I idly wonder why there are so many Japanese-Canadian kids in my Lethbridge high school. The thought is gone as quickly as it came as I struggle to stay awake.**

Fast-forward to the University of Manitoba, where I am studying to be an English teacher. It is here that I finally learn about the internment of Japanese Canadians and I remember that day in history class when I gazed in ignorance at my classmates—the grandchildren of Japanese Canadians ripped from their lives on the coast and forced to work on the sugar beet farms of southern Alberta. And I am embarrassed.

And then, I'm angry. How did I complete a public education in Canada and not hear about the Japanese internment? Or residential schools? Or any of the other ten sample topics suggested under the heading of past discriminatory government policies and actions in the social studies learning standards of the new curriculum?

Teachers who have been quietly using inquiry-based teaching are coming out as the new curriculum validates their instincts and practices.

**So here's my big question: How do I make the past real and relevant for students today?**

My belief in the power of story as a teaching tool led me to write a book for middle grades called *Full Moon Lagoon*, which introduces the Japanese-Canadian internment. When I was working on the book, I read the manuscript to my class. They loved the story and related to the characters. But when it came to connecting to the historical heart of the story, I needed a bridge. I took the whole class out into the hallway where our school history is displayed in photos.

They knew the photograph; it is of our school's first school bus. But they did not know that this was also the truck that carried the Nakatsui family and their belongings off Cortes Island in 1942. My gaggle of giggling pre-teens grew quiet as the thin thread of connection drew them back and drew them in. Story made real.

## But how is it made relevant?

Last year, the teacher-librarian and I facilitated an inquiry-based history research project for the Grade 6–9 class. The big question was, "How would my life be different if..." and then the kids could either pick a topic from our curriculum-related

list or create their own. We taught the skills they needed and they dove into the questions. How might *my* life be different if the War of 1812 had ended differently? Or if the Civil Rights Movement had never happened? If Eleanor of Aquitaine had never promoted female writers? If the *Canadian Multiculturalism Act* did not exist?

The students dug into subjects they were interested in and they came to see how history was relevant for them. Perhaps that is the answer to my big question: give kids the story and a way to connect to it. Then ask them to figure out the relevance to their lives.

I asked a friend to read the manuscript of *Full Moon Lagoon* to her son. Shortly after the attacks in Paris earlier this year, she wrote to tell me that her son had connected the backlash against Muslims in Paris to the fear response of West Coast Canadians towards Japanese Canadians in 1942.

## Connection. Compassion.

And whether it's now or later, I believe those threads of connection are what each of us use to weave the tapestry of our own experience of the world. After all, we do not see the world the way it is, we see it the way we are. ■

*Below: Internment camp for Japanese-Canadians, Lemon Creek, British Columbia, 1945.*

# TeachBC



## The go-to website for TEACHING RESOURCES

LOOKING FOR A LESSON PLAN, learning activity, or teaching resource you can use in your classroom? TeachBC may just be the resource you need. With hundreds of entries, it's the BCTF's resource-sharing website and online database created to help teachers find teaching materials and research relevant to the BC K–12 curriculum.

You can search by subject, grade, or type of resource and download any item for free. We only ask that you please help build this resource by uploading your teaching materials too.

Here's a small sample of the resources you will find on TeachBC: <http://teachbc.bctf.ca/>.

### Aboriginal education



**Secret of the Dance**—Unit for smartboard use (Colleen D) Grades 1–4

**Math First Peoples Hunting** (First Nations Education Steering Committee) Grade 9

### Applied skills, design, and technologies

**Web Coding Unit** (Chris Sowden) Grades 9–12

### English language arts

**The Danger of a Single Story** (Richelle Johnston) Grades 7–12

**Writing Response to Documentary Films** (Julia MacRae) Grade 8–11

**All About Me** (First Nations Education Steering Committee) Kindergarten

### Physical and health education

**Instructional Samples for Sexual Orientation and Gender Identity in Physical and Health Education** (ARC Foundation) K–Grade 9

### Fine arts

**Association of BC Drama Teachers: Lesson Plans**—Grades 5–12

### Mathematics

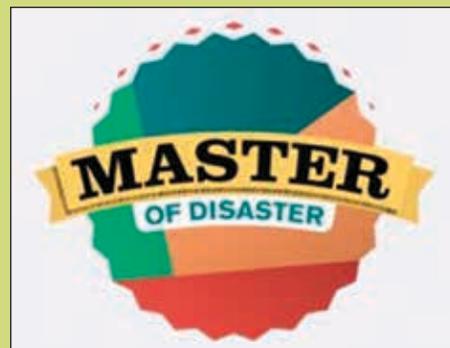
**Cat Math** (BCSPCA) Grades 4–6

**Factors and Multiples Puzzle** (Kay Lever) Grades 7–9

**Graphing linear equations—painting between the lines** (Kay Lever) Grade 10

### Science

**Climate Change Science: An Updated Resource—With Canadian and Global Impacts, Mitigation & Adaptation** (Harold Gopaul) Grades 7–12



**Master of Disaster** (PreparedBC) Grade 6

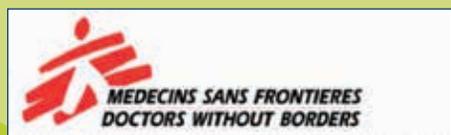
### Social studies



**The Great Depression** (Dale Martelli) Grades 11–12

**Forced to Leave, Learning about Refugees** (Medecin sans frontieres) Grades 6–10

**Multi-media resources about humanitarian topics** (Medecin sans frontieres) Grade 6–Adult



### Languages

**Pop Music Inquiry Project for Modern Languages for French, Spanish, Immersion, etc.** (BC Association of Teachers of Modern Languages) Grade 6–Adult

# BCTF workshops

Professional development  
that comes to you, at no cost

LOOKING FOR A GOOD WORKSHOP to enhance your professional development or to share with your school staff or local members? With over 100 workshops, the BCTF Professional and Social Issues Workshop Program aims to support teachers by offering workshops relevant to day-to-day teaching and learning in BC classrooms.

Here's a sampling  
of workshops

Our workshops cover a wide-range of topics including learning how to integrate Aboriginal perspectives in your practice, finding new classroom management strategies in the era of social media, supporting students with mental health issues, and building strong, professional school cultures.

Depending on the actual workshop, sessions last between 90-minutes to five hours, making some workshops suitable for after school, while others fit better on a non-instructional day or as part of Pro-D conferences.

It doesn't matter where you teach. BCTF members who facilitate the workshops come to you. All you need to do is choose a date, book a venue such as your school, local office, or community space, and gather your colleagues together. There is no charge for workshops, but we do ask for at least 15 participants in each session.

## Book your workshop

Find the complete list and description for each workshop on the BCTF website, [www.bctf.ca](http://www.bctf.ca). On the home page, click on Professional Development, which takes you to a graphic of a puzzle, then click "Workshops and Conferences" to find workshop and booking information.

As well, you can contact Ashley Gurat ([agurat@bctf.ca](mailto:agurat@bctf.ca)) or complete the online booking form, also found on the BCTF website.

Some workshops are available in French and a host of workshops for parents are offered too.

Book early as workshops are reserved on first come, first served basis and many workshops "sell out" on district-wide non-instructional days.



## School and Classroom Issues

Addressing Mental Health Issues (NEW)  
BCTF Code of Ethics: Understanding the Professional Relationship\*  
Challenging Behaviour: Dealing with At-risk and Targeted Students  
Effective School Staff Committees\*  
Exploring Place-based Learning (NEW)  
Great Possibilities, Great Challenges: Classroom Management in the Era of Social Media (NEW)  
Issues in Secondary Assessment: Challenges and Possibilities  
Professional Boundary Issues:  
Teacher/Student Relationships  
Staying Well at Teaching\*  
Teacher Inquiry: Teachers Collaborating in Self-directed Professional Learning\*



## Aboriginal Education

Beyond Words: Creating Racism-free Schools for Aboriginal Learners  
Deconstructing Myths (NEW)  
Exploring Historical Relationships between Indigenous and Non-Indigenous Peoples: The BC Blanket Exercise (NEW)  
Infusing Aboriginal Content (K-7) NEW\*  
Legacy of Residential Schools\*  
Project of Heart (NEW)



## Health and Safety

Indoor Air Quality  
Violence in the Workplace



## Social Justice

Assertive Communication\*  
Creating a Gender-inclusive School Culture  
Incorporating Anti-Racist Education into BC's New Curriculum (NEW)  
Reach Out, Speak Out on Homophobia and Transphobia (NEW)  
Poverty as a Classroom Issue\*  
Teaching Green: Integrating Environmental Justice Issues Across the Curriculum (NEW)\*  
Youth Relationships in a Sexualized World



## Teachers Teaching on Call

Classroom Management for TTOCs  
Reality 101: A Day in the Life of a TTOC  
TTOCs and the New Contract: What's in It for You? (NEW)



## French Programs

Déconstruire les stéréotypes  
Infuser contenu et perspectives autochtones dans votre enseignement  
Rompre le silence: Comprendre les questions concernant les LGBTQ et agir



\*Also available in French

# Full circle

Coquitlam teacher draws on her experiences to teach Syrian refugees

By Susan Croll, Editor, Teacher



Susan Croll photo



© KeithBinns/iStock



Jafarzadeh family photos



Middle: Beeta, aged two, in Iran  
Right: Beeta, aged 16, in her first year in Canada

**I BELIEVE** my own history as a refugee has prepared me to help Syrian students integrate into school. I know what it is like to come to a place that is so different from your own, to not speak the language, to want to fit in but not know how.

In 1988, Beeta Jafarzadeh—a young girl at the time—and her family tried to escape the persecution they faced for practising the Baha’í faith in Iran. Guided by Kurdish smugglers, they walked for more than 30 hours at a time, crossing mountain ranges in the dead of night. Hoping to safely reach Turkey to begin a new life, they hid in cemeteries, and ate berries and fruit from

bushes to sustain themselves. At one point, Beeta’s mother was so weak she told her family to continue the journey without her.

“Belonging to the Baha’í faith in Iran after the Islamic Revolution in 1979 left my family without any rights and essentially stateless. Since the Iranian government does not recognize the Baha’í faith, I could not go to school, my father was no longer legally

employed, and like other members of my faith, we could even be denied the right to burial,” Beeta explains.

Ironically, the Baha’í were not welcome in Iran, but the government would not grant them passports either, making it impossible for them to leave. If government officials found out people were Baha’í, they would confiscate their belongings, and even jail or kill them.

War was also raging between Iran and Iraq, and bombs were dropping daily. Beeta remembers, “It was tremendously difficult and my parents thought it best to flee. With the help of the smugglers, we were able to make our way to Turkey and lived in a refugee camp for six weeks. It was really a prison.”

She tells of one harrowing night when the Turkish police took her family and 15 other adults and children from the camp back to the Iranian border, and ordered them to leave Turkey.

"My father had an uneasy feeling when the police came and got us, and figured it was a trick. He knew that we could be killed returning to Iran. We split into two groups at the border. The other group was caught and imprisoned. We had to walk backwards so our footsteps could not show we were entering Iran. We ended up at a small border village and changed clothes. My father had kept some Iranian money, just in case something like this happened, and we made our way to Tabriz and then to Tehran, hiding at an uncle's house."

Five months later, Beeta and her family tried to escape again, this time to Pakistan. She explains they travelled to a city in southern Iran. "We were two families of nine people, disguised as cargo in a small van, covered with canvas. We could only travel at night and stayed in stables with camels. The Pakistani authorities caught on to us and followed the van, shooting at us. Luckily, we made it to a border village and eventually were brought to a United Nations office where we were given refugee cards. We were then sent to Lahore, Pakistan, where many other Baha'i refugees lived."

"My father knew someone who lived in Canada so that is where we applied to live," she says. "After two years in Lahore, we moved to Windsor, Ontario in 1990. I was the eldest child, with two brothers, and I knew the most English. I wanted to go to school, but because my family did not have a permanent address we could not register."

Soon after their arrival, her mother got very sick and required surgery. "I was the translator for the family. I had to deal with all the institutions myself, the medical system, schools, everything. As a young teenager, this responsibility was huge. I matured beyond my years very quickly," Beeta says.

Twenty-six years later, and as an experienced teacher of 16 years, Beeta applied for an English-language learner (ELL) teaching position created last February in Coquitlam, to help Syrian refugee students integrate into their new schools and communities. She got the position and once again her life changed. "I know what it is like for ELL students. I recall being extremely scared the night before my first day of school in Windsor, and being terrified of going to a school with boys. I could not understand why Canada did not have a separate school for girls and boys. I expected everyone to be

Canadian, but there were kids in my class from many different countries. I was shy and too embarrassed to go to the cafeteria and would eat my food near the staircase away from everyone else."

As she settled into school, she felt at odds with her new country and its culture. "I felt lost as a teenager trying to navigate two cultures with drastically different cultural and societal values. I had to come to grips with what was acceptable at home was often in direct conflict with the values in the larger society. The experience of integration entailed such a steep learning curve that I vowed not to ever move if I ever had children."

She says it is a painful process to lose part of your identity in order to build a new one, particularly during adolescence. "Like the new Syrian students must do, you have to question values and customs. You might struggle with English and not be able to express yourself."

She cautions that some Syrian students may have even witnessed family members being killed. "It's not unusual for refugee students to have post-traumatic stress disorder. I still have recurring nightmares trying to flee Iran."

While trying to adapt to a new school can be difficult for refugees, Beeta explains that teachers and other school staff can make a positive difference. "Mr. Kevin Benoy was my social studies teacher at Sutherland Secondary in North Vancouver. He understood what my family and I were going through. I cannot thank him enough for his support. I also got picked on because I had good marks in math. My math teacher dealt with those kids and I will always appreciate that."

Beeta says that as she worked with her new students last year, her job transformed from a teaching position into a moral duty. "I soon realized that yes, I was teaching them, but I was also teaching me, rescuing me. It allowed me to relive my life, and make peace with my past."

**Learn their names and a few other words in their first language.**

## Extending a helping hand to parents

Assisted by a BCTF social justice grant, Beeta organized four different workshops to give her students' parents information they needed to navigate their new lives.

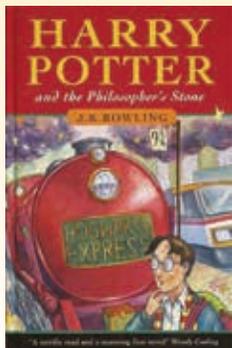
She invited two Arabic-speaking RCMP officers to talk about cultural differences and Canadian laws. Settlement workers—also Arabic speaking—informed parents about the school system, and a representative from the Ministry of Children and Family Services spoke about parenting norms, including child abuse laws. As well, a speaker from the organization, Refugee Mental Health, told about the dangers of unchecked anxiety and why it is important to maintain good mental health.

While not all BC teachers will teach Syrian refugee students this school year, Beeta hopes that every teacher who works with an English-language learner extends a welcome hand. "Connect, connect, connect. Know something about the country they come from. Learn their names and a few other words in their first language. Because of my cultural and linguistic background, I could read and write Arabic so it was easier for me to connect with my Syrian students, and having basic conversational skills helped me to establish a positive and nurturing relationship with them. They began to trust me and share their stories. Please don't let them be invisible at school. Consider keeping your door open during lunch or recess so they feel safe and have a place to belong. They need at least six months to adjust and may be quiet or even silent for a long time. Secondary students may be feeling much parental pressure. Don't judge them; give them the time they need. One day, they too, will become contributing members of our society."

While Beeta is unsure what her teaching assignment for 2016–17 is, she is confident of one thing. "Not only did I find peace with my own experience, I have never found it so difficult to leave my students behind at the end of a year. I feel touched and honoured that they shared their stories. My motto for teaching is simple: the world is but one country and humankind its citizens. Through education, each student can reach their true potential, which benefits richly the whole world." ■



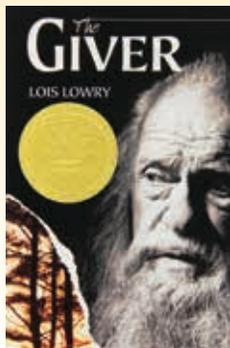
# 100 BEST BOOKS for BC students



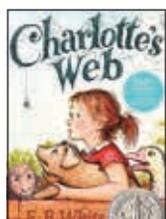
**1 Harry Potter Series**  
by J.K. Rowling



**2 Wonder**  
by R.J. Palacio



**3 The Giver**  
by Lois Lowry



**4 Charlotte's Web**  
by E.B. White



**5 Le Petit Prince/ The Little Prince**  
by Antoine de Saint-Exupéry

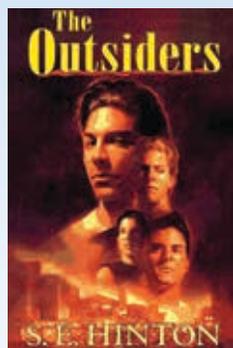
6. **Holes** by Louis Sachar
7. **Hatchet** by Gary Paulsen
8. **Where the Wild Things Are** by Maurice Sendak
9. **Matilda** by Roald Dahl
10. **Oh, the Places You'll Go!** by Dr. Seuss
11. **The Paper Bag Princess** by Robert Munsch
12. **The Outsiders** by S.E. Hinton
13. **Silverwing** by Kenneth Oppel
14. **The Hobbit** by J.R.R. Tolkien
15. **Love That Dog** by Sharon Creech

16. **The Breadwinner** by Deborah Ellis
17. **Anne of Green Gables** by L.M. Montgomery
18. **Fatty Legs** by Christy Jordan-Fenton, Margaret Pokiak-Fenton
19. **The Tale of Despereaux** by Kate DiCamillo
20. **Where the Sidewalk Ends** by Shel Silverstein
21. **The BFG** by Roald Dahl
22. **Love You Forever** by Robert Munsch
23. **Bridge to Terabithia** by Katherine Paterson
24. **Gros Bobo** by Jeremy Tankard
25. **A Long Walk to Water** by Linda Sue Park
26. **And Tango Makes Three** by Justin Richardson, Peter Parnell
27. **Chicka Chicka Boom Boom** by Bill Martin Jr., John Archambault
28. **Number the Stars** by Lois Lowry
29. **The Cat in the Hat** by Dr. Seuss
30. **Are You There God? It's Me, Margaret** by Judy Blume
31. **Don't Let the Pigeon Drive the Bus!** by Mo Willems
32. **Ish** by Peter H. Reynolds
33. **Because of Mr. Terupt** by Rob Buyea

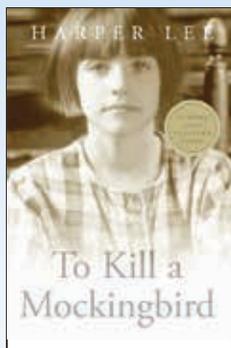
34. **A Wrinkle in Time** by Madeleine L'Engle
35. **Shin-chi's Canoe** by Nicola I. Campbell
36. **Shi-shi-etko** by Nicola I. Campbell
37. **Scaredy Squirrel** by Mélanie Watt
38. **The Lorax** by Dr. Seuss
39. **The True Story of the Three Little Pigs!** by Jon Scieszka
40. **The Hunger Games** by Suzanne Collins
41. **Where the Red Fern Grows** by Wilson Rawls
42. **Amulet Series** by Kazu Kibuishi
43. **A Series of Unfortunate Events** by Lemony Snicket
44. **Bud, Not Buddy** by Christopher Paul Curtis
45. **Click, Clack, Moo: Cows That Type** by Doreen Cronin
46. **Because of Winn-Dixie** by Kate DiCamillo
47. **How the Grinch Stole Christmas!** by Dr. Seuss
48. **I Am Malala/Moi, Malala** by Malala Yousafzai, Christina Lamb
49. **Il n'y a pas de pays sans grand-père** by Roch Carrier
50. **Iqbal** by Francesco D'Adamo
51. **No David** by David Shannon
52. **Mrs. Frisby and the Rats of NIMH** by Robert C. O'Brien
53. **Goodnight Moon** by Margaret Wise Brown
54. **Little Bear's Vision Quest** by Diane Silvey
55. **The Stranger** by Chris Van Allsburg
56. **The Day the Crayons Quit** by Drew Daywalt
57. **The Boxcar Children** by Gertrude Chandler Warner
58. **The Mouse and the Motorcycle** by Beverly Cleary
59. **Walking Home** by Eric Walters
60. **The Story of Ferdinand** by Munro Leaf
61. **Diary of a Wimpy Kid** by Jeff Kinney
62. **Rosie Revere, Engineer** by Andrea Beaty
63. **Something from Nothing** by Phoebe Gilman
64. **The Eternal Spring of Mr. Ito** by Sheila Garrigue
65. **The Giving Tree** by Shel Silverstein
66. **The Miraculous Journey of Edward Tulane** by Kate DiCamillo
67. **Where the Mountain Meets the Moon** by Grace Lin
68. **Yetsa's Sweater** by Sylvia Olsen
69. **The Lightning Thief** by Rick Riordan
70. **Tales from Gold Mountain** by Paul Yee
71. **Sadako and the Thousand Paper Cranes** by Eleanor Coerr
72. **Owls in the Family** by Farley Mowat
73. **Miss Rumphius** by Barbara Cooney
74. **The Sky is Falling** by Kit Pearson
75. **Je ne lirai pas ce livre!** by Joy Ang, Cece Meng
76. **We Are in a Book!** by Mo Willems
77. **Underground to Canada** by Barbara Smucker
78. **Brown Bear, Brown Bear, What Do You See?** by Bill Martin Jr., Eric Carle
79. **Chrysanthemum** by Kevin Henkes
80. **The One and Only Ivan** by Katherine Applegate
81. **Airborn** by Kenneth Oppel
82. **Coraline** by Neil Gaiman
83. **The Velveteen Rabbit** by Margery Williams
84. **The Magic Beads** by Susin Nielsen-Fernlund
85. **Stormbreaker** by Anthony Horowitz
86. **My Name is Sseepeetza** by Shirley Sterling
87. **Le gros monstre qui aimait trop lire** by Lili Chartrand
88. **James and the Giant Peach** by Roald Dahl
89. **Jacob Two-Two Series** by Mordecai Richler
90. **Knuffle Bunny** by Mo Willems
91. **Frog and Toad Are Friends** by Arnold Lobel
92. **I Have to Go!** by Robert Munsch
93. **Fly Away Home** by Eve Bunting
94. **17 Things I'm Not Allowed to Do Anymore** by Jenny Offill
95. **From Anna** by Jean Little
96. **The Three Questions** by Jon J. Muth
97. **The Wump World** by Bill Peet
98. **The Dot** by Peter H. Reynolds
99. **Half Brother** by Kenneth Oppel
100. **Sammy Squirrel & Rodney Raccoon: A Stanley Park Tale** by Duane Lawrence



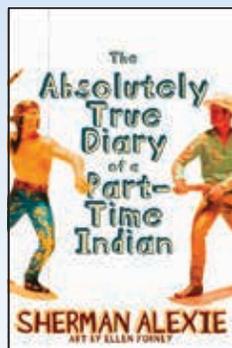
# As chosen by BC TEACHERS



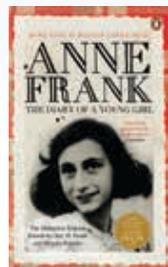
**1** **The Outsiders**  
by S.E. Hinton



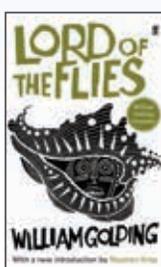
**2** **To Kill a Mockingbird**  
by Harper Lee



**3** **The Absolutely True Diary of a Part-Time Indian**  
by Sherman Alexie



**4** **The Diary of a Young Girl**  
by Anne Frank



**5** **Lord of the Flies**  
by William Golding

6. **The Book Thief** by Markus Zusak
7. **Oryx and Crake** by Margaret Atwood
8. **Life of Pi** by Yann Martel
9. **Animal Farm** by George Orwell
10. **The Boy in the Striped Pajamas** by John Boyne
11. **The Hunger Games** by Suzanne Collins
12. **The Book of Negroes** by Lawrence Hill
13. **Anne of Green Gables** by L.M. Montgomery
14. **Pride and Prejudice** by Jane Austen
15. **Catcher in the Rye** by J.D. Salinger
16. **Le Petit Prince/ The Little Prince** by Antoine de Saint-Exupéry
17. **Monkey Beach** by Eden Robinson
18. **1984** by George Orwell
19. **The Giver** by Lois Lowry
20. **Three Day Road** by Joseph Boyden

21. **Tomorrow, When the War Began** by John Marsden
22. **A Separate Peace** by John Knowles
23. **Ender's Game** by Orson Scott Card
24. **Teen Angst? Naah...** by Ned Vizzini
25. **The Grapes of Wrath** by John Steinbeck
26. **Kite Runner** by Khaled Hosseini
27. **Fahrenheit 451** by Ray Bradbury
28. **Room** by Emma Donoghue
29. **Harry Potter Series** by J.K. Rowling
30. **Between a Rock and a Hard Place** by Aron Ralston
31. **Alive** by Piers Paul Read
32. **The Fault in Our Stars** by John Green
33. **A Midsummer Night's Dream** by William Shakespeare
34. **The Crucible** by Arthur Miller
35. **The Red Badge of Courage** by Stephen Crane
36. **I Am Malala/Moi, Malala** by Malala Yousafzai, Christina Lamb
37. **Lives of Girls and Women** by Alice Munro
38. **Alice, I Think** by Susan Juby
39. **A Short History of Progress** by Ronald Wright

40. **The Secret Life of Bees** by Sue Monk Kidd
41. **The Hobbit** by J.R.R. Tolkien
42. **Wrinker** by Jerry Spinelli
43. **The Story of My Life** by Helen Keller
44. **A Tree Grows in Brooklyn** by Betty Smith
45. **A Walk to Remember** by Nicholas Sparks
46. **Les Fleurs du Mal** by Charles Baudelaire
47. **Summer of my German Soldier** by Bette Greene
48. **Slaughter-House-Five** by Kurt Vonnegut
49. **The Handmaid's Tale** by Margaret Atwood
50. **Indian Horse** by Richard Wagamese
51. **Night** by Elie Wiesel
52. **Throwaway Daughter** by Ting-Xing Ye
53. **A Wrinkle in Time** by Madeleine L'Engle
54. **His Dark Materials Trilogy** by Philip Pullman
55. **Into Thin Air** by Jon Krakauer
56. **Shattered** by Eric Walters
57. **Speak** by Laurie Halse Anderson
58. **The Diviners** by Margaret Laurence
59. **Maus** by Art Spiegelman
60. **The Call of the Wild** by Jack London
61. **Brown Girl Dreaming** by Jacqueline Woodson
62. **Divergent** by Veronica Roth
63. **Somewhere Out There** by Amy Hatvany
64. **The Bone Collector's Son** by Paul Yee
65. **Geography Club** by Brent Hartinger
66. **Of Mice and Men** by John Steinbeck
67. **Othello** by William Shakespeare
68. **Crank** by Ellen Hopkins
69. **The Help** by Kathryn Stockett
70. **Romeo and Juliet** by William Shakespeare
71. **The Tempest** by William Shakespeare
72. **Dragonwings** by Laurence Yep
73. **Eleanor & Park** by Rainbow Rowell
74. **Dracula** by Bram Stoker
75. **Under the Bridge: The True Story of the Murder of Reena Virk** by Rebecca Godfrey
76. **Water for Elephants** by Sara Gruen
77. **Child of Dandelions** by Shenaaz Nanji
78. **The Watsons Go to Birmingham—1963** by Christopher Paul Curtis
79. **The Perks of Being a Wallflower** by Stephen Chbosky
80. **The Chrysalids** by John Wyndham
81. **Unwind** by Neal Shusterman
82. **War and Peace** by Leo Tolstoy
83. **Milk and Honey** by Rupi Kaur
84. **Not for Sale** by David Batstone
85. **The Scarlet Letter** by Nathaniel Hawthorne
86. **We Are the Ants** by Shaun David Hutchinson
87. **The Inconvenient Indian** by Thomas King
88. **Bonheur d'occasion/ The Tin Flute** by Gabrielle Roy
89. **One Hundred Years of Solitude** by Gabriel García Márquez
90. **All Quiet on the Western Front** by Erich Maria Remarque
91. **All the Light We Cannot See** by Anthony Doerr
92. **Chasing Freedom** by Gloria Ann Wesley
93. **Gutsy Girls: Young Women Who Dare** by Tina Schwager, Michele Schuergar
94. **Friday Night Lights** by H.G. Bissinger
95. **The Glass Castle** by Jeannette Walls
96. **Gorillas in the Mist** by Dian Fossey
97. **Beloved** by Toni Morrison
98. **I Know Why the Caged Bird Sings** by Maya Angelou
99. **My Sister Lives on the Mantelpiece** by Annabel Pitcher
100. **State of Wonder** by Ann Patchett



**BCTF100**  
Celebrating a century



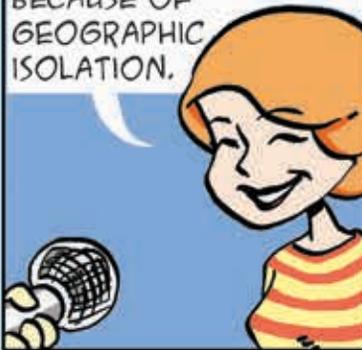


THIS IS YOUR INTREPID REPORTER **FLIP CHART** AND TODAY I'M ASKING **EDUCATIONAL PROFESSIONALS** THIS QUESTION:

# WHY IS TEACHER MENTORSHIP ESSENTIAL TO THE SCHOOL COMMUNITY?

SD: 60, PEACE RIVER NORTH

MENTORSHIP IS KEY IN NORTHERN REGIONS BECAUSE OF GEOGRAPHIC ISOLATION.



SD: 20, KOOTENAY-COLUMBIA

IT BUILDS A CULTURE OF COLLABORATION AND CARE.



SD: 83, NORTH OKANAGAN-SHUSWAP

BUILDS CONFIDENCE...

CREATES A SAFE, INTIMATE ENVIRONMENT TO SHARE IDEAS.



SD: 59, PEACE RIVER SOUTH

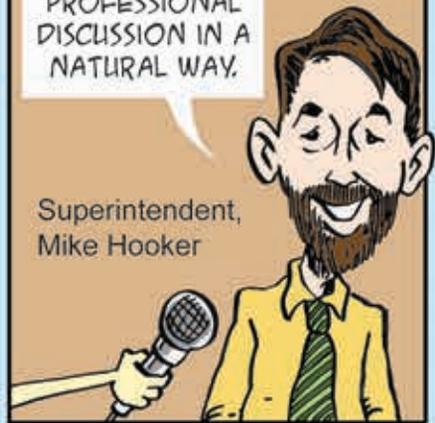
IT CREATES THE SPACE FOR SOMEONE TO BECOME THEIR BEST SELF AS AN EDUCATOR.



SD: 19, REVELSTOKE

IT FORMALIZES PROFESSIONAL DISCUSSION IN A NATURAL WAY.

Superintendent,  
Mike Hooker



SD: 87, STIKINE

A WAY FOR PEOPLE TO COME TOGETHER AND HAVE PROFESSIONAL CONVERSATIONS.

Superintendent,  
Mike Gordon



GLEN HANSMAN,  
PRESIDENT OF THE BC  
TEACHERS' FEDERATION

CONNECTIONS BETWEEN TEACHERS ULTIMATELY LEAD TO BETTER SUCCESS FOR STUDENTS.



SD: 50, HAIDA GWAI

MENTORSHIP BRINGS OUT THE BEST IN OURSELVES WHEN WE'RE ASKED TO SUPPORT SOMEONE ELSE IN A DIRECT WAY.

IT HELPS CREATE MEANINGFUL EXPERIENCES FOR STUDENTS.



SD: 37, DELTA

IT'S AN OPPORTUNITY FOR TEACHERS TO CONTINUE LEARNING. MENTORSHIP CREATES A LEARNING COMMUNITY.



SD: 73, KAMLOOPS/THOMPSON

IT PROVIDES TOOLS AND SUPPORT FOR HERE-AND-NOW PROBLEMS.

IT ESTABLISHES A FRAMEWORK AND CULTURE OF LONG-TERM PROFESSIONAL GROWTH.

CREATES AN ATTITUDE OF STRIVING FOR PROFESSIONAL EXCELLENCE.



SD: 62, SOOKE

DON'T KNOW HOW I WOULD HAVE SURVIVED WITHOUT IT.



SD: 47, POWELL RIVER

MENTORSHIP IS ABOUT HELPING NEW TEACHERS FIND THEIR OWN WAY.



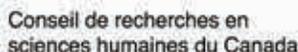
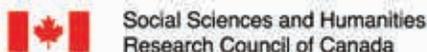
THERE YOU HAVE IT FOLKS... MENTORSHIP IS GOOD FOR YOU!



This infographic is part of a body of work produced through the UBC research project entitled: *Pedagogical Assemblage: building and sustaining teacher capacity through mentoring programs in British Columbia (2014-2017)*. This research builds on the New Teacher Mentoring Project (NTMP).

Many districts/ local teacher unions have established or are developing mentoring programs. Contact Alison Davies at [adavies@bcf.ca](mailto:adavies@bcf.ca) to find out what your district/local has to offer, and visit [www.mentoringbc.ca](http://www.mentoringbc.ca) for more information about mentoring in BC.

This infographic was written and drawn by Ching-Chiu Lin, Julian Lawrence and Rita Irwin ([rita.irwin@ubc.ca](mailto:rita.irwin@ubc.ca)).



# Unlearn—AND LEARN AGAIN

## Lessons from Central American educators

By Janet Nicol, History and Social Justice 12 teacher, Killarney Secondary, Vancouver

**“UNLEARN—AND LEARN AGAIN.”** This is the philosophy of Daysi Marquez and Esperanza Tasies, educators from Central America who delivered non-sexist and inclusive workshops to BCTF teachers this past spring.

“We have to unlearn, so young people have a new vision of the world,” says Marquez, a secondary chemistry teacher in Honduras.

“It’s hard to change institutional structures,” says Tasies, a sociology professor in Costa Rica, “but you can make changes in the classroom. You can change students’ attitudes. Research shows this.”

A popular teaching activity which Tasies and Marquez shared with BC teachers is called “My Grandmother Told Me.” Participants were asked to write about an unforgettable event in the life of their grandmother, or other female elder, including the year which the event occurred.

Forming a circle-by-date sequence with Tasies in the centre, participants shared their grandmother’s story, starting with the earliest year. After each telling, Tasies taped the participant’s text to a spiral-shaped form, indicating the date sequence, drawn on flip-chart paper on the floor.

The result was an oral and visual collection of stories depicting women’s survival, strength, and endurance. Many contained “hidden” histories and injustices about women’s work and social lives.

“We all face inequality,” Marquez observes. “Men as well as women share the responsibility to create equality.”

As for differences between women teachers in Canada and Central America, Tasies says when Canadian participants are asked “who are you?” they use words such as “feminist, professional, and fighter,” while teachers in Central America describe their identity as “caring, a listener, and looking after others.”

Regardless, Tasies believes people need to listen more effectively. “There is a saying,” Tasies says, “It is better to have a big ear rather than a big voice.”

Rote learning, not critical thinking, has been the typical educational approach in Honduras. “This creates a submissive population,” Marquez says. Marquez says teaching critical

thinking, as embedded in the non-sexist and inclusive workshops, helps improve the quality of life for Honduran youth coping with gendered violence, widespread teen pregnancies, and the highest rate of HIV-Aids in Latin America.

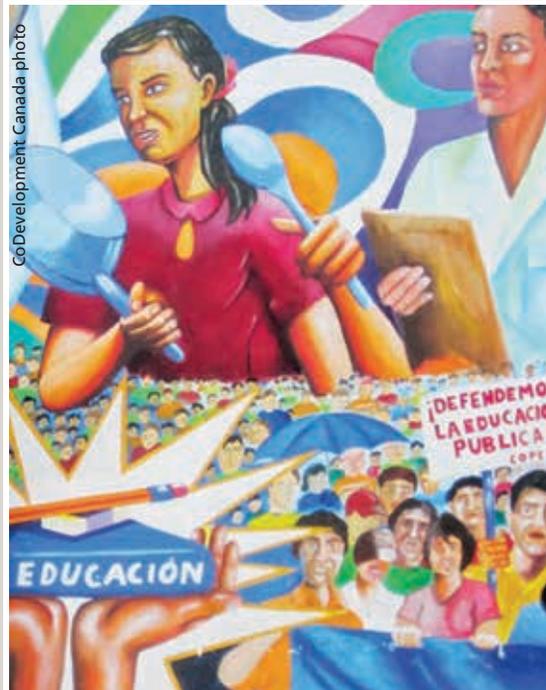
It is better to have a big ear rather than a big voice.

Both women are strong supporters of public education and teacher unions. Privatization of schools and the weakening of teacher unions in their region—and in North America—is a concern. “The non-sexist and inclusive workshops help strengthen our union,” Marquez believes. “We are supported by our members so the union executive is more supportive too.”

The sharing of cultures went both ways. While giving a teacher workshop in Kamloops, Tasies says she learned more about the painful legacy of Canada’s residential school system when her hosts, David Komljenovic, president of the local teachers’ union, and Paula Naylor, a member of the BCTF International Solidarity Committee, escorted her to the Secwepemc Museum. Tasies viewed a First Nations sculpture depicting a hostile adult and a frightened child whose eyes are covered by an eagle’s wings. “This is so the child won’t see anything ugly,” Tasies explains.

Tasies and Marquez concluded their Canadian trip by attending a conference of the Tri-National Coalition in Defense of Public Education, held at the University of BC. Delegates from teacher unions in Canada, the United States, and Central America shared experiences and strategies to strengthen public education in the face of hostile government attacks. The hard-working dedication of diverse teacher-delegates provided an uplifting conclusion to Tasies and Marquez’s visit.

**For more information about the non-sexist and inclusive curriculum (in Spanish), go to [pedagogianosexista.com](http://pedagogianosexista.com).**



From top: Daysi Marquez, Esperanza Tasies, section of mural at COPEMH (Association of Secondary Teachers of Honduras).

As both women concluded, “There is sisterhood and solidarity among Canadian teachers and us. This shows there are no borders among teachers.”

The non-sexist and inclusive pedagogy project is a result of a 15-year collaboration between Central American teacher unions and CoDevelopment Canada, a nongovernmental organization that the BCTF supports. ■

# We have lost so much, we have lost OUR FEAR



By Nichelle Penney, Kamloops teacher, and  
BCTF Committee for Action on Social Justice member

**HEARING THIS MOTTO at the Tri-National Conference in Vancouver was unbelievable. For three days in May 2016, teachers came together from Mexico, Puerto Rico, Columbia, Chicago, Quebec, and Ontario to talk about their struggles.**

Maria de la Luz Arriaga opened the conference and talked about the situation in Mexico where 43 student teachers were captured and killed simply for standing up for their educational rights. She said a strong connection between the resistance and teacher unions has helped to support the fight against the Mexican government's agenda to squash all independent thought. On May 15, 2016, a national strike against the government began. Strikers demanded that human rights be upheld and to ensure mass killings of teachers never happen again. This organized strike was only possible because of a high mobilization locally and nationally, as well as events such as the Tri-National. As Maria concluded, "Government took so very much away that they took away our fear."

Closer to home, Alex Gonzales spoke of the trials and tribulations Chicago teachers face, and their current success with the "walk-ins" they organized. The trend in the US is to slowly promote charter (private) schools, while at the same time, slowly squeeze out public schools. Governments underfund

public schools, forcing them to close up sections of schools to save on operation and maintenance costs, then allow charter schools to lease out that part of the school, so "the whole building is being used effectively." This process is continued until the public school is so underfunded that they vacate that location to amalgamate with another school, allowing the charter school to take over completely. Sound familiar? In BC in recent years, independent schools have increased from 176 to 363, with over 250 public school closures.

**We need to remember that struggles are interconnected, and are really a global phenomenon.**

Michael Barrett, from the Ontario Teachers' Federation, spoke about how the provincial government there has also underfunded the public system to the point of resource and professional starvation. He noted

the recent win at the Supreme Court of Canada regarding *Bill 115*. Although this win assumes no precedence on other cases, it does shine a light for BC teachers fighting against the stripping of our collective agreement.

What struck home in listening to these teachers was the common theme of neoliberal governments' agendas to overtake and control education. We need to remember that our struggles are interconnected, and are really a global phenomenon. The forms of attack may differ, but neoliberal government plans are always the same: attack teachers, attack unions, attack the social system. For proof, read the World Bank's book, *Great Teachers, How to Raise Student Learning in Latin America and the Caribbean*. Chapter six, titled "Managing the Politics of Teacher Reform," analyses common neo-liberal tactics: weaken or remove teacher tenure; reduce compensation afforded to educators (salary, benefits, pensions, working conditions); attempt curriculum reform which overemphasizes standardization; increase frequencies and reliance of student standardization testing; implement unrealistic teacher evaluations and appraisal systems; offer school choice when possible, with private and charter schools to weaken and demoralize the public system.

By the end of the conference I learned we need to stay together and let our government know that we are still strong. Let us learn from our Mexican colleagues. I for one certainly do not want to see my students lose even more. ■

Jack MacDermot photo



# FOR THE LOVE of Pro-D

## Sophie Bergeron explains PSAs

By Susan Croll, Editor, Teacher

### HAVE YOU ever attended a Provincial Specialist Association (PSA) conference and wondered who organizes these Pro-D gatherings and where do they get the funds to hold such informative and elaborate events?

Sophie Bergeron and 32 other teachers, who like her, are also PSA presidents, share something in common. They love teaching, exemplify life-long learning, and by creating professional development opportunities, want to share their love of Pro-D with you.

Throughout her career, Sophie has worn many Pro-D hats, all in the service of making sure that teachers are in control of professional development, and in charge of curriculum change.

A veteran teacher of 24 years, Sophie is currently president of the French Immersion and Francophone PSA, and chairs the Provincial Specialist Advisory Committee (PSAC). Meeting three times a year, this committee acts as a forum for all of the other 32 PSA presidents, advising the BCTF Executive Committee on issues related to professional development and curriculum.

Her home district is Coquitlam, where she is the co-ordinator of Culture, Language, and Identity, carrying out work that is strongly connected to the PSA she heads.

She has also worked as a faculty associate at SFU, teaching student teachers enrolled in the French module of the Professional Development Program.

One recent role, however, really stands out for her. "Being a member of the French Immersion K-9 and Grades 10-12 curriculum writing teams was a truly enriching experience. Not only did we draft curriculum, we collected and collated feedback from members. I am really happy that the BCTF was able to re-establish this relationship with the Ministry of Education. Teachers are the people who know what works and what doesn't work in our classrooms and I don't dare to think what the revised curriculum would look like without our input."

At the same time, she said teachers made sure that government heard the problems associated with the revised curriculum. "We raised and discussed issues and challenges, especially those pertaining to specialist teachers. For example, many teachers who end up teaching tech ed do not receive the in-service and training they deserve. How

does that help the teacher or their students? You cannot implement curriculum without training and resources."

Like other teachers have, Sophie says that PSAC has also advised the BCTF Executive Committee to push hard for resources for revised curriculum. She raises *Bill 11*, which the government introduced during the spring in 2015. "The Ministry's been busy with the revised curriculum, but we cannot forget that *Bill 11* could move to the forefront again. If so, we will have to push back against the government's desire to take control of professional development."

She says that one way teachers can push back against any move to reduce control of Pro-D is to show government how deeply involved we are in determining our own professional development. She encourages every teacher to join at least one PSA, describing them as the go-to place for curriculum ideas and professional development days.

“Teachers are the people who know what works and what doesn't work in our classrooms

"PSAs are subject- and issue-oriented. Membership gives teachers a way to be part of a like-minded organization and to be with people who have similar ideas and interests. It's another way for teachers to show solidarity with each other and demonstrate that we are interested in professional development."

While PSAs are putting the finishing touches on this year's October 21 conferences, she notes they are already collectively organizing for Superconference 2017. "The majority of PSAs are joining together and holding one great big professional development superconference in 2017. The Vancouver Convention Centre is booked. Thousands of teachers descending on the convention centre, getting together to participate in professional development they've planned and organized, that will be quite a force."

# Every teacher needs a PSA

## What are PSAs? What are the advantages?

PSAs are sources of professional assistance within the BC Teachers' Federation. Through PSAs, members exchange ideas on research, teaching strategies, curriculum development, and other shared interests.



### PSAs give members:

- updates on curriculum
- information on new methods
- networks via local chapters
- specialty publications
- support for exemplary practice
- support for new teachers
- teacher awards
- teaching and learning materials.

### PSAs host for members:

- annual conferences
- annual general meetings
- local or regional conferences.

### PSAs provide a collective voice to:

- help develop BCTF directions
- influence curriculum and assessment policies
- provide advice to the BCTF Executive Committee in order to influence the Ministry of Education.

### PSA conferences

The Professional Development day in October is especially for, and organized by, PSAs. The PSA conferences are highlighted on the BCTF's PD Calendar:

[bctf.ca/uploadedFiles/Public/ProD/ProD-PD-Calendar.cfm](http://bctf.ca/uploadedFiles/Public/ProD/ProD-PD-Calendar.cfm).

### PSA websites

Many PSAs maintain web pages and email lists on the BCTF website: [bctf.ca/psawebsites.aspx](http://bctf.ca/psawebsites.aspx).

### PSA publications

Volunteers, who are teachers themselves, produce publications. For titles and editors, see [bctf.ca/contacts.cfm?page=psapubs](http://bctf.ca/contacts.cfm?page=psapubs).

**Join a PSA to share your expertise and obtain information.**



### The BCTF supports the following 33 PSAs:

- Aboriginal Education Association
- Association for Educators of Gifted, Talented and Creative Children in BC
- Association of BC Drama Educators
- Association provinciale des professeurs de l'immersion et du programme francophone
- BC Alternate Education Association
- BC Art Teachers' Association
- BC Association of Mathematics Teachers
- BC Association of Teachers of Modern Languages
- BC Business Education Association
- BC Co-operative Learning Provincial Specialist Association
- BC Culinary Arts Specialist Association
- BC Dance Educators' Association
- BC Early Career Teachers' Association
- BC Educators for Distributed Learning Provincial Specialist Association
- BC Montessori Teachers
- BC Music Educators' Association
- BC Primary Teachers' Association
- BC Rural and Multi-grade Teachers' Association
- BC School Counsellors' Association
- BC Science Teachers' Association
- BC Social Studies Teachers' Association
- BC Teacher-Librarians' Association
- BC Teachers for Peace and Global Education
- BC Teachers of English Language Arts
- BC Technology Education Association
- Computer-Using Educators of BC
- BC Teachers of English to Speakers of Other Languages
- Environmental Educators' Provincial Specialist Association
- Learning Assistance Teachers' Association
- Physical Education—British Columbia
- Provincial Intermediate and Middle Years Teachers Association (myPITA)
- Teachers of Inclusive Education British Columbia
- Teachers of Home Economics Specialist Association

# BCTF aims to open doors to all

By Nancy Knickerbocker, Director, BCTF Communications and Campaigns

Luis Isidoro photo

**I USED TO THINK** that equity meant closing the door on straight white guys like me, but now I understand that it really means opening doors to all the other people who have been excluded in the past.

—Clint Johnston, BCTF Second Vice-President

## How can the BCTF open itself up to members who feel excluded or discriminated against?

This question has been central to an initiative underway since the 2014 Annual General Meeting carried an Executive Committee recommendation to “undertake an equity audit in order to determine the diversity of the membership, in order to provide more effective service and support to members of our union in dealing with equity issues.”

“It is important for unions to reflect the diversity of their membership, and strive to eliminate barriers that some members experience because of who they are or how they are perceived,” says Glen Hansman, BCTF President. “The Federation has long advocated for meaningful inclusion and for the end of discrimination in our schools and broader society. While it is not a new conversation for us to also seek the same within our union, our renewed efforts in this area are critical at this time and for our future.”

Over a two-year period, BCTF leaders, members, and staff undertook a very thoughtful process that included discussions with the Committee for Action on Social Justice and other advisory committees; meetings with representatives from other unions, organizations, and individuals working to advance equity and inclusion; a series of focus groups with members who identified as being from equity-seeking groups; and a survey of 3,000 randomly selected members.

While the member survey elicited a fairly low response rate (just over 10%) it nonetheless

offered some important insights. For example, the number of respondents who said that they had witnessed discrimination was approximately half of the number of respondents who said they had experienced discrimination themselves. This gap points to the importance of hearing from members of equity-seeking groups directly, as discrimination is not always noticed when it’s not experienced directly. The survey revealed that, although not everyone is aware of it, clearly discrimination does exist within the BCTF and it has an impact on member engagement.

## Here are some other themes that emerged in the research process:

**The expectation** that a member from a particular group, especially in the case of visible minorities, must be the voice and carry all the issues for that group. One member said: “When you are at a meeting and the only Aboriginal person, when anything Aboriginal comes up, they all turn and look at you.”

**The likelihood** of members to encounter discrimination, racism, and exclusion. Some members spoke about assumptions colleagues make based on stereotypes and actions that ranged from simple misunderstanding to overt racism. Members described being told that they were not to speak in their first language in the staffroom, not being seen as a “real” teacher, and being ignored by their colleagues.

**The increased vulnerability** of members from minority or equity-seeking groups and the feeling that they must prove

themselves all the time, much more so than other members. A gay member spoke about the active worry about whether the administration will speak out in support if he has to deal with homophobic parents. Another member spoke about the way colleagues and parents react to his accent, and how many abbreviate his name, rather than learn to pronounce it.

**The critical importance** of allies and union leaders who will advocate, show an interest, and speak up for minorities. Some said that they knew their local and the BCTF “had their back.” Conversely others spoke about feeling alone and stigmatized.

**The importance** of creating a supportive environment at the school, local, and Federation where members are included and encouraged, and can be themselves. One participant stated, “Empathy is so important to bring people from different backgrounds into the union. It allows us to be good stewards to the people we are looking out for.”

A report called “Diversity, equity, and inclusion in the BCTF” was presented at the June meeting of the Executive Committee and, after much discussion, the EC passed 17 recommendations to ensure a lasting commitment to equity and inclusion in all aspects of the Federation’s work.

The BCTF has a long and proud history as a social justice union, but the equity audit has shown that more remains to be done in this area. This is complex work that may sometimes be controversial or uncomfortable, especially when it involves examining privilege and power. However, there are both principled and practical reasons for doing it. Equity is a moral imperative, a question of living our commitment to social justice and human rights. And equity is also a powerful tool to strengthen the union. ■

# Teaching in BC

## By the numbers

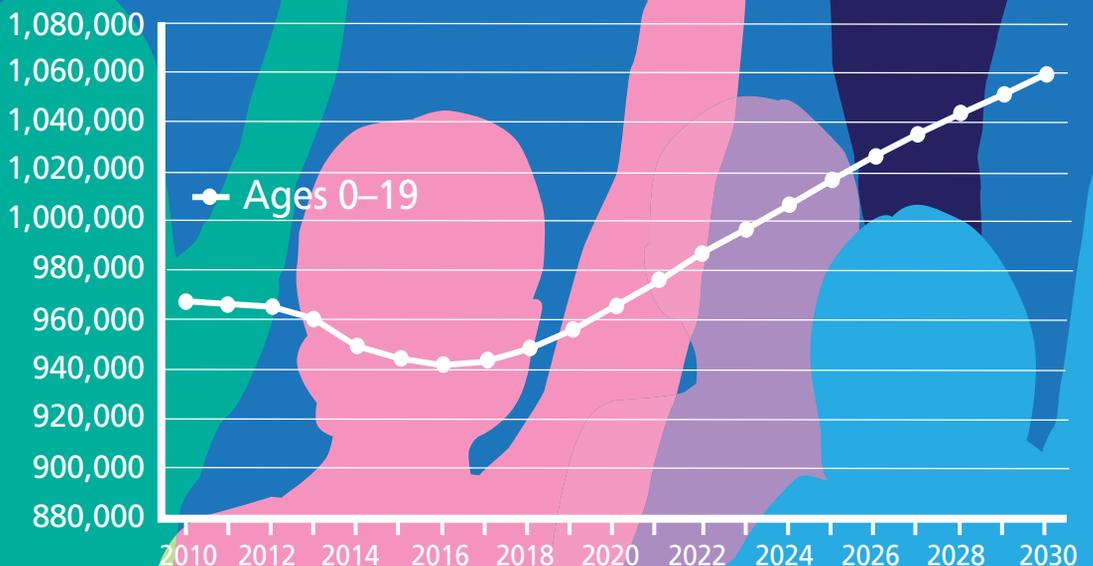
### Teachers' headcount By age



**Average teacher age:**  
**44.4 years**  
2015-16

Source: Ministry of Education, Teacher Statistics, p. 3  
<http://bit.ly/1n0Mb10>

### 2010-30 BC population projections for children 0 to 19 years old



Note: All figures are as of July 1st of the year stated

Sources: Estimates—Statistics Canada  
Projections—BC Stats, April 2014

[www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx](http://www.bcstats.gov.bc.ca/StatisticsBySubject/Demography/PopulationProjections.aspx)

# En quête d'idées pour votre perfectionnement professionnel?

Marie-Claude Tremblay, Bureau des programmes et services en français

**L'ÉTÉ EST LE TEMPS de la révision des affiches et des ateliers de la FECB, ceci en vue de la formation des facilitateurs qui se tient à Kamloops fin août lors du Facilitators' Institute Training (FIT) et en vue d'aider les enseignants dans leur planification du perfectionnement professionnel dans leur conseil scolaire et lors des congrès des Associations provinciales de spécialistes (APS).**

## Ateliers

Tenant compte des modifications apportées aux programmes d'études M-9e de la C-B, et ceci dans toutes les matières, les facilitateurs ont modifié les ateliers pour inclure ces changements, en particulier celui du volet en éducation autochtone. Le comité exécutif de la Fédération a aussi demandé que les ateliers incorporent de plus en plus la recherche-action. Lors du FIT, nous avons discuté équité et inclusion avec les facilitateurs. En raison de la diversité au sein des adhérents de la FECB et au sein de nos salles de classes, nous devons tenir compte du plurilinguisme et du pluriculturalisme et faire des efforts pour inclure cette diversité dans nos ateliers et surtout lors des présentations.

Le plus important du travail de révision a été fait dans les ateliers en éducation autochtone. Cette année, les enseignants pourront choisir parmi les quatre ateliers suivants: *L'exercice des couvertures, Le legs des pensionnats indiens, Déconstruire les stéréotypes et Infuser le contenu et les principes d'apprentissages des peuples autochtones.*

Pour voir la description de tous les ateliers offerts en français, rendez-vous à la page <http://bit.ly/2c43sba>.

Pour réserver un atelier, vous devez avoir un minimum de cinq enseignants, le formulaire de réservation se trouve à la page <http://bit.ly/2bFn40J>.

## Projet du Cœur

La version électronique du livre Projet du cœur est presque terminée. Le plus gros du travail est la recherche de ressources en ligne pour appuyer le contenu du livre. Nous espérons pouvoir finir tout ce travail et vous donnez enfin accès à cette ressource incroyable en décembre.

## Calendrier annuel du Bureau

Ce calendrier, créé par Lucie Ferrari et Cécilia Huard de la Marre, fêtera son premier anniversaire cet automne. Vous y trouverez beaucoup d'activités pour les enseignants mais surtout pour vos élèves. Ces activités couvrent une grande gamme de sujets: celui de montrer ses talents en tant que chanteur compositeur, écrivain, journaliste, cinéaste, de participer au Parlement jeunesse, aux Jeux francophones, etc. Le Théâtre la Seizième présente une pièce annuellement pour les jeunes et des ateliers en techniques de scène. L'idée primordiale de ce calendrier est d'encourager nos jeunes à participer dans la vie culturelle francophone et francophile à l'extérieur de l'école. <http://bit.ly/2bF9C32>.

## Fonds fédéraux

En tant qu'enseignant en immersion, du français de base ou du programme francophone, vous avez accès aux fonds fédéraux pour votre perfectionnement professionnel (PP). Parfois, ces fonds se présentent sous forme de bourse et vous devez en faire la demande directement auprès du ministère. La plupart du temps, ces fonds en PP sont inclus dans les fonds fédéraux reçus par votre conseil scolaire et ils sont ensuite dispersés dans les écoles ou dans votre syndicat local en fonction de la convention collective. Parlez-en avec le représentant en perfectionnement de votre école, de votre syndicat ou avec le coordonnateur ou aide pédagogique de votre conseil scolaire. Pour plus d'information sur les fonds fédéraux, rendez-vous à la page <http://bit.ly/2bMRgJn> sur le site de la FECB.

**Je vous souhaite une très bonne rentrée scolaire.**

[mctremblay@bctf.ca](mailto:mctremblay@bctf.ca) ■

# Teaching teachers

## A day in the life of a BCTF facilitator

By Toni Grewal

**WHY DID I DECIDE to become a BCTF workshop facilitator? I think because reflection is embedded in the framework of facilitation. By listening to others ponder their pedagogy, I am propelled to consider the complexities of my own teaching career. Health and safety and health and wellness interest me as they affect all workers in our province. Through my involvement on my local Health and Safety Committee, I gained experience attending and organizing workshops for our school-based health and safety contacts. The working and learning conditions of our teacher colleagues continue to impact their health and wellness and health and safety.**



As a teacher, facilitating health and safety and health and wellness workshops is somewhat similar to teaching a class of school-aged students. You need to know your subject to meet the learning objectives. Workshop content and procedure is meticulously designed by a BCTF staff team. Unlike our elementary and secondary classrooms however, participants are adult learners who have requested the workshop out of need or interest. A few of us also have a trunk of odds and ends related to our workshop that are employed as icebreakers.

Each summer, new and experienced facilitators gather in Kamloops for the annual Facilitators' Institute Training (FIT) for training and hands-on learning. Every facilitator (like every teacher) has their own teaching style and differentiates the experience with their own vignettes.

One of the most valuable and fascinating aspects of facilitating BCTF workshops is the opportunity to travel around the province and converse with teachers in their locals about their key issues. As teaching is simultaneously rewarding and challenging, these professional development sessions give teacher activists time to think and talk about their practice and profession.

Being from the Lower Mainland, visiting rural or northern parts of the province is like a grown-up field trip for me. Last autumn, I travelled to Prince Rupert for the first time. With a population of 12,000—in comparison to the 100,000 inhabitants in Delta, where I live, and 220,000 in

Burnaby, where I work—Prince Rupert illustrated both scale and perspective for me. My workshop was held at Charles Hay Secondary, named for its founder, who managed the Grand Trunk Railway and who perished when the Titanic sank in 1912. The port remains a vital conduit for commerce in this coastal town.

The warmth and welcome was wonderful as many teachers greeted me and wanted to chat about all things Vancouver. An old secondary school friend is an elementary teacher in Prince Rupert so I was able to establish some street cred quickly! At lunch, one teacher approached me and inquired where I was from, as she had ascertained immediately that I was an out-of-towner. Wow... I recall thinking how amazing it was to know every teacher in your district.

After each workshop, I jot down a quote or idea—something about that particular place or session that resonated with me. I learned from my Prince Rupert colleagues that the 2014 job action galvanized them as a local. The picketing and meetings culminated in deep bonding and friendships. As a result, they hold regular social functions that unite them and boost their collective spirits.

Before leaving for the airport, I sipped a lovely latte at Cowpuccinos, browsed the artisan boutiques on Main Street and ate at Dolly's fish and chips. In those short twenty-four hours, I was a facilitator, teacher, learner, and tourist—and I enjoyed every exquisite minute of it! ■

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For details regarding BC information sessions, to be held in October and early November in the Lower Mainland, the Okanagan, and on Vancouver Island, please contact Rick Mulholland, [conri@shaw.ca](mailto:conri@shaw.ca), president of the BC Exchange Teachers' Association. ■

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

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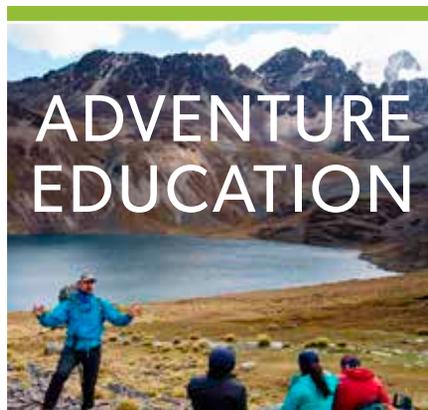


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**October 21, 2016** Various locations  
 October 21 is the annual PSA Day. PSAs are sources of professional assistance within the BC Teachers' Federation (BCTF). Every year at PSA conferences, hundreds of PSA members enhance their skills and renew their dedication to the teaching profession. PSA conferences are highlighted on the BCTF's Professional Development (PD) Calendar: [bctf.ca/PDCalendar/](http://bctf.ca/PDCalendar/)

**Start UP! Series for early career teachers, TTOCs, and teacher candidates**

**September 10, 17, 24, 2016** Surrey  
 Learn strategies to begin a class in September or later. Build routines, classroom management, and plan for the start of the year, then get further workshops to build your program in the first term. Learn about how experienced teachers would begin a class, lesson ideas, and key resources. For details visit [www.startupyourclass.ca](http://www.startupyourclass.ca) or [bit.ly/startupquick](http://bit.ly/startupquick), or contact Ray Myrtle at [ray.myrtle@gmail.com](mailto:ray.myrtle@gmail.com).

**SFU Info Session: Imaginative Education (IE),**

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**September 14, 2016** Online  
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 Info session RSVP: at [sfu.ca/Fxbsrq](http://sfu.ca/Fxbsrq)

**EduTalks: Language Development for Children with Language Disorders**

**September 27, 2016** Vancouver  
 Rosslyn Delmonico, MA, CCC, RSLP, has been a speech-language pathologist for 36 years authored a multisensory social language-based program called Color My Conversation. Her presentation will include an overview of language development and disorders. Teaching methods for incorporating areas of skill acquisition will be discussed. Attendees will foster their own methods of service delivery. For details visit [www.edutalksseminars.com](http://www.edutalksseminars.com) or inquire at [edutalksseminars@gmail.com](mailto:edutalksseminars@gmail.com).

**SFU Info Session: Teaching English as an Additional Language Fieldwork Stream (TEFL/TESL) M.Ed.**

**October 11, 2016, 2:00–3:00 p.m** Online  
 Master of Education in Teaching English as an Additional Language Fieldwork Stream (TESL/TEFL) provides a professional, scholarly, and cultural experience for its students. English language teachers and specialists will develop and increase their understanding of educational issues and practices specific to TEFL/TESL while studying in a multicultural environment. <http://bit.ly/2bZ6zCs>  
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**ACHIEVE Dealing with Difficult People in Vancouver**

**October 17, 2016** Vancouver  
 Participants in this workshop will learn how to engage others in discussions about

behavioural patterns such as passive-aggressiveness and chronic resistance. This workshop gives participants a straightforward approach that creates change with people they find difficult. [www.achievecentre.com](http://www.achievecentre.com)

**CTRI Brief Focused Counselling Skills in Vancouver**

**October 18–19, 2016, Vancouver**  
 This workshop provides participants with a deeper understanding of cognitive, behavioural, strengths-based, narrative, and solution-focused frameworks. [www.ctrinstitute.com](http://www.ctrinstitute.com)

**PD Online Calendar**

[bctf.ca/PDcalendar](http://bctf.ca/PDcalendar)  
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