

Features

Job shadowing at BCTF 3
Provincial bargaining themes and objectives 4
Tales from a new teacher 4
BCTF adds peer support to member services 5
Did you attend a PSA conference October 20? 5
Fundamental Skills Assessment (Opinion) 6
Labour affiliation (Opinion) 7
Retirement and pension-planning tips 8
Teacher travel insurance 8
BCTF Governance Review report 9
BCTF Financial Report June 30, 2000 13
Art 2000 20

Columns

President's message 2
Readers write 2
New teachers 3
Top 10 lesson aids 3
Looking back 3
Health and Safety 7
Retirement seminars 8
Classified 19
PD calendar 19

Canada Post Sales Agreement No. 1651595

Teacher

Okanagan teachers talk about class size



Teacher Gertie Horton with some of her students at A.S. Matheson Elementary School, Kelowna.

by Peggy Salaberry

It starts with a vision. Imagine a balanced, aware, creative, and compassionate society sheltering a cherished, confident child. At the core, all family life, all schooling, all politics, all community services support this vision.

In B.C. education, we bought into the project in no small way in 1985, with the revised Kindergarten curriculum. The direction continued with "Legacy for Learners," from The Royal Commission on Education in 1988. Two further beacons of political will and wisdom, institutionalized in a very positive way some of the most brilliant understandings of children and society. One was "The Primary Program," and the other was the "Memorandum of Agreement, K-3 Primary Class Size," signed in 1998.

This article is about class size. It is about a special instance where research, political resolve, good judgment, and a genuine, shared desire to do what is best for children converged. The Memorandum of Agreement acknowledged that small children can develop into better adults and shape a better society in an environment that allows them time for the development of balance, awareness, creativity, and compassion. In preparing this article, I spoke with many primary teachers in my home local of the Central Okanagan. At two schools in particular, Chief Tomat Elementary School and A.S. Matheson

Elementary School, teachers shared their thoughts at length. Others added their observations during the table talk at a primary teachers' Christmas craft night. The settings were authentic primary work-a-day experiences brimming with concerns, frustrations, funny stories, and love for children. The comments quoted in the following paragraphs come from teachers on those occasions.

Primary teachers are aware that 22 students in their Grade 3 classes are not so well accommodated in a Grade 4 class of 30 or more.

"What do smaller class sizes mean for you and 'your' children?" Here are some responses.

Space is important. Classrooms that are being built are smaller than those built previously. Little children need to and will move about. They use materials on the floor, on tables, from walls—on every surface accessible to them. "Stretching and reaching, exploring all the space that contains you, these are all necessary for growth. Children have to dance and jump and swing their arms around."

The curriculum and the objectives must be given the time that is their due. "The show me—and tell me—ways of assessment take considerable time. Small

groups and one-on-one exchanges with the teacher are valuable for delivering and evaluating curriculum, yet they too are time-consuming. We want children to appreciate the need for learning, and enjoy it too." Previously, children and their parents accepted the word of the teacher as law. Now, it requires more time to cultivate—negotiate a positive attitude for learning. "With present class-size numbers, there is time for individual contact, with each child, every day." Small class sizes mean hands-on activities are more possible because teachers can prepare and distribute materials more efficiently, and especially, they can direct what the children are doing and monitor what they are learning. The result is a crucial difference between effective, memorable lessons and ones that are substantially less so.

In effect, time is a factor rolled into many other considerations. Inclusion of special needs students is an example, although it goes further than a need for time. "With mainstreaming, there are more demands. It is wonderful to have all types of kids, but we also have to have resources for them." Often when there are identified students with special needs, there is not enough time for support teachers to work with them. "Having fewer children allows more time to work in the classroom with learning disabled youngsters."

Primary teachers talked about their students' needs, their per-

sonalities, their strengths, the "hurried, transient lives of many of their families." Much of teaching is now a competition with television and video games. Even brain research is beginning to show different processing in the minds of today's children. "We are not dealing with the same type of student." Another teacher observed, "I am often asking questions I didn't ask before: Did you have breakfast? Your medication? A bath?" In increasing numbers, children come to school with little behaviour control, lack of phonological awareness, and less skill development than previously. Many, even at their young age, have survived or witnessed trauma that teachers can only guess at. We expect to have to

For the intermediate teacher, workload issues and working conditions are paramount.

remind children to share, to be gentle, careful, patient. More and more, though, it seems we are introducing these traits and are almost entirely responsible to follow up on them. We provide snacks for students who do not have them, advice for young parents, extra reports and conferences for blended families. Teachers are held up as models in the community, regarded as experts, and yet are constantly challenged over decisions. Young parents are

President's message



David Chudnovsky

We will soon enter negotiations for a new provincial collective agreement. The 28 objectives the BCTF Executive is recommending to the membership appear on page 4. They are the positions we suggest the Federation take at the bargaining table in March.

The package comes after more than a year of extensive consultation.

Meetings, forums, surveys, discussions and debates have given us extraordinary opportunity to hear from individual members and from local leaders.

You communicated two general perspectives to us over the last year. First, you want the provincial package to be focussed. You want it to be understandable and relevant to classroom teachers. You expect the issues to be ones we can communicate clearly and easily to ourselves, to the employer, and to the wider community. Second, despite the imposition of provincial bargaining by the government, you want an opportunity for locals to bring local concerns to a local bargaining table. Both of these perspectives are reflected in the plan which will be recommended to the Bargaining Conference in mid-February.

The opportunity for member input continues. The final package of objectives and strategy will be approved by 300 delegates to our bargaining conference. If you have concerns about the approach we are recommending, don't hesitate to make your views known to your local president or local bargaining chairperson.

Our commitment is clear. Our bargaining must reflect the aspirations and needs of BCTF members. It is the membership that must direct and control our campaign for a fair contract.

In the end, the most important single factor in achieving our goals will be our unity. When we as teachers act together to defend our interests, to advocate for our students, and to strengthen public education, we can't help but be successful. It's up to each of us to help build that unity.

David

Need better texts

In the October issue of *Teacher* newsmagazine, there was a presumption in the article on teaching reading that the texts for each high school subject were at or near that particular grade level.

During 10 years of volunteer tutoring at our literacy centre, I have met many high school dropouts who complained of difficult texts and uncompromising expectations of subject area teachers. Sensing some validity in their arguments, I endeavoured to evaluate their grievances.

The readability level (Dale-Chall) of the Grade 7 social studies text is Grade 7-8, and the readability level of Grade 8 social studies text is Grade 11-12.

B.C. has the best literacy level in Canada. The gap between proficient and underachieving readers is ever widening. There has been no improvement in the literacy levels in the last 10 years. Canada needs a better educated workforce.

Janette Camazzola
Kitimat

Why all the fuss?

Why all the fuss over the recent Ministry of Education Foundation Skills learning assessment results, and the differences in the test scores for girls and boys? Last time I looked in the boardrooms, the offices, the parliament buildings, the courtrooms, down the hall, for that matter, the big boys still seemed to be doing okay.

As an educator, I am always concerned when students don't perform to the best of their potential, male or female. And all students can benefit from teaching strategies that take into account different learning styles, experiences and backgrounds, and yes, genders. Gender-sensitive teaching means that teachers are aware of the particular needs of all students, because gender is about boys as well as girls. Gender-sensitive teaching also means that educators attempt to be acutely aware of their values and biases and put into practice methods that are as equitable and effective as possible.

What worries me about the current debate over test scores and the suggestion to make school curricula more "boy-friendly," is that we will lose ground in areas where years of neglect are finally being addressed, and we cannot afford such a loss. As the mother of three school-age daughters, I can tell you unequivocally that our experiences confirm that schools—and society, in general—seem to be pretty boy friendly already. The boys act out and interrupt more, with fewer repercussions for rude behaviour. Novel studies selections, for example, have focussed on war, horror, and violence, much to my daughters' chagrin. One daughter is in an electronics class with one other girl and 20 boys. If my husband hadn't volunteered to coach a team for an out-of-school basketball league, there wouldn't be one for the girls, while the many

boys' teams are up and running, going strong, and have been for a while. (We could not get the organizers to consider co-ed teams.)

Why aren't we asking why higher test scores don't seem to make a difference later on, when students graduate and enter the workforce? Why aren't we looking to societal values and the way we raise our children, our expectations as well as our hopes and dreams? Why aren't we asking how particular teaching methods work in terms of student learning, with the particular needs of both males and females in mind? What are the advantages and disadvantages, and do the former outweigh the latter when it comes to educational experiences that are gender-sensitive, and that means for girls as well as boys? Why aren't we wondering about how to ensure that both females and males develop to the best of their abilities, without obsessing about tests, which at best are only an indicator of a small part of what is happening? There are many kinds of learning, too, that are difficult to measure but are nonetheless significant.

I'm cynical about establishing yet another topic—boy centredness—great for dissertation writers and wannabe experts, creating a special interest group when we still have a lot of work to do with all the groups. I'm worried that this new focus on boys is yet another symptom of a kind of continuing backlash against feminism. We've come a long way, baby, but there's a long way to go for all the babies.

Renee Norman
Faculty of Education, UBC

Time to improve class-size limits

I read in your recent edition of the newsmagazine that "class sizes" are to be a priority for bargaining this time around. I'm pleased with that decision and am hopeful that a close look will be taken at past class-size-and-composition guidelines established in contract, particularly at the secondary level.

The contract in Revelstoke specifies that workshops have 20 students, lab-oriented classes (home economics and science) have a maximum of 24 students, English, 25 students, and any other classes, 29 students. I am told that these were BCTF guidelines at the time the first contract was negotiated and have remained in effect, in Revelstoke, since that time. I feel that now is the time to revisit these numbers and the reasoning behind them to determine whether these guidelines are still valid.

For example, as a social studies teacher, I question the basis for the difference in class size between an English and a social studies class. On what basis were these optimal class sizes reached? Marking load, you might say. I would suggest that the marking load of a social studies class is no less than that of an English class, particularly at the senior level, where short essays or paragraph answers are needed in response

to the new issue-based learning outcomes. The situation is exacerbated when it comes to marking exams and preparing reports, especially at the end of the first semester and the short turn around before the next semester begins. Then there's the added stress of dealing with learning difficulties and behaviour problems in larger classes!

How do math or French teachers feel about the guidelines (29 students) for their classes?

Isn't it time to re-evaluate optimum class sizes to reflect the reality of the present classroom situations?

Eve Fisher
Revelstoke

Put me in, Coach

Walking the sidelines, I scan the playing field—it's 5:00 p.m. What a day! I still have photocopies and marking to do. Shoot! Nice try! Substitution, Mr. Referee! Go subs; call the names of who you are taking off! Dean! Monique! Anna! Michel! J.D.! Great hustle, team! Super effort! I'm exhausted. How many more weeks of soccer? Then basketball and track? What does my family look like anyway?

Hello, Mr./Mrs. So and So. How are you? You want to talk? Now? I'm kind of busy. Your son/daughter isn't playing as much as you like? Well we have 34 kids and only 11 positions; it is a bit difficult. Yes, I understand that this isn't the way it was done in the past. Yes, I understand that this is elementary school, but we are trying to teach skills and—well that does sound like an interesting idea, but we have gone in a different direction this year—excuse me.

Sub, Ref! Go call their names! You will have to excuse me. I am simply too busy to talk to you right now. *Unbelievable! How much do they pay me for this? Nothing? Why in the world am I doing this for free? Why am I sacrificing time with my family for Mr./Mrs. So and So? That's it. This is the last time.*

Coach! Coach! Yes, Dean? Did you see that play? I just ran up and kicked it! Did you see how far it went? Wow, I have never kicked it that far before. I can't wait for basketball to start! Are you doing basketball this year, Coach?—You bet, Dean, you bet.

Chad Martin
Grand Forks

Peace promotes learning

I am writing in response to Lucia Wolfe's article "Valuing the Culture of Peace" (*Teacher*, September 2000). I think teachers are supportive of peace and global education, but they may see this initially as just another set of learning outcomes to address in addition to the regular workload. It is necessary to understand that we are constantly faced with the need to address behavioural concerns that disrupt the peace in the teaching of all subjects. When we have achieved peace, all

learning is maximized. I look forward to reading further inspiring articles on this topic.

Gudrun Howard
Central Okanagan

Thank you

In response to, "Next summer, help street children in Oaxaca" (*Teacher* Nov./Dec. 2000), Jacqui Birchall received the following letter.

You know not what you do—there has been such a wonderful response to your article. We have teachers coming in by the droves—BRAVO.

Yes, we have a 300-year-old building at 308 Crespo Calle. It needs a lot of restoration work before we can move in, and raising the money to get it done is really an undertaking. The cost will be nearly \$50,000 or more.

We hold on to the faith.
Jodi Bauman
Oaxaca

Watch Public Education: Not For Sale!

Who is buying access to students? Why should we care?

"Commercialization in Our Schools"

Sunday February 11, 2001

15:30-16:00

BCTV

First call partnership

We have received your contribution of \$1,500 toward the work of BC Campaign 2000 on child poverty. I wanted to take this opportunity to personally thank the BCTF and your staff for all the support you have given over the years. The BCTF has enabled BC Campaign 2000 to have a strong voice on child poverty issues, from getting out media releases, to layout of the report card, to helping cover the costs of printing. The BCTF is truly a leader in addressing this important children's issue.

We look forward to continuing our partnership in the future.

Cindy Carson
Executive Director, First Call
Spotlight on Children & Youth

Notice of AGM 2001

As required by the Society Act, the following formal notice of the 2001 Annual General Meeting is made to all BCTF members pursuant to By-law 8.1 by publication in this edition of *Teacher*.

The 85th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Victoria Conference Centre, Victoria, beginning on Saturday, March 17, 2001 at 19:00 and continue in to Tuesday, March 20, 2001.

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the B.C. Teachers' Federation.

The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine.

All advertisements will be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

Newsmagazine of the B.C. Teachers' Federation
100 - 550 West 6th Avenue, Vancouver, BC V5Z 4P2
871-2283, toll free 1-800-663-9163, F: 871-2289
newsmag@bctf.bc.ca www.bctf.bc.ca/ezine/

Editor
Peter Owens
Editorial assistant
Kathleen Smith
Design consultant
Betty Sommerville
Copyeditor
Debby Stagg
Proofreader
Bev Humphries

2000-01 *Teacher*
Advisory Board:
Jacqui Birchall
Chris Bocking
Kathleen Cherry
Lois Johnstone
Janet Nicol

Staff writers
Diana Broome
Lynne Sinclair

2000-01
BCTF Executive
Committee:
David Chudnovsky
Patricia Clough
Mike Hayes
Margaret Little
Suzie Mah
Barbara Parrott
Alice Rees
Linda Shuto
Jinny Sims
Kathleen Thomson
Neil Worboys

Volume 13
September 2000 August 11
October 2000 September 8
Nov./Dec. 2000 October 13
Jan./Feb. 2001 December 15
March 2001 January 19
April 2001 March 23
May/June 2001 April 20

CALM Canadian Association of Labour Media
PRINTED IN CANADA BY MITCHELL PRESS LIMITED

Local utfe/IWA 1-3567

CEPA



ISSN 0841-9574

New teachers

Communicating with parents

- Keep file cards for each child, noting the positive things that have happened; then send home a couple of happygrams a term using this information.
- Make phone calls about good things the child has accomplished.
- Send newsletters containing student work.
- Think of Education Week as an opportunity to communicate with parents/guardians.
- When you discuss a problem with parents/guardians, be truthful, sincere, and objective; they will respect your integrity.
- For further materials contact the BCTF and/or your local.

Sample Conference Formats

Regularly scheduled conference

- Introduction
 - state the purpose of the conference
 - share something positive about the child
 - update on past concerns, if necessary
- Academic Achievement
 - discuss academic strengths/weaknesses
 - present documentation
 - seek parental input and reaction to information
 - develop one academic goal
- Social Interaction and Behaviour
 - discuss social strengths/weaknesses and behaviour
 - present specific examples
 - seek parental input and reaction
 - develop a behaviour/social goal, if necessary
- Other Issues
 - seek parent input and discussion of other issues
 - provide additional information
- Closure
 - review goals
 - plan for follow-up
 - close on a positive note

Problem-solving conference format

- Introduction
 - cite purpose—statement of concern
 - update the situation
 - Description of the Problem
 - describe the problem, present documentation
 - describe what has been done
 - seek parent input and reaction to the problem
 - Problem Solving
 - seek parent input and suggestions
 - discuss different alternatives
 - suggest possible solutions
 - Action Planning
 - develop an action plan for improvement
 - identify specific actions
 - Closure
 - plan for follow-up
 - close on a positive note
 - An additional source of information are four assessment handbooks available from the Ministry of Education:
 - *Student-Centred Conferences*
 - *Portfolio Assessment*
 - *Performance Assessment*
 - *Student Self-Assessment*
- Check with your school secretary for copies.

Excerpts from the *New Teachers' Handbook*. To obtain a copy, contact the BCTF PD Division, or check our web site: www.bctf.bc.ca/NewTeachers/

LOOKING BACK

Janet Amsden
Fairview Elementary School
Maple Ridge

70 years ago

Are Federation fees high? We sometimes receive isolated complaints that the Federation fees are too high. These fees are set by the members themselves at the Annual Meeting each year, and are only sufficient to guarantee the continuation of the present type and quality of service given by the Federation. Those who know most of this service, and particularly the large number who have had direct evidence of it, are agreed that Federation members receive much more value for their fees than do members of the majority of professional or craftsmen's organizations, and our fees are only fractional compared with those required by other organizations. For example, doctors pay an initial fee of \$100 and an annual fee of \$15, lawyers pay an initial fee of \$100 and an annual fee of \$25; teachers pay no initial fee and monthly fees are on a graduated scale. Teachers pay \$4 if earnings are under \$1,000, and up to \$12 if earnings are over \$3,001.

– *BC Teacher, February 1931*

50 years ago

Question: I have a class of 40 Grade 8 boys, who, as another of their teachers put it, "just won't shut up." As soon as I begin a lesson, numerous hands shoot up, eyes gleam, and mouths clamour to be heard. Usually they really have some contribution to make, but, if I let them all speak, they take up the whole period and the planned lesson is lost. Moreover, in their impatience to speak, they do not always wait until they have the floor. Some confusion results unless I take a strong position—and then the enthusiasm disappears. I feel that I have a wonderful class here, which some other teacher could handle in some unorthodox way with fine results. But I

haven't found the way yet. Can someone give me some suggestions as to how I can control this class's spirit without breaking it?

Answer: The only possible solution I see to this particular situation is to follow the example of the mother bear in training her cubs in the correct procedures for all well-brought-up bears, and that is, repeated firm drill in the desired routine until it has become habitual.

– *BC Teacher, February 1951*

30 years ago

One of the most difficult tasks ever undertaken by a BCTF committee confronts the task force examining teacher competence.

A preliminary report to last year's AGM stated bluntly that "the Federation must act in the area of competence. The profession cannot avoid the issue of incompetent teachers."

That AGM instructed that the study of teacher competence be continued, "with a view to presenting to the 1971 AGM recommendations dealing with standards of professional practice and of professional competence, and with ways and means of dealing with members found to be guilty of malpractice or lacking professional competence."

– *BC Teacher, January 1971*

10 years ago

Teachers at the December CTF Status of Women Conference in Vancouver politely explored new options and strategies for gender equity in education. But the underlying agenda of the conference was violence against women. The tone is tough and urgent...
...From BCTF President Ken Novakowski's opening remarks, to the end of three days of sessions, the bulging agenda of the CTF conference made just fleeting references to the Lepine killings. But undercurrents of the year's events were omnipresent.

– *Teacher Newsmagazine, January 1991*

Top 10 BCTF lesson aids

1 A Quality Approach to Primary PE: A resource guide for teachers—Games activities.

Published by the Vancouver School Board. 90p. 1993. This second edition document contains lesson and suggested resources for teaching game activities to primary students in physical education. Recommended by the B.C. Ministry of Education. K–3. LA 8320—\$16

2 Critical Challenges in Law and Government: Canada's Constitutional Crisis—A Simulation.

Phyllis Schwartz and Aric Hayes. 110p. 1998. In this 10–15 hr. simulation, students acting as delegates to a contemporary constitutional conference develop, negotiate, revise, and ultimately decide whether or not to support proposed amendments to Canada's constitution. Grades 8–12. LA 2075—\$20.95

3 Critical Challenges in Law and Government: Parliament in Session—A Simulation.

James Doyle. 164p. 1999. This book presents an 8–10 hr. simulation of a mock parliament for secondary students who attempt to secure or defeat passage of seven pieces of legislation through the parliament of a fictional country. Grades 8–12. LA 2076—\$20.95

4 Step Lively: Dances for Schools and Families.

Marian Rose. 40p. book and 60 min. CD ©1998. Twenty dances suitable for classroom instruction (K-12) or for family-oriented events. Designed for teachers, the book features illustrations and clear instructions. The music on CD is high quality and of a suitable length for practice. Varied dances from numerous countries. LA 9750—\$39.95

5 Canada: Government Studies for Intermediate Grades.

Mike Lombardi. 10p. Rev. October 2000. This unit attempts to provide students with exposure to the responsibilities of various levels of government and to involve them in simulating a provincial government. Twelve lessons. LA 9234—\$1.95

6 Experimenting with Energy—Hands-on Science Activities for Elementary Students.

Gordon Gore. 33p. 2000. Resource for students who wish to experiment with energy. Illustrated with drawings, photos and cartoons. Grades 4–7. LA 9551—\$10

7 Experimenting with Physical and Chemical Changes—Hands-on Science Activities for Elementary Students.

Gordon Gore. 33p. 1999. Resource for students who wish to experiment with physical and chemical changes. Illustrated with drawings, photos, and cartoons. Grades 4–7. LA 9552—\$10

8 Circle of Learning.

Produced by the First Nations Education CASE Committee. 114p. ©1995. This resource book presents a learning style of First Nations students. CASE is a unique teaching method designed to develop problem solving skills and to teach students to think in complex and productive ways. The "big idea" concept is used to present First Nations educators with activities to enhance and develop cultural knowledge through stories, questions, and activities. Ten CASEs, case method processes for presentation and writing guide for pre-case problems, 14 blackline masters, and a bibliography are included. Grades 1–7. LA 3211—\$9

9 Early Reading Intervention: A Video.

Heather Mallory. 24-min. VHS videocassette. ©1996. Video records a typical tutoring session with teacher and Grade 2 student, using principles outlined in *Reading Recovery: A Guidebook for Teachers in Training*. Teacher's guide with the sequence of steps is included. LA 8022—\$17

10 Critical Challenges in Social Studies for Upper Elementary Students.

John Harrison, Neil Smith, Ian Wright. 164p. 2000. Book includes a sample of 13 lesson ideas to assist elementary and middle school teachers in promoting critical thinking in social studies. Topics are commonly included in social studies curricula across Canada in Grades 4–7. Suitable for: teachers. LA 9301—\$20.95

For a complete listing of over 900 BCTF Lesson Aids, consult the catalogue in your school library or the Lesson Aids online catalogue. www.bctf.bc.ca/LessonAids

To order any of the above lesson aids enclose a cheque payable to the BCTF or authorized purchase order to BCTF Lesson Aids Service 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. GST and postage/handling are included in the prices. Orders are sent by return mail.

Job shadowing at the BCTF

by Julia Lawton

In Grade 9, students get the chance to go with their parent or another adult to work for a day. I went with my mom, who works as a support staff person in the Bargaining Division at the BCTF. I learned a lot in that one day. I learned that there are a lot of meetings, and what *grievance procedure*, *collective agreement*, and *arbitration* mean.

I job-shadowed my mom while she read and sent some e-mail, answered the phone a lot, typed some things on her computer, sent faxes, made photocopies, and took a courier package downstairs to the mailroom (all before 10:00). I was surprised that she had to run around so much. I thought she just sat at her desk all day.

I also got to go to the Information Technology Department and learn about what they do. I found this very educational

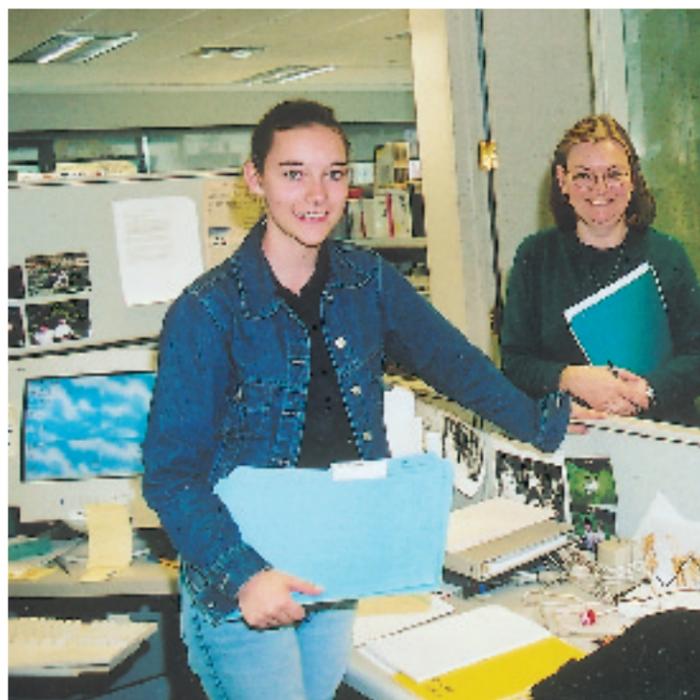
since computers are becoming more and more of a necessity to know. I learned that all the computers are connected to the servers and how the staff work as a team to solve problems.

Next, I got a job filing in an administrative staffperson's office. I thought that would be more fun than going to a "stand-up meeting" that was being held down the hall.

Toward the end of the day, I saw the Information Services Department, where they have lots of books and videos. I also saw the Lesson Aids Department and the Graphics Department. I wish I had had more time in Graphics, because it looked very interesting.

The day went really fast. Working in an office doesn't seem to be as boring as I thought it would, but I think I still want to be a film director when I finish school.

Julia Lawton attends Enver Creek Secondary School, Surrey.



Julia Lawton job shadowed her mother, Linda, in the BCTF's Bargaining Division.

OKANAGAN from page 1

sophisticated and aware of their rights, but often unaware of the nature and needs of their children, their own responsibilities or the part education plays in their child's life.

There are many pure, net pluses with small numbers in a primary classroom. "There is a better learning atmosphere all together." "Just divide the number of minutes by the number of children. Fewer children means more time for each." "Small classes are the only way mainstreaming can work." "I can know my students so much better." "The primary class size may have brought about more splits. It has also made it more possible to teach in split classes." "There is more of a chance to meet individual student's needs."

In conclusion, a Grade 1 teacher summarized it well for primary teachers. "Please don't ever change this back," she said. "I love this. I can give so much more." On behalf of the children, another added simply, "Kindergarten is such a watershed year. If we fail them here, what happens after that?"

Epilogue

Because teachers do not say good-bye and close the classroom door on their students without a lingering thought about their future welfare, this article has an epilogue. Kindergarten and Grades 1, 2, and 3 are critical years in child development. Indeed, what years are not? Smaller classes promote learning and allow more time for positive, caring interaction. It doesn't stop with eight-year-olds. Primary teachers are aware that 22 students in their Grade 3 classes are not so well accommodated in a Grade 4 class of 30 or more. "Larger classes require more administrative support. It can change the whole climate of the school." Many other programs and personnel have been cut or diminished. In some schools, learning assistance and library time go to primary students. Time limitations are so extreme that meaningful services cannot be provided across the grades. Schools with moderate needs over-all may be adequately served, but needy schools are struggling. Ratios for most resource teachers are set on the basis of numbers of students, instead of the number of those

in need. What is more, mainstreaming students with special needs does not become easier as children age. Often the reverse happens. While teachers, in general, remain true to the concept of an inclusive environment, support is crucial. In some few cases, an alternate setting with a teacher may offer increased opportunity for success of both regular students and the child with serious behaviour problems. For the intermediate teacher, workload issues and working conditions are paramount. They have smaller rooms—bigger kids, more marking and reporting, a huge number of meetings and conferences. A further concern identified by primary teachers is over the 'middle, independent group' of students, those who quietly take what school has to offer and do not clamour for attention. Our basic intent is to provide an educational experience for children that brings them to the threshold of adulthood ready and able to contribute to and improve society in their turn. The legacy and the challenge continue.

Peggy Salaberry is member of the BCTF's bargaining team from Central Okanagan.

Provincial bargaining themes and objectives

The following themes, broad objective statements, and specific objectives are recommended by the Executive Committee to the Bargaining Conference (February 15-17) for negotiation at the provincial bargaining table. They are listed in alphabetical order, not by priority.

Theme 1 Aboriginal Education

Broad objective statements:

- To improve working conditions and expand employment opportunities for Aboriginal teachers.
- To provide increased opportunities for the implementation of aboriginal programs and curriculum.

Specific objective:

- Employment equity.

Theme 2 Professional Issues and Employment Rights

Broad objective statements:

- To enhance professional input and control in areas of curriculum/education change and assessment practices.
- To increase funding for professional growth opportunities.
- To achieve greater employment security and protection for members.

Specific objectives:

- An acceptable accreditation process.
- Greater member input to curriculum/education change.
- Increased funding for professional development.
- Improved language on harassment.
- Protection of members in

cases of student/parental complaint.

- Seniority hiring (subject to necessary qualifications).

Theme 3 Salary and benefits

Broad objective statements:

- To improve the financial security of BCTF members through the achievement of a significant salary increase and improvements to allowances and benefit levels.

Specific objectives:

- A significant salary increase
- Shortening steps on the salary grid.
- Category addition (e.g., inclusion of a PB+ 15 scale).
- Early retirement incentive plan.
- Mileage allowance.
- Portability of sick leave between districts.
- Improvement to benefit levels and coverage.
- Supplemental payment while on pregnancy/parental leave.
- Improved paid discretionary leave provisions.

Theme 4 Teachers on call

Broad objective statement:

- To achieve increased compensation, benefit levels, and professional rights for teachers on call.

Specific objectives:

- Improved salary and benefit levels.
- Improved working conditions.

Theme 5 Working and learning conditions

Broad objective statements:

- To achieve manageable workloads for members.
- To ensure that students have productive learning environments through equitable access to appropriate levels of program and specialist support.

Specific objectives:

- Improved working conditions for all non-enrolling and itinerant teachers.
- Reduction of class sizes in K-3, 4-7, and secondary.
- Reduction of grade/subject load.
- Increased support for integration.
- Elimination of supervision duties.
- Increased the number of non-instructional days.
- Increased preparation time.
- Firm ratios for all non-enrolling/itinerant teachers.
- Improved space and facilities.
- Improved health and safety provisions.

Tales from a new teacher

by Troy Marshall

When I was an automotive technician working in a small service station in the Lower Mainland I dreamt of a "clean" job where I had more vacation time and made more money for using my brains instead of my body. I also was just fed up with always being dirty and greasy. So I gave up my \$52,000 a year employment and enrolled myself in university at the tender age of 26. It was very hard. I continued part-time employment evenings and weekends until I had completed my first year, in two years. Originally I was going to be a physiotherapist, but the core science courses were extremely difficult so I was unsure of my next academic move. One evening I attended a dinner with a group of teachers and had a discussion with an industrial arts teacher that changed my direction, and life as I knew it.

With my background, I enrolled at BCIT in the technology-education program to become a technology-education teacher. It was a very comprehensive and difficult educational program that required full-time attendance and evening coursework so I was introduced to the fantastic student loans program, an introduction I regret to this day. After successfully completing the program I was accepted by UBC in the teacher education program. Again, with the inten-

I have a dream and a vision of a country where society will realize that our contributions as educators are as priceless as the children we teach and treat us accordingly.

sive attendance and coursework required, I was unable to work even part-time, hence more student loans. After successful completion of the PDP at UBC, (notice the introduction of acronyms that are now my second language) I began my career as a public school teacher.

Having met a fantastic woman while at UBC, who later became my wife, I decided to move to Chilliwack where she and her two sons resided. Technology educators were apparently in great demand so I was placed on the TOC list. I taught from Grade 2 to Grade 12 in that first year working almost every day and was remunerated \$21,000 without benefits or holiday pay. Thus began my questioning of

my career choice. After having to grieve to obtain my first full-time continuing appointment, my career with the teachers' union also began, a career that I never question.

My first year full-time was quite busy. As a new teacher out to prove himself, I began in a brand new middle school with an assignment of technology 7, 8, 9 and math 8 and science 9 and advisory 7, 8, 9. Being young and naive I also "volun-

I will one day prove my bank manager wrong—teaching is a good profession!

teered" to help with the new 120 computer local area network administration, and setup and equipping of the new science and technology labs. If that was not enough, I also became the staff rep. As this left me with far too much spare time, at home, I also coached minor hockey and then my wife and I had twin babies. I earned \$33,000 in that first year as I had not completed my degree so I started taking night courses as well. I truly think sleep is far over rated! I do not remember much of the next two years, however I quickly realized that I could not afford to teach. I took a leave of absence and went back into the automotive business at \$60,000 a year with a car and gas card as the service manager at a Fraser Valley import car dealership. It was at this point that I longed again for the classroom. Well, I was working 60- to 80-hour weeks with little or no holidays. As I had four children at home I missed the time I could spend with them. So I returned to teaching and I now earn as much as our custodian at school—a proud year. I will have to take another leave soon to bring my bills back up to date. Although, I am truly thankful that I have that opportunity, I have no idea how other teachers do it.

I am now vice-president of the local teachers' association and earn the same, but I truly believe in the value of teaching and intend to remain in this profession as long as I can afford to. I love teaching! I have a dream and a vision of a country where society will realize that our contributions as educators are as priceless as the children we teach and treat us accordingly. In the meantime, I will continue teaching and working on behalf of all teachers for that dream to become a reality. I will one day prove my bank manager wrong—teaching is a good profession!

Troy Marshall is vice-president of the Chilliwack Teachers' Association.

Government should protect education

by Ellen Gould

The Canadian government continues to participate in trade discussions that threaten education and healthcare. The Coalition for Public Education recently received a response from Minister of International Trade Pierre Pettigrew, attempting to reassure the coalition that Canada would not, in the

current round of negotiations going on at the World Trade Organization, give up the right to regulate public education. The letter failed to address many of the concerns raised, and the coalition is now asking the federal government to take definite steps to protect education and health. The coalition is calling on the federal government to take the following steps to make it perfectly clear that

Canada will protect public education and healthcare.

1. Clearly state that Canada opposes the "test of necessity" for domestic regulations over services, and rescind the "informal" paper it presented to the Working Party on Domestic Regulation on April 10, 2000.

2. State that Canada rejects the idea that rules that govern professional standards in the accounting sector can be applied

across the board to all other professions. Governments in Canada must be able to set standards for teachers in our public schools.

3. Withdraw its discussion paper "The Commercial Education and Training Sector," which suggests that public support for education can distort trade and signals that Canada will make trade commitments in education.

We believe that the Canadian government must inform the participants at the trade talks that education and healthcare are not going to be subjected to those agreements. Canadians will maintain their sovereignty over those key social services.

Ellen Gould is a contract researcher on trade and investment issues.

BCTF adds peer support to member services

by Nancy Hinds

If you have ever hit a tough patch in your teaching career, you may have wondered where to turn to for help and coaching. Who can you call? Where are the resources? When is it safe to admit you could use some colleague support? Who can actually help with the classroom practice questions you have?

This fall, the BCTF launched such a support service as an answer to such questions.

Building on years of internal conversation and a growing number of requests from locals, the Federation has initiated a service to support teachers with their teaching practice. This Peer Support Service (PSS) is designed to provide direct, individual assistance to active teachers who are experiencing

difficulty with their teaching practice, and may be on plans of assistance or personally concerned.

Experienced teachers, known as peer consultants, with an extensive background in the many aspects of professional practice, act as mentors to colleagues involved in the PSS. Locals and school districts work together with the consultant and the teacher to create the optimum conditions for support and learning to occur. All teacher involvement begins at the local teacher union office.

The cost of the service is supported by the BCTF and in some cases, the teacher's school district.

The response to the initial pilot was heartening. In the first few months of operation, 13 locals have requested involvement; and 11 members

have worked intensively with a PSS consultant. Most requests were from teachers who have "self-identified" for support, who may be facing a formal evaluation, and not on plans on assistance.

One cornerstone of the BCTF is to support quality teaching for quality public education. The PSS joins with the Federation's successful Rehabilitation Service, the Internal Mediation Service, and Bargaining and Professional Development field services to strengthen union support for its members when help is needed most.

Nancy Hinds is an assistant director in the BCTF's Professional Development Division.

For further information, contact Mohammed Shamsher, BCTF PD Division, 604-871-1838, toll free 1-800-663-9163, e-mail: mshamsher@bctf.bc.ca.

Did you attend a PSA conference on October 20?

by Helen Middleditch

If you did attend one of the 23 provincial specialist association (PSA) conferences, you were one of the more than 7,600 B.C. teachers who did. PSA Council and the individual PSAs are really happy to see the increase of about 1,700 registrations over last year. One small association was delighted with a 71% increase! In fact, some conferences were so well attended that facility maximums were reached and some PSAs reported having to close registration and, sadly, even to turn people away at the door. Our regrets if you were one of the unlucky ones—we hope we'll be able to accommodate all of you next year.

PSAs have been working hard to attract teachers to their conferences. You probably remember receiving your own copy of the colourful PSA conference flyer back in September. Feedback indicates that teachers appreciated the flyer—it caught their attention and gave them the information they needed about PSA conferences. Teachers also commented that they liked receiving their own copy rather than having to rely solely on staffroom notice boards. By the way, your flyer is worth hanging on to since it also has information on the back page regarding those PSA conferences being held between now and May 2001.

You might be interested to learn what your conference fee buys for you. As you can well imagine, putting on a conference is not only a huge job, it's also an expensive undertaking. We are all too aware of the rising costs of hotel rooms and air flights. Meals and coffee breaks are costly too. At one time, holding a conference in a school was an economy, but now some schools are starting to charge rental rates close to the rental fees charged by hotel conference facilities. PSA conference committees work very hard to keep the costs as low as possible while at the same time providing as much as possible for members.

The graph below shows where your conference dollar is spent.

While we celebrate these successes, PSA Council also has cause for concern. There are more and more commercial

conferences being offered on PSA Day. When considering whether to attend a PSA conference or a commercial conference, here is some information to help guide your decision:

- PSA conferences are the most powerful way for a PSA to maintain or increase membership. The larger the membership, the greater the ability to speak on behalf of members to the BCTF and the Ministry of Education. However, organizers of commercial conferences can not represent the views of teachers regarding curriculum or any other matters.

- Your PSA conference registration fee goes directly back into services for teachers. It covers conference expenses and provides start-up money for the next conference. It helps finance lobbying at the Ministry level. It also helps support newsletters and journals for members. On the other hand, organizers of commercial conferences have no further responsibility to those who attend.

- PSA conferences are put on by volunteers—your teacher colleagues—whose aim is to provide the best PD at the best price possible. Commercial conferences are in the business of making a profit from teachers' PD funds.

- PSA conferences not only present big name speakers but also showcase B.C. educators whose presentations demonstrate an understanding of the complexities of the B.C. education scene, whereas commercial conferences tend to look at offering one big name speaker who will address the flavour of the month, often from a U.S. perspective.

So next time when you debate whether to "go commercial" remember that PSA conferences are all about the realities of teaching in B.C. They are a great way for finding out what's going on in the province and for networking with other teachers. This is your opportunity to add your voice to discussions among the PSA, the BCTF, and the Ministry regarding curricular and professional issues.

Helen Middleditch, teaches at South Nelson Elementary School, Nelson, and is deputy chair of the PSA Council.

Adopt a grandparent



Elsie Dowker (98 yrs.) and Brianna Lawrence

by Kathleen Cherry

It's sometimes it's so amazing to watch that I almost cry, and I've been doing this for nine years," says Kitimat occupational therapist Linda van Omme.

She is describing the Adopt-A-Grandparent Program that is run between the hospital's extended-care department and a Grade 3 class. Van Omme, activity co-ordinator for extended care, describes pheno-

menal personal growth and a warm relationship for both children and the "grandparents."

This interaction is particularly important in Kitimat. A lot of the community's population moved here for employment, and many children do not have grandparents living locally. The program gives the children the opportunity to interact with the elderly, to learn about aging and disability.

"After only a short time, they (the children) start to see the person and not the disability.

They become very comfortable and at ease," Omme explains.

Teacher Pam Vollrath has been working with the program for three years. She and van Omme co-ordinate activities between her class and the grandparents.

"It is a wonderful experience for the kids. There are some very poignant moments. Linda usually organizes a craft activity, and everyone enjoys this. The elderly know they are helping the children. They feel they are contributing. It is wonderful to see."

Despite its many benefits and obvious educational value, the program is always vulnerable. Board budget cuts to bussing have made it very difficult to transport the class to the hospital. The children usually visit the grandparents twice a month, and the grandparents come up to the school at least once.

Vollrath believes that it is very important that the school board and the public realize that bussing affects educational programs across the curriculum.

Kathleen Cherry is a district counsellor in Kitimat and is a member of the Teacher Newsmagazine Advisory Board.

What's new on the web?

One-stop shopping for PD

The BCTF PD Online Centre provides one-stop shopping for timely and relevant information about teacher professional development. We have designed a new web page which presents the existing online professional development information on the BCTF web site in one convenient location. You can easily find all of the PD contacts at the BCTF, check out the opportunities for members section for the latest committee postings, or look for PD workshops, conferences, and online courses.

<http://pdonline.bctf.bc.ca/>

The Resources for Teachers page features the My Favourite Bookmarks database. Teachers are invited to submit online their favourite bookmarks to the BCTF. The bookmarks will

be reviewed and entered into our bookmarks database that is searchable by subject and grade level.

<http://PDonline.bctf.bc.ca/resources/MyBookmarks/>

- Book Reviews are a valuable resource for teachers in selecting material; and we have created a database of book reviews published in the British Columbia Teacher Librarians' Association's journal *Bookmark*. The database covers 1997 to the present.

<http://PDonline.bctf.bc.ca/resources/BookReviews/>

New Publications Online

The BCTF brief, "Teacher Supply and Demand in British Columbia: Enhancing the Quality of Education: Attracting, Recruiting, and Retaining Best Teachers," proposes constructive policies and programs to minimize the impact of the looming teacher shortage in

British Columbia.

<http://www.bctf.bc.ca/education/TeacherSupply/2000brief/>

- "G.I. Joe meets Barbie, software engineer meets caregiver: Males and females in BC's public schools and beyond," a BCTF research report, examines the crucial issues of gender stereotyping in schools and society.

<http://www.bctf.bc.ca/ResearchReports/2000sd03/>

"BCTF 2001 Education Funding Brief: Public Education, Public Interest," identifies the funding needs for the 2001-02 school year.

<http://www.bctf.bc.ca/bargain/EdFunding/2001brief/>

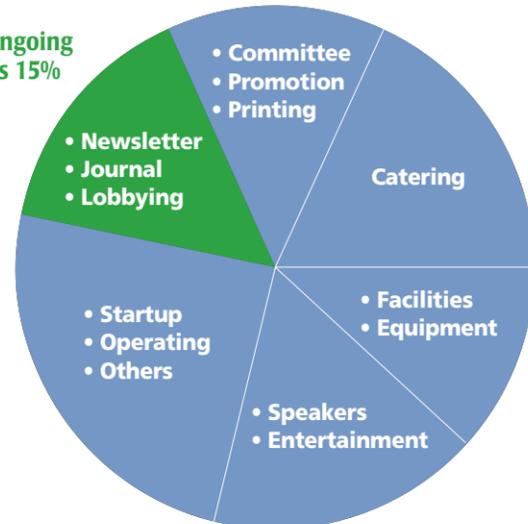
"A Safe Schools Day"—A Brief to the Minister of Education from the BCTF.

<http://www.bctf.bc.ca/education/health/SafeSchools/>

— Diana Broome

Where Your PSA Conference Fee Goes

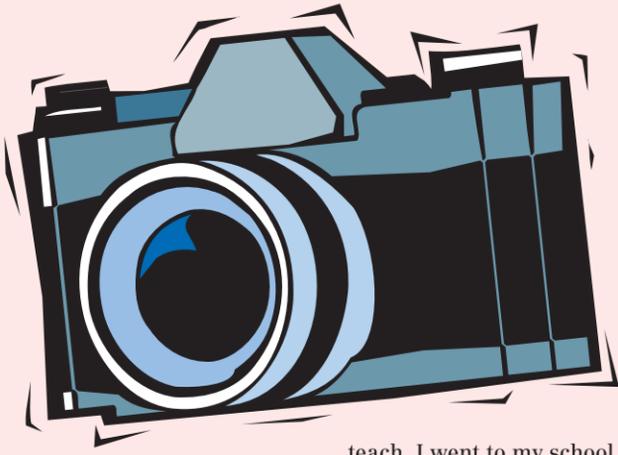
To support ongoing PSA activities 15%



To pay conference expenditures 85%

(Average % for all PSAs)

FSA is not a snapshot I want in my child's photo album



by Meredith Keery

I first became aware of the Foundation Skills Assessment (FSA) when my daughter brought home a brochure published by the Ministry of Education. It explained the purpose and process for the FSA. I was interested in the assessment and how it would affect my daughter and the students I

teach. I went to my school and began to review the testing information we had received. I started to become concerned.

I am the learning assistance teacher at my school. The principal, classroom teachers, and I felt it best that I, during the testing period, assist those students who would find the testing process extremely difficult. The needs of these students varied. None of these students was in the "exempt"

category outlined by the ministry. There were five students in all. It quickly became apparent that I was going to have to work in smaller groups because three of the five children were unable to read the test materials. We spent the next few days working our way through the assessment. None of the children wanted to give up (some of them give up very quickly in the classroom). All of the children wanted to do more than "their best." There were tears, anger, and moments of joy when students realized they had done well on a question. We all came away tired and I learned a great deal from the process. I also realized I was not going to accept that the FSA was a good thing.

I began to look into the assessment in greater detail. One of my concerns, apart from the strain that FSA puts on children, is the ministry's statement that it is "a snapshot-in-time." I ask the question: A snapshot of what? Have you

ever had a picture taken on a bad day? Would you like your appearance to be judged based on that one picture, taken on that poor day? Do we even know if it was a bad day for any given child? The teachers who marked the assessment certainly do not. *How much did the snapshot cost?*

I am also concerned with the questions: Does this test measure what it is supposed to measure? Is it valid? Is it reliable? I have been in contact with various people involved in the development of this assessment and was sent a copy of the technical report, which was published in 1998. This report claims that the assessment is both valid and reliable. *However, this report and the studies that were done are based on a test that is no longer used. The test has changed and no further study has been completed. There has never been a study done for the numeracy portion of the assessment. Perhaps students are being assessed using tests*

that may not measure what they are supposed to measure.

The children who sat for this "snapshot" will have heard their results. Some will find out they "exceed expectations," most will find out they "meet expectations," and some will find out they are "not yet within expectations." Will this be news to teachers, parents, and students? Will this reinforce the already negative view children may have of themselves and their learning? They won't know that this test may have little credibility; and even if they did, is that what they will focus on?

When the ministry tallies this information what will they do? Will they form a new committee to look at the situation or will they give financial support directly to the schools these children spend their day in? The FSA is not a snapshot I want in my child's photo album.

Meredith Keery teaches at King George V Elementary School, Vancouver.

Children are a gift

by Sonja Heizmann

I have some thoughts about the suggestion that report-card grades should reflect results from standardized tests, that standardized tests reflect students' intelligence, and that giving high grades to inner-city students provides *false hope*.

I completed the PDP at Simon Fraser University in August of 1999. I was taught wonderful, innovative, intelligent, sensible theories and practices about grading and marking. We learned about criteria-based referencing, prescribed learning outcomes, variety of learning levels, and multiple intelligences. We were taught to teach the students how to think. We were shown how to mark children's understanding of the prescribed learning outcomes. We were told about marking only what you are supposed to be marking (i.e., don't mark spelling in socials).

To give results/individualized results from standardized tests to parents is preposterous. The devastation that some students are going to feel when they find out where they are ranked will be enough to discourage them from believing they can accomplish anything. Some parents who hear the results of schools

in comparison to one another have the idea that, somehow, that reflects the abilities of the teachers at those schools. Oftentimes, socio-economic status, district, and home lives of students are not taken into consideration. Teachers at inner-city schools are some of the best teachers I have ever met. These teachers motivate, teach, and grow with their students, developing a trusting bond that some kids do not get at home.

It was suggested recently that my and other teachers' grades were too high, and thus not reflective of the results of the standardized testing. That our students' 'As' were not equal to 'As' of students from schools in "better" areas. That suggestion, in this day and age, with everything we have learned from the past, shocked and disturbed me. I make sure to teach prescribed learning outcomes. I assess students' understanding and ability to demonstrate those outcomes. I set out clear criteria for all assignments in my class. If my students show me their best work, meeting the criteria and showing me that they have an excellent understanding of what was taught, then they have earned their 'A.' My students' 'As' are just as valid as any student's at any school. If one

looked at my marks in language arts, and in math, he/she would find that they *come close* to reflecting the results of standardized testing. However, one must keep in mind that the language arts IRP does not just ask for students to have good reading comprehension, good vocabulary, and good spelling skills. It asks for such things as *communicate effectively in verbal form, demonstrate confidence in their abilities to communicate effectively, and demonstrate a willingness to interact with others in a variety of classroom and school activities*. A standardized test shows none of these things. Only a teacher who sees students every day can attempt to mark such learning outcomes.

When I mark social studies assignments, I do not mark spelling. Nowhere in the social studies IRP

does it say that I should mark spelling. Likewise, when I evaluate science and art, I do not mark math skills. Why would I? Many authors, artists, presidents, editors, and respected people cannot do math. My students can think and talk. Each of my students is *excellent* at something, and I am going to do my best to encourage them to be whatever they want to be, whatever they are best at.

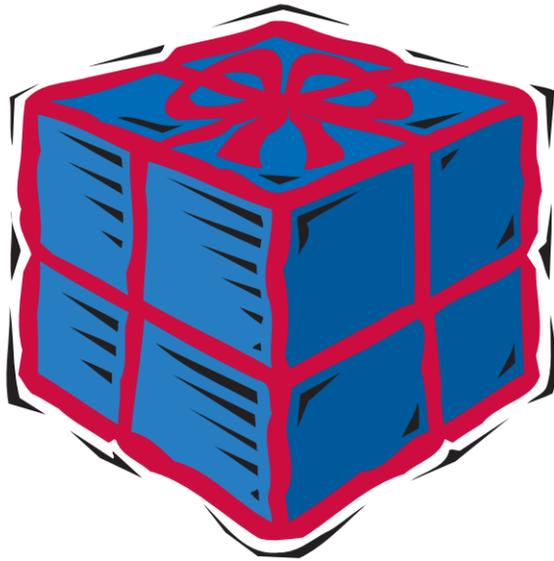
Each of my students can go to university if he/she wants to. It doesn't matter how much education the parents have. It doesn't matter how much money

they have. What matters is what the students think about themselves. If they have the confidence, then they can succeed. I wouldn't dream of giving my students 'Bs' instead of 'As', simply because of where they live, how much money they have, or who their parents are. When students get praise, good marks, positive reinforcement, they are only motivated to do better and to try harder. The only people who don't succeed are people who think they can't.

Teachers and other people in my life motivated me and had faith in me, and with that support, I completed PDP, with a major in English, and a minor in early childhood education.

I am a good teacher, and that is why my students do well, "even though they are poor." If what I believe is wrong, and the way I teach is wrong, then someone needs to go tell the teaching programs that they are teaching us the wrong belief systems. Someone will also need to tell my students that because some of their classmates do not get fed a lunch each day, and some of them are beaten, their 'As' are not as worthy as the 'As' of students who go to school in upper-middle class areas.

Sonja Heizmann teaches at Kirkbride Elementary School, Surrey.



"Rank ranking" rash

by Aaron Gillett

Alfie Kohn seems to be a misguided paladin of a movement afoot, or underfoot, rather. His article "Rank rankings" (*Teacher*, Nov./Dec. 2000) reeks of poor thought, posturing, and prejudice.

For starters, Kohn writes, "A lot of schools that may not look good on standardized tests are actually far superior in the way they energize students and help them to become proficient thinkers." Now, I'm not entirely sure what he is saying because "A lot" is not a word. A weak start to his argument, but I think I can see the vague direction in which his limp lance of thought is wavering.

Kohn continues to claim

"that's not the same thing, necessarily, as being able to bubble in the right oval." A few problems here. On the simple side, Kohn reduces standardized tests to mere bubbles that need colouring. He tries to hint that tests require no skills and require no thought. The first of many cellophane arguments—flimsy and easy to see through.

Kohn fallaciously assumes that a teacher can only teach students to (a) think sharply or (b) think to mindlessly pass a mindless test. Ridiculously, Kohn believes it is one or the other; both cannot be taught. As a practising English teacher, I know from personal experience that both can be taught. Take the English 12 exam, for example. My students will have to read a story, and I know there

is a good chance they will have to answer a character-analysis question. I teach my students to answer character-analysis questions, and I make them think critically at every stage of the answer, from reading intelligently to writing their thoughts in the most powerful format. All of these skills are useful outside the classroom.

Before I began teaching Grade 12, I took the time to study provincial exams until I knew what was wanted and how to teach both content and critical thinking. For those who believe they cannot teach both content and critical thinking, here is a list of what it takes to be a critical thinker, courtesy of Roland Case and LeRoi B. Daniels: background knowledge, critical-thinking vocabulary,

thinking strategies, criteria for judgment, and habits of mind.

To help people like Alfie Kohn along, here is some additional direction from Case and Daniels: "We believe there is no direct or necessary connection between 'higher-order' operations and critical thinking. Trying to understand a difficult text or lecture is not a rote transfer of information but may involve elaborate and thoughtful recourse to decoding strategies, habits of mind, and background knowledge."

Kohn's article degrades. He snorts out assumptions (unsupported) hoping we will believe they are facts. Apparently, the thoughtless act of colouring bubbles will tell you how big your house is. Sounds like reading tea leaves; maybe Kohn

is finding his information in gypsy china shops. Even worse, he declares that bubble tests definitely cause poorer teaching and cause "more kids [to] drop out." I have not yet taught in a school that has been ruined by these tests; in fact, two days ago, a colleague told me how she was improving her teaching because of the tests. The results pointed out an area in which she needs to improve, and she is grasping the challenge by the horns.

Like my colleague, I encourage openness and the evaluation of my practices. As a young teacher, I work extra hard to develop my teaching methods and materials.

Aaron Gillett is a teacher on call, Creston.

Labour affiliation think tank

by Phyllis Kenney

On Saturday, December 2, a group of BCTF members chose to forego their Christmas shopping and spent the day focussing on the issues associated with labour affiliation. At the AGM in March 2000, delegates passed the following motion: "That the BCTF embark on a renewed process that has the goal of eventual affiliation with the Canadian Labour Congress—B.C. Federation of Labour." In early October, I had been intrigued by a BCTF posting for members to join a Labour Affiliation Task Force. Although I would not consider myself an expert, I submitted my curriculum vitae and was delighted to be invited to participate. Being part of this day was exciting and thought provoking. Although only 16 members were present for the think tank, their voices were diverse and I felt that they spoke for many members. They also brought a collective wisdom that shaped the day.

We reviewed the history of this issue, and found out more about why it is important to our union and why it is becoming increasingly important at this time. Then we discussed obstacles and finally drafted recommendations to the Executive Committee. But the think tank also looked at deeper issues within the union. The question was asked: Is it just a resolution we want to have passed? Or do we want support and change among our own members? There was a general sense that as important as this resolution is, it is even more important to raise awareness and understanding within our union body. This will ultimately lead to a stronger membership. After discussion of the many aspects and ramifications, the members made recommendations about ways to proceed.

Another topic of interest discussed was how we educate and welcome new members. I discovered that some locals have a one-day workshop for new members each year. New members have paid release time and spend the day getting to know their union. In our district, we don't have large numbers of

new teachers each year, but I am wondering how we can get them involved, answer their questions, and show them how to get the support they need.

On my way home, I found myself thinking about our day and what I had learned. I formulated a list of questions for myself and other members. These questions can be examined individually, in small groups, at the local level, and at the provincial level. Our answers can lead us in a new direction of unity. Whatever we focus our energy on, we will get. If we focus on our divisiveness, we will get more divisiveness. If we focus on our unity, we will grow together.

- What are we doing right?
- How can we strengthen that?
- How do we celebrate and acknowledge our strengths?
- What could we do better?
- How can we get there?

We work in a province where there are both union and non-union teachers. Ask yourself, Why have I chosen to work in a union environment? How would my job be different if I worked for a non-union employer? What do I have now that I would not have without my union? There are major differences that surface—job security, wages, benefits, working conditions, professional autonomy. With all of its faults, our union is still our greatest voice. Without a union, teachers do not fare as well.

For me personally, the energy of this day will be unforgettable. It was my first experience of working with the BCTF at a provincial level. Having the opportunity to work with other union members, to meet our president and members of the staff and Executive Committee helped me to see the strength in our union. We have an informed, dedicated, capable, and committed group of people working for us. I highly recommend this kind of involvement to all members. There are many opportunities to get involved with your union, take them. Check your union bulletin board, ask your staff rep, follow the issues in *Teacher* newsmagazine. As I returned to my classroom on Monday morning, I found myself full of renewed enthusiasm. This experience has helped me to learn more about my union, my role as a member, and the benefits of belonging to the BCTF.

Phyllis Kenney teaches at Bouser Elementary School, Mount Arrowsmith.

Affiliation

by Paul Waterlander

I would like to add a bit of a perspective from a younger teacher (the year I can retire without penalty is 2025).

Mr. Sapruff's comments (*Teacher*, Nov./Dec. 2000) questioning why teachers are in unions is one we younger teachers tend to hear quite often in the staffrooms across the province. Sapruff seems to gaze back to the past, the "golden years" of no prep-time, mandatory lunch-hour supervision, the good ol' boys network of how a teacher was hired and fired, the days teachers had to bring in their own coal to heat their rooms, as if those were the best of times.

I disagree with Sapruff's opinion that teachers, "...control our own destiny... Our voices are heard every day... We do not need the affiliation of any other unions to get our issues heard." I see many difficult challenges ahead in public education: governments that react with hostility to unionized labour, privatization of education, a shortage of qualified teachers, management itching to increase class sizes and have final approval of class makeup, and unsafe school work areas and conditions. Contrary to Sapruff's observation, the more years I spend teaching, the less teachers seem to be listened to. More and more, important educational decisions are being made contrary to the recommendations made by the teachers, who are in the trenches every day (school accreditation is one clear example of the trend). The BCTF will play a major role in being the teacher's political voice on all the issues. I sense your frustration in that teachers were "forced" to become a union (another government decision), but we are a union out of self-preservation. What teacher in B.C. feels so professional that you can confidently walk into a district superintendent's office, negotiate a contract spelling out salary, courses to be taught, class size, the number of honour students or students with special needs you get, sick days, professional development days, and pension all on your own? Without being laughed out of the office?

Sapruff states his frustration in losing pay over the CUPE

strike. Believe me, my wife and I and my two young children were also frustrated over losing a week of my salary. All teachers felt the loss of income. But to blame the BCTF for this failure is to not understand the situation. CUPE wanted to sit down with our employer's group, BCPSEA, but CUPE could not get them to agree to anything with substance. Since BCPSEA's inception, no labour group has been able to negotiate anything with BCPSEA. The government appointed an arbitrator, but that appointed person went on vacation for a week, leaving CUPE with one option: strike. Our own provincial government chose to interfere in the historical right for labour to withhold services until a contract is negotiated by legislating us all back to work. Is that CUPE's fault? Is that the BCTF's fault for supporting our CUPE colleagues who literally keep our schools running cleanly and efficiently? I think not. Lay the blame where it belongs: on BCPSEA and our provincial government.

I do not know enough about the issue of the BCTF's possibly becoming affiliated with the B.C. Federation of Labour, but I do support the theory of strength in numbers. And I do support any group that supports teachers in promoting the values of public education. It is ironic that the main issue for Sapruff is pensions. After dutifully serving 26 years in the profession, you deserve a good pension, but who do you think negotiates pensions with the government? Yes, those rotten unions!

Teachers of B.C. should reflect in this bargaining year about what it means to be part of a union. Don't buy into the media stereotyping of unions as evil, protectors of the lazy. All the history I study and teach shows union workers as hardworking and self-sacrificing people who stand up to injustice in the workplace wherever it occurs. Unions are not a relic of the past as long as injustice and exploitation still occur on a daily basis, even in good old B.C. With all due respect to Mr. Sapruff, after one of my long days teaching and meeting and marking and supervising and phoning and planning, I sure feel like a labourer—and I am a professional—and I'm union, and I don't think the three have to be exclusive of one another.

Paul Waterlander teaches at Belmont Secondary School, Victoria.

Ontario makes the weekend optional



After stripping bargaining rights from teachers, the Ontario government is rolling back the clock for all workers by bringing in a bill that relaxes standards for employers. The *One Day in Seven Act* guaranteeing one day of rest a week is repealed. Bill 147 increases the weekly maximum hours of work from the current 48 hours to 60 hours without requiring the employer to get permission from the government. Employees can now agree to have their overtime calculated and averaged over four weeks instead of weekly. Employees can agree to take their 30-minute lunch break in two 15-minute periods. Employees can agree to take their vacations one day at a time instead in weekly blocks.

Most workers who are only covered by the Employment Standards Act (ESA) are in non-union workplaces and have little or no power in relation to their employer. The changes to the ESA require the approval of the employees, but not many workers will be willing to risk their employment by refusing requests from their employers.

—Peter Owens

Health and safety

Teaching is physically demanding. It has always been recognized as mentally exhausting, but few appreciate how physical the job is as well. The advent of the Federation's health and safety program has helped identify a number of health and safety issues that relate to the physically demanding nature of the job.

WCB claims have been filed in the following areas: repetitive strain injury from bending over small primary desks; back, knee, and neck degeneration from bending over small primary desks; repetitive strain injury to hand, wrist, arm, shoulder, and neck from teaching music; permanent vocal chord scarring or nodules from using one's voice; repetitive strain injury to hand and wrist from 35 hours straight of report card writing; back injuries from lifting. The list goes on.

A key initiative in a health and safety program is prevention. An employer is bound by law to eliminate any risks or hazards to a worker's health and safety in the workplace or to minimize those risks and hazards that cannot be eliminated. Employers must, by law, ensure the health and safety of all workers; that same duty applies to administrative officers, who are supervisors. In addition to the duties outlined above, employers have a duty to accommodate an employee's disabilities.

Some school districts are being proactive and are piloting different accommodations before injuries or illnesses occur.

Voice amplification saves careers and improves learning

Some South Vancouver Island districts have been providing voice amplification systems to

classrooms as a matter of practice in order to reduce the potential of voice dysfunction from teaching. That proactive initiative recognizes that it is cost effective and common sense to eliminate or reduce hazards such as those that cause voice dysfunction, an injury that can end a teacher's career. The results so far indicate that teachers are healthier and safer and the students are more attentive and learn more. That health and safety initiative is a perfect example of the positive results that accrue to students when teachers' health and safety are ensured.

Rolling chairs keep teachers rolling

In another example of proactive accommodation, primary teachers are being provided with rolling chairs or stools in order to save them from constantly bending over their

students' small desks. The accommodation saves teachers' bodies but still allows for the necessary teacher mobility and student-focussed responses.

Safety inspections should cover work practices and processes

WCB requires regular inspections of all workplaces, including work practices. Often, safety checklists only include building components such as flooring, stairways, and lights. The omission causes health and safety committee members to miss vital information about how we do our work. Significant health and safety issues such as hearing loss, repetitive strain injuries and other ergonomics, voice dysfunction, violence, and overexertions are therefore unidentified and not addressed.

Safety inspections must be done during instructional time if work practices are to be

included. The BCTF has a safety inspection checklist that includes work practice and work methods, and also class size and composition, given that they drive workload and therefore practice.

BCTF health and safety training recommended

Ways of conducting proper safety inspections and copies of accurate checklists are available through the BCTF health and safety training that is offered as the educational leave under Section 135 of the *Workers Compensation Act*. The BCTF Representative Assembly has recommended that all health and safety committee members request the BCTF training as their educational leave. WCB has approved the BCTF training and has stated that employers cannot reject it on the basis that it is union training.

—Lynne Sinclair

Retirement and pension-planning tips

by Dale Lauber

The key to a happy and successful retirement is good planning that starts early and is thoughtful and thorough. The two dimensions essential to good retirement planning are financial and psychological. While the power of investment returns generally encourages an early start to the financial planning, preparing mentally for retirement is equally important and should also begin early, well before the event. What can you do to plan well for retirement?

1. Attend a BCTF Pension Seminar while you are in your 40s. Pension seminars review the basics of the Teachers' Pension Plan and incorporate changes to the plan rules and regulations as they occur. The information in the seminars will assist you in maximizing your pension benefits. The schedule of seminars, held on Saturdays, appears on this page. There is no cost to attend the seminars, and registration is unnecessary.

2. Visit the BCTF web site on pensions, www.bctf.bc.ca/pensions/. The web site has helpful information on the Teachers' Pension Plan and on purchasing leaves of absence and tax implications of such purchases. You will also find a link to the Pension Calculator.

3. Visit the Pension Corporation web site, www.pensions.gov.bc.ca/teachers/. That site is another good source of information about the Teachers' Pension Plan, and on that site you will find the pension calculator, a great tool for estimating your pension at contemplated future retirement dates.

4. Consider a leave of absence purchase if it applies to you. The purchase of a leave of

absence will increase your pension; in some cases, however, that purchase may not be cost effective. For example, the purchase of a maternity or parental leave of absence is almost always cost effective, as employers are required to pay their share of the contributions, plus interest. On the other hand, the purchase of a general leave of absence may not be cost effective for you. For more information on the purchase of leaves of absence, you can visit the aforementioned web sites or contact the BCTF's Income Security Department. If leaves prove to be an advantage for you, they should be purchased as soon as possible after you return to work.

5. Do some financial planning. The power of time and investment return on savings makes financial planning an important part of retirement planning. If necessary, use the assistance of a financial planner or the services of a financial institution.

6. Contact the BCTF Income Security Department with your pension questions. Though we are not able to provide personal appointments, we will certainly respond to specific questions. Use e-mail, alambert@bctf.bc.ca or dlauber@bctf.bc.ca, fax: 604-871-2287, or phone 871-1920 or toll free 1-800-663-9163.

Other pertinent pension issues

Reinstatement

A reinstatement repays to the Pension Corporation funds that were taken out of the Teachers' Pension Plan at some date prior to 1996. Those funds, plus interest, may now be reinstated

in the pension plan. There is no time limit on the reinstatement; however, the interest will accrue until the application for the cost of reinstatement is received by the Pension Corporation. Application forms are available from your employer, your local, the BCTF, and the Pension Corporation web site.

Purchase of less-than-half-time service

A new provision of the Teachers' Pension Plan allows current members to purchase the time during which they may have worked less than half time and did not contribute to the pension plan. An application form and detailed information in a publication entitled *Pensionfacts* are available from your employer, your local, the BCTF, and the Pension Corporation web site.

Joint trusteeship of the Teachers' Pension Plan

The members of the Teachers' Pension Plan ratified the agreement in committee to transfer the TPP to joint management. At this time, the Trust Agreement, the legal document setting up the plan as a joint trusteeship, is being prepared. When the agreement is completed, it will be formally signed by the government and the BCTF. Although the additional government contribution to the pension plan will become effective on January 1, 2001, it is likely that for pension plan members, additional contributions will not start until later in the year, perhaps February or March.

Dale Lauber is an assistant director in the BCTF's Income Security Department.

2000-01 Retirement planning seminars

All teachers age 40+ should plan to attend one of the retirement-planning seminars listed. There is no pre-registration, nor fee. Seminars are on Saturdays from 09:00 to 16:00. The agenda includes what retirement is, the Teachers' Pension Plan, legal issues, retirement experiences, pension calculations, and personal advice. Make sure to bring a calculator and your most recent pension statement. Younger teachers are welcome.

Date	Location
January 27, 2001	Nanaimo, Coast Bastion Inn
February 3, 2001	Burnaby, Radisson Hotel Burnaby
February 17, 2001	Surrey, Sheraton Guildford Hotel
February 24, 2001	North Vancouver, Holiday Inn
March 3, 2001	Prince George, Coast Inn of the North
April 7, 2001	Chilliwack, BW Rainbow Country Inn
April 21, 2001	Castlegar, Sandman Inn
April 28, 2001	Kelowna, Ramada Lodge Hotel
May 5, 2001	Victoria, Victoria Conference Centre



PETER OWENS PHOTO

There is increasing concern for implications of the growing teacher shortage. The teacher supply and demand brief released in December 2000 is posted at: www.bctf.bc.ca/education/TeacherSupply/2000brief/.

Teacher travel insurance

An estimated 68% of BCTF members lack adequate protection from their extended healthcare plan to cover emergency medical expenses when travelling outside B.C.

The BCTF Income Security Committee has reviewed all the extended healthcare benefits for our members, province-wide. The review showed that a supplementary BCTF-run program for travel insurance is essential.

We are pleased to announce a new out-of-province and/or out-of-Canada emergency travel insurance program for BCTF members.

Seventy-two percent of BCTF members travel outside British Columbia at least once a year. (Many teachers do not currently insure those trips, or they assume they are insured.)

Because of the lifetime limits in the benefit plans in each school district, the majority of B.C. teachers need emergency travel insurance coverage in addition to their extended health insurance plan.

Most members were not

aware that there is a lifetime limit on the health benefits they can claim through their EHC plans, and that a claim outside B.C. can use up their maximum.

In our goal to improve services for teachers, the BCTF has partnered with the provider of the B.C. Retired Teachers' Travel Insurance Plan (MEDOC®) to make travel insurance available to members. The plan is completely voluntary, and it is provided as a service to members who travel out of province and/or out of Canada.

Who needs the plan?

- Members who have a lifetime maximum on their extended health coverage of \$25,000, \$50,000, or even \$500,000. Do you know what your benefit plan provides?
- All members who have up to as much as a million dollars coverage in their EHC plan, but with no up-front payment. (This means you pay medical and hospital costs, and seek reimbursement after.)
- Members who may wrongly assume they are adequately

covered from other sources—from employer EHC plans to gold credit cards.

- Anybody travelling outside B.C., even within Canada, for any period, including day trips.

We recommend that you consider these issues prior to any future travel. Of equal importance is the fact that the majority of benefit plans, even those with limits as high as a million dollars, may not provide up-front payment to hospitals and service providers. Considering that the average cost of a dislocated shoulder in the U.S. is \$3,950 and the cost of a stroke can be \$45,000 or more, you would be left to pay the amount and then seek reimbursement from your EHC plan. In addition to undue financial hardship and strain while waiting to find out if the EHC provider will cover the expenses, many BCTF members having a claim like this could be using the entire balance of their extended health care plan maximum. In addition, many EHC plans will not cover pre-existing medical conditions for out-of-province travel.

The BCTF MEDOC® plan can provide you and your family with protection from this type of financial difficulty and includes many extra valuable benefits that are not included in your EHC plan, like trip-cancellation insurance. Monthly premiums for full coverage, including trip cancellation and trip interruption start as low as \$6.75 for a single person or \$13.50 for a family of four.

Here are some of the features negotiated into this unique plan:

- Up front payment of emergency medical expenses up to \$5,000,000.
- Air-ambulance and air-evacuation coverage.
- A choice of plans for members based on health status.
- Unlimited number of trips of up to 17, 35, or 60-day duration depending on the plan you select.
- Information and application online.
- Vehicle-, dependant-, and pet-return coverage.
- \$2,000 of trip-cancellation coverage per insured person, per trip.

For more information on the BCTF-sponsored travel insurance plan, or to sign up, visit www.bctf.bc.ca/pensions/, or call 1-866-799-0000.

Should I stop my long-term SIP?

Teachers who have reached the age of 64 or the factor 88, age plus contributory service with the teachers' or municipal pension plan, may voluntarily withdraw from the BCTF Salary Indemnity Plan: Long Term. If you have reached age 65 or factor 90, you are no longer eligible for long-term benefits and should withdraw. It is necessary for you to apply to withdraw.

Send a completed form (available from Income Security, local presidents, or online at www.bctf.bc.ca/pensions/salary/LT-WithdrawalForm.shtml) to the BCTF Income Security Dept.

Contiki Holidays on Sale

••• For a limited time •••

All summer European tours are 5% off the already low Members Travel Prices

1-877-778-6466

E-mail: bruce@memberstravel.ca

BC Reg. 3305-1

The Best of CHINA

Departure Date: March 16
Beijing, Xian

8 days CAD \$1499

CHINA The Three Gorges Tour

Tour the Three Gorges Before It Disappears!

China's first ever 5-Star Deluxe Cruisers on the Mighty Yangtze.

Departure from Vancouver: March 19
Beijing, Xian, Chongqing, YANGTZE RIVER CRUISE,
Yichang, Shanghai

12 days CAD \$2499

Tour cost includes round trip economy airfare from Vancouver, BC, first-class accom. & surcharges, ground transportation & daily meals, guided sightseeing, admissions, cultural shows & baggage handling.

*China Visa Fee: CAD \$50.00

CHINA HOLIDAYS (CANADA)

Ste. 107 - 223 W. Broadway, Vancouver, 604-708-2288, Fax: 604-708-2168

Toll free 1-888-708-7118, E-mail: chnholiday@aicompro.com

BC Reg. 2985-3

The challenge of democracy in the BCTF

A long history of reform

Excerpted from "Reflections on the Reorganization of the 1960s" by Jim Cairnie, Special Meeting of the Local Presidents, November 2, 2000

1916/1917: The Federation was founded by city teachers from the Lower Mainland and Victoria. Teachers in the rural locals, even those who belonged to the Federation, perceived it as an organization led by city folk who had little inclination to spend time and resources helping rural teachers. That feeling persisted through the 1920s and 1930s.

1938: A group of Federation members formed a new organization—The Rural Teachers' Association. Its leaders were fiercely dissatisfied with the Federation's lack of support for rural teachers, and they were most unhappy with what they perceived as the undemocratic organization of the BCTF. They were particularly articulate and aggressive about their grievances, and their criticisms stung the BCTF leadership. It was 1942 before the BCTF and the RTA resolved their differences, and the RTA was dissolved.

1944: Dr. Maxwell Cameron proposed that the approximately 800 school districts be amalgamated into 74 large administrative units.

1962: The executive committee established a committee on reorganization, and within a year it brought in a series of recommendations that called for radical change. The proposals said:

- Abandon the existing Executive Committee model
- Create a new Executive Committee of 11 members: 5 officers and 6 members, elected

at the AGM (without regard to geography)

- Create a new body—the Representative Assembly—a group of area or local representatives, named by the district councils or large locals.

The Representative Assembly was designed as a geographically representative body that would monitor the activities of the executive committee, convey to it the ongoing interests of the members, and, in turn, serve as a major communication pipeline to the members, keeping them informed of provincial goals and issues.

The recommendations were not immediately and universally embraced. Rural representatives had little expectation that their members would ever be elected to a provincial executive committee; they perceived the Representative Assembly as powerless on critical issues; and considered the plan a ploy on the part of the urban locals to assume control of the organization. The urban representatives viewed the Representative Assembly as a financially wasteful exercise, and feared that an even greater share of their fees would be allocated to rural issues. Both rural and urban locals saw the proposals as a threat to local autonomy, and senior members of district councils saw their sphere of influence threatened.

At the 1965 AGM the recommended changes in the by-laws were passed. The model is 35 years old. It has been tinkered with a little—especially with respect to the Representative Assembly—but the basic structure remains essentially the same. The Federation, the public school system, and the world at large have changed a great deal since the structure was first adopted. Whether the structure is appropriate to the needs and goals of Federation members today is yours to decide.

Challenges since 1965—Is it time for more changes?

by Ken Novakowski

The last time that the BCTF significantly altered its governance structures was in the 1960s. We have had reviews of our structures since then, but the changes that were implemented in the 1960s still constitute the basis for how we govern ourselves.

The structures that had existed and served us well in the 1930s, 1940s, and even the 1950s, were not working effectively by the time the 1960s rolled around. Growth in membership and member demands for more services resulted in discontent with the status quo.

In particular, the Executive Committee was a body of 29 people: five officers elected by the AGM and 24 district-council representatives from around the province. The committee was too large and cumbersome.

As a result of a review in the early 1960s, the Executive Committee was reconfigured as a body of 11 members elected by the AGM, without reference to geography. The Representative Assembly was created at that time, as a geographically representative body that would monitor the activities of the Executive Committee, convey to the Executive the ongoing interests of members, and inform members in their locals of activities and issues being handled by the BCTF.

The AGM continued to exist as an assembly of delegates elected by locals to serve as the supreme governing body of the organization.

Toward the latter part of the 1960s, we also saw the emergence of the elected president of the BCTF as the chief public speaker for the BCTF. Since then, we have moved to having three elected officers working full time on behalf of members and making decisions, as necessary, between meetings of the Executive Committee.

Locals in the BCTF have

always had a significant degree of autonomy in their operations. In 1987, when teachers received full collective bargaining rights at the local level, every local in the province chose to form a local union with a certificate to bargain for teachers in the district.

And because government removed the statutory requirement for all teachers to belong to the BCTF, we engaged in a voluntary sign-up of all teachers, and succeeded in a 98% sign-up. The governance structures of the BCTF did not change as a result of the achievement of full bargaining rights, but the role of the local in the Federation was significantly strengthened. And because the local bargaining that we engaged in at the time was co-ordinated by the provincial organization, all parts of the organization felt they played an important part in meeting the needs of members.

When provincial bargaining was imposed on teachers by the government in 1994, we examined our bargaining structures once again. The shift to central bargaining had diminished the role played by locals in the bargaining process. While local bargaining resulted in broad membership participation in bargaining decision making, the move to negotiate at a provincial table has meant that teachers feel less of a responsibility and are involved to a lesser degree in achieving an agreement. The BCTF will be making a major effort in the upcoming round of bargaining to involve members, through locals, in supporting our bargaining initiatives.

The ongoing governance structures of the BCTF (the Executive Committee, the Representative Assembly, and the Annual General Meeting) continue to function well and to reflect the interests of members in all parts of the province. The Governance Review Steering Committee is examining all of our structures with a view to enhancing our ability to function effectively.

While it is unlikely that the committee will recommend changes as sweeping as those introduced in the 1960s, there is little doubt that the last 35 years have seen changes in the profession and our organization that should be reflected in changes to the governance structures we use to make our decisions.

Ken Novakowski is the BCTF's executive director.

The BCTF strikes committee to review governance structures

The 1999 AGM made governance review a priority. The intent of such a review is to improve the Federation's effectiveness and responsiveness in meeting the needs of its members. The BCTF Executive Committee laid out the following terms of reference:

a. to further the development of a strong, influential organization at the local and provincial levels; in particular, through membership awareness and participation.

b. to enhance the capacity of the Federation to provide leadership on economic, professional, and social-justice matters.

c. to establish structures that assist in determining and responding to member and local needs.

d. to ensure that Federation governance and decision-making structures adapt to significant changes in local/provincial responsibilities, relationships, member demographics, technology, etc.

e. to improve the Federation's effectiveness, efficiency, and financial well being.

The members of the Governance Review Steering Committee are:

Janet Amsden
Truls Asdal
Patricia Clough
Jerry Horton
Bill MacFarlane
Sheila Parks
Barb Parrott
Alice Rees
Frank Rowe (chair)

Five-phase process for governance-structures review

Phase 1

All members are asked to identify strengths and weaknesses of democratic structures within the Federation. In *Teacher* newsmagazine and on the BCTF web site, members are invited to respond individually. Governance Review Steering Committee members meet with Federation bodies and advisory committees to collect input. A polling firm interviews a random sample of members on democratic structures and issues around By-law 3.

Completed October 2000

A meeting of local presidents is held to discuss issues around By-law 3. The Governance Review Steering Committee makes recommendations to December 2000 Executive Committee for consideration at AGM 2001 (see page 12).

Completed December 2000

Phase 2

All members are given the summary results of Phase 1 input (see pages 10 and 11) and asked for suggestions for remedying identified concerns (see page 10).

To be completed March 2001

Phase 3

The Governance Review Steering Committee makes draft recommendations based on the concerns expressed in Phase 1 and remedies in Phase 2.

To be completed late spring 2001

Phase 4

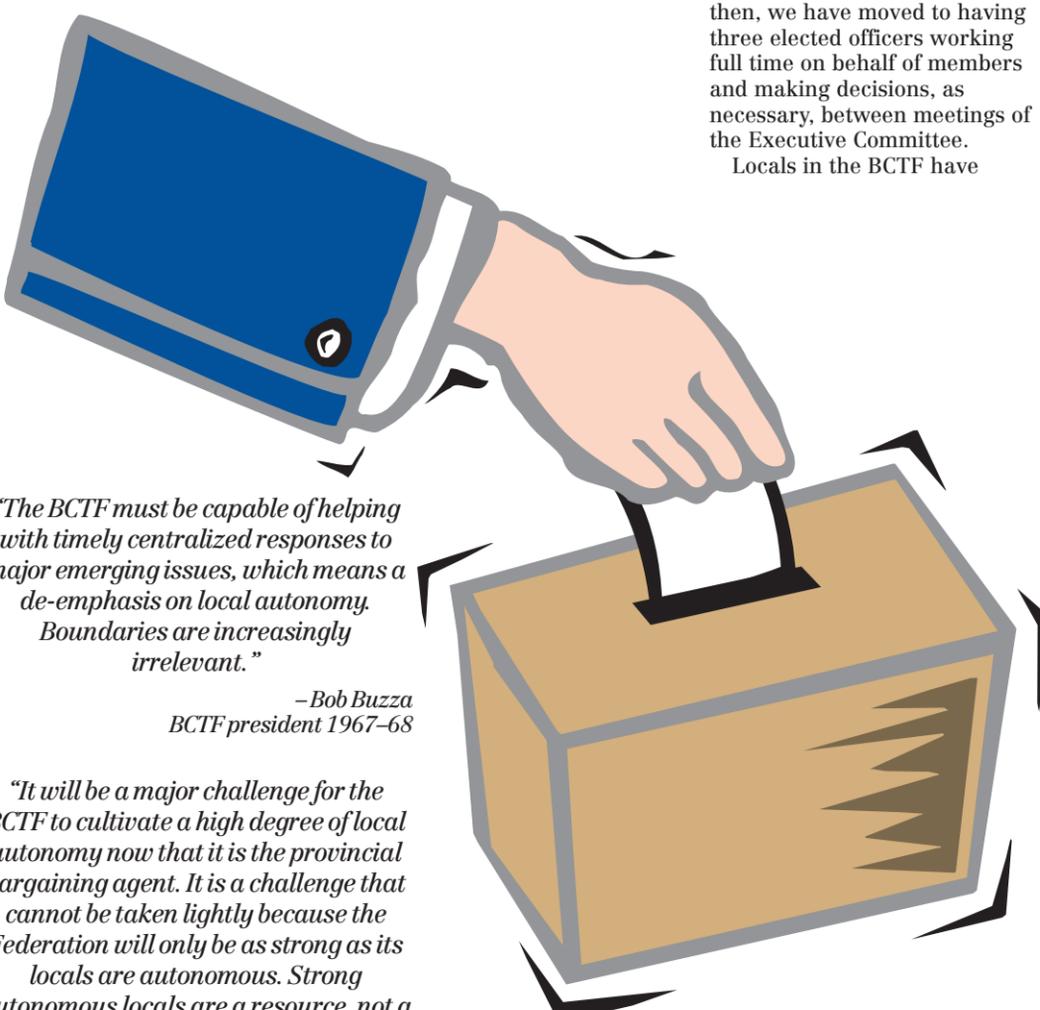
Draft recommendations are circulated to members and bodies within the Federation with a request for comments and further suggestions.

To be completed October 2001

Phase 5

The Governance Review Steering Committee presents final recommendations to Executive Committee for consideration at Annual General Meeting 2002.

To be completed December 2001



"The BCTF must be capable of helping with timely centralized responses to major emerging issues, which means a de-emphasis on local autonomy. Boundaries are increasingly irrelevant."

—Bob Buzza
BCTF president 1967–68

"It will be a major challenge for the BCTF to cultivate a high degree of local autonomy now that it is the provincial bargaining agent. It is a challenge that cannot be taken lightly because the Federation will only be as strong as its locals are autonomous. Strong autonomous locals are a resource, not a threat to the Federation."

—Wes Knapp, BCTF acting executive director 1999

The challenge of democracy in the BCTF

What the members said...

The Federation heard from 425 members who responded as part of the survey conducted by an independent firm or individually. The members noted:

81% of BCTF members are satisfied or very satisfied with the performance of the BCTF.

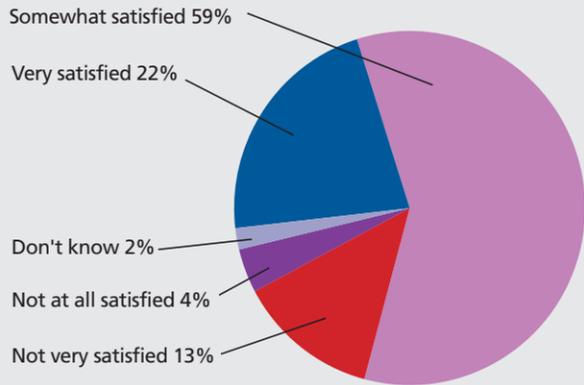
Strengths:

- Communication: informing and communicating with members, as well as public relations.
- Support/protection: advocacy, mediation, and legal

support.

- Bargaining and negotiation: in general and on specific issues, such as working conditions, pension/benefits, and salaries/pay equity.
- Centralized voice: unification/ wide representation.
- BCTF efforts on specific bargaining issues related to working conditions and benefits.
- Professional development and teaching resources.
- Leadership: lobbying/ communication with government, policy formation, strong-resolve issues, and social justice/human rights/children.

Overall Satisfaction with Performance of Provincial Union



17% are 'not very' or 'not at all' satisfied with the performance of the BCTF.

Concerns:

- BCTF is too political—too liberal, left-wing, “in bed with the NDP.”
- Involvement in non-educational/social issues, e.g., abortion, gay marriages, politics of other countries.

• Poor communication/insufficient contact/consultation with members (“too much power at the top”).

- No bargaining power/poor negotiators—salary working conditions, etc.
- Not representative of all—pays more attention to special groups/minorities, less voice for outlying/rural areas/grievances not addressed.

Locals

- The 72 locals within the Federation range in size from 32 to 3,576 members.
- Each local is entitled to full-time release for its president.

Members said...

Strengths:

- Locals are good at communicating with their members and with district staff. Members find local staff reps and presidents accessible and approachable.
- Through locals, members are able to bring resolutions to the AGM.

Concerns:

- Because the local president is such a good resource, members sometimes bypass staff reps for assistance.
- Local presidents are stressed to keep up-to-date with a myriad of changes that affect their work.

Elect AGM Delegates

Elect

Representative Assembly

- The 125 representatives (LRs) elected by locals
- meets May/November/January
- sets budget
- makes policy decisions

Local representatives said...

Strengths:

- The RA brings working teachers from throughout the province to a good size for decision making

Concerns:

- Local representatives (LRs) receive “information overload,” and struggle to keep informed while teaching.
- Some perceive that decisions would have gone to the RA and not local presidents, who are better informed on issues.
- Some LRs are concerned about the sovereignty of the RA over the locals.
- Others point out that opportunities for networking and socializing are limited.

PHASE 2:

Feedback to the governance review

1. Can you suggest solutions for any of the concerns that have been expressed?
2. Can you suggest ways to build on our strengths?

Send your feedback on these questions to the Governance Review Steering Committee by downloading the form from the BCTF Home Page or by faxing your feedback to K. MacKinnon 604-871-2289, or e-mailing kmackinnon@bctf.bc.ca

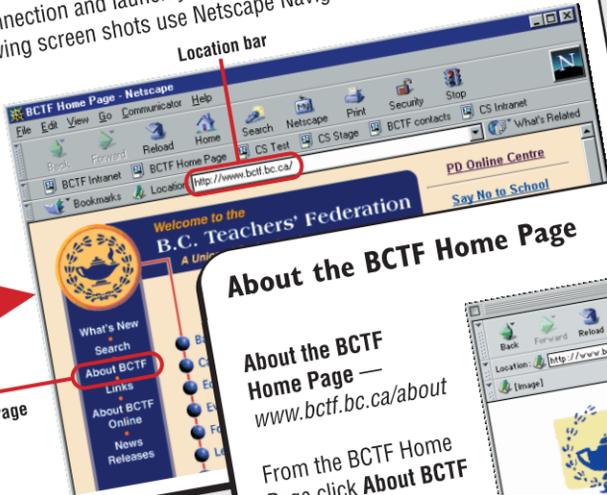
Accessing the BCTF Governance Review Home Page

Accessing the BCTF Web Site

1. Establish your Internet Connection and launch your web browser (e.g. Netscape, Internet Explorer). Note: The following screen shots use Netscape Navigator as the web browser.
2. Go to the BCTF Home Page. In the Location: or Address: bar type www.bctf.bc.ca and press <Enter>.

The following page should appear:

Click here to go to About BCTF Home Page



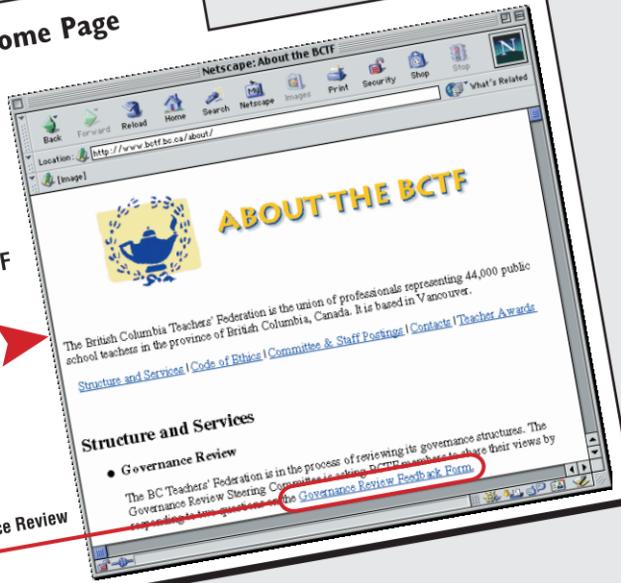
About the BCTF Home Page

About the BCTF Home Page — www.bctf.bc.ca/about

From the BCTF Home Page click About BCTF

The following page should appear:

Click for Governance Review Feedback Form



Advisory Council of Local Presidents (ACLPL)

- 80 local and sub-local presidents
- Meets 3–4 times a year
- Provides advice to the EC on bargaining and other matters.

ACLPL members said...

Strengths:

- The ACLPL has improved communication between members and the EC, and among local presidents. As a result, emerging issues are more quickly identified, and co-ordinated responses are more quickly communicated to members.

Concerns:

- There is an overlap between the ACLPL and the RA. Both assemblies bring delegates from throughout the province to meet with the EC on emerging issues.
- Unlike the RA, the ACLPL has no decision-making power, yet the local presidents are generally better informed and more available to members than those who have teaching assignments.

Annual General Meeting (AGM)

- The 670 delegates are elected by locals
- meets in March
- sets fee
- elects Executive Committee
- makes policy

AGM delegates said...

Strengths:

• The AGM provides for democratic, population-related representation, where all local members can be involved in fairly and effectively chaired meetings. It is seen as an effective provincial voice that guarantees membership control of the BCTF. The AGM is notably responsive to member needs, dealing with local and global issues relevant to teachers and allows BCTF leaders to get a feel for the needs of the membership.

Concerns:

- The AGM is viewed as the sovereign body of the BCTF, but in some instances it is not able to direct the EC.
- The general membership is uninformed with regard to the way to get things onto the agenda of the AGM.
- Delegates and members in locals have insufficient opportunities to discuss AGM business.
- Some delegations do not appear to reflect local interests.
- Some new delegates are intimidated and frustrated by the domination of the floor by candidates and party associated activists.
- Some delegates are often frustrated by the polarized debate.
- Politically and socially progressive motions are passed but are difficult to put into action.
- Lack of carry-through to the membership following the AGM.
- Taxing agenda often has exhausted delegates dealing with major issues in evening or extended sessions.

Elect

Executive Committee (EC)

- The 11-member Executive Committee (EC) is elected at the Annual General Meeting
- The president and two vice-presidents (full time) have one-year terms
- Members-at-large, are usually elected for two-year terms
- Past president has a one-year term
- Meets for a minimum of two days each month
- Makes policy decisions
- As the employer, makes staffing and resource allocation decisions
- Ensures that decisions of the RA and the AGM are implemented

Executive members said...

Strengths:

• The EC represents all teachers in the province. The EC meets regularly with local presidents and responds quickly to issues, both proactively and reactively.

Concerns:

- Annual elections make it difficult for the EC to make long-term plans
- Full-time officers are elected in March, essentially start the job in September, and start re-election campaign in January

Concerns from members of other bodies within the BCTF:

- EC structure results in centralized decision making
- EC recommendations take precedence over local resolutions on the AGM agenda
- The Executive Committee is viewed by some as inaccessible
- Recommendations made to the EC by advisory committees but not endorsed by the EC tend to disappear.

Advisory committees

- Provide advice to the executive committee on specific issues.
- Promote their issue(s) and activities relating to the issue(s) within the BCTF.
- Some of the committees work with zone networks, promote liaison with community groups and other unions and/or work with various government ministries.

Advisory committees that provided feedback to the Governance Review are Social Justice, Income Security, Teachers on Call, *Teacher* Newsmagazine, and Finance.

Strengths:

• The advisory committees are committed groups of teachers who work hard to ensure that they have the knowledge and expertise to provide advice to groups within the Federation regarding their committees' areas of concern.

Concerns

- For some committees the technical expertise required takes a long time to learn and the three year term is very limiting. This is of particular note for Income Security and Pensions.
- Maintaining liaison with the Annual General Meeting, Executive Committee, and Representative Assembly.
- Maintaining liaison with the grassroots membership, locals and zones.
- Need to meet more frequently (agendas are packed) and there is a need for more communication between committee meetings and zone meetings.
- Staff time for some of the committees is inadequate.

Provincial Specialist Association Council (PSAC)

- PSAC is a council of presidents of the 33 provincial specialist associations.
- Provides advice to EC on educational issues and policy, educational leadership, curriculum, professional development. Liaises with PDAC; shares mutual concerns and ideas.

Strengths:

• PSAC provides an open forum for PSAs to express their needs and concerns. It is able to respond to the needs of the PSAs and provide support when required.

• PSAC consists of members who represent a diverse group of teachers in terms of their teaching specialty, geographic location, and teaching philosophy.

• At PSAC meetings, presidents are able to see the similarities in the issues that arise in the different PSAs and to hear, see, and understand the larger picture of public education.

Concerns:

- Lack of time to address all issues raised.
- Time frames given for feedback on educational issues from member PSAs are not adequate.
- PSAC advice is not always considered or accepted by the executive committee. PSAC needs to have a voice at the RA and the AGM.
- Need for more co-ordination between the Professional Development Advisory Committee (PDAC) and PSAC as issues overlap.
- Need for more co-ordination and connections between PSAs and local specialist associations (LSAs).

Representative Assembly (RA)

(s) are elected

ry

achers together in a body that is a

(s) are subject to

ome find it difficult

ng full time.

ons that in the past

e being made by

er

about the

EC.

ortunities for

e being overlooked.

of CLP)

other

etween

ents.

re

d the

on

making

better

n LRs

Advise

Advise

Advise

Advise

Advise

Advise

Should locals amalgamate?

BCTF Executive directs the GRSC to look at the question raised through By-law 3.4 of our constitution

In 1996, the provincial government amalgamated school boards in several areas around the province. Under the terms of the BCTF's By-law 3.4, locals in those districts were then required to amalgamate. However, many members felt that such amalgamations were not to their benefit and motions to delete By-law 3.4 then reached the floor of two AGMs. The motions were supported, but they did not receive the required 75% majority. Two procedure statements were adopted at AGMs that affected By-law 3.4:

5.02 (1997): That in amalgamated districts where the locals continue to operate with two or more separate agreements, the timeline for the amalgamation of locals be extended with the applicable release time grants, until the end of the school year in which the next provincial agreement is in place.

5.04 (1998): That all locals amalgamating as required under By-law 3.4 do so at the end of the school year in which amalgamated local collective agreements are in place.

The Executive then directed the GRSC to make recommendations regarding By-law 3.4.

Key elements of the dilemma

At a November 2000 meeting with the GRSC, local and sub-local presidents identified key elements of the dilemma.:

- Separate locals in amalgamated districts are drawing an unfair and disproportionate share of the Federation's resources.
- Other small locals continue to exist in non-amalgamated districts and draw upon the Federation's resources.
- Some locals have amalgamated their constitutions and contracts, and they are feeling unfairly treated.
- Amalgamating contracts will result in contract stripping, which is contrary to Federation policy and local wishes.
- The amalgamation of school districts by government has sometimes been done illogically, and we should not replicate the mistakes.
- Forced amalgamation would not take geographic dispersion and uniqueness into consideration.
- The question is really not amalgamation but level of service. We need to turn our attention to reviewing our structures in total to assess effectiveness and efficiency.
- Large locals don't want to lower service levels in smaller locals. They want increased service levels for large locals.
- Large locals have problems

based on workload for local officers.

- Whatever the resolution, there should be no fee increase.
- Forced amalgamation would alienate members.
- Different contracts in one district mean that BCTF members have different working conditions even though they are working for the same employer.
- Some small locals see the deletion of 3.4 as a "cash grab" by the Federation.
- "Equitable distribution of resources"—members in small locals have more support from a full-time president.
- Enforcement of 3.4 would result in loss of representation, lower service levels, loss of "connection" by the members, and loss of good contract language.
- There are unique factors in each situation, only partly dependent on the historical local cultures.

Recommendations to the AGM

As a result of the GRSC report to the EC, the following recommendations will be brought to the 2001 AGM:

1. That By-law 3.4 be replaced with the following: If two or more districts amalgamate, locals in those districts shall be supported by the BCTF as the locals determine the governance structures that best meet the needs of their members.

Supporting Statement: The legal and financial arguments in favour of having only one collective agreement per school district cannot be ignored. However, without changes to the premises and allocation of financial support to locals, compelling locals to amalgamate would be seen by some locals as a cash grab by the Federation and would alienate locals and members at a time when solidarity in the face of a unified employer group is critical. This recommendation would leave the initiative for consolidation in the hands of

locals while they determine what structures will best serve their members.

2. That, pending change to overall representative structures, representation at the Representative Assembly and the Annual General Meeting remain as it was prior to 1996 in amalgamated locals. (Adopted in principle.)

Supporting Statement: The GRSC expects to make recommendations in its final report regarding representation to decision making bodies in the Federation. Suggesting piecemeal changes at this time would be inappropriate. However, in fairness to those locals that did amalgamate and consequently lost representation, the number of representatives for those amalgamated locals should be restored until and unless more general changes are made.

3. That there be a review of Federation grants to locals and sublocals, with a report to the Executive by June 15, 2001.

Supporting Statement: Presidents of large locals spoke strongly about inequities in the

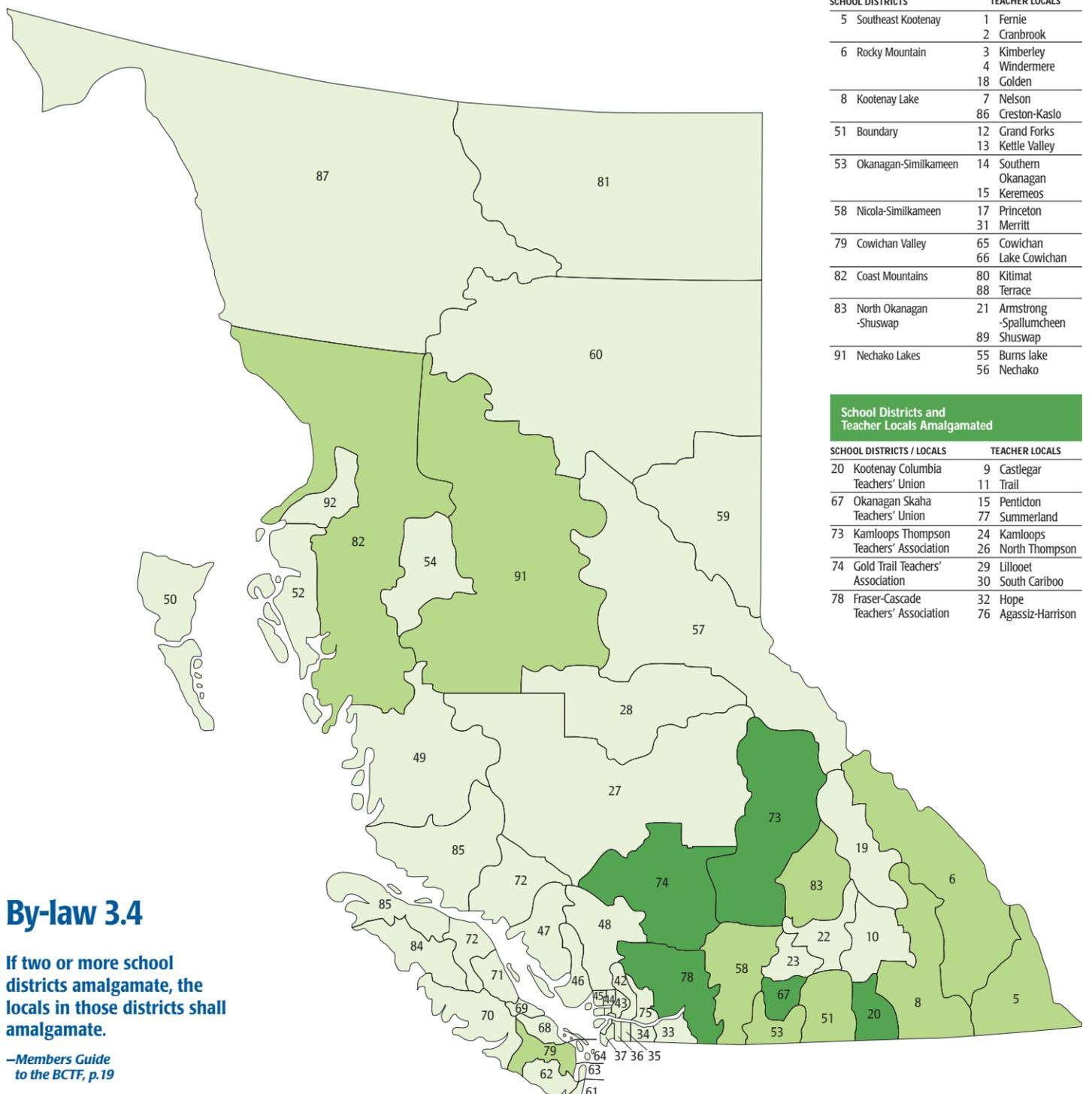
support to locals. There was agreement that small locals need greater support to maintain adequate levels of service for their members, but there is a need for some of the fees paid toward support of the Federation to be returned to large locals for direct service to their members. The Finance Committee has the expertise to examine this issue and advise as to changes that might be made to the grant structures that would preserve service levels in small locals while improving equity of access to financial support for large locals.

4. That, pending the review and subsequent recommendations, grants under 10.J.20 and 10.J.62 remain at present levels.

Supporting Statement: Although there is a discrepancy between this recommendation and Recommendation 2, it is felt that the Federation's budget as it is currently structured and allocated does not permit a return to pre-1996 levels of support without other measures that may be contained in the recommendations that will arise from Recommendation 3.

British Columbia School Districts

(Effective January 5, 2001)



By-law 3.4

If two or more school districts amalgamate, the locals in those districts shall amalgamate.

—Members Guide to the BCTF, p.19

BCTF Financial Report for the Year Ended June 30, 2000

President's comments

The accompanying financial statements have been prepared in accordance with the by-laws of the Federation and the provisions of the Society Act. They reflect the stewardship of the Executive Committee over the resources of the Federation and the committee's accountability to the membership for the effective management of those resources.

As shown in the 1999-2000 financial statements, the General Operating Fund (GOF) expenditures exceeded revenues (a deficit) by \$574,000 due mainly to a shortfall in membership fee revenue as a result of the CUPE job action in the spring of 2000. For the 2000-2001 budget year, the Representative Assembly approved a GOF budget with a deficit of \$266,000. The Executive Committee are supporting the Finance Committee 2001-2002 GOF total fee recommendation to the AGM of 1.38% (same as 2000-2001) but with an additional allocation of .005% to the GOF with the Contingency Fund allocation reduced by .005%.

The Collective Bargaining Defence Fund balance decreased from \$19.6 million at June 30, 1999 to \$17.8 million at June 30, 2000 due to the disbursement of third party (CUPE) dispute payments to members of \$5.3 million.

The Provincial Bargaining Fund (PBF) revenues exceeded expenditures (a surplus) by \$372,000 for the 1999-2000 year increasing the fund balance (assets less liabilities) to \$845,000 at June 30, 2000. The 2000 AGM reduced the fee allocation of .04% in 1999-2000 to .03% in 2000-2001. With the current provincial contract due to expire on June 30, 2001, the Representative Assembly have approved a PBF 2000-2001 budget with a deficit of \$1.1 million. The intent of the PBF fee allocation is to streamline or equalize provincial bargaining costs over a number of years corresponding to the bargaining contract cycle.

The operations of the Salary Indemnity Fund reflect a surplus of \$12.5 million for the 1999-2000 year compared to a surplus of \$13.1 million for the 1998-99 year. The fund balance (assets less liabilities) has now increased to \$76.1 million at June 30, 2000. The 2000 AGM approved a fee of 1.30% for 2000-2001 which was a reduction of .01% from the 1999-2000 fee of 1.40%. The Executive Committee are supporting the Income Security Committee 2001-2002 fee recommendation to the AGM of 1.20%.

David Chudnovsky

Management Responsibility for Financial Statements

The accompanying financial statements and all other information contained in this annual report are the responsibility of the management of the Federation. The financial statements have been prepared by management in accordance with generally accepted accounting principles and have been approved by the Executive Committee.

Preparation of financial information is an integral part of the ongoing operation of the Federation. A system of internal accounting controls is maintained to ensure that transactions are accurately recorded on a timely basis, are properly approved and result in reliable financial statements.

The Finance and Audit Committee reviews the financial statements and recommends them to the Executive Committee for its approval. In addition, the Finance and Audit Committee meets with the officers of the Federation and the external auditors, and reports to the Executive Committee.

The financial statements have been examined by the Federation's auditors who are engaged by the Executive Committee on recommendation of the Finance and Audit Committee and whose appointment was ratified at the Annual General Meeting. The auditors have free access to the Finance and Audit Committee, without management present, to discuss the results of their audit work and their opinion on the adequacy of internal accounting controls and the quality of financial reporting.

Auditors' Report

To the Members of
British Columbia Teachers' Federation

We have audited the statement of financial position of the British Columbia Teachers' Federation as at June 30, 2000, the statement of changes in cash resources and the statements of revenue, expenses and fund balance of the general operating fund, collective bargaining defence fund and the contingency fund for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Federation as at June 30, 2000, and the results of its operations and the changes in its cash resources for the year then ended in accordance with generally accepted accounting principles. As required by the British Columbia Societies Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

PricewaterhouseCoopers LLP
Chartered Accountants
October 30, 2000

Ken Novakowski
Executive Director

Rob McLaren, C.A.
Treasurer

STATEMENT 1 Financial Position as at June 30

	2000	1999
	(in thousands)	
ASSETS		
CURRENT		
Cash	\$ 2,946	\$ 5,870
Marketable securities (Note 3)	13,002	21,394
	<u>15,948</u>	<u>27,264</u>
Membership fees and other receivables	3,492	3,074
Inventories and prepaid expenses	197	296
	<u>19,637</u>	<u>30,634</u>
DUE FROM		
Salary Indemnity Fund	491	54
CAPITAL ASSETS (Note 6)		
	1,767	1,165
LAND AND BUILDING (Note 7)		
	<u>15,766</u>	<u>7,641</u>
	<u>\$37,661</u>	<u>\$39,494</u>
LIABILITIES		
CURRENT		
Accounts payable	\$ 1,952	\$ 1,543
Deferred rent revenue	—	88
	<u>1,952</u>	<u>1,631</u>
DUE TO		
Provincial Specialist Associations	994	1,080
	<u>2,946</u>	<u>2,711</u>
MEMBERS' RESTRICTED FUNDS		
General Operating Fund (Statement 3 & Note 8)	15,022	15,596
Collective Bargaining Defence Fund (Statement 4 & Note 8)	17,790	19,641
Contingency Fund (Statement 5)	1,016	965
Provincial Bargaining Fund (Note 9)	845	473
William R. Long Memorial International Solidarity Fund (Note 10)	36	96
Ed May Memorial Social Responsibility Fund (Note 11)	4	10
Other Funds	2	2
	<u>34,715</u>	<u>36,783</u>
	<u>\$37,661</u>	<u>\$39,494</u>

Approved by the Executive Committee

David Chudnovsky

Neil Whibberley

STATEMENT 2
Statement of Changes in Cash Resources
for the Year Ended June 30

	2000	1999
	(in thousands)	
CASH (USED IN) FROM OPERATIONS		
Fees Received		
General Operating Fund	\$20,856	\$20,781
Collective Bargaining Defence Fund	2,438	2,474
Contingency Fund	452	457
Legal Liability Fund	—	206
Provincial Bargaining Fund	757	1,099
William R. Long Memorial		
International Solidarity Fund	395	394
Ed May Memorial Social Responsibility Fund	33	34
	<u>24,931</u>	<u>25,445</u>
Expenses Paid		
General Operating Fund	(20,904)	(19,852)
Collective Bargaining Defence Fund	(5,492)	(396)
Contingency Fund	(474)	(144)
Provincial Bargaining Fund	(403)	(174)
William R. Long Memorial		
International Solidarity Fund	(459)	(313)
Ed May Memorial Social Responsibility Fund	(39)	(37)
	<u>(27,771)</u>	<u>(20,916)</u>
Advances to Salary Indemnity Fund	(437)	(342)
	<u>(28,208)</u>	<u>(21,258)</u>
NET CASH (USED IN) FROM OPERATIONS	\$ (3,277)	\$ 4,187
CASH (USED IN) FROM INVESTING AND FINANCING ACTIVITIES		
SOURCES		
Investment income received	\$ 1,349	\$ 1,439
Proceeds from member loans	1	6
Proceeds from staff computer loans	—	21
	<u>1,350</u>	<u>1,466</u>
USES		
Purchase of land and buildings	(8,474)	—
Purchase of fixed assets	(915)	(596)
	<u>(9,389)</u>	<u>(596)</u>
NET CASH (USED IN) FROM INVESTING AND FINANCING ACTIVITIES	(8,039)	870
CHANGE in cash and marketable securities	(11,316)	5,057
CASH and marketable securities, beginning of year	27,264	22,207
CASH and marketable securities, end of year	<u>\$15,948</u>	<u>\$27,264</u>

STATEMENT 3
General Operating Fund
Statement of Revenue, Expenses and Fund Balance
for the Year Ended June 30

	2001 Budget (Unaudited) (Note 13)	2000	1999
	(in thousands)		
REVENUE			
Allocation of membership fees (Note 4)	\$21,870	\$21,050	\$20,825
Net investment income	—	—	213
	<u>21,870</u>	<u>21,050</u>	<u>21,038</u>
DIVISIONAL OPERATING EXPENSES (Note 5)			
Management	2,471	2,547	2,203
Organization Support	5,509	5,456	4,849
Finance and Administrative Services	2,411	2,504	2,721
Research and Technology	1,900	1,616	1,561
Professional Development	3,691	3,695	3,295
Bargaining	1,425	1,286	1,341
	<u>17,407</u>	<u>17,104</u>	<u>15,970</u>
Grants to Locals	4,429	4,472	4,338
	<u>21,836</u>	<u>21,576</u>	<u>20,308</u>
Net interest expense	300	48	—
	<u>22,136</u>	<u>21,624</u>	<u>20,308</u>
NET (EXPENSE) REVENUE	(266)	(574)	730
FUND BALANCE, beginning of year	15,022	15,596	14,725
Transfer of Legal Liability Fund surplus	—	—	141
FUND BALANCE, end of year	<u>\$14,756</u>	<u>\$15,022</u>	<u>\$15,596</u>

STATEMENT 4
Collective Bargaining Defence Fund
Statement of Revenue, Expenses
and Fund Balance
for the Year Ended June 30

	2000	1999
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 4)	\$2,457	\$2,473
Net investment income	1,184	1,185
	<u>3,641</u>	<u>3,658</u>
EXPENSES		
Third party dispute pay	5,278	8
Support to locals	200	254
Job action grants	14	—
Contract implementation—salaries	—	79
Contract implementation—training	—	32
Contract implementation—data collection	—	21
Adult educator negotiations	—	2
	<u>5,492</u>	<u>396</u>
NET (EXPENSE) REVENUE	(1,851)	3,262
FUND BALANCE, beginning of year	19,641	16,379
FUND BALANCE, end of year	<u>\$17,790</u>	<u>\$19,641</u>

STATEMENT 5
Contingency Fund
Statement of Revenue, Expenses
and Fund Balance
for the Year Ended June 30

	2000	1999
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 4)	\$455	\$457
Net investment income	70	51
	<u>525</u>	<u>508</u>
EXPENSES		
Legal costs over G710 budget	360	—
Ontario teacher support	40	—
Special grants	27	7
NWTTA support grant	25	—
Grant to Mozambique	15	—
Access 2000 campaign grant	5	—
Bargaining structure review	2	29
Labour relations review	—	50
Grant to EI Solidarity Fund	—	15
Grant to Honduras Teachers' Association	—	10
Grant to Section IX Mexican Teachers	—	10
School district amalgamation	—	8
Grant to Nicaragua Teachers' Association	—	5
Grant to End the Arms Race	—	5
APEC Protesters' Defence Fund	—	5
	<u>474</u>	<u>144</u>
NET REVENUE	51	364
FUND BALANCE, beginning of year	965	601
FUND BALANCE, end of year	<u>\$1,016</u>	<u>\$965</u>

Notes to Financial Statements Year Ended June 30, 2000

1. BACKGROUND AND BASIS OF COMBINATION

The British Columbia Teachers' Federation (the BCTF or the Federation) is incorporated as a society pursuant to the Society Act, and is a trade union pursuant to the Labour Relations Code of B.C. and the Public Education Labour Relations Act. The Federation is exempt from income tax.

The financial statements of the Federation include the results of the seven restricted funds described below.

General Operating Fund: The purpose of the fund is to meet the goals of the Federation through program expenditures planned in advance and approved by the Representative Assembly.

Collective Bargaining Defence Fund: The purpose of the fund is to pay costs directly related to strikes, lockouts, the honouring of picket lines in third-party disputes, and contract enforcement in accordance with policies and procedures approved by the Representative Assembly.

Contingency Fund: The purpose of the fund is to meet, without delay, special or emergent expenses that could not reasonably have been anticipated and to promote the cause of public education by providing the financial means to respond effectively to any crisis in education. Expenditures from the Contingency Fund are made in accordance with policies and procedures approved by the Representative Assembly.

Provincial Bargaining Fund: The purpose of the fund is to pay costs related to provincial contract negotiations. Expenditures from the fund are planned in advance and approved by the Representative Assembly.

William R. Long Memorial International Solidarity Fund: The purpose of the fund is to improve public education in developing countries.

Ed May Memorial Social Responsibility Fund: The purpose of the fund is to promote socially responsible teaching practices.

The **Salary Indemnity Fund** is reported to the membership in a separate set of financial statements and is not included in these financial statements. The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident. The total fee allocated to the Salary Indemnity Fund was 1.40% of gross salary for the 1999-2000 membership year. Any fund deficiency is the responsibility of the Federation. The financial statements of the Salary Indemnity Fund should be read concurrently with these financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Fund Accounting

The Federation follows the restricted fund method of accounting for membership fees.

b. Revenue Recognition

Restricted membership fees related to general operations are recognized as revenue of the General Operating Fund in the year the related expenses are incurred. All other restricted membership fees are recognized as revenue of the appropriate restricted fund.

Investment income from the Federation's investments (including those of the Salary Indemnity Fund) is recognized as revenue as earned and allocated to the appropriate restricted funds based on the investments held for the funds.

c. Marketable Securities

Marketable securities are originally recorded at cost. When the market value of the portfolio has declined below cost an adjustment is made to reflect the decline in market value. This is known as the carrying value. If there is a further decline in market value, this becomes the new carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

d. Inventories

Inventories of lesson aid materials are valued at cost or net realizable value, whichever is the lower.

e. Capital Assets

Capital assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives:

Furniture & equipment	3 to 15 years
Computer hardware	3 to 10 years
Leasehold improvements	9 to 10 years

f. Staff Pension Plan

The cost of the Federation's defined benefit pension plan is determined periodically by independent actuaries. Pension expense is charged annually to operations and represents the cost of pension benefits provided in exchange for employees' services rendered during the year, as calculated using the accrued benefit method prorated on services.

3. MARKETABLE SECURITIES

The market value of marketable securities at June 30, 2000 was \$13,139,950 compared to a carrying value of \$13,002,270 (June 30, 1999 market value—\$22,116,050; carrying value—\$21,393,820).

4. MEMBERSHIP FEE

The membership fee for the year ended June 30, 2000 was 1.38% of the gross salary of each member. For the year ending June 30, 2001 the 2000 Annual General Meeting approved the same fee with different allocations to the funds.

The following summarizes the fee allocations:

	1999-2000	2000-2001
General Operating Fund	1.180%	1.180%
Collective Bargaining Defence Fund	0.135	0.145
Contingency Fund	0.025	0.025
Provincial Bargaining Fund	0.040	0.030
	<u>1.380%</u>	<u>1.380%</u>

The General Operating Fund allocates 1.86% of its fee revenue to the William R. Long Memorial International Solidarity Fund. In addition, the General Operating Fund allocates \$1 per member per year to the Ed May Memorial Social Responsibility Fund.

5. DIVISIONAL OPERATING EXPENSES

The Federation allocates operating expenses of the General Operating Fund to individual programs, which are grouped within a divisional structure. The following listing of the major program areas within each division summarizes the specific programs that have been approved by the Representative Assembly.

	1999-2000 Actual	1999-2000 Budget (Unaudited Note 13)	1998-99 Actual
(in thousands)			
Management			
Management & Personnel	\$1,574	\$1,610	\$1,371
Governance Review	79	111	—
Internal Relations	253	279	210
Canadian Teachers' Federation	641	657	622
	<u>2,547</u>	<u>2,657</u>	<u>2,203</u>
Organization Support			
BCTF Governance	2,123	2,045	1,984
Leadership Development	563	584	425
Health & Safety	259	266	236
Communications	1,106	1,130	1,021
Community & Labour Outreach	258	238	185
Organizational Field Services	68	81	5
Legal Services	904	904	812
Membership—Records, Recruitment, Retention	175	175	181
	<u>5,456</u>	<u>5,423</u>	<u>4,849</u>
Finance and Administrative Services			
Treasury & Accounting	634	642	586
Administrative Services	254	253	277
Production Services	81	110	138
Purchasing & Building Management	1,223	1,172	1,407
Pension & Benefit Plans	312	306	313
	<u>2,504</u>	<u>2,483</u>	<u>2,721</u>
Research and Technology			
Research	332	327	315
Information Services	445	442	438
Technology	839	855	808
	<u>1,616</u>	<u>1,624</u>	<u>1,561</u>
Professional Development			
Teaching Rights & Practices	1,197	1,188	1,091
Educational Leadership	929	901	880
Social Responsibility	1,082	1,048	948
Project Application & Administration – Curriculum Services/ Professional Opportunities	27	27	19
Career Services for Teachers, Lesson Aids, & Program for Quality Teaching	460	501	357
	<u>3,695</u>	<u>3,665</u>	<u>3,295</u>
Bargaining	<u>1,286</u>	<u>1,305</u>	<u>1,341</u>
Grants to Locals	<u>4,472</u>	<u>4,433</u>	<u>4,338</u>
	<u>\$21,576</u>	<u>\$21,590</u>	<u>\$20,308</u>
Within programs, expenditures are further classified according to type. The following is a summary of total program expenditures by type.			
	1999-2000 Actual	1999-2000 Budget (Unaudited Note 13)	1998-99 Actual
(in thousands)			
Salaries & Benefits	\$ 9,091	\$ 9,123	\$ 8,713
Table Officers' Salaries, Accommodation & Expense Allowances	471	453	414
LR, Executive & Staff Travel	506	469	390
AGM, RA, Summer Leadership & Meetings	2,337	2,326	2,022
Grants (includes all grants; those to locals and others)	4,942	4,910	4,786
Printing, Distribution, Photocopying	1,086	1,154	994
Conference Costs	792	801	551
Organization Memberships	613	615	613
Consultant & Legal Fees	475	485	398
Public Relations/Communications	257	259	298
Equipment Rental, Purchases & Maintenance	263	269	188
Depreciation & Gain/Loss on Disposal of Fixed Assets	661	667	550
Property Taxes, Operating Expenses, Insurance, Rent	748	709	972
Miscellaneous	76	82	64
Administrative Charges & Overhead Recovered	(399)	(376)	(287)
Program Revenue (includes Lesson Aids sales, Teacher Newsmagazine ads & subscription revenue)	(343)	(356)	(358)
	<u>\$21,576</u>	<u>\$21,590</u>	<u>\$20,308</u>

Curriculum Services/Professional Opportunities (CSPO) programs are funded through government grants or user fees and are not included in the divisional operating expenses of the Federation. The balances of these programs are included in accounts payable.

	1999-2000	1998-1999
(in thousands)		
Funds unexpended, beginning of year	\$ 122	\$ 173
Funds received	183	139
Funds disbursed	(190)	(190)
Funds unexpended, end of year— represents the net commitment for unexpired contracts	<u>\$ 115</u>	<u>\$ 122</u>

6. CAPITAL ASSETS

	Original Cost	Accumulated Depreciation	2000 Net Book Value	1999 Net Book Value
(in thousands)				
Furniture & equipment	\$1,018	\$ (554)	\$ 464	\$ 371
Computer hardware & software	1,376	(187)	1,189	656
Leasehold improvements	288	(179)	109	138
Renovations	5	—	5	—
	<u>\$2,687</u>	<u>\$ (920)</u>	<u>\$1,767</u>	<u>\$1,165</u>

Depreciation expense for the year ended June 30, 2000 was \$311,000 (1999—\$315,000).

7. LAND AND BUILDING

The Federation purchased the 50% interest of the other co-owner in the lands, building, and leases at 550 West 6th Avenue, Vancouver. The sale was completed at the end of 1999 at a purchase price of \$8,125,000.

	Original Cost	Accumulated Depreciation	2000 Net Book Value	1999 Net Book Value
(in thousands)				
Land	\$ 4,430	\$ —	\$ 4,430	\$1,550
Building	12,736	(1,400)	11,336	6,091
	<u>\$17,166</u>	<u>\$(1,400)</u>	<u>\$15,766</u>	<u>\$7,641</u>

Depreciation on the building and renovations is calculated on the straight-line method over 30 years. Depreciation expense for the year ended June 30, 2000 was \$343,870 (1999—\$234,281).

8. NET ASSETS INVESTED IN CAPITAL ASSETS

	1999-2000	1998-1999
(in thousands)		
Net assets invested in capital assets are funded as follows:		
General operating fund	\$ 9,133	\$ 8,806
Collective Bargaining Defence Fund	\$ 8,400	\$ —
	<u>\$17,533</u>	<u>\$ 8,806</u>

9. PROVINCIAL BARGAINING FUND

	1999-2000	1998-1999
(in thousands)		
Fund balance, beginning of year	\$ 473	\$ (452)
Fee allocation (Note 4)	728	1,099
Expenditures	(356)	(174)
Fund balance, end of year	<u>\$ 845</u>	<u>\$ 473</u>

10. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1999-2000	1998-1999
(in thousands)		
Fund balance, beginning of year	\$ 96	\$ 15
Fee allocation (Note 4)	399	394
Expenditures	(459)	(313)
Fund balance, end of year	<u>\$ 36</u>	<u>\$ 96</u>

11. ED MAY MEMORIAL SOCIAL RESPONSIBILITY FUND

	1999-2000	1998-1999
(in thousands)		
Fund balance, beginning of year	\$ 10	\$ 13
Fee allocation (Note 4)	33	34
Expenditures	(39)	(37)
Fund balance, end of year	<u>\$ 4</u>	<u>\$ 10</u>

12. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF PENSION PLAN

The Federation maintains a contributory defined benefit final average pension plan covering the majority of its employees. Tri-annual actuarial valuations are prepared using the projected accrued benefit method pro-rated on service with the assets valued using market-related values, with 5-year averaging of investment income.

	January 1, 1999
Accrued benefits	\$14,153,000
Pension fund assets	\$18,347,000

13. BUDGET

The 2000-2001 budget presented in Statement 3 is the budget as approved by the Representative Assembly. Some budgets have been restated to conform to the 1999-2000 divisional structure. The 1999-2000 budget presented in Note 5 is the budget as approved by the Representative Assembly and amended by the Executive Committee.

14. FINANCIAL INSTRUMENTS

The fair value of the Federation's marketable securities is their market value as disclosed in Note 3. The fair value of the Federation's other assets and liabilities that meet the definition of a financial instrument approximate their carrying value. These items include cash and treasury bills, membership fees and other receivables, due to Salary Indemnity Fund, accounts payable and due to Provincial Specialists' Associations.

Salary Indemnity Fund

Auditors' Report

To the Members of
British Columbia
Teachers' Federation

We have audited the statement of financial position of the British Columbia Teachers' Federation Salary Indemnity Fund as at June 30, 2000, the statements of revenue, expenses and fund balance and changes in cash resources for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the Fund as at June 30, 2000, and the results of its operations and changes in its cash resources for the year then ended in accordance with generally accepted accounting principles. As required by the British Columbia Societies Act, we report that, in our opinion, these principles have been applied on a basis consistent with that of the preceding year.

PricewaterhouseCoopers LLP
Chartered Accountants
October 30, 2000

STATEMENT 1 Salary Indemnity Fund Financial Position as at June 30

	2000	1999
	(in thousands)	
ASSETS		
CASH (BANK INDEBTEDNESS)	\$ (355)	\$ 1,553
ACCOUNTS RECEIVABLE	3,056	2,964
INVESTMENTS (Note 3)	185,163	164,233
CAPITAL ASSETS (Note 4)	337	123
	<u>\$188,201</u>	<u>\$168,873</u>
LIABILITIES AND FUND BALANCE		
ACCOUNTS PAYABLE	\$ 493	\$ 372
DUE TO General Operating Fund	491	54
PROVISION FOR CLAIMS (Note 5)	111,067	104,814
	112,051	105,240
FUND BALANCE	76,150	63,633
	<u>\$188,201</u>	<u>\$168,873</u>

Approved by the Executive Committee

David Chudrowsky
Neil Weber

STATEMENT 2 Salary Indemnity Fund Statement of Revenue, Expenses and Fund Balance for the Year Ended June 30

	2000	1999
	(in thousands)	
REVENUE		
Membership fees (Note 1)	\$24,983	\$25,084
Teachers' share of employment insurance premium reductions	1,717	1,826
Investment income	21,471	15,726
	<u>48,171</u>	<u>42,636</u>
EXPENSES		
Short term claims paid	8,241	7,341
Pension contributions paid	340	932
Long term claims paid	17,400	16,759
	<u>25,981</u>	<u>25,032</u>
Increase in actuarial valuation (Note 5)	6,253	1,901
Total claim and pension expenses	32,234	26,933
Excess of revenue over claim and pension expenses	15,937	15,703
Administrative expenses	2,920	2,142
Investment management and trust company fees (Note 6)	500	401
	<u>3,420</u>	<u>2,543</u>
NET REVENUE	12,517	13,160
FUND BALANCE, beginning of year	63,633	50,473
FUND BALANCE, end of year	<u>\$76,150</u>	<u>\$63,633</u>

STATEMENT 3 Salary Indemnity Fund Statement of Changes in Cash Resources for the Year Ended June 30

	2000	1999
	(in thousands)	
CASH FROM (USED IN) OPERATIONS		
SOURCES		
Fees received	\$24,834	\$25,272
Teachers' share of employment insurance premium reductions received	1,768	1,836
Advances from General Operating Fund	437	342
	<u>27,039</u>	<u>27,450</u>
USES		
Claims paid	(25,641)	(24,100)
Pension contributions paid	(340)	(932)
Administrative expenditures paid	(3,236)	(2,469)
	<u>(29,217)</u>	<u>(27,501)</u>
NET CASH USED IN OPERATIONS	\$(2,178)	\$ (51)
CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES		
SOURCES		
Investment income received	\$ 8,260	\$ 8,494
Proceeds from sale of investments	270,219	131,675
	<u>278,479</u>	<u>140,169</u>
USES		
Purchase of investments	(277,930)	(138,715)
Purchase of capital assets	(279)	(57)
	<u>(278,209)</u>	<u>(138,772)</u>
NET CASH FROM INVESTING AND FINANCING ACTIVITIES	270	1,397
CHANGE in cash	(1,908)	1,346
CASH beginning of year	1,553	207
CASH (BANK INDEBTEDNESS) end of year	<u>\$ (355)</u>	<u>\$1,553</u>

Notes to Financial Statements Year Ended June 30, 2000

1. BACKGROUND AND FEES

The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident.

The membership fee for the year ending June 30, 2000 was 1.4% of the gross salary of each member. For the year ending June 30, 2001, the 2000 Annual General Meeting approved a fee of 1.3% of the gross salary of each member.

The financial position of the British Columbia Teachers' Federation is reported to the membership in a separate set of financial statements and is not included in these financial statements. The financial statements of the British Columbia Teachers' Federation should be read concurrently with these financial statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Fund Accounting: The Salary Indemnity Fund follows the restricted fund method of accounting for membership fees.

b. Revenue Recognition: Restricted membership fees related to the Fund are recognized as revenue of the Fund in the year they are earned.

Investment income on the Fund's net resources is recognized as revenue in the year it is earned.

c. Investments: Investments are originally recorded at cost since they are held as long-term investments. In the event of a permanent decline in market value, the investments are written down to reflect the decline in market value. The resulting balance is known as the carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

d. Capital Assets: Capital assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives.

3. INVESTMENTS

The market value of long-term investments as at June 30, 2000 was \$209,726,177 compared to a carrying value of \$185,162,849. (June 30, 1999 market value—\$182,880,309; carrying value—\$164,233,352).

4. CAPITAL ASSETS

	Original Cost	Accumulated Depreciation	2000 Net Book Value	1999 Net Book Value
	(in thousands)			
Furniture & equipment	\$ 45	\$ 27	\$ 18	\$ 18
Hardware & software	327	8	319	104
	<u>\$372</u>	<u>\$ 35</u>	<u>\$337</u>	<u>\$122</u>

Depreciation expense for the year ended June 30, 2000 was \$13,000 (1999—\$12,000)

5. CLAIM EXPENSES AND PROVISION FOR CLAIMS

The estimate of accrued liabilities and provisions for claims is based upon an actuarial valuation as of June 30, 2000 performed in accordance with standards established by the Canadian Institute of Actuaries using data supplied by management of the Plan. This valuation uses standard claims tables modified to reflect Plan experience. In subsequent periods the accrued liabilities and provisions for claims are adjusted based upon actual Plan experience. These adjustments can be significant. The estimate of accrued liabilities and provisions for claims for the individual segments of the plan are set out below:

	June 30 2000	June 30 1999
	(in thousands)	
Pension contributions	\$ —	\$ 322
Short term claims	3,283	2,652
Long term claims	107,784	101,840
Total provisions for claims	<u>\$111,067</u>	<u>\$104,814</u>

As a result of the current period's actuarial review, adjustments were required for claim benefits and pension contributions attributable to prior periods. These adjustments are included in the operations of the current period.

	June 30 2000	June 30 1999
	(in thousands)	
Increase (decrease) related to current period	\$15,525	\$ (743)
Increase (decrease) related to prior periods	(9,272)	2,644
Total change in provisions for claims	6,253	1,901
Opening provisions for claims	104,814	102,913
Closing provisions for claims	<u>\$111,067</u>	<u>\$104,814</u>

6. INVESTMENT MANAGEMENT AND TRUST COMPANY FEES

The investments of the Salary Indemnity Fund are managed by independent investment management firms in accordance with investment restrictions as established by the Federation and the Trustees' Act (B.C.) and are lodged for safekeeping with a trust company.

7. FINANCIAL INSTRUMENTS

The fair value of the Fund's investments is their market value as disclosed in Note. 3. The fair value of the Fund's other assets and liabilities that meet the definition of a financial instrument approximate their carrying value. These items include cash and treasury bills, accounts receivable, accounts payable, due to/from General Operating Fund and provisions for claims.

The University of British Columbia

Announces
Newly revised programs in

Education of the Deaf and Hard of Hearing and Visual Impairments

- Continue to work or teach while completing program requirements.
- Completion of program requirements leads to a master's degree and meets specialist certification standards.
- Abundant and immediate employment opportunities!
- Program Start Date: July 2001
- Application Deadline: March 15, 2001

For additional information or for an application packet contact:

Deaf & Hard of Hearing Dr. Janet Jamieson 604-822-5262 - voice or TDD janet.jamieson@ubc.ca	Visual Impairment Dr. Cay Holbrook 604-822-2235 cay.holbrook@ubc.ca
--	--

UBC Faculty of Education/ECPS,
2125 Main Mall, Vancouver, BC, V6T 1Z4

Brave New World

Regent College presents a Professional Development Event

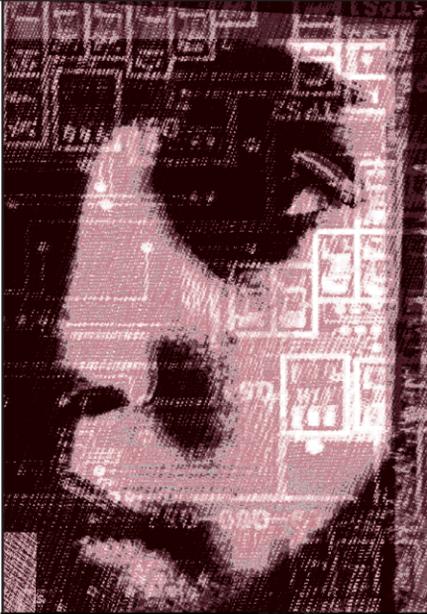
Teachers' Conference 2001

Brave New World: Engaging Youth Cultures

March 31, 2001, 8:30 am-3:30 pm

Keynote speaker Dr. Ken Badley will discuss how to teach our youth in light of their most powerful influences: their friends and the media.

Educational Initiatives
Regent College
5800 University Boulevard
Vancouver, BC V6T 2E4
(604) 224-3245; 1-800-663-8664
E-mail: initiatives@regent-college.edu
Website: www.regent-college.edu

Engaging Youth Cultures



All our Supply Teachers become well acquainted with the UK.

As one of the UK's leading supply agencies, we offer qualified teachers:

- Excellent variety of teaching posts (short and long term) across the UK
- Flexible approach to placements to suit individual needs
- From CAN\$184 per day
- Support and assistance

Opportunities unlimited!

Contact us now.
Tel: +44 (0) 208 579 8066
Fax: +44 (0) 208 840 9672
or email: international@recruiteducation.com
Register on-line: www.recruiteducation.com



education services

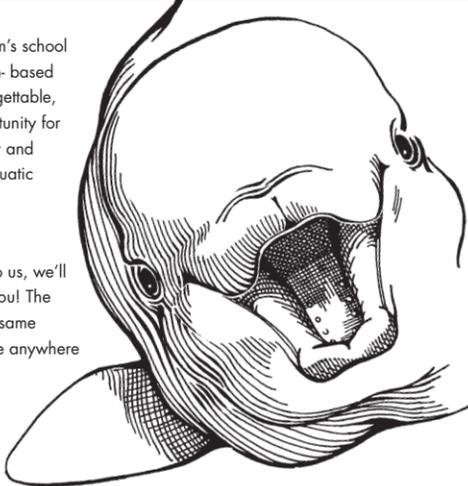


A CarlisleGroup Company

"Wet" your appetite for learning!

The Vancouver Aquarium's school programs are curriculum-based and hands-on; an unforgettable, fun-filled learning opportunity for K-12 students. See, hear and touch a one-of-a-kind aquatic experience.

And if you can't come to us, we'll bring the Aquarium to you! The AQUAVAN delivers the same unforgettable experience anywhere in BC and into Alberta!



VANCOUVER AQUARIUM
MARINE SCIENCE CENTRE
www.vanaqua.org

To book your Aquarium field trip, call (604) 659-3556. To book the AQUAVAN, call (604) 659-3488.

SANYO

Presentation Products

PROJECTORS

STARTING AT \$3795.00

- ✓ 5.6 Lbs
- ✓ 700 ANSI LUMENS
- ✓ True SVGA Resolution
- ✓ Digital Keystone Correction
- ✓ 3 Year parts and labour Warranty



www.precisionsound.com

precision SOUND CORP. 604-299-4141
800-663-6213

Providing Audio / Visual Equipment and Supplies To Schools For More Than 10 Years



WESTERN WASHINGTON UNIVERSITY

Are you interested in earning a Master's degree in Educational Administration? Do you want to be part of a program that focuses upon the practice of being a principal with classes taught by current school administrators? Are you interested in a program that individualizes for you and adjusts to your needs? Would you like a program offered in your own neighborhood or area?

Western Washington University has prepared hundreds of practicing B.C. school principals for several decades. Talk with any of our graduates or talk with us if you are interested in a Master's degree from a long-recognized quality institution—**Western Washington University.**

Tuition for all Educational Administration courses for 2000-01 is \$165 (US funds) per credit hour.

Call or write: Ted Czajkowski, Program Chair
Educational Administration—MS 9087
Woodring College of Education, WWU
Bellingham, WA 98225-9087
Ph: (360) 650-3708 or Email: Ted.Czajkowski@wwu.edu



Buying a New Car?

For the best possible price on the purchase of your vehicle call:

Greg Huynh - Tel: 688-0455 Fax: 669-1110

1-800-300-GREG (4734)
#506-1015 Burrard Street, Vancouver, BC V6Z 1Y5



QUINELLA AUTO
THE NEW CAR PURCHASE PLAN

www.autosalesandlease.com



RECEIVE FIRST CLASS TREATMENT. CLASS AFTER CLASS.

Our Master of Arts in Education is designed for working teachers, like yourself, and taught by instructors with real-world experience from the local school districts. To find out how a degree can fit into your schedule, call 205-6999 or visit our website at <http://vap.phoenix.edu>.



University of Phoenix
Vancouver Campus
You can do this.

205-6999
Suite 200, 4401 Still Creek Drive, Burnaby

ASIA Quality Tours

ALL INCLUSIVE PACKAGE

8 Day Beijing & Xian	fr\$1699
17 Day Bali Magic	1799
15 Day Historic China	2099
13 Day Yangtze River	2699
15 Day Beautiful China	2499
21 Day Historic China, Yangtze & Hong Kong	3499
22 Day Yangtze River	4299

USE YOUR AIRMILES AND CRUISE ASIA



FROM **479**

Singapore Malaysia Thailand OR China Vietnam Hong Kong

CALL NOW!

Chinapac International
(604) 731-1693 1-800-661-8182
teachers@chinapac.com
www.chinapac.com

EDUCATORS B & B TRAVEL NETWORK

serving educators since 1986

\$32 a night for two!

Over 5,000 members in 52 countries

"We were overwhelmed by the warmth and hospitality of our hosts!" David & Alice, Halifax, NS, Canada

exclusive travel network for educators

Box 5279 Eugene OR 97405
800-377-3480

visit our on-line directory and plan a trip today!

www.educatorstravel.com

Attention: TEACHERS!

WAREHOUSE SALE

Teaching Things.com

3831 Still Creek Avenue, Burnaby (between Boundary and Gilmore)

(604) 266-4197
Store Hours: Tuesday-Friday 10-6
Saturday 10-5 • Sunday 11-4



Mention this ad for ***10-40% OFF!**

- ✓ Stickers
- ✓ Puzzles
- ✓ Resource Books
- ✓ Trimmers
- ✓ Educational Supplies
- ✓ Bulletin Board Sets
- ✓ And Much More...

A Complete On-Line Educational Supply Store
www.teachingthings.com
Teaching Materials Shipped Within 48 Hours

Offer Expires February 15, 2001
*Not valid with any other promotions. Discount applies to in-store items only.



UNIVERSITY OF VICTORIA
Faculty of Education **GRADUATE PROGRAMS**
THE QUALITY CHOICE

SUMMER PROGRAMS, 2001: (MED)
Coaching Studies (Co-op), Curriculum Studies, Environmental Studies,
Language Arts, Leadership Studies, Math, Music, Science, Social Studies

WINTER PROGRAMS: (MA, MED, MSC) Full-time on-campus programs:

Curriculum Studies	Leadership Studies
Educational Psychology:	Mathematics Education
• Counselling	Music Education
• Learning & Development	Physical Education
• Measurement & Evaluation	Science Education
• Special Education	Social Studies Education
English Language Arts	Sport & Exercise Studies

PHD PROGRAMS: Educational Psychology, English Language Arts

CONTACT: Graduate Secretary, Faculty of Education, University of Victoria,
Box 3010, Victoria, BC V8W 3N4 Tel: (250) 721-7882 Fax: (250) 721-7598
http://www.educ.uvic.ca Financial awards available to full-time students.

Group Mortgage Plan Makes the Grade!

A+ Mortgage Value & Benefits

- ✓ 9 different mortgage brands
- ✓ Preferred Rates - up to 1.5% off posted bank rates*
- ✓ Cash up front - up to 4%
- ✓ 15% rebate on real estate commission (listing or selling)
- ✓ Superior pre-payment privilege of 20%
- ✓ Increased payment privileges of up to 100%.
- ✓ Convenience - no need to leave your home or office -

A Group Mortgage Specialist is standing by 1.800.663.4819

Terms and conditions apply and are subject to change at any time. Exact benefits depend on mortgage term. All financing through CIBC Mortgages Inc. 9 different lenders include CIBC, FirstLine, President's Choice Financial, MCAP, Maple Trust, First National, Scotia Express, Laurentian Bank and Sutton.

Contact us today!
Start saving on your mortgage tomorrow.
1.800.663.4819

Scotia Scientific
Quality Science Equipment
at Reasonable Prices.
Manufactured in Canada.
Check our web site
for a chance to **WIN**
a science kit.
www.scotiascientific.com
or phone 902-662-4186
fax 902-662-2348



Dr. Shirley M. Wong
International Business
Education Award

Applications for the award are now
being accepted. Please submit to:
Dr. Adriana Zylmans
UBC Faculty of Education
2125 Main Mall
Vancouver, BC V6T 1Z4
Call (604) 822-4313 for more info.
THE UNIVERSITY OF BRITISH COLUMBIA

BECOME A CADET INSTRUCTOR!

**ONE OF THE MOST
REWARDING
EXPERIENCES
YOU'LL EVER HAVE.**

No previous military training necessary.



The Cadet Instructors Program. Inspire young Canadians while learning valuable skills in your spare time. Training, remuneration and fulfilment. A chance to mentor 12 to 18-year-olds in a variety of outdoor activities, including camping and hiking. A unique opportunity to pass on your technical, educational and sports knowledge. It is spare time well spent. For information on becoming a cadet instructor, call **1 800 661-8733**, or visit our Web site at **www.dnd.ca**









BONNIE BRACKHAUS, B.Ed.(Sec.), M.A.
Vancouver Westside Residential Specialist



Dexter Associates Realty
263-1144



After serving several years as a secondary school teacher and then as an educational consultant, I decided to combine the satisfaction I receive from helping people with the challenge of business. Make use of my nine years experience as a real estate associate specializing in Vancouver's Westside.

**EXCEPTIONAL SERVICE
is My Commitment to You**

Dexter Associates Realty, 2094 West 43rd Ave., Vancouver, B.C. V6M 2C9
Tel: (604) 263-1144 Fax: (604) 263-6699 email: brackhaus@dexterrealty.com www.dexterrealty.com

For Research based K-6 Reading and Language Arts
Companion Reading Powerlines Pilots

GIVE US A CLICK!

www.kidsed.org

Register for Spring 2001 Seminars.
NOW SHOWING ACROSS CANADA!



**Travel Seminars
and Slide Shows**
brought to you by
TRAVEL CUTS
Student Travel Experts Since 1969

For over 30 years, Travel CUTS has been helping students travel for school or for holidays, saving them hundreds of millions of dollars in travel costs. We are happy to visit High Schools and talk to students or teachers about our many valuable programs, from our Student Class™ Airfares to the Student Work Abroad Programme.

For seminars details or to receive an information package, contact the Travel CUTS BC Marketing Department 604-659-2840 or sjelstad@travelcuts.com

**Owned and operated by the Canadian Federation of Students.
Over 70 offices across Canada located on University & College Campuses.
Visit us online www.travelcuts.com**

On Course and Online

Athabasca University's new **Master of Arts - Integrated Studies (MAIS)** provides graduate courses at a distance and online. The MAIS enables you to develop your own independent study plan across the Arts, Humanities, and Social Sciences.

Specializations Under Development (2001 - 2003)

• Educational Studies	• Cultural Studies	• Feminist Thought
• Adult Education	• Community Studies	• Canadian Studies
• Global Change	• Information Studies	• Historical Studies
• Work, Organizations, and Leadership		

Courses Starting January 2001

All courses are offered by paced delivery unless otherwise specified.

• Making Sense of Theory in the Arts and Social Sciences	• Experiential Learning
• Canadian and International Labour Education	• Deciphering the Social World
• Introduction to Distance Education and Training	• Foundations of Adult Education
• Special Topics: Gender Issues in Distance Education	• Comparative Canadian Literature (home study)
• Individual reading courses in various subject areas (home study)	

Enrol in the program or take a single course.

Master of Arts - Integrated Studies
1-888-206-2027, ext. 6792 www.athabascau.ca/mais/ Canada's Open University™

Athabasca University



**THE ADVENTURE
TRAVEL
COMPANY**

Airfare and land travel specialists

**1516 Duranleau
Granville Island
659-3350**

A division of **TRAVEL CUTS**
Vancouver.Calgary.Edmonton.Toronto

**Experienced
Travel
Advice**



**Australia
New Zealand
South America
Africa
Asia and India
Middle East
Circle Pacific
Around the World**

CLASSIFIED

PD CALENDAR

TRAVEL/VACATION

TOFINO. Chesterman Beach across the street. Cozy cottage, fully equip., avail. year-round, \$100/night (seasonal), \$80/night off season. (604) 581-3964.

JUAN DE FUCA WILDERNESS. A quiet retreat surrounded by peaceful meadows and towering forests. Choose a B&B room in the main house or choose the 3-bd. cottage with your family or friends. We are just minutes from wild ocean beaches and fabulous hiking trails. Malahat Farm, 2675 Anderson Rd. Sooke, V0S 1N0, 888-340-9911, www.malahatfarm.com

NORTH GALLIANO ISLAND. Sheila's House, a forested retreat. Charming 2 bd., full kitchen, comfortable off-grid cottage. Explore adjacent 350 ac. Dionysio Prov. Park. Miles of peaceful trails and beaches. \$100/night dbl. (250) 539-2127. moores_therah@qulfn.net

GULF ISLANDS RETREAT. Romantic "get away weekends." Mayne Island. Oceanfront modern westcoast home. All amenities. Panoramic views. Hiking, biking, kayaking. Sleeps 2-12. (604) 879-9792 or argonauta@gulfislands.com or web: www.gulfislands.com/argonauta

SAVARY ISLAND. Indian Point semi-waterfront 3 bd. cedarhome. Fully furn. Sleeps 6. \$400/mo. Sept.-June. \$100/day July & Aug. (250) 339-6674.

GULF ISLANDS! If you plan to vacation or retire in B.C.'s breathtakingly beautiful Gulf Islands, visit us online at www.gulfislandproperties.com

GABRIOLA GETAWAY. Charming fully equipped house. Sleeps 5, near beaches, store, ferry, F/P, W/D. Supply own linens. Wkly rates: summer & school breaks \$500; Oct.-May \$300; Weekends \$200 (3 nights). Call Susan (604) 221-8064.

QUALICUM BEACH, Vancouver Is. Dandelion Cottage offers a private holiday suite. 1 bd., full kitchen. Peaceful forested surroundings. 1/2 blk. to sandy beach. 250-752-5127, e-mail: dndelion@macn.bc.ca

LEARN TO SAIL this summer while cruising BC's Gulf Islands. Discount for teachers. B.C. teacher/ISPA instructor. Plainsailing, Nanaimo, BC (250) 758-1827, e-mail: Teachers@plainsailing.org, web: <http://www.plainsailing.org>

WHISTLER. Creekside, 3 bd., 2 bath. Multi-level townhouse, valley views, sleeps 8+. (604) 535-3447.

WHISTLER. Creekside, 1 bd. Condo at Lake Placid Lodge, sleeps 4, hot tub, swimming pool, sauna, F/P, undergr. parking. Convenience store & restaurant next door. Book early to avoid disappointment. Contact Jan/John (604) 530-0958.

WHISTLER, Blueberry Hill. Nightly/wkly/mthly. 1400 sq.ft. condo, 2 bd. plus loft, 2 bath. Sleeps 6-8. Fully equip. kitchen, F/P, furn. incl. TV/VCR, stereo, W/D, c/w linens, towels, etc. Adjacent to Whistler Golf Course. Near Valley Trail. 1 km to Whistler Village or Alta Lake. Udgr. secure parking, hot tub, sauna. Cleaning at end of stay is included. Call Jim (604) 534-6839 or (604) 534-9457.

WHISTLER Blackcomb benchlands, luxury ski-in/out. Pool, hot tubs, parking. Plan now (604) 929-6589.

WHISTLER Alta Lake, waterfront, 1 bd. condo, 1 km. to village, sleeps 4, F/P, TV/VCR, summer/winter rates (604)298-2070.

WHISTLER Alpine Meadows, 3 bd. chalet, sleeps 6, forest setting with mountain views, fully furn., F/P, TV/VCR, stereo, W/D, close to Meadow Park Arena, trail and transit. Call John (604) 987-7619.

WHISTLER CREEK. Tamarisk on Alpha Lake. 1 bd. condo sleeps 4, tennis, outdoor pool, F/P, sauna, TV/VCR, summer/winter rates. (604) 327-3840, jchooge@axion.net

GREAT OPPORTUNITY: Ski Whistler November to March. Enjoy the atmosphere of a cozy ski cabin in this attractive, fully equipped 2 bd., 2 bath. townhouse. Wood-burning F/P, close to villages. Perfect layout for two couples. Contact Bill Anderson (604) 684-5771 or (604) 931-7964 (evenings).

WHISTLER townhouse, 4 bd., sleeps 8, fully equip., avail. Easter & other times. (604) 985-7669 or Gary (604) 669-7212.

HOME AWAY FROM HOME. Okanagan Vacation Rentals. Beautiful Lake Okanagan view homes. Rent by weekend, week or longer term. (250) 494-0872.

INTERIOR LAKEFRONT. Beautiful timber-framed fully equip. house on Otter Lake. Beach, dock, large lawn, all season recreation area, 25 min. to Princeton. Water skiing, snowmobiling, cycling on Kettle Valley Railway. Sleeps 8, yr.-round rental. (604) 931-7900, web: www3.telus.net/sjrobertson

SUN PEAKS RESORT. As comfortable as your own home. Creekside Chalet is the perfect mountain retreat. Enjoy the outdoor hot tub, ski hill views, and quiet location across from Sun Peaks' newest quad chairlift. Our fully equip. chalet sleeps 12. A cozy 1 bd. (plus den) suite is also avail. www.sunpeaksvacationchalets.com (604) 853-7324 or e-mail creeksidechalet@telus.net

VERNON. Reward yourself! Weekends or vacation, 1894 Heritage B&B. Enjoy Royal comfort at pauper prices. Visit our web: www.richmondhouseandb.com/ or phone (250) 549-1767.

ROSSLAND, BC. Ski, board, bike. 4 bd. guest house. 5 min. to Red Mountain Resort, 3 blks. to downtown. Fully equipped, sleeps 12. Avail. yr. round, (250) 362-7001, www.roberts-roost.com

SUN PEAKS. 2 bd. condo, sleeps 8, full facilities. Very low rates especially off season. For info, Phone 250-791-6231 e.v. or tturner@bcinternet.net.

WILDERNESS ADVENTURE Tours in SW B.C. Guided snowshoe, backpack and fresh water paddling tours. Contact us at 604-589-1575 or visit our web site at www.packandpaddleadventures.com

APEX MOUNTAIN RENTALS. Home Away from Home. Spacious mountain ski cabins. Rent by weekend or week. 250-494-0872.

MAUI. Privately owned, beautiful fully furn. 2 bd., 2 bath. condo, across from Kamaole beaches. Great complex, great location. (250) 598-6955.

WATERFRONT KIHAI, MAUI. 1 bd., 1 bath, 2 bd., 2 bath condos. Ground fl., quiet street, shopping nearby. Private rentals, reasonable rates. (604) 661-9203, 926-6223, F: (604) 926-1125, e-mail: pcgr@GTE.net

MAUI KANANAPALI townhouse. Pool, tennis, ocean view, near beach, beautiful quiet setting. N/S. (250) 492-6871, www.personal.img.net/jroberts

KIHAI, MAUI. Large selection of fully equipped condos. Great beaches, near shopping centre. Call Alf: (604) 291-1751, F: (604) 421-5858, e-mail: alf@intergate.bc.ca

SAN JOSE DEL CABO. 1 bd. condo for rent on golf course. 5 min. walk to beach. (250) 724-0893.

FRANCE. 1 bd. close to Paris; 1 bd. Paris central; Provence house fully furn. Wkly/mthly. (604) 738-1876.

FRANCE YEAR ROUND weekly rental. Restored Charentais farmhouse, modern amenities, shared pool, sleeps 4 doubles, one 3 bd. & bed settee. 30 min. drive from La Rochelle and Cognac areas. Walking, swimming, cycling area. From \$800 US to \$2100 US depending season, e-mail: christolton2000@cs.com, re: Chez Blaireau.

CUBA FOR EDUCATORS AND STUDENTS. \$1700. Mar. 12-27, 2001 (air fr. Vancouver, most meals & lodging) Interact & work with Cuban counterparts and learn about educational system. Meet people, visit organizations. Joyce 604-585-4848, friendship@home.com, Nino 604-831-9821, che_quevara_brigade@yahoo.com

EASTERN CUBA 2 wks. for \$1,350 leave end of July 2001. Incl. airfare from Toronto, all meals & lodging. Do volunteer work alongside Cubans and enjoy leisure time while learning about Cuba. Space limited. Apply soon. Nino Pagliccia (604) 831-9821, www.nscuba.org/Brigade

IDEAL VACATION RENTALS list your vacation rental property on the internet. Visit our web site: www.idealvacationrentals.com

HIGH SCHOOL SKI TRIPS, Kimberley, BC. Professionally organized group trips. Ideal for high school groups. 3 nt. accom. 3 days lift ticket package. \$249/person ski in ski out, located right on hill. Bus transp. upon request. Safe, friendly atmosphere. Great BC mining history! Special deals for teacher/group leader. 250-427-7989, www.bcbigcountry.com

FOR RENT/EXCHANGE

VANCOUVER. Clean, bright, quiet, centrally located condo. Robson & Bute. Daily rate \$75/double, weekly rates. (604) 608-4268.

BURNABY. Furn. bachelor suite in quiet executive townhome. 10 min. to SFU by car. Bus 1 blk. N/S, N/P, \$500. Phone extra. (604) 421-5292.

HOME EXCHANGE WANTED. Powell River couple attending UBC July-Aug. 2001. Panoramic ocean view, 30 ft. living rm., 4 bd. 26 ft. sailboat. 604-485-0356, e-mail: butkus@prcn.org

TEACHER EXCHANGE

SUNSHINE COAST Grade 3/4 teacher seeks exchange for 2001-02 to Vancouver or Victoria. Beautiful view home, great school and staff! Check my website for pictures and details: www.user.dccnet.com/jamberg/index.html or phone 604-885-5240.

SWITZERLAND 2001-02. Math teacher (jr/sr.) at Kollegium St. Fidelis, Stans, close to the Lake of Lucerne would like to exchange with German-speaking teacher in B.C. for 1 yr. (also with family) E-mail: w-dur@tic.ch or fax: 0041416120171.

MISCELLANEOUS

MOTORHOME FOR RENT. 23 ft. Class C, excellent condition, 22,000 miles, stove, fridge, roof air, generator, rear bath, TV, awning, etc. Very reasonable rates. Non-smoking only. Call (250)595-2436 Victoria.

RETIREMENT! Wondering if you can afford to retire, and when? Confidential, individual retirement counseling available throughout B.C. No product sales. Call Mrs. Cherith Cayford, CFP, RFP, PRP (Professional Retirement Planner) at Camelot Management Group, Financial & Retirement Consultants & Educators, in West Vancouver at (604) 913-0090, e-mail cherith_camelot@telus.net

PETER AUSTEN'S EVEREST EXPERIENCE is THE leadership/teambuilding seminar for professional development. Web: mag-net.com/austen e-mail: austen@mag-net.com. Toll free 1-877-307-6116. www.teachersafety.com

CLASSROOM EXPEDITIONS Ignite students' enthusiasm! Enrich your curriculum! Dynamic two-hour programs presented in your classroom by experienced educators. IRP-correlated. Hands-on! Topics include Communities, the Arctic, Government, Invertebrate Classification. \$219. Ref. available. Classroom Expeditions (250) 352-3598, F: (250) 352-3584.

EDUCATIONAL VISUAL ARTS TOURS for Grade 10-12 Art students. 7 to 10 days on location in Mexico. EVATours web site: www.artistvacations.com

VIOLENCE PREVENTION SCHOOL SHOW. The Buddy System brings the Personal Planning Program alive! Dynamic and fun musical interactive presentation. (604) 990-4033, www.buddy-system.org

DISCOVER YOUR URBAN WILDERNESS! Enhance your science and ecology unit with an exciting interpretive tour or interactive classroom presentation about Burns Bog for your students. Expand your curriculum. Arrange a Teachers' workshop for your school or district professional day. Free brochures-SASE to Burns Bog Conservation Society, #202, 11961-88th Ave., Delta, BC V4C 3C9, toll free 1-888-850-6264, e-mail: burnsbog@uniserve.com web: www.burnsbog.org

BCCT TEACHERS WANTED for film production. All grade levels and subjects. Please fax resume and salary requirements toll free 1-860-780-8262, Casala Ltd.

TUTORS WANTED. "Teachers to You Educational Services" is now seeking dedicated teachers to meet the various needs of our clients. Successful candidates must hold a valid teaching certificate. Please forward resume to: Teachers@telus.net or phone 604-739-6161.

FOR SALE

FRENCH TEACHERS. Aural comprehension exercises to accompany Disney animated features-all levels. Answer key incl. For info, fax: Debut Productions (250) 768-8141, e-mail: adesjard@okanagan.net

MANUAL FOR PARAGRAPH & ESSAY writing. Designed for teachers/parents of weaker or remedial students. To order send \$10.75 plus \$1.50 postage to Avstan Publications, 8850c Young Rd., Chilliwack, BC V2P 4P5. Phone/Fax: (604) 792-0839.

STILL AVAILABLE - "ROCKS" Primary-Intermediate teaching unit. Incorporates Science, Music (cassette tape-6 original, catchy, informative songs), Drama, and Language Arts. Recommended by Education Division of Mining Assn. of B.C. and Calgary Board of Education. \$19.95 + \$4 postage. Jayd Publishing, Box 75, Nelson, BC V1L 5P7, (250) 825-4472, e-mail: corner@telus.net

DARE TO DREAM: A Survival Guide for Self-Publishers. By Claire Scott. To order this unique 83-page book, send cheque/money order to: Butterfly Blessings, Box 574 TN, 7620 Elbow Dr., SW, Calgary, AB T2V 1K2. \$15 plus \$2.50 p&h per book. No GST.

THE YEARBOOK BOOK for elementary schools. Create a fun, affordable, in-house yearbook with this step-by-step publishing guide. www.yearbookbook.com

SILVER STAR. 1 bd., kitchenette hotel suite in heart of village. Earns revenue when not in use. 30 days use in winter, 30 days in summer, \$78,000. Contact Jenny McDonell, 250-545-2850, or e-mail jennymcdonell@sd22.bc.ca

PUERTA VALLARTA, MEXICO. 2 glorious floating weeks at the 5 star resort, Villa Del Palmar 1 bd. with kitchenette accommodates a family of 4 or 4 adults. Maid service; filtered water system; pool; beach front; within walking distance of town. For further information call Sheila at (604) 898-3428 or e-mail: skirkpatrick@uniserve.com

YourOwnCalendar gives your school's website an affordable, powerful, and detailed ON-LINE CALENDAR! Join the growing member user-list of satisfied, Alberta and B.C. schools who are currently using YourOwnCalendar for their complete calendar needs (including a printable version). Developed by an Alberta teacher and a systems analyst, YourOwnCalendar is fully customizable. Go check us out at www.yourowncalendar.com now! District pricing avail.

SECONDARY FRENCH CLASS materials: Immersion and Core. Web page: <http://www3.symptico.ca/ghi.dean>

TEACHER'S RESOURCE book for Gr. 9 social studies Crossroads text. 150 p. of copy-ready assignments, tests, answer keys. (250) 392-4696.

IBM 5204 COMPUTER PRINTER RIBBONS. 69 new at discount prices of \$15 each; 33 re-inkable at \$10 each. Contact: Diane 604-713-8950, F: 713-8949, e-mail: minichid@killarney.vsb.bc.ca

PANASONIC SVHS Editing suite. 7500A, 7510, A750, Panasonic AG7400 portable SVHS deck, Panasonic NV8410 portable VHS deck, Panasonic AG456 SVHS Camera. Contact Simon Collins (604) 713-8927, F: (604) 713-8926.

COLOUR PHOTOGRAPHY EQUIP. Film, paper, developing kits, enlargers & more. Simon Collins (604) 713-8927, F: (604) 713-8926.

GULF IS. LIVING! Discover Gabriola Is. 20 min. by ferry from Nanaimo. Great amenities! Low taxes! Low prices! Low crime! www.realestate-gabriola.com J. Springford, Coast Realty (Gabriola) 1-800-205-8080, e-mail: spring@island.net

FEBRUARY

8-9 Vancouver. The Holocaust: Social Responsibility and Global Citizenship, An Educators Conference, Vancouver Holocaust Education Centre. \$75 before December 5; \$90 thereafter. Contact Frieda Miller, Vancouver Holocaust Education Centre, 950 West 41st Avenue, Vancouver, BC V5Z 2N7, (604)264-0499, f: (604)64-0497, holedctr@direct.ca.

9-10 Richmond. New Teachers' Conference hosted by BCTF, Delta Pacific Resort and Conference Centre. \$50. Contact Elizabeth Lambert, (604)871-1837 or 1-800-663-9163 (local 1837).

13 Vancouver. Dangerous Thinking, Promising Practices in Literacy, a workshop by Dr. Jerry Johns, sponsored by the B.C. Literacy Council of the International Reading Assn, Vancouver Public Library, MacKay Room. \$20 non-members; \$15 members; \$10 students. Contact Honey Halpern, (604)668-6400, f: (604)668-6405.

15-17 Kelowna. B.C. Art Teachers' Assn. (BCATA) Conference, 2001: An Art Odyssey. Contact Sharon McCoubrey, (250) 766-4406, f: (250)470-6001, slmccoub@okanagan.bc.ca.

16 Kelowna. B.C. Assn. of Mathematics Teachers (BCAMT) Interior Conference, George Elliot Secondary, Winfield. Contact Chris Van Bergey, (250) 766-2734 (local 318), f: (250) 766-0271, cvanberg@sd23.bc.ca.

22-24 Victoria. British Columbia Music Educators' Assn. (BCMEA) Annual Conference, 2001: A Music Odyssey, Victoria Conference Centre. \$170 before January 15, \$185 thereafter. Contact Inez St. Dennis, (250) 595-0058, w: (250) 721-7870, f: (250) 472-4641, iastd@uwic.ca.

23-24 Langley. Assn. of B.C. Drama Educators (ABCDE) Conference, 2001: A Drama Odyssey, Langley Fine Arts School. \$100 for one day; \$165 for two days (includes PSA membership/subscription). Contact Sarah Fowls, (604) 888-3113.

22-24 Vancouver. Teal 2001, 33rd Annual Conference, Reaching All Learners, English Language Institute, UBC. Contact Alice McBride, B.C. TEAL, 220-3195 Granville St., Vancouver, BC V6H 3K2, (604) 736-6330, f: (604)736-6306, bctéal@interchange.ubc.ca, www.bcn.bc.ca/bctéal.

22-24 Vancouver. FAS and Other Drug-Related Disabilities: Building Hope, Coast Plaza Suite Hotel at Stanley Park. Contact Interprofessional Continuing Education, 105-2194 Health Science Mall, Vancouver, BC V6T 1Z3, (604) 822-0054, f: (604)822-4835, rachel@cehs.ubc.ca.

MARCH

15-16 Vancouver. Special Education Assn. (SEA) Conference, Crosscurrents 2001, Westin Bayshore. Keynote Richard Lavoie. For program copies or registration forms, contact Madeline Pohlmann, (604) 855-9039, f: (604)885-9193, mpohlmann@sd46.bc.ca; for registration and session availability, contact Pearl Wong, (604)576-1528, f: (604)576-1561, pearlw@uniserve.com, or visit www.bctf.bc.ca/psas/SEA.

APRIL

5-6 Kamloops. B.C. Business Education Assn. Annual Conference, Technology in the Classroom, with keynote David Vogt, University College of the Cariboo. Contact Corrie Macdonald, (250)573-5913, s: (250)672-994-6 Kamloops. B.C. Business Education Assn. Annual Conference, Technology in the Classroom, with keynote David Vogt, University College of the Cariboo. Contact Corrie Macdonald, (250) 573-5913, s: (250) 672-9943, f: (250) 672-0144, cmacdon2@cln.etc.bc.ca.

5-8 Richmond. ICTR 2001, Eighth Annual International Conference on Teacher Research, A Calling of Circles, Living the Research in Everyday Practice, hosted by SD 38 (Richmond) and UBC, Richmond Inn. Classroom visitations (\$25) can be arranged for April 5. Contact Sabina Harpe, harpe@richmond.sd38.bc.ca, or Margie Savigny, msavigny@richmond.sd38.bc.ca, or visit www.educ.ubc.ca/ictr2001.

7 Burnaby. B.C. Assn. of Mathematics Teachers (BCAMT) New Teacher Conference. Contact Ron Coleborn, (604) 664-8560 (local 1225), f: (604) 664-8561, rcolebor@south.sd41.bc.ca.

9-10 Victoria. Level 1: Solution-Focused Counselling with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255 F (403)949-3321, soltalk@telusplanet.net, www.solutiontalk.ab.ca.

11-12 Victoria. Level 2: Solution-Focused Counselling with Difficult Clients with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255 F (403)949-3321, soltalk@telusplanet.net, www.solutiontalk.ab.ca.

11-12 Surrey. Surrey Speech-Language Conference: Translating Brain Research into Instructional Practice, with Pat Wolfe, Sheraton Guildford Hotel. Contact Carol Westdal (604) 878-6162, surreyslp@hotmail.com.

27 Kelowna. Learning Assistance Teachers' Association (LATA) Conference, David Bouchard on Reading and the Reluctant Reader, Grand Okanagan Lakefront Resort. Contact Lynda Mawer, 8614 Foster Road, Vernon, BC V1H 1C9, f: (250)558-1065, lmawer@sd22.bc.ca.

28 Vancouver. B.C. Educators Against Racism PSA Conference: Diversity and Human Rights. Contact Roz Johns at (604) 272-7720.

MAY

8-9 North Vancouver. Fast Forward 2001, Educational Media Showcase, Capilano College Sportplex. \$101.65 before March 6; \$133.75 thereafter. Visit www.lan-gara.bc.ca/ffwd; fax registration forms to (604) 323-5577.

10-13 Prince George. Bridging the Gap, A Lifetime of Opportunities in Education; bridging the gap between high school and post-secondary education, trends for life-long learning, UNBC. Keynotes: Ann Dowsett Johnston and Crawford Killian. Visit www.res.unbc.ca/btgconference.

11-12 Nanaimo. New PE in the New Millennium, B.C. Rural Teachers' Association (BCRTA) Conference, Small Schools/Small Communities/Recreation, Malaspina University College. Home/School/Community Links/Celebration. Contact Linda Myres, (250) 728-1220, lmmyres@sd70.bc.ca, or Darlene Higgins, (250) 753-3245 (2554), f: (250) 741-2393, higging@mala.bc.ca, www.bctf.bc.ca/BCRTA.

18-19 Richmond. Catalyst 2001, A Conference for K-12 Science Educators, sponsored by the B.C. Science Teachers' Assn., Delta Pacific Resort and Conference Centre. Contact Kitty Morgan, kmorgan@telus.net, f: (604) 298-5562, or David Barnum, c/o West Sechelt Elementary School, PO Box 220, Sechelt, BC V0N 3A0, (604)885-2825, f: (604)885-6468, dbarnum@sd46.bc.ca, www.bctf.bc.ca/BCScTA.

PD Calendar web site

<http://pdonline.bctf.bc.ca/conferences/PD-Calendar.html>

Additions or changes?

E-mail Debby Stagg, PSA services co-ordinator, Professional Development Division, BCTF dstagg@bctf.bc.ca

Art 2000

Working apart, celebrating together



BOB MATHESON PHOTO



LILY WALLACE PHOTOS

This mural is the culmination of a 12-year millennium project beginning with 75 Victoria Kindergarten students in 1988. The students received an invitation to display their Art 2000 mural at the UN this spring.

by Lily Wallace
and Bill Barazuol

You are invited to exhibit your Art 2000 murals in the lobby of the United Nations from February 5 to March 1, 2001." Students from Victoria, recently received this invitation to exhibit their art at the UN. How did a classroom art project travel from the classroom to the UN?

Monty Fulton and Lily Wallace, two art teachers from Victoria, had planned the project as a way for young people to celebrate the new millennium and to make a personal statement about themselves and their view of the world. Their art work would include a visual documentary of their beliefs, heritage, and values over a 12-year period from 1988 to 2000.

When the millennium project began, in 1988, 75 Kindergarten students were chosen from four Victoria elementary schools:

Braefoot, Doncaster, Campus View, and Gordon Head. None of the students was chosen because he/she was an artist. The students happened to be at the right place at the right time to participate. Schools in Melbourne (Australia), Beijing (China), and Ballymena (Northern Ireland) were invited to participate. There were 80 international students in all.

The dedicated and tenacious elementary teachers who participated collected art work each year from the same children. Students worked with a different theme each year in order to create personal art history. Themes included family life, self-portraits, careers, and communication. Elementary school teachers are generally outstanding at enriching and nurturing the lives of their students. The teachers who participated in the Art 2000 Project acted no differently than their colleagues do each day in the classroom, except that they sustained this effort with the

same students from Kindergarten to Grade 7.

At the secondary level, students attended many different schools, and many of them were not in the secondary school art

The mural is 18'x7'... The centre of the mural is an aerial view of Vancouver Island as it is situated in the Pacific Ocean.

programs. Consequently, workshops were offered with professional artists. In 1997, for example, the students worked with artist Gillian Davidson to create and produce watch designs for their theme of time. In 1998, they designed stamps using the theme of communication. In 1999, they worked with graphic designer Herman Edler to design street banners used in Victoria as a part of its

millennium celebrations.

Finally, in June of 2000, Carole Sabiston and Lily Wallace worked with Canadian and Irish students to create textile murals that depicted local life and landscape. Sabiston, an internationally known artist, shared her artistic excellence and provided a way for the students to express their own unique and creative vision of global unity via textile murals.

The mural is 18'x7'. It is made up of 12 vertical panels. The outside framework consists of 300 handprints made by students from 19 Victorian elementary schools. Here, at the dawn of the third millennium, youth are making their mark on the world much as their early ancestors once left handprints on the walls of their caves. The centre of the mural is an aerial view of Vancouver Island as it is situated in the Pacific Ocean. Images range from killer whales to Canada geese. The inside of the Irish mural, also to be exhibited in the lobby of the UN,

shows Northern Ireland as it is situated in the Atlantic Ocean.

These young students have worked with parents, teachers, artists, principals, and business people in order to celebrate the turn of a century and the dawn of a new millennium. Teachers will continue to work in their classrooms doing an outstanding job—as they always do. What an honour and a privilege that the UN provides an opportunity to have a small slice of that excellence recognized. The participants of Art 2000 wish to thank the Canadian Consulate in New York for hosting a reception in New York on February 6, 2001, when students from British Columbia, Northern Ireland, and Australia will, after 12 years of "working apart," finally meet and "celebrate together" as united and proud members of the international community.

Lily Wallace and Bill Barazuol teach at Cedar Hill Junior Secondary School, Victoria.