

Teacher



Magazine of the
BC Teachers' Federation

Volume 29, Number 3
March 2017



Environmental justice and place-based learning for a greener future

Also in this issue

Supreme Court win yields results in schools

AGM agenda and candidate statements

A heart garden for Gladys

Ryan Barfoot Photo

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*.

We also welcome letters to the editor. If you have any thoughts about any of the articles you have read here and want to share your opinion with other teachers, send your letter to teachermag@bctf.ca.

For more information about upcoming themes and submission guidelines, contact teachermag@bctf.ca.

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R Indicates resources



Correction

In the January 2017 *Teacher*, Wes Knapp (A Rocky Start for BCTF's Antiracism Program, p. 39) was incorrectly credited as retired BCTF President. Wes acted as Executive Director for the BCTF and served as an administrative staff member for many years.



“The work to repair the damage to public education has only just begun.

—Glen Hansman, January 5, 2017

Luis Isidoro photo

Our COLLECTIVE STRENGTH is creating positive change

The tenacity BCTF members have shown in standing up for public education and our bargaining rights is reflected in our landmark Supreme Court of Canada victory. As we welcome 1,100 new teachers, including colleagues who have had their part-time assignments increased, we see the impact of the \$50 million announced in early January. These new positions did not come about because the government suddenly cared more about public education. They came about because the Supreme Court ruling compelled them to act.

BUT, AS THIS EDITION of *Teacher* goes to press, there is much left to do. The January and February wave of job postings is an interim measure that is in no way a final resolution to the Supreme Court's decision. The government must provide significantly more funding to meet the requirements of the ruling and the restored language. As we work toward full implementation, we will need to be vigilant and resolute in pushing the government to substantially increase education funding.

On January 23, 2017, Premier Clark entered “alternative fact land” when, responding to queries about the public dollars spent on fighting the BC's teachers in court, she said: “We have six years of labour peace in our classrooms for the first time in history since the BCTF was created. I think we are in the right place, I know we have more to do and more money to do it with.”

“If BC increased operating expenditures by the same percentage as the national average between 2008 and 2012, there would have been \$493 million more in funding available for BC public schools in 2012.

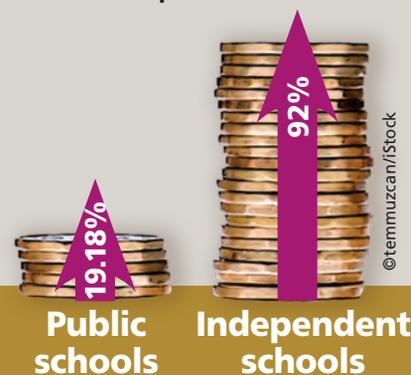
—BCTF Research Dept.

In fact, the longest stretch of “labour peace” (if one means a period of time with no strike) was actually the 50 years between 1921 and 1971.

It's also a fact that the province's over \$2.2 billion budget surplus is more than enough to restore the collective agreement language, fully staff schools based on that language, and inject a significant amount of money into BC's public schools on both the operational and capital side.

It was BC's current premier who, as the Minister of Education, introduced the original unconstitutional legislation back in 2002 that led to the acrimony of the past 15 years. At any point over those 15 years, her government and that of her predecessor could have backed down, corrected the wrong, and restored services to BC's schools. But they didn't. After the first Supreme Court of BC decision in 2011, government could have worked constructively with the BCTF to reach a settlement that would have resolved all outstanding issues in a productive way. But they didn't. In the 2014 round of bargaining, BCTF proposals on the provincial bargaining table related to class size, class composition, specialist teachers, and supports for students with special needs were stonewalled by the government's net-zero mandate and refusal to address teachers' working conditions.

Education funding over the past decade



“77 percent of British Columbians say they oppose the government subsidy to private schools.

—CUPE Poll 2016

Meanwhile teachers have been burdened by a wide and challenging array of curriculum, assessment, and reporting changes that don't even come close to being sufficiently funded or supported by the province. All of this has been happening on this premier's watch.

With the provincial election coming up on May 9th, teachers, parents, and the public must mobilize to keep the pressure on the government, sitting MLAs, and new candidates to ensure public education, our working conditions, and students' learning conditions, are finally addressed.

Thank you all for supporting your union and standing up for your students' education as we continue to push for positive change!

G. Hansman

Notre FORCE COLLECTIVE crée un changement positif

La ténacité démontrée par les membres de la FECB défendant à la fois l'enseignement public et leurs droits de négociation se reflète dans notre victoire historique à la Cour suprême du Canada. Le fait que 1 100 nouveaux enseignants et collègues ont vu leur nombre d'heures de travail augmenter nous montre l'impact des 50 millions de dollars annoncés début janvier. Ces nouveaux postes n'ont pas été octroyés parce que le gouvernement s'intéressait davantage à l'enseignement public. Ils ont été obtenus parce que la Cour suprême l'a contraint à agir.

MAIS, AU MOMENT où cette édition de *Teacher* passe à la presse, il reste beaucoup à faire. La vague d'offres d'emploi de janvier et de février n'est qu'une mesure provisoire et n'est surtout pas une résolution finale de la décision de la Cour suprême. Le gouvernement doit fournir encore plus de fonds pour répondre aux exigences de la décision et de la langue restaurée. Pendant les discussions avec l'employeur vers la pleine mise en œuvre de cette décision, nous devons demeurer vigilants et résolus pour pousser le gouvernement à augmenter substantiellement le financement de l'éducation.

Le 23 janvier 2017, la première ministre Clark est entrée sur le « terrain des faits alternatifs » lorsqu'en répondant aux questions sur les fonds publics consacrés à la lutte contre les enseignants de la Colombie-Britannique, elle a déclaré: « Pour la première fois depuis la création de la FECB, nous avons six ans de paix du travail dans nos classes. Je pense que nous sommes au bon endroit; je sais que nous avons plus à faire et plus d'argent pour le faire. »

En fait, la plus longue période de « paix du travail » (définie comme une période sans grève) était les cinquante années entre 1921 et 1971.

C'est aussi un fait que l'excédent budgétaire de plus de 2,2 milliards de dollars de la province est plus que suffisant pour rétablir la langue des conventions collectives, embaucher tout le personnel nécessaire dans les écoles basé sur cette langue et injecter une somme importante, du côté des opérations et des capitaux, dans toutes les écoles publiques de la Colombie-Britannique.

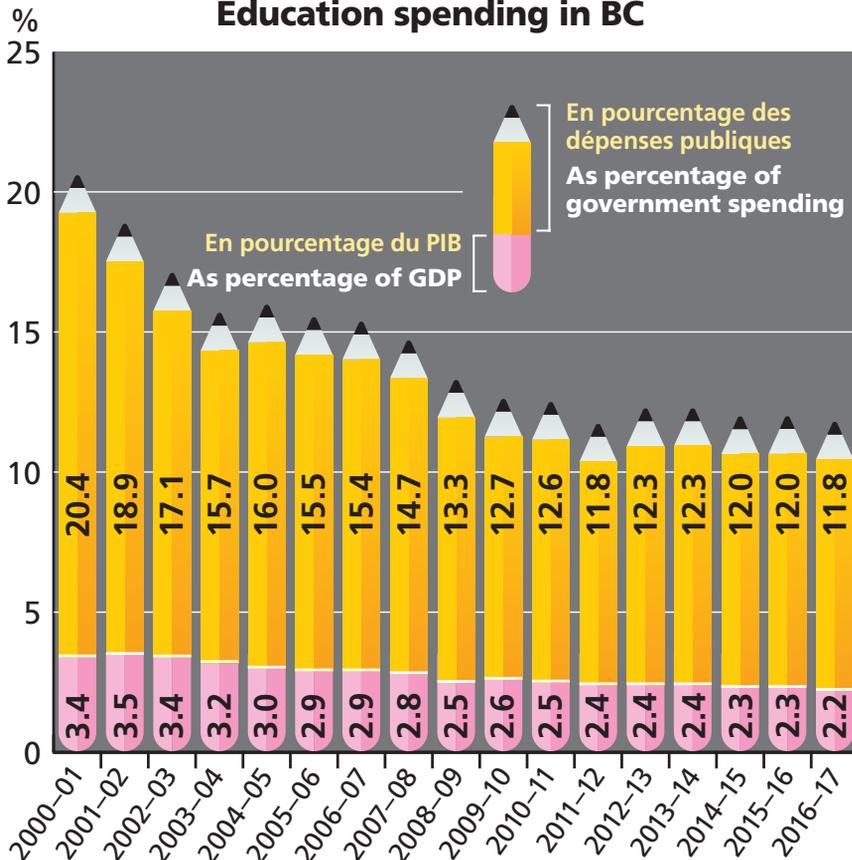
C'est la première ministre actuelle de la Colombie-Britannique qui, en tant que ministre de l'Éducation, a présenté en 2002 la loi inconstitutionnelle originale qui a mené à l'acrimonie des 15 dernières années. À un moment quelconque au cours de ces quinze années, son gouvernement et celui de son prédécesseur auraient pu reculer, corriger ce tort et rétablir les services aux écoles de la Colombie-Britannique. Mais ils ne l'ont pas fait. Après la première décision de la Cour suprême de la Colombie-Britannique en 2011, le gouvernement aurait pu travailler de manière constructive avec la FECB pour parvenir à un règlement qui aurait résolu de manière productive toutes les questions en suspens. Mais il ne l'a pas fait. Au cours de la ronde de négociations de 2014, les propositions de la FECB à la table de négociations provinciales concernant la taille et la composition des classes, les enseignants spécialisés et les soutiens pour les élèves ayant des besoins spécialisés ont été bloqués par le mandat zéro net du gouvernement et le refus de discuter des conditions de travail des enseignants.

Entre-temps, les enseignantes et enseignants ont été confrontés à un vaste éventail de changements au programme d'études, à l'évaluation et aux bulletins scolaires sans financement ou soutien adéquats de la province. Tout cela a été fait sous la direction de cette première ministre.

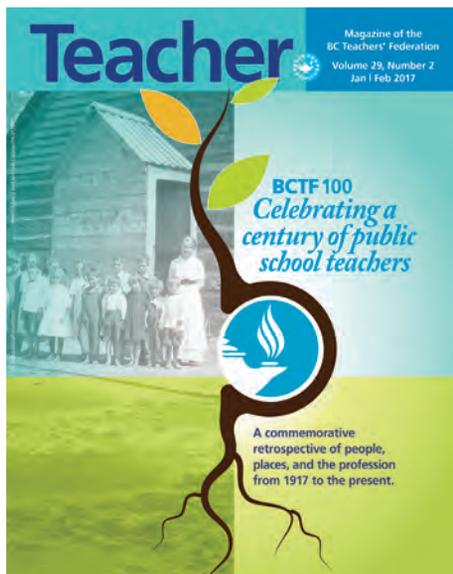
Pendant la prochaine campagne électorale, les enseignants, les parents et le public doivent se mobiliser pour maintenir la pression sur le gouvernement, les députés et les nouveaux candidats pour s'assurer que l'enseignement public, nos conditions de travail et les conditions d'apprentissage des élèves soient finalement abordés.

Merci à vous tous pour votre appui à votre syndicat et pour votre défense de l'éducation de vos élèves alors que nous continuons de faire pression pour un changement positif!

Dépenses d'éducation en Colombie-Britannique
Education spending in BC



Prepared by S. Brown, BCTF Research Division



Still so proud to be a teacher

IT SEEMS like a rare night when I actually read a magazine that’s just arrived—but I’m so glad I did just that tonight. This Jan./Feb. issue of *Teacher* is fantastic! As a thirty-year career teacher—I TTOC in semi-retirement—I was getting downright emotional by the time I was reading through the timeline of the mid-2000s strikes (that carried on even through 2014.) I remember those days so vividly. And to have this all capped off with the sudden court victory last fall. I wanted to cry. Such a long struggle.

Just want to say, what a spectacular job you did of this issue. I will treasure this keepsake loaded with information and emotion.

Still so proud to be a teacher.

—Linda Rightmire, Kamloops-Thompson teacher



Mentorship Confidential wins the 2016 Calm Award

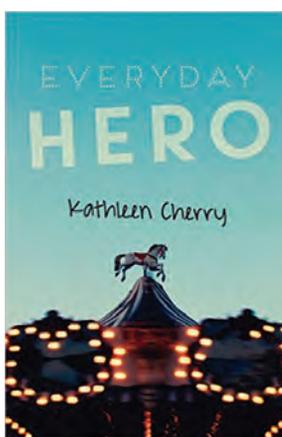
THE CANADIAN Association of Labour Media (CALM) has awarded the 2016 Freeperson Award for best cartoon, illustration or infographic to Katrina’s Story: Mentorship Confidential (*Teacher*, p. 8–9. May/June 2015). Congratulations to Julian Lawrence (artist & EDCP MA student), Ching-Chiu Lin and Rita Irwin (researchers).



Project of Heart heads to the British Museum

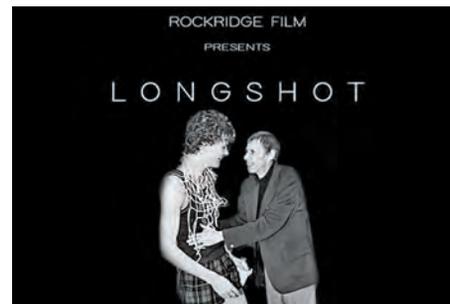
Depicting graffiti on a door of the now-demolished St. Michael’s Indian Residential School in Alert Bay, this powerful photo by Gail Stromquist, BCTF Aboriginal Education co-ordinator, will be part of an exhibition entitled “Where the Thunderbird lives: Cultural resilience on the Northwest Coast” at London’s prestigious British Museum from February 23—August 28, 2017.

Curator Dr. Amber Lincoln found the photo “in your wonderful and informative ebook.” This is only the latest example of how *Project of Heart: Illuminating the History of Indian Residential Schools in BC* continues to raise awareness far and wide.



Teacher’s book nominated for award

A CHILDREN’S BOOK written by Kitimat elementary school counsellor Kathleen Cherry has been nominated for the Silver Birch Award in the Forest of Reading program. *Everyday Hero* (fiction, ages 9–12), examines the life of a student with Asperger’s.



A teacher’s legacy

LONGSHOT: The Brian Upson Story, was produced by Rockridge Secondary film students. This enthusiastic team raised money, collected footage rights, conducted interviews with former players and family, created posters, and organized the February 2017 premiere.

Brian Upson was head coach of the West Vancouver basketball team from the 1950s to 1982. Of all the Highlander teams that he took to provincial championships, only one made the finals. The film shows the high drama of the final game against Argyle, with 13 seconds remaining when the ball hit the backboard and rim before rolling into the arms of a West Vancouver defender. After almost 30 years of coaching, Brian finally had his championship.

Brian’s co-coach, Tom Rippon, shared their remarkable run to the championship. Brian had been battling stomach cancer for three years, and for the past year was unable to move around much, with the exception for basketball and doctor appointments. Sometimes, attending basketball practices and games was the only reason Brian would venture out. Two weeks to the day of the BC championship game, Brian passed away.

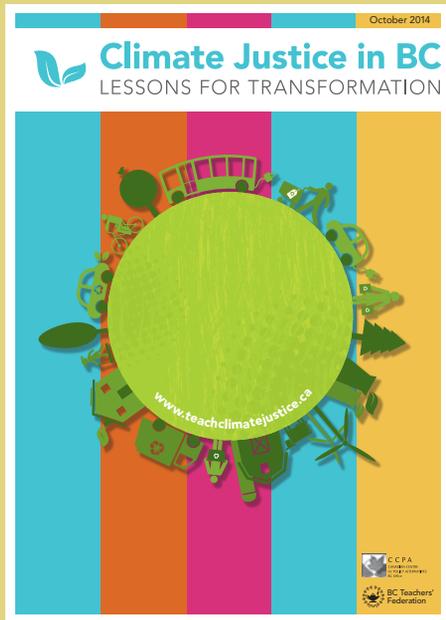
It may seem odd that Rockridge Secondary is making a film about an event that happened at West Vancouver Secondary, but I was a student at West Vancouver in the mid-90s and Tom Rippon was my basketball coach. In my Grade 12 year I won the Brian Upson Memorial Trophy for MVP. Brian’s grandson, Grade 12 student Matt Upson is currently Rockridge’s starting point guard.

A film trailer is at <http://bit.ly/2jHtBQa>.

—David Shannon teaches film at Rockridge Secondary in West Vancouver

Everything is connected

“Climate justice recognizes that climate change is a social-equity issue, and a moral one.



The free, downloadable *Climate Justice in BC: Lessons for Transformation* package with embedded videos, downloadable graphics, PowerPoints, print-friendly PDFs, and adaptable resources is at teachclimatejustice.ca.

CLIMATE JUSTICE in the classroom

By Ryan Cho, Coquitlam teacher and member of the BCTF Antiracism Action Group

When I was younger, I was aware of the dangers and effects of climate change, but was not stirred by them in a profound way. I knew it was happening, I knew what it was doing to our planet and life on it, and I knew we humans were the cause. Still, its effects seemed far away, the causes overwhelming, and the distress of thinking about it seemed to outweigh the benefits. Growing up in the 1990s, calls to “save the environment” or “save the planet” at the core of the global warming and environmental movements never resonated with me. I was more sparked by working to ensure the health and well-being of animals, but even that wasn’t enough to move me to action.

THAT ALL CHANGED when I discovered the movement for climate justice. Beyond saving trees, protecting (often the cutest) animals, and enjoying and experiencing nature, climate justice recognizes that climate change is a social-equity issue, and a moral one.

It upsets me to know the people suffering the most from the consequences of burning fossil fuels are the ones who least contribute to and benefit from them. Climate justice recognizes that social equity, racial justice, historical responsibility, and functioning democracies must be a part of any viable plan to address our changing climate and that they are worth focusing on and fighting for.

Actions to reduce our carbon emissions and better adapt communities to climate change are our best chance to ensure our long-term security and improve the lives of poor and marginalized people around the world.

As a teacher, I collaborated with the BC branch of the Canadian Center for Policy Alternatives to develop a climate justice resource for teachers with classroom-ready modules linked to our BC curricula that engages students with how climate action intersects with social justice. The lesson plans are highly interactive and explore climate change in the context of BC communities, history, economy, and ecology.

Looking at the issues through the lenses of fairness and equity, each lesson explores how we in BC can chart a course forward in the face of the world’s climate challenges, and how that work improves lives. The lessons help unpack modern social and environmental issues through exploring our industrial food system, consumerism/waste, the potential in a green economy, and provincial fossil fuel development.

I’ve been proud to work on this because the lessons focus on system change, and not just personal choice approaches to tackling social and environmental problems. They include BC statistics, graphs, and examples from our own studies and stories. Timely and engaging lessons motivate students to plan actions, develop solutions, or redesign systems within their local context.

Now is the time for teachers to explore these themes with our students. Teachers, especially those in smaller towns on the front lines of BC fossil fuel projects, are asking for more balanced resources that acknowledge the scientific fact that human-made climate change is real.

As teachers we help our students connect the dots between the world we want and what is possible. Will you join us?

This article is adapted from the original published in *Our Schools/Our Selves*. www.policyalternatives.ca/our-schoolsour-selves-winter-2015. ■

Integrating ENVIRONMENTAL JUSTICE issues across the curriculum

The Teaching Green workshops for teachers K-12 offer options to choose one or more modules:

Climate justice Solidify understanding of the climate change emergency and why it is a difficult issue for educators.

See climate change as a social justice issue, and explore possible solutions to the climate crisis through critical thinking and inquiry-based learning using metaphors.

Food security Explore food security and food sovereignty issues and their social justice impacts, locally and globally. Inventory local food security issues, and consider cultural intersections. Create a school community food security action plan.

Water rights Focus on the global water crisis through a social justice lens, explore connections between water access/water privatization issues, human rights, and social justice. Explore, through inquiry, how water resource conservation issues are relevant in the classroom, the community, nationally, and globally.

What teachers are saying about the workshops



To request these or other free social justice workshops for a school based, local, or regional professional development day or for a School Union Representative Training (SURT) day, use the faxback workshop request form at goo.gl/41XDGq. ■



EEPSA professional development workshops for teachers

Get outdoors!

Get Outdoors is a hands-on, interactive introduction to practical techniques and strategies for taking students out to learn in school yards, parks, and local spaces. The educator's guide includes mapping, cultural explorations of special places, values exploration, and secondary level projects. Easy and powerful sensory awareness activities help develop personal connections to nature and teacher tip sheets/checklists cover group management, materials, field trip planners and the importance of the "100-Metre Field Trip."

An introduction to place-based education in the renewed curriculum

An interactive discussion on the role of experiential and place-based learning in the renewed curriculum, including a connection to the First People's Principles of Learning. This workshop introduces innovative practices to support integrating environmental/experiential/place-based learning. We will also explore the rich resources in *Green Teacher* magazine, Canada's premiere collection of great kid-tested ideas for fostering learning and inspiring action on environmental and other global issues, written by and for educators. (<http://greenteacher.com>)

Leadership clinic (one-day or three-day)

This district leadership clinic is for "champion" teachers already using the local community as a teaching space. It features interactive discussions on experiential and place-based learning, using the renewed curriculum and includes connections to the First People's Principles of Learning. Innovative practices from across BC to support integrating environmental/experiential/place-based learning will be shared. An afternoon facilitated process of goal setting, visioning, and action planning will be inspired by success stories from other districts.

Learn more at eepsa.org, on Facebook at [eepsa.bc](https://www.facebook.com/eepsa.bc), and on Twitter @eepsa. ■

EEPSA—taking students OUTDOORS since 1981!

By Selina Metcalfe, Surrey teacher and EEPSA President

The Environmental Educators PSA began in 1981 as “a host of participants concerned with developing directions and material for integrated studies in the out-of-doors.” Today’s focus is on place-based education where teachers connect with community partners to introduce students to local physical, social, and cultural places and get involved in a path of action to live wisely in those places. We support teachers to take students outside the traditional walls of the classroom to experience learning in the context of their living ecologies.

IN PRIMARY GRADES, environmental education can be outdoor play, outdoor exploration, caring for animals, growing gardens, recycling, composting, litterless lunches, stories about powerful places, First Nations stories of place, and an introduction to environmental inquiry.

IN INTERMEDIATE GRADES, we extend to outdoor pursuits, leadership in school, caring for animals and habitat, more complex environmental inquiry, citizen science, leadership in school garden use, and an introduction to environmental justice issues.

IN SECONDARY GRADES, students are ready for more extended outdoor pursuits, citizen science in their larger community, involvement in local habitat protection, deeper understandings of environmental justice issues, active participation in community consultation, critical thinking on controversial issues, leadership in school and community gardens, and the creation of personal stories of powerful places.

Environmental education helps students develop a powerful relationship with the natural world, understand ecological systems, and develop the communication and negotiation skills to speak for those systems within the social and political structure of our built societies. It is everything from developing the physical literacy and resilience to hike a backcountry trail, to understanding the complicated chemistry of climate change,

to experiencing the integrated wisdom of the symbols in a potlatch ceremony, to practising the communication skills required to speak eloquently and thoughtfully at a town council meeting.

BC’s renewed curriculum offers much for environmental educators! It focuses on nature-based and experiential education, both as an explicit pedagogy and as a central pillar of Indigenous teaching and learning. It means curricular transformation across the province will emphasize getting outside the classroom to connect with community partners, immersing students in their stories of place and enabling them to take action to build a brighter future.

From the three core competencies of creative and critical thinking, communicating, and personal and social responsibility, through the curricular competencies and the content, all curricula become more meaningful when students engage not only in the knowing and the understanding, but also, authentically, in the doing.

We must all teach our students how to live with grace and wisdom in their own place, as though we are here to stay. And EEPSA is here to help, offering resources, an annual conference, solstice events, workshops, and leadership clinics for locals and schools.

Visit our website at eepsa.org, on Facebook at [eepsa.bc](https://www.facebook.com/eepsa) and on Twitter [@eepsa](https://twitter.com/eepsa). ■

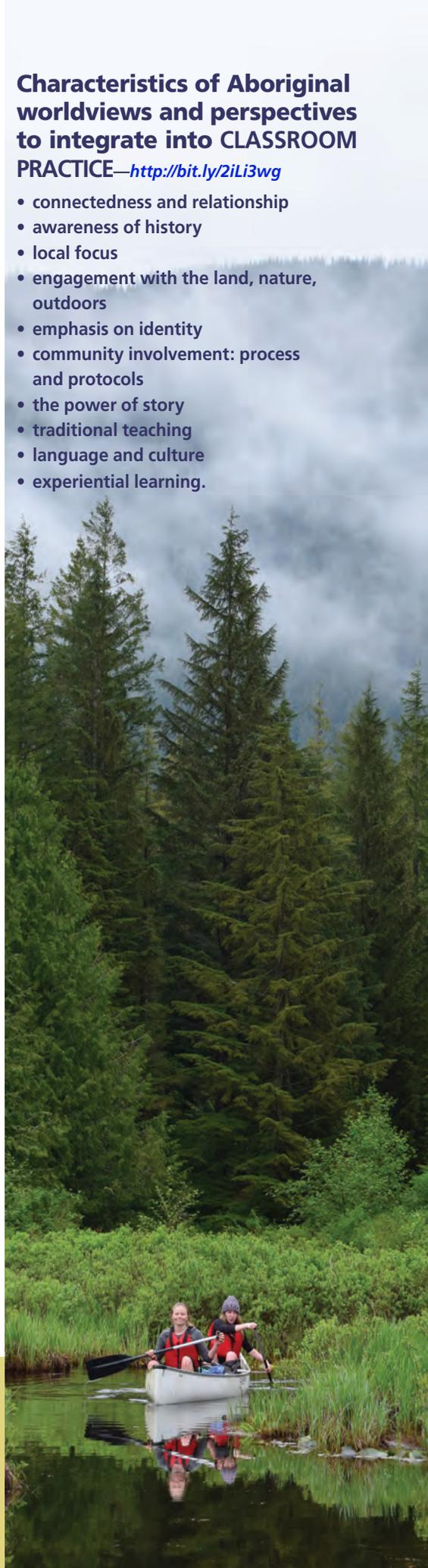
Characteristics of Aboriginal worldviews and perspectives to integrate into CLASSROOM PRACTICE—<http://bit.ly/2iLi3wg>

- connectedness and relationship
- awareness of history
- local focus
- engagement with the land, nature, outdoors
- emphasis on identity
- community involvement: process and protocols
- the power of story
- traditional teaching
- language and culture
- experiential learning.



Students navigate coastal wetland ecology and complex leadership decision-making on a five-day canoe trip.

—Ryan Barfoot photo,
www.outdoors.sd47.bc.ca





A GENDERED LENS on climate change

By Jane Turner, Burnaby teacher

Marian Dodds photos

March 8 is International Women’s Day. Why not challenge your students to consider this question: “How does climate change affect women?”

WE KNOW that climate change affects everyone, so how and why is it different for women? The answers are rooted in women’s work, both traditional and modern, women’s reproductive function, and women’s roles and places in society.

At the First World Conference on Women held in Mexico City in 1975, Vandana Shiva, the Indian scholar and environmental activist, first raised the issue of the relationship between women and the environment. The depletion of forestry resources and women’s role in agriculture helped make the connection.

According to the 2012 report on the Millennium Development Goals, forests, in addition to timber, provide food, fodder, wild meat, medicinal plants, and materials for utensils and construction. Women in the developing world are closely involved with the gathering and production, marketing and sale of these resources. When the forests recede the effect is greatest on women.

Women have the primary responsibility for the home and food production. If the main source of fuel for cooking is wood and the forests are receding, women have to spend more time collecting their fuel source.

With an increase in chemicals and pesticides on crops, women who work in the fields and cook the food have a higher incidence of toxins in their bodies. Pregnant women pass

“When the forests recede the effect is greatest on women.

on those toxins to the fetuses. Women also make up the majority of labourers on flower farms and other cash-crop operations, risking exposure to hazardous chemicals.

The declaration from the 1995 Fourth World Conference on Women held in Beijing, China noted that pollution and toxic wastes, large-scale deforestation, desertification, drought and depletion of the soil and of coastal and marine resources threatened women’s health and lives. Rural and Indigenous women are most affected. Daily subsistence living depends on surrounding ecosystems. When ecosystems are threatened and degraded, their impact on women is noticeable.

The relationship between poverty, environment, and deteriorating health for women plays itself out in the most common of needs. Slums and shantytowns, where families migrate when climate change forces them off the land, usually only have outdoor latrines. Women and girls walking to them at night are more susceptible to sexual assault as they go through unlit paths or roads to community toilets. Women will often reduce their food and water consumption so they do not have to use the facilities after dark.



Above: Every day 15,000+ woman gather fuelwood in the Entoto Hills and carry their heavy loads to sell in the streets of Ethiopia’s capital city, Addis Abeba.

Lower: Every Ethiopian government ministry has a Gender Directorate working to advance gender equality. Here, women staff at the Ministry of Education celebrate International Women’s Day.

While this picture is not pretty, it is important to have an understanding of the situation, and to analyze the root causes. It would be worthwhile to have students investigate the many initiatives that women in developing countries are collectively engaged in to improve their lives.

Asking students to take a gendered lens to their studies would be educational anytime, but on March 8, it is a lesson made to order. ■



Gladys we never knew

New learning resource explores history of residential schools through the life of a child

By Nancy Knickerbocker, BCTF Communications and Campaigns Director

It was a cool misty morning as the yellow school bus carrying Jean Moir's Grade 4/5 students departed Langley Meadows Community School and headed up the Fraser Canyon to the former home and resting place of Gladys Chapman, a girl whose life and death are subjects of deep study for the class.

THROUGH A NEW BCTF learning resource, the students have learned that Gladys was born June 16, 1918, in Spuzzum, BC, the fourth child of Matilda and Johnny Chapman. Mom was a skilled basket weaver; Dad worked for the Canadian Pacific Railway. Gladys and her siblings Alexander, Martin, and Maggie were all raised speaking their native language, niha.kapmhhchEen. Their parents and Elders passed on the traditional ways of their N'laka'pamux Nation, teaching them how to fish for and dry salmon, how to harvest the bountiful berries and other edible plants, and much more about their land and culture.

The students have also learned that Gladys, like thousands of Indigenous children across Canada, was forcibly taken from her home to a residential school, where nuns and priests tried to "kill the Indian in the child." At Kamloops Indian Residential School, Gladys suffered from loneliness, hunger, and ultimately, tuberculosis. She died at age 12, and is buried in a small cemetery in Spuzzum.

The field trip was planned to give the children a glimpse of Gladys's community, the extensive span of the wide Fraser River where her family fished for salmon, and to pay their respects by planting a "heart garden" on her grave. En route to Spuzzum, I asked some of the students how they felt when they learned about Aboriginal children being taken from their families to residential schools.

Joe Ferguson, age 9, said, "I thought it was sad. I have a pretty sensitive heart for people, so I felt bad."

Cohen Meegan, age 10½, said, "I was shocked! That's such cruel treatment. If I was there back then, I'd realize it was wrong."

What did you think when you learned about the Prime Minister's apology?

"Well, apologizing is always good," Cohen said, "but it's not enough."

What would be enough?

"Maybe they have to give the land back. That would be pretty fair. Also, no more residential schools, ever!"

Do you think that learning about the history of residential schools teaches us any lessons for today?

"Oh, yeah, definitely," Cohen said. "It teaches us to treat everyone respectfully no matter where they come from, their culture, or whatever."

His pal Joe agreed, saying, "I thought a lot about making things right. I thought that was not possible because I'm just a kid. But now that I think about it, he [pointing to his dad] was a kid once and she [pointing to his teacher] was a kid once, and they can make a difference."

Learning about the injustices she faced helps them speak out when they know something is wrong.

Arriving at the tiny cemetery, the children were solemn. They took care to be respectful and not tread onto any of the graves. They found Gladys's headstone, and that of her father. They laid a bouquet of sunflowers on her grave and planted the hearts they had made with well wishes for her.

This moving experience is part of a pilot for a 10-lesson learning resource developed by Gail Stromquist, the BCTF's Aboriginal Education co-ordinator, along with her sister Janet, a Langley teacher, and enhanced with stunning artworks by their brother Carl, a renowned artist. For the Stromquist siblings, it's a labour of love and respect for an ancestor they never knew: Gladys Chapman would have been their auntie.

"Gladys's surviving siblings and all of us in the family are really happy that her life story is being told in classrooms," said Gail. "We see that students identify with Gladys

on a personal level, and learning about the injustices she faced helps them speak out when they know something is wrong."

It's also their way to support the Calls to Action from the Truth and Reconciliation Commission, which urges steps in education for reconciliation, including making "age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students."

Langley Meadows teacher Jean Moir is a strong ally in this work, incorporating Indigenous history and ways of knowing into her classroom. Some of her students presented at their school's Reconciliation Ceremony, and others spoke at the Truth and Reconciliation national event in Vancouver about life before, during, and after residential schools.

Jean also encouraged her class to participate in an event sponsored by the National Centre for Truth and Reconciliation called "Imagine a Canada." Joe Ferguson was one of the youngest students to be honoured with a prize, which meant Joe and his parents got to travel to Ottawa for an awards ceremony at Rideau Hall, to be greeted by Governor-General David Johnston, and to meet residential school survivors and other students from across the country.

Jean's teachings also inspired another student's family to go on a personal field trip. Last summer Kaden Lee, his sister, and parents were on their way to Nelson when he got the idea to stop in Kamloops and see Gladys's residential school.

Both mother and son spoke of how moved they were to meet Daniel, a survivor who gave them an extensive tour of the big brick institution. From the top floor dormitory, they saw the window where children would sit for hours, waiting and hoping their parents would come and rescue them, or at least visit and bring some food from home.

"Daniel learned to survive by becoming an altar boy," said mom, Dana Lee. "When the priest was done eating, he took food scraps in a napkin and gave them to the little kids who were hiding under the stairs."

Kaden recalled: "Daniel's friend saw a nun push one of the kids down the stairs, and the kid died. That nun was the meanest person ever.... The kids were buried in unmarked graves down by the river."

Dana believes it's time for all Canadians to confront this chapter of our history, and

that more people should visit the residential schools so they too can learn the truth.

"What happened to Aboriginal people in Canada is truly horrendous and is such a huge embarrassment to a country that prides itself on being caring, open-minded, and accepting of others," Jean says. "As I learned about residential schools and the impact they had on generations of Aboriginal people, I felt ashamed and embarrassed that I knew so little about it. As I learned, I wanted to help my Aboriginal students understand what had happened to their ancestors so they could better understand their own lives and hopefully forgive, heal, and have a brighter, more hopeful future."

"I know that our children are the ones who will make change and reconciliation happen, so it became just as important that my non-Aboriginal students hear the truth and challenge currently held ideas and beliefs. I know my students take home their knowledge and compassion and they are teaching their families and relatives about the true history of Canada and working towards reconciliation. I'm proud and excited to be part of this." ■



Clockwise from top left: Students, parents, and teacher Jean Moir (right) in the forest near the Fraser River. Gladys's father, Johnny Chapman, is also buried in this cemetery in Spuzzum. Jean helps an Aboriginal student lay the bouquet on Gladys's grave. Students Joe Ferguson and Cohen Meegan solemnly approach the gravesite.

Below: The "heart garden" created by students, planted at Gladys's grave.



Teaching for reconciliation resources are available at: bctf.ca/HiddenHistory. Gladys We Never Knew will be online soon.

ENVIRONMENTAL ACTIVISM for a greener world



Vagner Castilho photo

Climate Justice Project

Vagner Castilho, Vancouver teacher

This project gave students a real-life opportunity to explore, improve, and use their individual and combined agency to make their schools and communities more environmentally just. Grade 12 students at Windermere initiated the Climate Justice Project six years ago, successfully creating a peer-to-peer social and environmental action network for Vancouver and Lower Mainland students. Uniting youth in common cause has resulted in initiatives for Earth Week, Momentum for Change, five Earth Day Parades, several school film screenings, and six climate conferences. (BCTF Social Justice Grants 2010 to 2016)



Denise North photo

Getting off the bottle, trusting the tap

Denise North, Vancouver teacher

The “all-contaminants” testing of Vancouver’s secondary schools to assess the safety of the schools’ water, led to a 2012 campaign about the quality of Vancouver’s drinking water. A local Social Justice Grant was then awarded to Killarney Secondary School for a campaign encouraging Vancouver students to “trust the tap.” Students from Vancouver secondary schools were surveyed about their beliefs on the safety of drinking tap water. Funds were provided to schools to purchase water dispensers without filters to encourage trusting the tap and remaining grant funds were offered to Vancouver elementary students as prizes in a trust the tap poster contest. (Ed May Grant 2011/12 and Local Social Justice Grant 2012/13)



Alison Liddicoat photo

Sechelt salmon run

Alison Liddicoat and Laurie Davis, Sunshine Coast teachers

How could we incorporate First People’s Traditional Ecological Knowledge with ecology in an authentic place-based learning experience for students? This question led to a highly successful field trip that saw 100 Grade 8 students visit a traditional village site on Sechelt territory during the salmon run. Students, most of whom had never witnessed the salmon run, were mentored through six stations by Grade 10–12 Aboriginal peer leaders, learning in the process about the deep connection of salmon to the land.

- Beach life: indigenous and invasive species.
- How the forest communicates.
- History of bannock: sharing and discussion.
- Salmon ecology walk and discussion with an Elder.
- Ecology of salmon and the connection to the forest.
- Forest: indigenous and invasive species.





BC Green Games photo

BC Green Games

Ashley van der Pouw Kraan,
BC Green Games

In 2014, a secondary school green team from Smithers got tired of paying high prices for fruits and vegetables during the cold winter, so they built a geodesic greenhouse and composting heater called a biomeiler. The team documented their progress and entered their project in Science World's BC Green Games, a program developed by Science World educators with the Ministry of Education. The Smithers green team won a \$1,000 Green Grant and a free field trip to Science World for showing exceptional commitment to the environment. This allowed the students to extend their ideas even further, as they had many other green initiatives that they wished to implement at their school.

This is just one of the amazing success stories in BC Green Games. Over the last nine years, BC Green Games has continued to be a wildly successful environmental action and storytelling program, with nearly a thousand student-team stories submitted from across the province. Learn more at bcgreengames.ca.



Donna Boucher photo

Going outside: a pedagogical narration

Donna Boucher, Chilliwack teacher

Using deep observation of children's play, teacher Donna Boucher makes learning visible through "pedagogical narrations" that result in lessons that reflect students' thinking, imagining, and learning.

"With our journals and field guides, we gather our buckets and picker-uppers as we set off for our place. We have been able to see how it changes over the seasons, as well as how weather can transform it. We have learned to identify bird species as we prepared for the 'great backyard bird count,' sighting 14 species and 105 birds during our walk. We have utilized local community members to help identify our tree species as well as improve our art skills. We used different artistic elements—sketching, water colour painting, clay, and elements of nature—as we created a variety of works of art."



Hakai Energy Systems photo

Lesqueti Island's school goes solar

Head teacher Reid Wilson from False Bay School reports that a 10-year effort by staff, board, and community members to get their school off fossil fuels has been realized with the installation of solar panels on their tiny school! Powering with solar means a peaceful end to the noisy generator and no more smelly diesel fumes. Within 10 years they expect to be powering the school for free. Clean Energy BC awarded them "Community of the Year" in 2016. Congratulations!



Background photo: Closing up the semester together, students from Coast Mountain Academy mark their passage by setting their intentions adrift.

— Ryan Barfoot photo, Outdoor/Ecological Program teacher, Powell River.

www.outdoors.sd47.bc.ca.



Above left: Super fit students helping out with some of the heavy lifting.
Centre: A small sample of the fall harvest.



Right: Spartan Gardens members at ReThink Food at Science World. They pitched the garden project to a panel of judges and won the grand prize.

Drew Landry photos

The joys of a NATURE KINDERGARTEN

By Frances McCoubrey,
Cariboo-Chilcoten teacher

While societal norms brought students inside across the developed and developing worlds, an undercurrent of educators still using outdoor learning persisted in eddies and around the roots of our schools. Luckily some of these eddies and roots converged into a successful collaboration amongst teachers committed to outdoor education, a forward-thinking school board, and the Gavin Lake Forest Education Centre, Cariboo Conservation Society, Educo Adventure Camp, and Scout Island.

Our Four Seasons Nature Kindergarten is located within an area the size of New Brunswick dominated by logging, mining, and ranching since the Gold Rush days. This physical landscape has been woven into the fabric of generations, dating back to when the ancestors of the Tsilhqot'in, Dakelh, and Secwepemc people of the area began taking their children on to the land to build skills and beliefs about themselves and their community.

Although there were challenges to having a classroom off-site and outside in cold weather conditions (more time needed for students getting dressed and undressed), the joy of watching 22 five-year-olds use "fox feet" to sneak past a red-winged blackbird perching in a shrub, look for rainbows in snow thrown in the air, or strike up a conversation with a seventy-eight-year-old field naturalist doing trail work has shown what an incredible opportunity we've been given. Their rosy cheeks and smiles after having "centre time" outside for 45 minutes on a sunny, -16°C day supports the research we did. Student anxiety has plummeted as they help each other in and out of the climbing trees, work together to learn about ice safety, or "fly" down the trail in a flock speaking bird language. ■

Get your hands dirty!

By Drew Landry, Surrey teacher

School gardens provide invaluable opportunities to engage in hands-on and dynamic learning in an outdoor environment, steps from the doors of the school. In 2017 this truth could not be more evident, as our K-12 schools are re-imagining what education can and should look like, from new curriculum focused on place-based education and the Aboriginal principles of learning, to a growing awareness and sense of responsibility around sustainability and environmental stewardship.

OUR NORTH SURREY Secondary Spartan Gardens project began with a goal to design a space that would allow garden club members to expand beyond the confines of a tiny greenhouse and develop a garden large enough to have a meaningful impact on the food system of the school by contributing fresh greens and vegetables to the culinary arts program. Here are some highlights of our progress:

As students and teachers worked in the garden after school, parents honked with thumbs up and big smiles as they drove by after picking up their kids. Unanticipated connections and learning experiences surfaced almost daily, from students recounting their grandmother's robust food gardens in Vietnam to having 12 strength-training students (who were meant to be shoveling gravel) transfixed by a spider on a leaf of kale. The BASES students and Lifeskills students grew and harvested potatoes and Spartan Gardens members managed to harvest greens two to three times a week for the culinary arts program for the entire months of May and June.

Fourteen different departments and clubs in the school invested in the project by purchasing one or more planters for the garden.

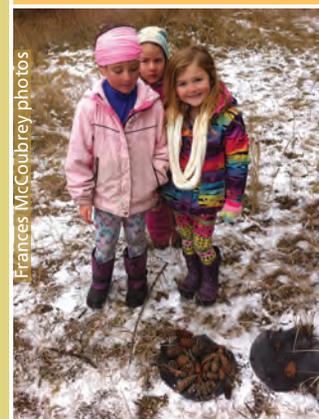
In September 2016 Spartan Gardens harvested 400 pounds of tomatoes, 150 pounds of

cucumbers, and countless bunches of herbs that went directly into sauces, stews, and sandwiches.

With funds generously granted from the district, Spartan Gardens purchased table seating for up to 50 students and the garden became an official bookable "lab" in late October, much like teachers can book a computer lab in the school. Despite the rain and cold, the space has already been used for a variety of educational purposes, including Science 9 students identifying plants, tours from ELL students, and a humanities class or two taking advantage of the odd sunny day to work on homework outside.

The garden has not only brought students outside and connected them with the food we eat, it has provided opportunities to connect with community leaders. In April, Nelson Leon gave a traditional Salish work ceremony for the garden, emphasizing the respect for the land, tradition, and culture that underscores the learning taking place in the garden. Spartan Gardens has hosted and received mentorship opportunities from Zaklan Heritage Farm and the Honeybee Centre. These connections shine light on the career opportunities in environmental, agricultural, and sustainability areas. ■

Frances McCoubrey photos





BC Teachers' Federation Annual General Meeting

**Hyatt Regency Hotel, Vancouver
March 18–21, 2017**

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

FIRST SESSION

**Saturday afternoon—March 18
2:00 p.m.—5:30 p.m.**

Acknowledgement of

Aboriginal territory

Preliminaries:

- a. Adoption of chairpersons, scrutineers, tellers, Resolutions Committee
- b. Chairpersons' orientation session
- c. Introduction of Ombudspersons
- d. Adoption of agenda
- e. Adoption of 2016 AGM Minutes
- f. Stewardship Report on 2016 AGM
- g. Report of the Nominating Chairperson

President's Report
Glen Hansman

Technology

Guest speaker: Irene Lanzinger,
President, BC Federation of Labour

Political Action

4:30 p.m. Presentation:
Equity and Inclusion

5:15 p.m. In Memoriam

5:25 p.m. Announcements

5:30 p.m. **Adjournment**

SECOND SESSION

**Saturday evening—March 18
7:30 p.m.—10:30 p.m.**

Leadership Report

Constitution and By-laws

Publications

Unfinished Business

9:15 p.m.

Election statements from candidates for
table-officer positions

Questions and answers for candidates
running for table-officer positions

Call for Nominations

9:55 p.m. Announcements

10:00 p.m. **Adjournment**

THIRD SESSION

**Sunday morning—March 19
9:00 a.m.—12:30 p.m.**

Finance

Health and Welfare of Students

11:00 a.m. Presentation

Alex Hemmingway, CCPA

Education Finance

Unfinished Business

12:25 p.m. Announcements

12:30 p.m. **Adjournment**

FOURTH SESSION

**Sunday afternoon—March 19
2:00 p.m.—6:00 p.m.**

Health, Welfare, and Safety of Teachers

Equity and Inclusion

4:30 p.m. Guest speaker: Past-President
Jim Cairnie

Equity and Inclusion

Unfinished Business

5:00 p.m.

Election statements from candidates for
member-at-large positions

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

Call for Nominations

6:00 p.m. **Adjournment**

FIFTH SESSION

**Monday morning—March 20
9:00 a.m.—12:30 p.m.**

Stuart Schon Health and Safety Award

Greetings

Paul Faoro, President,
CUPE-BC

Patricia Clough, President,
Retired Teachers' Association

Social Justice

Teachers Teaching on Call

Public Affairs

Public Relations

Professional Development

Unfinished Business

12:00 p.m. Guest Speaker:
Heather Smith, President, CTF

Final Call for Nominations

12:25 p.m. Announcements

12:30 p.m. **Adjournment**

SIXTH SESSION

**Monday afternoon—March 20
2:00 p.m.—5:30 p.m.**

Elections

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

Pensions

Education Policy

Annual General Meeting

CLC/BC Federation of Labour

Bargaining

4:30 p.m. Guest Speaker

Unfinished Business

5:25 p.m. Announcements

5:30 p.m. **Adjournment**

SEVENTH SESSION

**Monday evening—March 20
7:30 p.m.—10:00 p.m.**

Elections—continuation, as necessary

Legal/Contract Enforcement

International Solidarity

Organization of the BCTF

Certification/Teachers' Council

Unfinished business

9:55 p.m. Announcements

10:00 p.m. **Adjournment**

EIGHTH SESSION

**Tuesday morning—March 21
9:00 a.m.—1:30 p.m.**

Elections—continuation, as necessary

Standing Rules of Order

Unfinished Business

Awards

G.A. Fergusson Award
Honorary Life Membership
Bob Rosen Social Justice Award
Honorary Membership

Unfinished business

Recognition of Retiring Activists

Closing Courtesy Motion

1:30 p.m. **Adjournment**



CONSTITUTION AND BY-LAWS

Recommendation

That the following statement be added after the "Purposes" section of the Constitution:

This society is a member-funded society. It is funded primarily by its members to carry on activities for the benefit of its members. On its liquidation or dissolution, this society may distribute its money and other property to its members.

Recommendation

That Procedure 10.K.02 be moved into the by-laws. The new by-law would read as follows:

1. That the President, First Vice-President, and Second Vice-President be relieved of their teaching duties for the duration of their terms of office.
2. That during their term of office the President be paid 130% of the salary they would have received had they been teaching.
3. That during their term of office, the First Vice-President and Second-Vice-President be paid 120% of the salary they would have received had they been teaching.
4. That the President, First Vice-President, and Second Vice-President receive benefits equal to those they would have received had they been teaching.

Recommendation

That By-law 20 be deleted and replaced with the following: Only the Annual or Special General Meeting can amend the Constitution, the By-laws, the Salary Indemnity Plan Regulations, and the Code of Ethics and only if a 75% majority of the delegates vote in favour of the amendment(s).

Recommendation

That By-law 1.1(d) be amended-as follows:
Active members shall be the voting members of the Federation and, subject to By-laws 1.7 and 3.7, shall be entitled to hold office and to vote on all matters as provided by these by-laws.

Recommendation

That By-law 2.2 be amended as follows:
Voting at any general and representative assembly meetings of the Federation is through a delegated system of voting. The election of delegates to any general meeting of the Federation, and of Local Representatives, shall be at a general meeting of the local or of the sublocal, as provided for in By-law 8.2. Notice of such meeting shall be given to every member of the local entitled to vote, in accordance with the by-laws of the local; in the absence of such provision notice shall be given to each member at his/her place of residence or business address not less than seven days before the meeting.

Recommendation

That By-law 8.1 be deleted and replaced with the following:

- a. The Annual General Meeting of the Federation shall be held during the month of March or April at a date, time, and place to be fixed by the Executive Committee.
- b. Notice of the date, time, and place of every Annual General Meeting, the text of every special resolution, and where to access the audited financial statements shall be sent by email to every active member in good standing who has provided the Federation with an email address.

- c. Notice of the date, time, and place of every Annual General Meeting, and the text of every special resolution, shall be available to every active member in good standing through the secured member portal on the BCTF website in the three weeks prior to the Annual General Meeting.
- d. The audited financial statements of the Federation, including the Salary Indemnity Fund, shall be available to every active member in good standing through the secured member portal on the BCTF website in the three weeks prior to the Annual General Meeting.

Recommendation

That By-law 9.c be deleted and replaced with the following:
 "Within 60 days of the Executive Committee receiving a written request from at least five locals representing not less than 10% of the voting members of the Federation, following adoption of resolutions to that effect passed by general meetings of those locals, a Special General Meeting will be held. Notice of the date, time, and place of the Special General Meeting, together with all matters to be proposed at such meeting, shall be provided to every active member in good standing as prescribed in By-law 8.1.b and c."

Recommendation

That a new by-law be added that states the following:
 Where the Constitution or the by-laws of the Federation are inconsistent with the *Societies Act*, the provisions of the *Societies Act* prevail.

Recommendation

That By-law 1.1 be amended to add:
 e. Should the immediate Past-President of the BCTF or of a local cease to be an active member of the BCTF, they shall be considered an active member for the purpose of serving as Past-President until their term of office as Past-President, of no more than one year, has been completed."

Recommendation

That By-law 5.1.c be amended as follows:
 5.1.c *The Immediate Past-President serves in a one-year, supernumerary position on the Executive Committee. In the event that a President shall be elected to an additional year of office, the Executive Committee position of Immediate Past-President shall be vacated. and an additional member-at-large shall be elected for a one-year term.*

Recommendation

That By-law 5.1.a be amended as follows:
 5.1.a There shall be an Executive Committee, which shall consist of a President, First Vice-President, Second Vice-President, an Immediate Past-President (when applicable), and seven *nine* members-at-large, *elected in such a manner as to ensure that at least three Member-at-Large vacancies are filled at each AGM. One Member-at-Large position shall be designated to be held by a racialized member and one shall be designated to be held by an Aboriginal member. The designated positions shall have the same term and role as the non-designated positions. They The Executive Committee positions are shall be elected by at the Annual General Meeting and shall take office on the following July 1 next following.* Each member of the Executive



Committee shall be a member in good standing entitled to vote, in accordance with By-law 1.1. An Executive Committee member may be removed from office under the provisions of By-law 1.7 or By-law 7.

Recommendation

That By-law 5.1 be amended as follows:

- d. All members of the Executive Committee shall be eligible for re-election *subject to the equity criteria established in By-law 5.1.a.*
- e. *The Member-at-Large position designated to be held by an Aboriginal member is open only to the election of a member who identifies as being Aboriginal.*
- f. *The Member-at-Large position designated to be held by a racialized member is open only to the election of a member who identifies as racialized, including those members who identify as being Aboriginal.*

Recommendation

That By-law 5.4 be amended to add the following and be renumbered accordingly:

- d. *Candidates for the Executive Committee who intend to run for positions with equity criteria shall confirm that they meet the equity criteria by self-identification on the nomination form provided to the Nominating Chairperson. During the election process a candidate can drop down to run for an equity position for which they have self identified on the nomination form, or drop down to the remaining positions without equity criteria.*

Recommendation

That By-law 5.1.a be amended as follows:

There shall be an Executive Committee, which shall consist of a President, ~~First Vice-President, Second Vice-President,~~ and two Vice-Presidents, elected for one-year terms, an Immediate Past-President, serving a one-year term, and seven Members-at-Large, elected for two-year terms. ~~They~~ *The Executive Committee positions are shall be elected at by the Annual General Meeting and shall take office on the following July 1 next following.* Each member of the Executive Committee shall be a member in good standing entitled to vote, in accordance with the provisions of By-law 1.1. An Executive Committee member may be removed from office under the provisions of By-law 1.7 or By-law 7.5. *All by-laws, policies, procedures, and Standing Rules of Order in which the positions of the First Vice-President and Second Vice-President are named will be amended to reflect this change.*

Recommendation

That By-law 5.1 be amended to add the following:

- g. *At least two of the three table-officer positions—President and two Vice-Presidents—must be held by members who self-identify as being from an equity-seeking group, which includes members who self-identify as women. This ratio would be achieved over a two-year election cycle with at least one of the three table officer positions being held by a member who self-identifies as being from an equity seeking group in 2018–19 and at least two being held by members who self identify as being from an equity seeking group in 2019–20, and this ratio be maintained thereafter.*

Recommendation

That By-law 5.1 be amended to add the following:

- h. *Up to two of the seven non-designated Member-at-Large*

positions may be held by members who self-identify as men with this ratio being achieved over a three-year election cycle, with up to four positions open to being held by men in 2018–19, up to three in 2019–20, and up to two in 2020–21, to be maintained thereafter.

Recommendation

That By-law 5.5 be amended to add:

If, in any given year, the AGM is not able to fill the positions that require specific equity representation or meet the ratios designated in the by-laws, due to there being an insufficient number of candidates meeting the criteria, the positions shall be declared vacant and shall be filled by the Representative Assembly, applying the same criteria, until June 30 of the following year.

Resolution—Greater Victoria

That By-Law 5.1.a and 5.1.b be amended as follows:

- 5.1.a There shall be an Executive Committee, which shall consist of a President, First Vice-President, Second Vice-President, an Immediate Past-President, a *TTOC/New Teacher Representative that is currently a TTOC in their first five years of teaching,* and six members-at-large ~~and seven members-at-large~~. They shall be elected at the Annual General Meeting and shall take office on July 1 next following. Each member of the Executive Committee shall be a member in good standing entitled to vote. An Executive Committee member may be removed from office under the provisions of By-law 1.7 or By-law 7.
- 5.1.b Notwithstanding the foregoing, *the TTOC/New Teacher Representative,* and each member-at-large, shall be elected for a term of two years. ~~If for any reason either position becomes vacated a member-at-large leaves the position after only one year,~~ a successor shall be elected to fill the unexpired portion of the two-year term.

HEALTH, WELFARE, AND SAFETY OF TEACHERS

Recommendation

That effective January 1, 2018, for all LTD recipients, that Regulation 21.1 be replaced with the following, in its entirety:

21. Duration of benefits

21.1 Benefits shall continue as long as a claimant remains disabled in accordance with the terms of the definition of disability, and shall cease on the earliest of:

- a. *the date the claimant recovers except in cases of approved accommodation employment or retraining where the benefits may be extended to the end of the school term in which an approved accommodation return to normal employment duties is completed, or three months following completion of an approved retraining program, or*
- b. *the earlier of*
 - i. *the attainment of 35 years of Contributory Service (minimum 55)*
 - ii. *the later of:*
 - (1) *the end of the month in which the claimant's age and Contributory Service equals "90" with the Pension Corporation (BC), and*
 - (2) *the end of the month in which the claimant attains age 61, or*
 - iii. *the end of the month in which the claimant attains age 65, or*
- c. *the end of the month in which death occurs.*

Recommendation

That the Salary Indemnity Plan Regulation 13.C.02–3.10 be renumbered as Regulation 98 (with renumbering of the subsequent regulations) and amended as follows:

19.8 A member in receipt of benefits for more than twelve months shall *may be required* to provide proof of acceptance or denial of Canada Pension Plan benefits. A member who has been requested by the Plan Administrator to re-apply for, or to appeal a declination of Canada Pension Plan benefits, shall provide proof of acceptance or denial of such re-application or appeal. If the member fails to provide proof of the required application, re-application or appeal, as the case may be, the benefit shall be reduced by an amount equivalent to Canada Pension Plan disability benefits.

Recommendation

That the Salary Indemnity Plan Regulation 13.C.02–11.2 be replaced with the following in its entirety:

The claimant's benefit rate shall be determined as follows:

- a. *Benefits shall be based on the gross annual salary of the claimant applicable on the last day of work or of sick leave.*
- b. *No adjustment of benefit attributable to increased salary shall be paid except when a claim is closed in one school year and subsequently reopened in the following school year. Then a salary increase, due to a salary grid or negotiated increase prior to the reapplication, will be recognized.*
- c. *No adjustment of benefits attributable to increases in contract will be paid until the claimant has returned to work at the new percentage of contract for 20 consecutive working days.*
- d. *After a claim has terminated, any subsequent application, except as permitted pursuant to Regulations 12 and 20, will be based on the claimant's demonstrated current work history.*

Recommendation

That the Salary Indemnity Plan Regulation 13.C.02–22 be amended by adding:

22.2 Benefits may be suspended due to refusal to participate in a medical or vocational assessment requested or approved by the independent external agency or plan administrator."

Recommendation

That the Salary Indemnity Plan Regulation 13.C.02–3.1(a) be amended as follows:

3.1(a) Proof of claim, satisfactory to the plan administrator, must be made to the plan within ~~six months~~ *twelve months* of the expiration of the qualifying period. The Income Security Committee, in its sole discretion, may extend this period."

***Note:** Strikethroughs are deletions.
Italics are additions.



2017 BCTF AGM candidates' statements

To be elected
 President
 First Vice-President
 Second Vice-President
 Members-at-Large



FOR PRESIDENT
Glen Hansman
 Vancouver
 Elementary

IT IS A PRIVILEGE to see firsthand the realities and advocacy of teachers across BC. Members' commitment to our union, our profession, and our day-to-day efforts in our schools and communities is amazing! I hope to have the honour to serve the membership for another year as president as we build upon the Federation's work in supporting members, advocating for children and youth, and defending public education.

Equity and inclusion within our union are crucial for solidarity and for our success. Given the size and diversity of our membership, we must be responsive to the needs of members at various stages of their careers, by actively making space and

working to address barriers to participation experienced by members who are Aboriginal or who are from equity-seeking groups. While BCTF has done tremendous work in this area, there is still much more to do.

I remain committed to working with all locals; and, while acknowledging different points of view that exist in the Federation, I remain dedicated to respectful and constructive dialogue, decision-making, and co-operation as we prepare for the 2019 round of bargaining and in all our efforts as a union.

EXPERIENCE

Provincial: President (1 year), 1st and 2nd Vice-President (6 years), Member-at-Large (1 yr.), BC Teachers' Council, BCFED Executive Council.
Local: President (2.5 years), Vice-President (2 years), LR.
Teaching: Elementary, secondary, district-level.



FOR FIRST
 VICE-PRESIDENT
Teri Mooring
 Quesnel

IT WAS A HISTORIC MOMENT on November 10th when the Supreme Court of Canada rendered its decision in our favour. For so many of us there were tears of joy but also tears of frustration; a generation of students went through their school careers in challenging working conditions. Now that our language has been restored, we can move past this dark time and look forward to improving our working conditions in the next round of bargaining.

Despite our win, this has been an incredibly challenging year for teachers. The sheer volume of government initiatives has been unprecedented in number and lack of

resources. This is unacceptable and we need to continue our fight for a fully funded public education system.

In order for us to achieve our goals we need a strong, engaged, and determined membership. It is critical that all members, regardless of how they identify, see a place for themselves in our union. Therefore, I am dedicated to continuing to work on our equity and inclusion initiatives.

With your support, I am honoured to put my name forward once again for First Vice-President.

EXPERIENCE

International: CNTE Forum, Mexico City (2016)
National: CTF Director
Provincial: BCTF 1st Vice-President; 2nd Vice-President; Member-at-Large
Local: President; Vice-President; LR; Bargaining Chair; etc.
Teaching: 22 years intermediate teacher; resource teacher
Education: M.Ed. (UNBC); Curriculum/Counseling; BA (SFU).



FOR SECOND VICE-PRESIDENT
Mike Ball
Nanaimo

THE WIN AT THE Supreme Court of Canada, and the restoration of the illegally stripped language, means teachers' working conditions will, once again, be governed by their Collective Agreement instead of government policy. Changes in curriculum, assessment, reporting, MyEdBC, as well as oversized classes with too many students with diverse needs have all contributed to teachers feeling overwhelmed. In September, I expect the restored language to give teachers much-needed relief from intolerable teaching assignments.

As we look to 2019 bargaining, and the conference where we will set objectives and priorities, it is imperative that members

engage in the process through their Local Reps as vigorous debate strengthens our collective decisions. I have pressed that we find ways to conclude the process prior to the expiry of our Collective Agreement in June 2019 to avoid needless job action.

We must continue to press government to fully resource, and provide the in-service necessary, for teachers to deliver, assess, and report on the revised curriculum.

I am a strong advocate for teachers! I believe that my collaborative approach, strategic abilities, local and provincial leadership experience, and knowledge of BCTF bargaining history make me well-suited for the role of Second Vice-President.

EXPERIENCE
Provincial: Member-at-Large (4 years), Liaison Metro-West/East zones, WLC/Bargaining and Finance Committees Rep to BCFED Conventions/Conferences
Local: President (4), 1st VP, LEC, Political Action, Bargaining Chair
Teaching: 15 years elementary
Education: B. Ed., M. Ed. Curriculum/Leadership



FOR SECOND VICE-PRESIDENT
Clint Johnston
Chilliwack

IT HAS BEEN AN HONOUR to serve as Second Vice-President this year. The opportunity to meet and listen to teachers from across the province is a privilege that deepens my respect for our members and our union.

We have a lot of important work underway: ensuring government fully implements our stripped language, developing leadership frameworks to remove participation barriers to our equity-seeking members, providing opportunities via training to increase women's representation in our bargaining structures, and much more. All these actions are important for member engagement—the strength of our union—and to ensure members see themselves in their BCTF.

This new work is enabled by the solid fiscal path we are on, leading to bargaining in 2019. It's vital to member confidence to be prepared financially for all options in 2019. This same stewardship has allowed us to return the full slate of traditional training and engagement opportunities that are important both to building solidarity amongst our large and diverse membership and ensuring that we continue to provide support to locals.

I look forward to the chance to continue working with, and for, our membership to resolve the issues currently facing our union.

EXPERIENCE
Provincial: BCTF Second VP (1), BCTF Member-at-Large (1), BCTF and Provincial Committees, CLC Winter School, BCFED Convention
Local: President (3), Pro-D Chair (1), Bargaining (4), Strike Committee
Teaching: Elementary (14)
Education: BHK, BEd (UBC)





FOR
MEMBER-AT-LARGE

Rory Brown
Vancouver
Secondary

BRITISH COLUMBIA TEACHERS have always stood in strong defense of public education. The current globalized assault on collective social benefits dictates that we must not waver from our cause. Through purposeful underfunding, the diminishing of our professional relevance and by structural changes to our education system, the current and past provincial governments have broken their social contract with BC families and with public education workers.

In our classrooms and in our local union roles we find the thread of our purpose by creating equity, creativity, and open communication. As Local President in Vancouver Secondary for the last two years

and Vice-President prior to that, I have come to know that authentic dialogue and dispassionate, structured discourse will further the goals of teachers, thus defending and strengthening our livelihood and our core social purpose. Our strong social justice focus and our identity as stewards of equity in the education system give us great credibility with the public. I am excited at the prospect of continuing to serve my colleagues in the role of Member-at-Large of the BCTF and excited to capitalize on teachers' public credibility to continue the work we've started.

EXPERIENCE

Provincial: AGM (10), LR (3)

Local: President (2), Vice-President (2), Staff Rep (13), Staff Committee Chair, Staffing Committee Chair, WLC/B Chair, Rep Council Chair, VSTA GM Chair, Local Bargaining Team.

Education: Dip. Tech., B.Ed., M.A.



FOR MEMBER-AT-LARGE

Lee-Anne Clarke
Chilliwack

FOR AS LONG as I can remember, I have been politically active. I was a member of my local women's centre and have been involved in various federal, provincial, and municipal election campaigns. In university, I was active in the student movement. There was never any question that I would be involved with my union once I became a teacher.

I've been active locally and provincially within our union since I started teaching and I am immensely proud to be a BCTF member. As a teacher, I have always strived to impart the ideas of social justice to my students, not just by showing but also by doing. Because it is important to me to be part of

the solution, I have attended and organized rallies, pickets, and full-out strikes. I have mentored new teachers and helped teachers through the maze of retirement. As local president, I have assisted members with a variety of issues, fought to protect the rights of our members, and worked to build solidarity within our ranks and with our allies. I would love the opportunity to serve our membership as a Member-at-Large on the BCTF Executive.

EXPERIENCE

Provincial: member of Income Security Committee, SURT Facilitator

Local: President, VP, LR, Bargaining Chair, various positions on Local Executive

Teaching: Elementary and middle school, teacher-librarian
Education: B.A. Women's Studies (SFU), B.Ed. (SFU), M.Ed (UBC)



FOR
MEMBER-AT-LARGE
Rae Figursky
Burnaby

AS WE CLOSE OUR 100th year as the BCTF, we stand strong as a professional, social justice union. This year, it has been my honour and privilege to be one of your voices at the executive table.

Born and raised in a small northern town, a teacher in a large urban local, both Métis and first-generation Canadian—my perspective comes from many different places. In our diverse union, when we listen to each other, we find our common ground.

The challenge of the year ahead is to use our recent success to improve our working conditions and meet students' needs. I will continue to work to ensure that our Supreme Court victory is realized before September.

This AGM will be a watershed moment in our history. We will be considering bylaw changes intended to emphasize our structures as inclusive and even more reflective of our membership. I am proud that I have been part of the crafting of these proposals.

My passion for teaching, my respect and support of teachers, my strengths of anticipating and solving problems, listening and advocating have been consistent throughout my career. It is my hope that you re-elect me to work for you.

Facebook: [Rae Figursky for BCTF Member-at-Large](#)
Website: [raecandoit.weebly.com](#)
Twitter: [@RaeFigursky](#)

EXPERIENCE
Provincial: Currently Member-at-Large; Liaison to Vancouver Island South and TTOC Advisory Committee; Grievance Appeal Committee; AGM delegate
Local: President (2014–16, 1994–96); bargaining team; Executive; committees (Burnaby)
Teaching: Grades 8–12 (math, English, learning support) 29 years



FOR
MEMBER-AT-LARGE
Shawn Gough
Vancouver Island
North

WELCOME TO THE NEW REALITY! It has been a hard fight for 15 years, but finally we are seeing the fruits of our labours. This is a victory for students and teachers in BC and they will benefit from the improved learning and working conditions we've been missing for so long. That said, we still have a lot of work to do.

The Executive Committee is tasked with guiding our passage from what is to what can be. Restoration of our stripped language is part of this picture, as is preparation for the coming round of bargaining in 2019. The executive you elect this year will play a crucial role in framing the picture and making it a reality.

Creating an equitable diversity among our Executive Committee will be essential for the future of our union. We must have representation from equity-seeking groups, and we must continue to have geographical representation. The voice of the small and rural locals must continue to be heard at the executive table. Understanding the needs of small locals and the ability to work with larger locals is one of my strengths.

Small Local, Big Heart!

EXPERIENCE
Provincial: HSAC six years, three as Chair; H&S Trainer; BCFED delegate; Tri-National 2016
Local: Local President 2014–present; LR 2008–2014; Bargaining Chair, TTOC Chair, Member-at-Large, Staff Rep
Teaching: SD 68, 69; 85
Education: B.Ed (Uvic) 1994



FOR
MEMBER-AT-LARGE
Carolyn Pena
North Vancouver

LIKE ALL MEMBERS, I am celebrating our win at the Supreme Court. Simply hearing the judges validate our arguments and restore our language has lifted our spirits and changed our reality. Clearly, the next three years will be crucial as we implement and enforce the restored language while working to protect and improve language in 2019.

As a Federation, we must continue to follow the sound financial plan brought in by past Executives and Finance Committees. This will ensure we can continue our important work in the areas of social justice, professional development, member engagement, and support to locals, while growing the funds

that will be needed to defend and improve our Collective Agreement.

As a Member-at-Large candidate, I believe my experiences have provided me with an understanding of the challenges and opportunities ahead. I am a strategic and logical thinker with a tenacious personality, and as local president and vice-president for the past five years I have seen the importance of these characteristics in addressing local issues. I always work towards solutions that support teachers and students.

I ask for your support to represent teachers as we navigate what is certain to be an interesting road ahead.

EXPERIENCE

Provincial: Local Rep, AGMs, FLI, Zone Meetings, BCFED
Local: President, VP, PD Chairperson, Strike Co-ordinator, Member-at-Large
Teaching: Secondary science and biology; Alternative program secondary
Education: B.Sc. Natural Resources Conservation; B. Ed.; M. Ed.



FOR MEMBER-AT-LARGE
Jody Polukoshko
Vancouver
Elementary

LEADERSHIP IS ABOUT VALUES. When we are clear about these values and use them as a lens through which to make decisions, we can act with unity and clarity. Our structures and democratic processes give a framework to those values and support our solidarity and action.

This year has provided some incredible opportunities as well as some extraordinary challenges. As a bargainer, I believe that the years ahead will provide us with the opportunity to connect members to their working and learning conditions and encourage participation and engagement. Bargaining provides a strong basis for a relevant relationship between members and our shared structures, Collective Agreements, and history.

We must look inward as well as outward in order to reflect our values. Today and in coming years, it is essential to pursue our equity goals, encourage meaningful participation in our committees and decision-making processes, to work within the labour movement, and build strong relationships in local, national, and international solidarity movements.

I look forward to discussing our shared values. I feel my experience and passion will serve the membership well and am proud to work with our values and our processes to ensure a strong, healthy, active Federation.

www.jodypolukoshko.com

EXPERIENCE

Provincial: WLCBAC, CASJ, Bargaining Structures Committee
Local: Vice-President, Grievance Officer, Bargaining Team (K-12, Adult Ed), Local Representative, VDLC
Teaching: Primary and intermediate elementary classroom and resource, District Consultant
Education: MA, BEd, BA



FOR
MEMBER-AT-LARGE
James Sanyshyn
Burnaby

I HAVE BEEN HONOURED and privileged to serve as Member-at-Large on your executive. When first elected in 2014, our union was in difficult negotiations. Our cupboard was bare. We have collectively achieved so much since. Thousands of teachers across BC fought hard, and I am proud of the gains we won at the bargaining table and in the courts. We made difficult financial decisions and will be in a strong financial position when we're at the table in 2019.

As I put forth my name, I do so in service and dedication to our cause. Our goals are in sight, and we must stand together to be heard at this crucial time in public education.

Our struggles have been long and tiring. Our students cannot wait any longer for assessments and one-on-one supports. We need to stand up in solidarity and demand what is rightfully ours—fairly bargained contract language, restored by the highest court of the land.

May 2017 is pivotal for public education. We must do our part to ensure pro-public education candidates are elected in sufficient numbers to make real change in government.

I humbly ask for your support at the AGM.

EXPERIENCE

Provincial: BCTF Member-at-Large (2014–present), member, two PSAs.
Local: SJ Committee Chairperson (2016–present), President (2012–14).
Teaching: 23 years, elementary and secondary music, French.
Education: B. Music, B.Ed. UBC M.A., McGill

To fix climate change —MAKE IT SOMEONE'S JOB

By Helesia Luke, Coalition Co-ordinator, Green Jobs BC

Soon to be the largest demographic in our work force, 18 to 25-year-olds consistently identify climate change as an urgent issue. They understand that they will likely experience the worst effects of climate change. Youth entering today's labour force also face increasingly precarious and part-time employment.

GERMANY AND CHINA are well on their way to reaching emission goals through ambitious climate policies while simultaneously creating jobs. China recently announced an additional \$361 billion for renewable power generation by 2020. This will create over 13 million jobs. In California, climate policies have created over 500,000 good, family-supporting jobs. State-certified apprenticeship programs funded with joint employer and employee contributions ensure skilled workers can build clean energy infrastructure. And UC Berkeley researchers were surprised to discover many of those jobs were created in areas of high unemployment and low-income levels.

Here at home, while oil and gas currently represents only 3.4% of our provincial gross domestic product, the sector seems to punch above its weight when it comes to influencing the province's jobs plan. The government's updated jobs plan is still focused on yet-to-materialize liquefied natural gas projects.

Local governments in BC are doing the heavy lifting on green job creation. Nelson and Summerland, and First Nations communities like the Lower Nicola Indian Band near Merritt are building innovative, community-owned solar arrays. Municipal by-laws and building codes in North Vancouver are creating green jobs for tradespeople. And local incentive programs are helping residents retrofit their homes for energy efficiency—a win-win for everyone.

While local leaders should be commended, the lack of provincial leadership

means BC is playing catch-up with our trading partners when it comes to building a low-carbon economy that could put more people to work today and tomorrow.

What could BC's climate and jobs strategy look like? Let's stop thinking about them as two separate things. Globally, climate policy is driving green job growth. Every million dollars invested creates fifteen jobs in clean energy compared to two jobs in the oil and gas sector.

While we may have already been lapped, the starting line to create good, green jobs in BC is not hard to find and doesn't require technological discoveries. Residential and commercial buildings account for a high percentage of greenhouse gas emissions and we do have the expertise to increase energy efficiency. With population growth, public transportation is more important than ever and doesn't require megaprojects to solve. Sustainable forestry management could create more jobs and higher value products. The low-carbon economy requires many of the same skills and occupations: engineers, accountants, tradespeople, teachers, installers, programmers, administrators, and communicators, to name a few.

The first step is a provincial climate and jobs plan that recognizes what other jurisdictions already know: if you want to fix climate change, create an economy that values reducing emissions and then make it someone's job. ■

Looking to a green future

By Connie Moody, CASJ Environmental Justice Action Group

EVERY YEAR, thousands of graduating students are asked to make one of the most important decisions of their lives: what they want to do for work. But when it comes time for them and their parents to choose a field of study and an institution, will their career choice be in demand?

Teachers often feel that they must provide skills to students for jobs that do not yet exist—the jobs of the future. According to the Canadian Business annual guide to the biggest salaries, hottest opportunities, and fastest-growing fields in Canada's job market, resource extraction still shows growth potential.

But wait! Canada has announced it will commit to reducing its greenhouse gas emissions by 30 percent below 2005 levels by 2030, an ambitious target that will require the retraining of workers. An economic transition looms that shifts global economic growth patterns toward a low-emission economy based on more sustainable production and consumption, promoting sustainable lifestyles and climate-resilient development. So where are the "green jobs" on the list of hot opportunities? What will these jobs look like and how will our education system prepare students for these jobs?

While it's difficult to forecast employers' skill needs, progress can be made by involving labour market stakeholders and all levels of government in efforts to adapt education and training programs to the emerging needs of the green economy. Green skill development must be integrated into wider training and skills development policy.

Teachers can promote environmental awareness to prepare students for a greener future. Core skills in decision-making, leadership, and readiness to learn will continue to underpin occupational mobility. What is required is a lifelong learning culture that provides students with an active role, and connects them with sustainability issues in their schools and community.

We can move to a greener society through issue awareness, socially responsible and green investment, low-carbon development strategies, and by providing decent work and social protection for those whose livelihoods, incomes, and employment are affected by the need to reduce emissions to levels that avert dangerous climate change. ■

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ARE YOUR STUDENTS at risk of death or injury?

By Al Cornes

ON AVERAGE 27 young workers are injured on the job each day in British Columbia. With many secondary students working part-time, one of them could be in your classroom.

BC WORKERS under the age of 25 face particular occupational risks and hazards, often as a result of inadequate training, education, supervision, understanding or instruction regarding the dangers of their workplace, and the rights and regulations surrounding safe work places.

YOUNG WORKER awareness education can start in our schools.

ON APRIL 28, 2016, 120 BC schools took part in the Day of Mourning B.C. using scripts, posters, postcards, and a powerful video featuring Matthew Bowcott telling the story of his workplace injury. Daily scripted announcements led up to the day of observance, which saw the students respectfully holding a moment of silence after a formal address.

APRIL 28, 2017 marks the National Day of Mourning, to remember the hundreds of workers killed on the job each year, and to advocate for safer workplaces for all.

MAKE THE 2017 National Day of Mourning a "teachable moment" at your school on April 28 by joining the Day of Mourning BC Schools Project.



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On average, 27 young workers are injured every day in B.C.

112 lives were lost on the job in 2015.

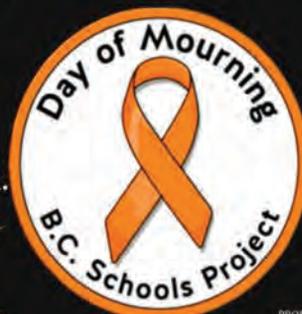
In 2016, 120

secondary schools across British Columbia participated in the Day of Mourning, April 28th.

Help us to make work safer for young people.

Register your school for 2017:

www.labourheritagecentre.ca/DOMSchoolsProject



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WORKSAFE BC

Register your school by March 20, 2017 in order to receive updates and print materials mailed to your school in time for April 28 events at <http://bit.ly/2iMOoil>

Al Cornes is a retired teacher, former BCTF staff member, BC Labour Heritage Centre Board member, and DOM BC Schools Project project manager.



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How and when to apply

A member who has attained age 64, or has reached "Factor 88," or is in receipt of a retirement pension under a registered pension plan, may voluntarily withdraw from the long-term portion of the SIP. Ensure that in the event of serious illness or accident you have sufficient accumulated sick leave, which, when combined with 120 days of benefit from SIP short-term,

Understanding Mental Illness in Children and Youth

March 1, Vancouver

This workshop will provide a general overview of the common mental health issues for children and youth, signs and symptoms, themes for treatment and the controversies that surround some of the diagnoses. <http://bit.ly/2kaQbBN>

Working in Social Services—The Essential Skills

March 6, Vancouver

This workshop provides awareness and introductory skill-building in core areas related to the helping role including: communication, listening, service co-ordination, ethics, diversity, and promoting helper resilience. <http://bit.ly/2jxsReo>

Motivating Change—Strategies for Approaching Resistance

March 7–8, Vancouver

This experiential workshop will equip helping professionals with new strategies that will strengthen relationships and maximize potential for motivating change. <http://bit.ly/2j2OioY>

Trauma Strategies for Resolving the Impact of Post-Traumatic Stress

March 27–28, Vancouver

This workshop provides a framework which describes different stages in resolving the impact of trauma, and includes key principles and strategies for working with individuals. <http://bit.ly/2ITp211>

Violence Threat Assessment Planning and Response

March 29, Vancouver

This workshop provides a communication and decision-making model to help businesses, schools, organizations, and communities become more effective in their management of threats. goo.gl/2eFbY8

April 2017

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April 6–7 Kelowna

April 10–11 Abbotsford

Colleen DeVeyrac will be presenting her one- and two-day workshops in Prince George at the Ramada Hotel, 444 George Street. Day 1: Behaviour Workshop—Proactive Strategies for Children with Challenging Behaviour. Day 2: The Art of De-Escalation and Conflict Resolution. You can attend one day or both. www.saveyoursanity.ca

Autism Strategies for Self-Regulation, Learning and Challenging Behaviours

April 11–12, Vancouver

This workshop provides practical strategies for working with high need individuals

around self-regulation, learning practices, and challenging behaviours. <http://bit.ly/2jVuUvy>

National Event: Restorative Justice Facilitator Training

April 18–20 Vancouver

This national training event will deliver the essential skills of convening harm-focused dialogue processes within organizational and educational settings. This is a highly interactive workshop where participants will practice and gain confidence in facilitating a model of dialogue that is participant driven, culturally sensitive and empowering for all involved. This special three-day training is offered in partnership with the Fraser Region Community Justice Initiatives. <http://bit.ly/2j7eX0W>

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

Anxiety Practical Intervention Strategies

April 24, Vancouver

This workshop provides practical and accessible strategies which can be applied across the lifespan and address the physical, emotional, cognitive, and social aspects of anxiety. <http://bit.ly/2k5AyL1>

20th Annual Investigating Our Practices (IOP) Conference

May 6 Vancouver

UBC hosts the 20th Annual IOP Conference where practicing teachers, university educators, graduate students, and student teachers from different educational contexts (schools, universities and colleges) come together to share their questions, investigations, and understandings about their practice. <http://iop.educ.ubc.ca>



2017 WINTER & SPRING CHILD & YOUTH FOCUSED WORKSHOPS

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<p>MAKING SENSE OF ANXIETY</p> <p>The Science of Emotions & Their Impact on Behaviour</p> <p>VANCOUVER FEBRUARY 27 & 28</p>  <p>GORDON NEUFELD, PH.D.</p>	<p>MAKING SENSE OF EMOTIONS</p> <p>The Science of Emotions & Their Impact on Behaviour</p> <p>VANCOUVER MARCH 1</p>  <p>CHRISTINE DARGON, PH.D.</p>	<p>PROVEN & EFFECTIVE PLAY THERAPY STRATEGIES</p> <p>With Children, Adolescents & Children of All Ages</p> <table style="width: 100%;"> <tr> <td>LANGLEY APRIL 19</td> <td>KELOWNA APRIL 20</td> <td>VICTORIA APRIL 21</td> </tr> </table>	LANGLEY APRIL 19	KELOWNA APRIL 20	VICTORIA APRIL 21
LANGLEY APRIL 19	KELOWNA APRIL 20	VICTORIA APRIL 21			



Public Workshops coming to British Columbia Winter-Spring 2017

EXCEPTIONAL TRAINING AND RESOURCES—Mental Health, Counselling and Violence Prevention

<p>WORKING WITH FAMILIES—Strategies for Engaging and Helping <i>Vancouver: February 21-22, 2017</i></p> <p>UNDERSTANDING MENTAL ILLNESS IN CHILDREN AND YOUTH <i>Vancouver: March 1, 2017; Victoria: March 6, 2017</i></p> <p>MOTIVATING CHANGE—Strategies for Approaching Resistance <i>Vancouver: March 7-8, 2017</i></p> <p>TRAUMA—Strategies for Resolving the Impact of Post-Traumatic Stress <i>Vancouver: March 27-28, 2017</i></p> <p>VIOLENCE THREAT ASSESSMENT—Practical Intervention Strategies <i>Vancouver: March 29, 2017</i></p> <p>AUTISM—Strategies for Self-Regulation, Learning, and Challenging Behaviours <i>Vancouver: April 11-12, 2017</i></p> <p>ANXIETY—Practical Intervention Strategies <i>Vancouver: April 24, 2017; Victoria: April 25, 2017</i></p> <p>SELF-INJURY BEHAVIOUR IN YOUTH—Issues and Strategies <i>Vancouver: May 15-16, 2017</i></p> <p>CRITICAL INCIDENT GROUP DEBRIEFING <i>Vancouver: May 31, 2017; Victoria: June 8, 2017</i></p>	 <p>LIVE STREAM WORKSHOPS: Participate in full-day, live workshops from any location.</p> <p>For a list of workshops being streamed in 2017 please visit our website at: www.ctrinstitute.com</p>
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To register: www.ctrinstitute.com • 877.353.3205 • info@ctrinstitute.com

EVERY TEACHER can be a climate hero!

Climate change is our most pressing global challenge. We cannot afford to stand by without taking an active role to educate and activate our students to seek solutions. Every educator can be a "Climate Change Hero," regardless of the grade or subject they teach.



THESE LESSONS are designed to give Grade 8–10 students a basic understanding of carbon cycle chemistry and how greenhouse gas emissions occur, thereby enabling them to understand why our climate is changing and the role they can play in limiting global warming.

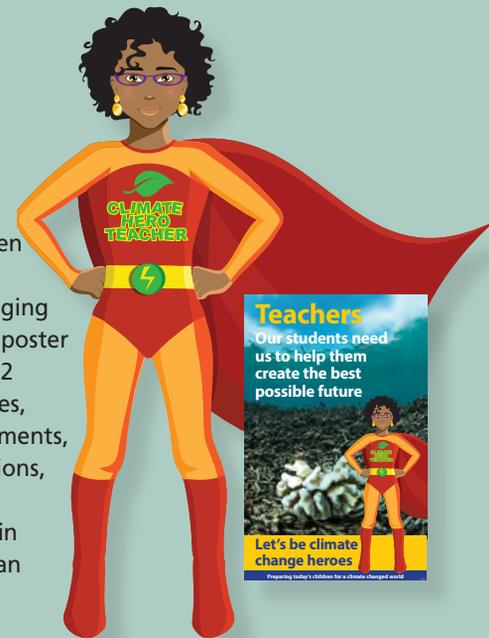


THIS POSTER includes age-appropriate strategies to be climate change heroes for primary students. Topics include weather observation, play-based learning about sun, wind and water energy, and growing food through school gardening.



THESE LESSONS are designed for intermediate students and focus on the core competency of thinking. Lessons include analysis and critical thinking about water wastage, investigating and questioning the impact of trade on carbon emissions, and developing and designing an aquaculture garden.

OCEAN ACIDIFICATION, the other result of increased greenhouse gases, is profoundly changing our oceans. This poster offers Grade 8–12 teachers resources, film clips, experiments, discussion questions, and information on how to explain and explore ocean acidification.



Coming soon to all schools, these posters will include lesson plans on the back. They were developed by BCTF Environmental Justice Action Group members, Connie Moodie, Julie Johnson, Sue Ghattas, and Heather Kelly. Look for them soon online at <http://bit.ly/2jVMijv>.