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Teacher

Standing up for what's right



B.C. Federation of Labour President Jim Sinclair expresses support for Hospital Employees' Union members who refused to return to work under the terms legislated by the B.C. Liberals. The May Day rally in Vancouver was one of many around the province that built support for HEU workers and forced the government to remove the retroactive pay cut and to cap the number of jobs to be privatized.

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by Peter Owens

On Wednesday, April 28, 2004, the B.C. Liberal government introduced legislation to send striking members of the Hospital Employees' Union back to work with an imposed contract. The imposed contract not only cut their pay but also made the cuts retroactive to April 1 and provided no cap on the number of HEU jobs the government could privatize and contract out. At a rally at noon the next day, the HEU declared that it would not return to work and its picket lines would become protest lines.

The teachers of B.C. played an important role in supporting the HEU...

By Friday evening, the BCTF Executive Committee, after receiving input from local leaders through previously scheduled zone meetings, decided that teachers would support the HEU members in their political protest against the government's action. Teachers would take a stand against the unjust legislation that imposed more privatization and retroactive wage cuts on the

lowest-paid healthcare workers. Teachers would be out until either Bill 37 was repealed or the HEU decided to end its political protest. The BCTF was one of many unions, both private- and public-sector, that declared support for the HEU in its challenge of the legislation.

The government announced that there would be no negotiations as long as what it characterized as an "illegal strike" was taking place. Both the Labour Relations Board and the B.C. Supreme Court were busy on Saturday and Sunday issuing orders against unions planning actions to support the HEU.

However, on the verge of provincial shutdown, the B.C. Liberals agreed to remove the retroactive aspect of the pay cut it had imposed on HEU members. The government also agreed to cap the number of jobs privatized at 400 in the first year and 200 in the second year. Severance provisions were enhanced with an additional \$25 million. The HEU leaders and the leaders of the B.C. Federation of Labour agreed to ask workers to return to work.

The B.C. Liberals, with 75 of 79 seats in the legislature, have not had to back down very often, but there have been a few examples. Faced with solid opposition, they backed down on the privatization of the Coquihalla Highway and the

sell-off of liquor stores. They also backed down on the sale of the Roberts Banks portion of B.C. Rail (because of a police investigation). They also backed down on a number of college issues due to the unified stand of teachers.

We can be proud of the strength and resolve demonstrated by every single local and by our members all over the province.

The teachers of B.C. played an important role in supporting the HEU and putting pressure on the government. In passing Bill 37, the government sank to a new low in the ongoing attack on working people, families, and those in need. As teachers, we took our rightful place, standing with the healthcare workers to defend public services and bargaining rights. We can be proud of the strength and resolve demonstrated by every single local and by our members all over the province.

Privatized healthcare can not deliver benefits other than to investors. The Americans spend 50% more per capita on health-

care than Canadians. However, more than 40 million Americans are without medical coverage, and medical expenses are the number one cause of family bankruptcy in the U.S. When Roy Romanow was studying healthcare in Canada, he repeatedly asked for evidence supporting privatization. None was ever presented. The B.C. Liberals do not have a mandate to privatize healthcare; indeed, before the last election, they promised not to.

We will endure more dark days before the term of this government ends. We are dealing with a government intent on opening up public services to for-profit privateers and pushing those who defend healthcare and public education out of the way.

But teachers are more united than ever before. The solidarity shown by BCTF members is a shining example for working people and for the communities of B.C.

The next provincial election is May 17, 2005. This government has shown that more than our public education system is at stake. Our communities, the nature of our society, and our future are at stake.

Peter Owens is an assistant director in the BCTF Communications and Campaigns Division and editor of Teacher newsmagazine.

President's message



Neil Worboys

It has been a tumultuous spring on the labour front in B.C. Most noteworthy was the overwhelming public and union support for the Hospital Employees' Union. BCTF members all over the province were determined to join the political protest in solidarity with the HEU. Indeed, teachers in Victoria, Sooke, Saanich, and Quesnel did withdraw their services. An eleventh-hour deal averted a general strike, but together we sent a clear message to the government.

Meanwhile, the Liberals passed two more pieces of legislation directly affecting teachers.

Bill 19 imposed in law the contract stripping conducted by government-appointed arbitrator Eric Rice. Even though the B.C. Supreme Court said Rice's ruling should be quashed due to fundamental errors of law, Bill 19 makes that flawed ruling into law.

Because of teachers' unity and resolve on the college issue, the Liberals could no longer ignore our calls to restore democratic governance. Bill 55, introduced a year after they took control of our college, provides that 12 of the 20 councillors will be elected. Under Bill 55 the requirement for teachers to report on any breach of the so-called "standards" is gone, replaced by a sensible requirement to report when a student's wellbeing is threatened.

The latest legal decision we've received is a significant victory. Respected arbitrator Don Munroe upheld our right to inform parents about the impact of cuts and policy changes on students' learning conditions. School boards and administrators violated the Charter right to free expression when they forbade teachers from distributing cards detailing class size and school staffing changes, Munroe said, and such interference is not justified in a free and democratic society. He also ruled that although teachers owe the common law duty of fidelity to their employers, they do not owe a duty of fidelity to the provincial government.

This is my last column as BCTF president. As I head into retirement, I want to thank all of you for the opportunity to lead our Federation over the past two years. It has been a great honour to serve the cause of public education, to advocate for students, and to speak for you—the most inspiring and dedicated group of professionals one could imagine!

Neil

Wonderful surprise in *Teacher*

I went to my box first period this morning looking for some excuse to avoid the *Macbeth* response journals I needed to mark. There I found my *Teacher* news-magazine—perfect! I sat behind my desk and began my usual reading ritual—check out the letters (Did anyone I know write in?), scan the "Looking back" section. After 12 years of teaching, I am starting to recognize some of the stories mentioned, and then begin the article browsing (I like the ones that profile interesting programs in other schools). Then I came to the article on the new teachers and student teachers' conference. I read with interest the comments from the newcomers to the profession I have always loved. I started to reminisce about why I became a teacher and who had influenced me the most. I even remembered funny stories from my first few years; although I think I have funnier stories now. I remembered my sponsor teachers at Cariboo Hill Secondary School, Sherry Armstrong and Bob Kirby—then I turned the page! What a wonderful surprise to find an article about the sponsor teacher I had just been remembering with such fondness! Bob Kirby taught me so much in the four months I spent in his classroom. He was an excellent teacher and mentor, and I can't help but think how lucky Karen Larsen was to be a student in his Grade 11 English class. Bob taught me how to be comfortable in front of students because he was confident in me, and he had an awesome sense of humour, as can be attested by the "fake" final report he wrote for me before my final evaluation. Thank you

Teacher for including this kind of writing in our newsmagazine. Sometimes we seem so caught up in all the politics of education, we need to be reminded of the reasons we are here and who helped to make us the teachers we are today. Thank you, Bob and Sherry, for being the best sponsor teachers and for providing me with a full toolbox that I still use today!

Lenora Poulin
Hope

Weekend to end breast cancer

As you are the most respected leaders of learning, I come to you requesting your support in teaching the people of British Columbia that we have the power to change the world and end breast cancer, by walking in The Weekend to End Breast Cancer benefiting the B.C. Cancer Foundation.

It is a life-changing adventure during one amazing weekend, August 20-22, 2004. Thousands of women and men will unite in Vancouver to walk 60 km in a bold display of courage and commitment. With your support, awareness will grow, and millions of dollars will be raised. It will be a weekend of hope, as we honour lives lost, celebrate survivors, and help bring breast cancer care to those who so desperately need it. This extraordinary weekend is about finding the hero in yourself and discovering strength you never knew you had.

The money you help raise by participating will benefit the B.C. Cancer Foundation in support of breakthrough breast cancer research and treatment at the B.C. Cancer Agency. One in every nine Canadian women will be diagnosed with breast cancer. Maybe someone in your life has been af-

fected: mother, sister, daughter, or perhaps a teacher who taught you to believe in yourself and go the distance. The Weekend to End Breast Cancer is your chance to make a bold statement in the fight against this disease. It's your chance to be a hero for someone you love or someone you may never even meet.

For more information, visit www.endcancer.ca, or call 604-684-9255.

Job action needed

I am writing to encourage you to guide the BCTF towards taking job action. I believe job action by the BCTF is warranted on three grounds.

The first and most important, is for us to protest Bill 19. The arrogant overriding of the B.C. Supreme Court must be grounds for action. If we do not take action, then the government has won. This is a powerful issue; we are law abiding, and have won in the courts. The government's actions are dictatorial, and should be actively opposed by the BCTF membership.

Second, we should be protesting the B.C. College of Teachers' developments. We are all well aware of what is occurring and job action needs to be taken in order for us to stop this destruction of our professional integrity.

Finally, we should be taking job action to protest the on-going cuts to educational budgets.

We should be taking a leadership position in our community, not just honouring picket lines erected by other unions.

I look forward to constructive debate, and hopefully some direction from the Executive.

Bert Slater
Saanich

Healthcare workers fear lives at risk

Nine out of 10 healthcare workers in B.C. agree that with the way things are going in the health-care system, mistakes will be made that will harm or kill patients.

That's just one of the disturbing findings of a survey of Hospital Employees' Union members.

An overwhelming majority of those surveyed—87%—say that the current climate of service cuts, closures, and privatization in hospitals and long-term care facilities is affecting the quality of care they can provide to B.C. patients.

Other findings include:

- 73% of those polled said staff morale in their workplace had worsened over the past year. Only 3% felt staff morale had improved at all.
- 79% of healthcare workers are feeling uncertain about their future and 32% are actively seeking work outside of healthcare. Only 21% believe their job is safe.

The province-wide survey of HEU members includes licensed practical nurses, care aides, and other patient care staff—house-keeping, dietary and laundry workers, clerical workers, technicians and trades, and maintenance workers.

Fifty-two per cent of respondents work in acute care hospitals while 38% work in long-term and extended care facilities. The balance of survey respondents work in community health and social services and in other care settings.

— HEU/CALM

Teachers' right to inform parents about cuts affirmed

In the fall of 2002 teachers around the province used a card to show parents the changes in the size of their class since the B.C. Liberals removed class-size limits from our collective agreement. Some school administrators and boards told teachers they were not allowed to share that information with parents during parent-teacher interviews. We have just received a ruling from arbitrator Don Munroe that states that teachers not only have the right to distribute those cards, they have the right to discuss any information regarding the state of public education in the province with parents during parent-teacher interviews. According to Munroe's ruling, teachers do not have a duty of loyalty or fidelity to the provincial government. Munroe has upheld a provincial grievance filed by the BCTF on November 6, 2002, and determined that attempts by school boards to prevent teachers from using school bulletin boards, parent-teacher interviews, and other means to advise colleagues and parents of the Union's and its members'

views with respect to class size and bargaining matters are violations of teachers' rights to free expression under the charter.

In holding that the boards were interfering with teachers free speech, and that such interference was not justified in a free and democratic society, arbitrator Munroe wrote:

Here, the School Boards' purpose was clearly "...to restrict the content of expression by singling out particular meanings that are not to be conveyed"; and likewise "...to control the ability of the [teachers] conveying the meaning to do so." The content of expression sought to be restricted was the teachers' views on issues of class size, class composition, etc.—issues which at the material times were at the public forefront. The control on the teachers' ability to convey meaning was to prohibit them from posting flyers on teachers' bulletin boards where parents or students might see them; and to prohibit the dissemination of information on those subjects, or

any discussion thereof, during regular parent-teacher interviews.

[T]he posting of the subject bulletins or flyers on the teachers' bulletin boards, or the handing out of the "cards" at parent-teacher interviews, would in no way interfere with the effective and efficient operation of a school; and neither would it result in loss of instructional time or other educational disturbance. There is no suggestion in the Alleged Actions that the intended communication by the teachers, either as to form or substance, would in any degree have impaired the performance of their duties as teachers.

BCPSEA said that the School Boards' directives to teachers were not intended, for example, to prevent a teacher from discussing the issues, or handing out the "cards" (or the like) at public meetings or even at parent advisory councils. If the communications which are here at issue would be unobjectionable in terms of the duty of fidelity if uttered or distributed in public or quasi-public fora I

cannot see how the duty of fidelity becomes a reasonable limit prescribed by law justifying the prohibition of the exact same communications on a teachers' bulletin board or in the privacy of a parent-teacher interview.

I make this additional point. The common law duty of fidelity owed by a teacher, and arising from his or her employment, is a duty owed to the School Board employing that teacher. A teacher does not owe a duty of fidelity arising from employment to the provincial government. To the extent the expressive content of the materials intended by the teachers to be posted or otherwise communicated was aimed at the provincial government, the duty of loyalty or fidelity has no application.

This award is a significant victory for teacher (and employee) free speech, and should give school boards pause in attempts to use their power as employers, on behalf of BCPSEA and the provincial government, to suppress the voices of teachers and teacher unions on educational matters.



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Library cuts harm literacy efforts

by Marijka Gregg

Annually the B.C. Teacher-Librarians' Association (BCTLA) surveys its members via its Working and Learning Conditions survey (W&L survey). The data gathered allows the group to track staffing and funding levels around the province and inform and advocate for teacher-librarians, school libraries, and school library programs. The following data from the 2003-04 survey, represents 30 school districts—743 elementary and 190 secondary school library resource centres. The full report has been published as the Spring 2004 issue of *The Bookmark*. The full report is also available on the BCTLA web site bctf.ca/psas/bctla.

It is interesting to reflect on the BCTLA W&L survey results in conjunction with the cuts by our current government. In the shadow of Bill 28, the *Public Education Flexibility and Choice Act*, the BCTLA W&L survey reveals a decline in the state of school libraries and working and learning conditions for teacher-librarians. While the government claims that literacy is a priority, it imposes drastic cuts to the programs and institutions that assist in achieving literacy. Those senseless decisions are hardly best practice in terms of our students and their futures.

The research

According to Lance and Loertscher, *Powering achievement: School library media programs make a difference: The evidence* (2003), "In schools with well-stocked, well-equipped school libraries, managed by qualified and motivated professional teacher-librarians working with support staff, one can expect: capable and avid readers, learners who are information literate, teachers who are partnering with the teacher-librarian to create high-quality learning experiences.

Standardized scores tend to be 10 to 20% higher than in schools without this investment."

There are over 50 years of academic studies on the correlation between school libraries and student achievement. Most recent and notable include those completed in Alaska, Colorado, Pennsylvania, and Scotland. Similar results and conclusions were reported in all the studies: school library programs and teacher-librarians have a positive impact on student academic achievement.

Dr. Ken Haycock, in his recent report, *The Crisis in Canada's School Libraries—The Case for Reform and Re-Investment* (2003), details the conclusions of a multitude of academic studies on the relationship between school libraries, teacher-librarians, and student achievement. Haycock reveals a body of research evidence with a compelling link between student achievement and the presence of well-stocked, properly funded, and professionally developed school library programs and services.

Currently that is not where school libraries in B.C. are headed due to years of cuts and poor decision making.

Funding

Our survey shows that the number of teacher-librarians, expressed in full-time equivalent (FTE) per 1000 students has increased slightly at the elementary level to a meager 1.72 FTE / 1000. At the secondary level, the number of teacher-librarians has fallen to 1.06 FTE / 1000. The number of teacher-librarians providing preparation time for teaching colleagues at the elementary level has increased to over 27%. Preparation coverage by teacher-librarians reduces the amount of true library service provided within teacher-librarians' assignments. The ability to flexibly schedule at least some time was reported by 50.3% of elementary libraries and 88.8% of secondary libraries.

These are troubling statistics. Less teacher-librarian time is available within school libraries, and more of the time is being spent on preparation coverage. Prep coverage by teacher-librarians reduces flexible scheduling of the school library, which is key if the goal is to improve student attitudes toward reading and increase access to information and literature. Flexible scheduling also allows the teacher-librarian to provide leadership and allows teachers and teacher-librarians to work collaboratively.

It is difficult to gather information on school library budget allocations given the timing of the annual survey and the late release of solid budget figures.

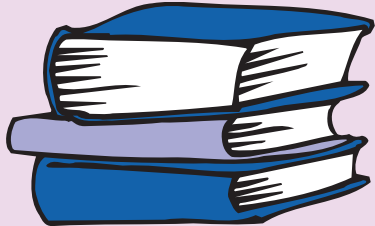
Based on the data received this year, the level of funding for library resources is continuing to decline. The trend is disturbing considering the increases in the cost of library materials and technology. Average school district budget allocations per student range from a low of \$3.97 to \$31.50. The BCTLA W&L data reveals inadequate funding of school libraries and their programs across the province.

School libraries can hardly be expected to maintain an up-to-date collection in good repair when funding is so low.

Examination of Haycock's report and the BCTLA's W&L survey reveals that the Ministry of Education and our current government need to make some critical decisions if B.C.'s school library programs are to make a difference in students' education.

If the focus of our school system is to improve literacy and achievement among students, changes must be implemented immediately. The research overwhelmingly points to the need for support of school libraries, but will those directing ministry policies listen and implement change?

Marijka Gregg is working and learning chair, BCTLA, and teacher-librarian at Clarence Michiel Elementary School and Cassie Hall Elementary School, Terrace.



Planning for the election

Teachers at the BCTF Annual General Meeting were asked their views on the importance of the next provincial election. The views expressed here are those of individual BCTF members and do not represent the views of the BCTF. If you would like to share your views on the importance of next year's provincial election, write to Teacher at news@bctf.ca.



Denis Fafard
Sunshine Coast

I think the provincial election on May 17, 2005, is very important for public education because:

- Education is a core element of the social contract that defines Canadian society, a contract that guarantees that as a society, we will assure equity of care and opportunity for all members of society. That fundamental agreement is currently under sustained and destructive attack.
- What we have lost, in terms of funding, bargaining rights, and governance, has had a devastating impact on education.
- What we have lost will take many years to restore. What has taken 20 years to build and negotiate was eliminated in a year.
- If the liberals are re-elected, I believe that even more draconian attacks will further hobble and maim education.
- I worry that those blows will so harm the system that privatization will increase and public education will be dismantled.
- This government is like a virus destroying its host. If we do not act now, and take political action, the system will be so weakened it can never recover.

I plan to participate in the provincial election by joining the NDP, having let my membership lapse. I will work to have our local president nominated by signing up other members, contributing money, and pulling the vote. I will work leading up to the election by contributing time and money to elect our candidate.

I hope my local and the Federation will:

- support my local candidate strategically and financially.
- communicate a credible, articulate, and compelling case for restoring education funding and improving learning conditions for students, particularly related to class size, composition, and support to students who are disadvantaged.



Wendy Turner
Southeast Kootenay

I think the provincial election on May 17, 2005, is very important for public education because it

determines the political philosophy and value system that we will have to live with for the next five years. We need a government that will support public education at a time when only 34% of taxpayers have children in the system. We need our issues to have priority beside those of an aging population. The issues of youth are generally being ignored, largely because of age demographics.

I plan to participate in the provincial election by campaigning for the nominated candidate for the NDP in our constituency, acting in my capacity as a paid member to help nominate a creditable, supportive candidate for public education.

I hope my local and the Federation will keep members informed about timelines for paying membership fees in order to be able to help search for and vote for a credible, supportive candidate in their constituencies...encourage them to invite and host candidates in their schools, committee and executive meetings...contribute funds, copy pamphlets and help distribute them within the local for the candidate who promotes public education and develops a true understanding of our issues. Our slogan should be "Fund education until no child is left behind!"



Lynda Woodhead
North Vancouver

I think the provincial election on May 17, 2005, is very important for public education because the

students in B.C. have been negatively affected by the chronic underfunding in this province. Our children are our future. The safety net that we have all relied on to be there if and when we need it has shrunk almost into non-existence.

I plan to participate in the provincial election by getting involved in my local and riding. For the past elections, provincial and municipal, our local has questioned candidates and has given the information to the teachers living in North Vancouver. I will be involved with the candidate that will understand our concerns about public education.

I hope my local and the Federation will be involved in the community, to ensure that public education is at the forefront.

LOOKING BACK

70 years ago

Another school year is near its close, and the much-needed vacation is in sight. There are many who envy the teachers on account of their so-called long holiday, but if all such could appreciate at its proper value the tremendous strain involved in a teaching year, particularly with the intensive work which is necessary in the closing months, they would soon understand how essential it is that teachers as well as students should have the necessary period in which to build up the required mental and physical energy with which to face the new year.

June 1934, *The BC Teacher*

50 years ago

That parents just cannot take matters into their own hands and that teachers have just protection against interfering parents was amply demonstrated in a recent assault case. The

incident arose when a parent objected to a certain course of discipline used by a teacher. In "discussing" the incident with the teacher, the parent picked up a book and struck the teacher on the head with it. The local association concerned felt that such occurrences should not be tolerated and persuaded the teacher to start Court action against the parent. The case was settled out of Court finally when the parent paid the teacher \$50.00 damages, signed a public apology, and paid the teacher's legal costs.

May/June 1954, *The BC Teacher*

30 years ago

For too long we have insisted that the most important person in the school system is the pupil. In a very real sense that is wrong. The most important person is the teacher, because if we have the right kind of teachers in the classrooms, the students will be all right.

May/June 1974, *The BC Teacher*

10 years ago

The government's rush to legislate provincial bargaining and demands have left little time for serious consideration of the implications of the proposed legislation. The strong local contract provisions for which teachers fought hard—in many instances even took strike action—are under attack by this government. To protect our hard-won gains and maintain and enhance the quality of education, we must continue to oppose the legislation, making it clear that we will not tolerate contract stripping. The long, hot summer which we hope will be relaxing for most, may well turn into a long, hot fall and winter for all of us.

May/June 1994, *Teacher*

Chris Bocking, Keating Elementary School, Saanich.

SFU's new dean will shake up the education scene

by Nancy Knickerbocker

Students and faculty alike are welcoming Dr. Paul Shaker to the post of dean of education at Simon Fraser University. With a reputation as a fearless public intellectual, an eloquent spokesperson for teachers, and a strong advocate for public schools, Shaker is expected to play a leading role on the education scene in B.C.

Shaker says among his priorities will be First Nations education, francophone issues, and technology in education. "But I think the key reason the faculty chose me to be their dean was they wanted a particular initiative into connecting with K-12 education. They knew that's what I'm particularly interested in, both in an applied way of delivering courses and working in schools, but also having a voice in politics and policy."

Shaker clearly intends to raise his own voice, but also to encourage faculty members and classroom teachers to speak out, to write for the mass media, and to bring their research and experience into the public dialogue. "I'll encourage my faculty to the extent I can. Often teachers do a beautiful job of communicating to a non-specialized audience, better than professors," he said.

It has been a long road from student to teacher to professor to dean. Of Lebanese heritage, Shaker majored in the history of Western Asia. He later took the opportunity to explore the Middle East firsthand, working in Saudi Arabia for two years and later studying in Kuwait.

His career began in 1970 at a South Dakota middle school teaching six classes a day, each with over 40 students, many of whom were living in poverty. From there he moved on to a high school in Ohio, where he taught English and history, and was elected president of the local teachers' union.

"Talk to people who were in the profession in the U.S. in the 1950s. People would lose their jobs arbitrarily. Teaching did not pay a living wage, and benefits and pensions were inadequate. There is no question it wasn't until teachers organized that the profession was treated equitably," Shaker says, adding that teachers "can't depend on the largesse of the institution in a free market setting."

After earning his doctorate, he taught for 12 years at a liberal arts college in North-eastern Ohio, where he eventually became the chair of education responsible for training 100 teachers a year. In 1990, Shaker was appointed to the position of dean for the first

time. His post at Simon Fraser is his fourth deanship. He was appointed for a five-year term, once renewable.

Shaker has been enthusiastic about Simon Fraser since 1971, when he first visited the campus. "I was dazzled by the beauty and the setting, and I like the West Coast lifestyle, so SFU was always a place that really attracted me."

So far, what's the main difference between the systems in Canada and the United States? "It's the limited federal role in public education here, and you do feel that's a good thing," he says. "As the failure of [President George Bush's education law] *No Child Left Behind* reflects, these top-down initiatives on a massive scale don't make a lot of sense given that there are so many different contexts that end up in the classroom with the teacher."

But north or south of the 49th parallel, the central challenge remains how effectively the professionals can express their points of view to influence policy decisions on standardized testing, curriculum, value orientation in schools, and much more.

"Somehow we need for people to understand that standardized tests cannot comprehensively measure what we do in schools. It's so simple and obvious to us, and yet the public wants to believe, at least in the U.S. they want to believe, that we can have simple answers to these complex questions," he said. "I would hope that up here [in Canada] people won't be seduced by that."

And, if Paul Shaker were minister, instead of dean, of education, what would he change?

"I would like to see a redesign of middle years in ways that are so radical that some people wouldn't even take them seriously," he said. "I'd like to see a lot of paper and pencils set aside at that point, and an emphasis on concrete experience. I am a very pragmatic person, and I appreciate the utility of knowledge as well as the spiritual dimension of it. So knowing how your car runs, how the furnace in your house functions, the nutritional constituents of food, and how pharmaceuticals affect your system, all these are fascinating and important."

Another change he would make would be full implementation of *Reading Recovery* along with universal *Head Start* programs. Everything in school is so dependent on basic literacy, and from what I have seen of *Reading Recovery*, it is a truly remarkable program."

Nancy Knickerbocker is the BCTF's media relations officer.

The e-future of education in B.C.?

B.C.'s minister of education was taken to task by a keynote speaker, Alan November, at the BCed Online conference April 19 and 20, 2004.

BCed Online is a consortium of school districts that hopes to produce content for online courses in B.C. schools.

Education Minister Tom Christensen opened the conference, saying that "online communities" is a priority of government and that the premier is "passionate about technology and about education." He said the government's goal is to have "the most computer literate students in Canada."

U.S. spending of \$40 billion on technology in schools has had no positive impact on education.

Christensen told the 500 participants that government is acting to overcome the "digital divide." By the end of next year, all rural schools will have broadband access through PLNet, and government is working to expand the number of computers and make software more available.

The following speaker, Boston-based educator Alan November, complimented the minister for sticking around to listen—something that politicians seldom do. November pointed out that the minister had missed

a key element if you want success in using technology: professional development. "Pedagogy is more important than technology," he said.

November quoted a recent study by the Benton Foundation that says that U.S. spending of \$40 billion on technology in schools has had no positive impact on education. That is because technology is used to automate existing processes, rather than develop something new and different. Technology, said November, should be thought of as a way to develop new relationships and authentic audiences and empower students to be self-directed.

"One of the factors undermining effective use of technology is standardized testing," November said. Depending on standardized tests is "driving forward by looking in the rear-view mirror," he said to applause from the audience. The testing craze in the U.S. is "the fastest way to ruin lifelong learning." The people demanding the tests have "not thought out the inconsistency between testing and creative online learning."

The minister did take notes as November talked.

November also raised issues of social justice and responsibility. We don't need to teach the kids how to use MSN or blogs. They have found that out for themselves. But these technologies amplify the power of the voice and have the potential to be hurtful and produce harm. We should be teaching students

the ethics and responsibility that go with the power of a global voice.

The global economy has shocks in store for many, he told the conference. He claimed that there has been a significant reversal in the U.S., with higher unemployment rates for college graduates than for those with just high school diplomas. That

He quoted a prediction that 14 million high-end jobs will move out of the U.S. over the next decade.

is a result of using technology to outsource white-collar jobs to countries where pay rates are lower. He quoted a prediction that 14 million high-end jobs will move out of the U.S. over the next decade.

"Is it possible," November asked, "to build community with the Third World? If we don't do something about equity on a global basis," he said, "we are all in for big trouble."

— Larry Kuehn



Online education is not the same as homeschooling

by Larry Kuehn

Newspaper headlines claiming that religious materials have been banned for B.C. homeschooling are wrong. No government policy—new or old—limits the resources parents can use to homeschool their children. Parents who register their children for homeschooling have total control of teaching their children. They can use any resources that they want—whether or not that right is a good public policy.

Why, then, the complaints from home-school parents that they can no longer use religious books to teach math, English, or social studies to their children? The problem is confusion between students registered for homeschooling and those enrolled in a school district's online program.

Twenty-eight school districts are now running some form of online program. Most of them are run by individual districts, and nine are part of the Connect Program of the Regional Distance Education Schools. Students in the programs are "enrolled" in a public school, which is different from being "registered" for homeschooling.

A student enrolled in a district online program brings into the school district the same basic-education-per-student grant of \$5,343 as a student registered in a neighbourhood school. What comes with that funding is an obligation to provide "a level of teacher service comparable to a neighbourhood school." [Quote from Bobbi Plecas, Ministry of

Education, BCed Online Conference, April 19, 2004.]

The educational service in a funded online program must meet four ministry criteria:

1. The school board is responsible for the education program of students enrolled in the school district.
2. Each student's educational program must be supervised by a teacher.
3. The student's educational program must follow the requirements that apply to students attending a regular school and be carried out by a teacher.
4. Students must be evaluated and report cards from the teacher (with letter grades after primary) issued three times a year, along with two informal reports.

Text of the policy is at www.bced.gov.bc.ca/policy/distance_ed.htm

The key to this policy is that the school board and the teachers it employs are responsible for the education of the student. The parent is not the teacher. Enrolling in an online program is *not* homeschooling.

According to the ministry, adequate supervision by the teacher must be demonstrated by five elements:

- Teacher course planning
- Evidence that a teacher is leading the evaluation and assessment of students
- Ongoing teacher reporting on student achievement
- Ongoing teacher engagement in student learning
- Ability to authenticate student work. (In other

words, the student, not the parent, is doing the student's work.)

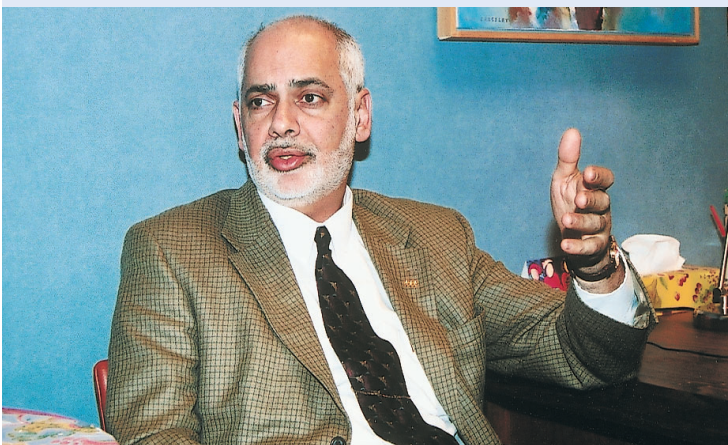
In addition, "learning resources must be selected from the ministry's list of recommended resources or through local approval processes within a district." (Plecas, 2004) This requirement is the source of the news stories of homeschooling parents' feeling deceived.

Bobbi Plecas, from ministry staff, reminded her audience at the BCed Online conference that from the very beginning, the school law in B.C. has declared public education to be non-sectarian. There is legally no room for religion in the B.C. public schools, except for comparative religion courses. This goes beyond just resources—"Resources or modules, assessments, assignment, homework may not include a particular dogma or creed." (Plecas, 2004)

Ministry policies are absolutely clear: online education offered by public school boards is not the same thing as homeschooling. Online education must follow the requirements for public schools. The BCTF has sent a letter to the minister of education commending the ministry for maintaining a clear distinction between online public education and homeschooling.

A detailed report on these issues is available on the BCTF web site at bctf.ca/Research/Reports/2004ei01/report.html.

Larry Kuehn is director of the BCTF's Research and Technology Division.



Dr. Paul Shaker, dean of education, Simon Fraser University

Computers in the mist:

The wireless writing project

by Al Wilson

What do 1,100 computers, a researcher, and Grade 6 and 7 students have in common? They all make up the *Wireless Writing Project*, a brave and cutting-edge approach in Peace River North. From a humble beginning three years ago of two classrooms, to five classrooms last year, and now to a district-wide implementation, the project has made a major impact at the intermediate level.

The question driving the project is Does one-to-one computer technology improve student writing achievement? The first year supplied tentative data that led to a wider scope the second year. From there, the growing databank gave the district the incentive to supply each Grade 6 and 7 student with a laptop computer. The students were issued backpacks and adapters, so they could take their machines home.

The computers have become part of the students' regular school equipment. And their "ownership" is high indeed. They can change the background picture on the computer as well as customize many other applications. Gavin, a student at

Bert Ambrose School, says it feels more like the machine is "his" and it is a fun part of having the laptop.

The project's data is overseen by Dr. Sharon Jeroski, of Horizon Research, author of the Provincial Performance Standards, with the skills monitored by collecting writing samples. Now that the project has been operating for three years, one sample is taken from the students in May and scored against the performance standards for the grade. A statistically significant number of students scored into the "exceeding expectations" category and the results are following the same pattern annually. The numbers substantiate what teachers know: Given the access to technology, young students take up the challenge and perform marvellously.

Computers can change student thinking as well. No longer are students expecting the teacher to be the "sage on the stage." After a lesson, a student approached me with his laptop under his arm and said, "I know the answer."

Looking up, I replied, "Cool! What is it?"

"I don't know yet, but the answer is in here," he answered patting his laptop.

Attitudes are improving as well as skills. Kids are finding that writing can be enjoyable at school and at home. Cody, a Grade 6 student, wrote a story as a gift for his ailing grandfather. Harlee, also in Grade 6, created a slide-show presentation as part of an anniversary celebration for her grandparents. Grade 7 student Kai has submitted a short story for publication. These are just a few examples of what some students at Alwin Holland Elementary School have done independently with their laptops. They have made cartoon characters and comic strips. Creating flow-charts and research reports, students gain confidence and skills each time they work with their machines.

Ongoing professional development is an integral part of the wireless writing, with monthly group discussions, idea and technology sharing, and new ways to integrate the machines. No district helping teachers nor a large district technology staff support the project. The project runs on a low budget that is classroom based.

The children have adapted to the responsibility as well as the technology. Not a single machine



From top: Eathan Giesbrecht peer-edits a story for a classmate; Travis Mitchell, Miki Pallister, Alex Seward, and Kristie Cooper peer-edit work.

has been lost to theft or vandalism. The students look after the laptops as if they were their own. And the speed with which the students discover new things on the machines is amazing. I regularly learn from the students, but then again, I am

vastly outnumbered. If you truly want a teaching adventure, give laptops to 30 11-year-olds, and tell them to explore.

Al Wilson teaches at Alwin Holland Elementary School, Fort St John.

The evening classes

by Kathleen MacKinnon

Dear BCTF

Please accept my sincere thanks for having a wonderful session in our school. We had 45 participants, and it was a great success to take another step forward to our school's goal. I'd like to send my regards and appreciation to Carol Pettigrew for her great presentation. Regards, PAC chairperson

Teamwork needed to stop bullying, says teacher

Penticton Herald
October 16, 2003

A longtime teacher presented an antibullying workshop to parents in Penticton Wednesday night. Alice Rees, facilitator of the parent workshops for the B.C. Teachers' Federation, presented the BCTF-designed workshop at Carmi Elementary School. So strongly does she feel about the issue, Rees volunteers to bring the antibullying message to parents. Her talk was organized by the Parent Advisory Council at Carmi Elementary School.

Teachers presenting to parents

Every year teacher-volunteers deliver BCTF presentations to hundreds of parents throughout the province. In 2003-04 alone, we reached 138 parent groups with our parent presentations. The most popular offerings were The Socialization of Boys, Antibullying, and Supporting Your Child's Learning.

Presentations are offered to PACs, DPACs, and other parent groups in the community free of charge. Sometimes several PACs host a district-wide event, inviting parents from across the region. The one-hour presentations are delivered in the even-

ing, often just before a regularly scheduled PAC meeting. Moms are the majority of the audience, although more dads attend now, especially for the "The Socialization of Boys." The school administrator often participates, and once in while, the media does, too.

Two excellent presentations are booked much less frequently than the others: Classroom Assessment and Evaluation and Understanding School Data. Classroom Assessment and Evaluation helps parents understand classroom assessment and how it can be used by both teachers and parents to support student learning. Understanding School Data gives school PACs and SPCs the tools and skills to analyze data from sources like satisfaction surveys and Foundation Skills Assessments. A perfect time for your school PAC or your district's school planning councils to book one of the two presentations is early fall, before the FSA results are publicized.

In September, we send each school PAC chairperson and staff representative a brochure outlining the five presentations available. The brochure is also online at bctf.ca/parents/communication.

We are greatly indebted to the teacher-volunteers who make the program such a success. They give of their time and expertise, and as you can see from the parents' evaluation comments, they represent teachers admirably. Please e-mail sryan@bctf.ca for more information on how you can volunteer for this program.

Typical comments from parent evaluations

I appreciated:

- the handouts and book lists.

- a presentation in our area.
- being able to ask questions and speak out.
- the facilitator's enthusiasm and passion.
- the BCTF for sponsoring these presentations.
- the clarity of presentation and overall content.
- the time and commitment of the teacher presenting.
- the presenter's empathetic manner and group discussions.
- the whole presentation. I'm on my fourth child in high school.
- it because I finally feel that I know what is going on with respect to bullying.
- the presenter's making parents feel good, even though we often feel inadequate.

Parent presentations booked in 2003-04

Abbotsford, Boundary, Burnaby, Campbell River, Cariboo-Chilcotin, Central Okanagan, Chilliwack, Conseil scolaire francophone, Coquitlam, Cowichan Valley, Delta, Howe Sound, Kamloops-Thompson, Kootenay Columbia, Kootenay Lake, Langley, Maple Ridge, Mission, Nanaimo, Nechako Lakes, North Okanagan-Shuswap, North Vancouver, Okanagan Similkameen, Okanagan Skaha, Peace River North, Powell River, Prince George, Prince Rupert, Qualicum, Richmond, Rocky Mountain, Saanich, Sooke, Southeast Kootenay, Sunshine Coast, Surrey, Vancouver, Vernon, and Victoria.

Kathleen MacKinnon is an assistant director, BCTF Communications and Campaigns Division.

Teachers' tips

Managing a split classroom

by Rob Taylor

You've been handed a split classroom of two or more grades and feel overwhelmed.

The first thing to do is realize that any classroom can be overwhelming if you let it. There are only so many hours in a day, and you have to survive to return the next day.

The second thing to do is realize that you've probably been managing a split or even multigrade classrooms your whole career. There is no such thing as a homogeneous class.

Let's look at a hypothetical Grade 4/5 classroom.

I'd begin with the IRPs because they are the legislated curriculum that we are required to cover. Download the relevant pages from each grade and subject from the ministry web site because you can then write all over them, cut them up or do whatever is necessary to make them work for you.

Look for similarities in language and intent. For example, in both Grade 4 and 5 of the language arts outcomes is "to read, listen, and view for specific purposes." It doesn't specify the content; just the process. Work toward dealing with as many common prescribed learning outcomes as you can, using materials that cover the PLO for both grades.

Language arts is the easiest example, and I can already hear you saying, "Ah, but what about math?" Again, look for similarities. Most units have some outcomes that can be taught at the same time to different grades. Do those first, giving each group work from their respective textbook or resource, and when you have exhausted

those outcomes, only then do you have them work on different concepts.

A math lesson might start with Grade 4 doing a quick review quiz to test for understanding while the other group you introduce to a new concept. Once Grade 5 is set to a task, spend time with Grade 4 going over the quiz and introducing the next concept. The next day, reverse the order. Students need to be taught to respect one another's teacher time, not interrupt a lesson, and use one another as expert helpers. Encourage students to use the "three then me" rule. If they don't understand something or didn't hear all the directions, they have to ask three other students and then you. That way you can easily tell if there is a general lack of understanding that needs attention.

Expectations for work, work habits, and behaviour are not the same from grade to grade, so if you are teaching a new grade, seek input from colleagues regarding what to look for. The B.C. Performance Standards are also kept close at hand because they do furnish excellent rubrics for marking work.

Teaching the splits is different and no easy task, but the wide range of student abilities is really no different from any other classroom. Keep that in mind. Remember that your main focus is teaching students, not grades or outcomes, and it soon becomes a piece of cake. (And, no, you don't have to split that with anyone.)

Rob Taylor teaches Grade 4, his third single-grade room in 20 years, Nesika Elementary School, Williams Lake.

Value vs. money

by Cathy Hart

With considerable cut-backs to B.C. public education, many public school districts are considering the potential monetary benefits of corporate sponsorship.

While revenue is desired, corporate sponsorship in B.C. public schools is undesirable. Therefore, when exploring the potential revenue that corporate sponsorship in public schools can bring, consider numbers but also values. No matter how much revenue can be gained and no matter what positive contributions the money can make in our public schools, corporate sponsorship in public schools is an unethical way to acquire funds.

When the monetary benefits of corporate sponsorship are considered, we must also reflect on values integral to public education: equity, critique, freedom, diversity, democracy, citizenship, transformation, social justice, and social responsibility.

Those values are compromised when corporate sponsorship is used in public schools. Children and youth are offered as a captive market to corporations in exchange for money. Children and youth are subjected to manipulation and brainwashing. Democratic public space is lost. Consumerism rather than citizenship is encouraged. And freedom is affected.

Corporations have marketing divisions that are created to capture the attention of children and youth so that they will be loyal to their brands as they age. Getting past the gates of public schools, corporations enter a world of opportunity. Schools

are an ideal place for marketing because children and youth are required to attend and are therefore a captive audience.

Take, for example, *Pizza Hut's Book It! Reading Program*. On the one hand, the program is a way to reward and encourage children in their reading development. On the other, it is a marketing technique that exposes the *Pizza Hut* brand to consumers when they are young, brings the whole family into the restaurant to spend money, and the sponsor hopes, develops lifelong brand loyalty.

I participated in that reading program before I became conscious that I was allowing marketing techniques to be used on the children in my classroom. When I became aware of the contradictions, I decided not to use the program. I did not want to participate in branding children who were in my care. I did not want to contradict the school's teachings on health. In addition, I thought it unfair to place parents in the position of responding to their child's request to go to *Pizza Hut*. Nagging is a direct effect of successful advertising, and nagging often leads to purchases.

The *Pizza Hut Book It! Reading Program* seems positive because it encourages reading and goal-setting, and corporate sponsorship in public schools may seem appealing because of the revenue it could provide when funds are limited. But I hope that by giving consideration to ethics, values, and the contradictions at play, you will decide that corporate sponsorship in public schools is not an ethical way to obtain revenue for our B.C. public schools.

Cathy Hart is a teacher on leave from the Cowichan School District.

Fact or fiction?

Premier advises on literacy

In what even his critics describe as one of his most innovative strategies yet, Premier Campbell has launched a dual initiative to address problems with the education system. It will begin with the creation of a Premier's Advisory Board on Literacy. The advisory board will consist of experts from a variety of areas, including Liberal supporters and those who voted Liberal in the last election. "Our aim," Campbell declares, "is not to just throw money at the problem. What people are asking for, not just in the Heartlands, but all across this province, is accountability. How can we ensure that our students know how to read without spending a fortune? That is what people want: adequate or close to adequate literacy levels and a balanced budget."

"Our dual program will meet the needs of both taxpayers and students," Campbell states. "First of all, we will be channeling funding into the Premier's Advisory Board to ensure that members on the board go into all areas of the province on a fact-finding mission. Their aim will be to speak with a variety of people to determine just what they think are the failures of their school district. Then, with their findings, we hope to improve upon our 25% cut to teacher-librarians, thereby making more money available for more fact-finding missions."

"Secondly, we plan to initiate a series of mandatory standardized reading tests to be given to everyone in the province. With the exception of members of the advisory board and Liberal MLAs, everyone between the ages of six and 65 will be tested. Those who are not reading at grade level, whatever their age, will be fined. First offences will be \$50 per grade level, while further offences will go up to \$100 per test. Literacy-testing stations will be set up in abandoned schools throughout the province with unemployed teacher-librarians providing testing. At present, negotiations are going on to determine teacher-librarians' salaries but it is thought that minimum wage should be sufficient."

Further cuts to education are planned to enhance the literacy program. With fewer teachers needed in the school system and more schools available to be used as testing centres, the premier predicts that his literacy program could well be the ultimate answer to kickstarting the economy. "Things can only get better for the people of British Columbia," the premier states. "Once we have our literacy-testing program in place, it is only natural that numeracy testing, map-reading testing, colouring-between-the-lines testing, and dodge-ball testing will follow."

— Board member

Source: *Local Link*, Langley Teachers' Association newsletter, "Humour," Winter 2004.

Campbell visits Gold River



ARLENE FEHR PHOTO

by Nicole Veerman

British Columbia's Premier, Gordon Campbell, visited Gold River, March 25, 2004, on his "50-town tour." He told me that he organized this tour because when he had visited all these communities before the election he "noticed everyone had dreams about what they want to do. Everyone had a project for the future, something they were excited about, something they were pursuing."

Campbell said that he wanted British Columbians to come back into that frame of mind. While stating all of this, he also talked of two types of communities that he has seen in the province: ones that "wish the world was the way it used to be" and ones that say "we are going to make the world the way we

want it." Gold River, he said, is one of those ones that is going to make the world the way they want it. Although this was all nice to hear, Campbell used these compliments to avoid my questions.

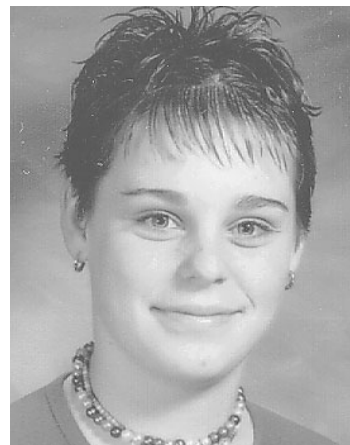
A mistake that I managed to make was telling Campbell that I plan on attending Okanagan University College, in Kelowna. After that, there was no way of getting around talking about the improvements being made at the KLO campus. When I commented on the increasing tuition fees and asked how he planned to change them, he said "We reduced tuition fees by 5% when we were first elected." Fees, however, have drastically increased in the last few years.

As I listened to Campbell's projects I automatically thought, "What a waste of money."

As our interview carried on, I asked how he planned to make more jobs for B.C. young adults. Instead of answering my question directly he spoke to me about *Spirit of 2010*, which he said isn't only about the Olympics but about "being the best that you can be." He continued by telling me about *Picture BC*, a project that helps the people of B.C. concentrate on the good things about our

province. "This is my goal. Eventually you will watch a television thing from all of B.C., and you'll see Gold River, or you'll see a place in this part of the world that you immediately identify with, and you say "they get it!"

As I listened to Campbell's projects I automatically thought, "What a waste of money." Shouldn't this money be going to the things that are suffering in British Columbia, for instance healthcare and education? By the end of the interview, I felt as though none of my questions had been answered in full detail, if at all; and I was convinced that Gordon Campbell was the best politician I will ever come to meet.



Nicole Veerman, a Grade 12 student, wrote this piece for The Gold River Record, as part of her journalism course.



Principal Nicole Boucher and Librarian Janet Lireman hold the plaque commemorating Lord Nelson Elementary teachers Ruth B. Luno, Pearl Alberta Green, and Alice Ross Rines, who died in 1918 while helping the sick and dying during the Spanish flu epidemic in Vancouver.

Teachers make the ultimate sacrifice in 1918

by Betty O'Keefe

A plaque commemorating the gallantry of three young Vancouver teachers is again hanging in the hall at Lord Nelson School.

When schools were ordered closed in the fall of 1918 during the height of the Spanish flu epidemic in Vancouver, some school teachers volunteered to serve as nursing aids because of the severe shortage of medical staff as thousands fell ill and isolation hospitals overflowed.

Three who volunteered and who, sadly, gave their lives helping the sick and dying were Ruth B. Luno, Pearl Alberta Green, and Alice Ross Rines. The plaque states that they were "Teachers, Lord Nelson

School, who gave their lives for others."

While researching a book about the flu epidemic, which claimed some 4,400 lives in B.C., authors Betty O'Keefe and Ian Macdonald saw an old newspaper clipping stating that the Vancouver School Board had decided to erect the plaque. They inquired of the school if the plaque was still displayed but found that after many renovations over 80 years it had disappeared.

Staff member Anna Hayes remembered, however, that there was a brass plate in the basement. It was rediscovered and cleaned up. Principal Nicole Boucher and librarian Janet Lireman were delighted to learn the reason for the memorial. Vancouver School Board had

erected it in December 1918 but did not include specific wording about the pandemic flu.

A picture of the plaque and the teachers is included in the new book, *Dr. Fred and the Spanish Lady*, published by Heritage House and available in Vancouver book stores late in May. It tells the story of the tremendous suffering during the flu epidemic, the sacrifices of many volunteers, and the key role of Dr. Fred Underhill, Vancouver's first full-time medical health officer, who was appointed 100 years ago in 1904 and marshalled the forces to fight the disease.

Betty O'Keefe has co-authored the book, Dr. Fred and the Spanish Lady: Fighting the killer flu.

Too Close to Home: Anti-Semitism and Fascism in Canada 1930s and 1940s

by Andrea Webb

In a three-class mini-unit, my Social Studies 11 Honours class worked with the new resource package from the Vancouver Holocaust Education Centre. *Too Close to Home: Anti-Semitism and Fascism in Canada 1930s and 1940s*, which is a collection of primary source documents that examine the impact of anti-Semitism and Fascism in Canada prior to the outbreak of World War II. I am amazed at the amount that my students learned about the “nasty bits” of Canadian history. My mini-unit consisted of three lessons: an introduction to the history of anti-Semitism, a jigsaw using the resource package, and an extension debate activity. I divided the class into six groups, two groups on each topic. Each of the groups was given a document on Christian anti-Semitism, an excerpt from William Shakespeare’s *The Merchant of Venice*, or a chronology of European anti-Semitism. The students

I learned that racism was not just in Europe, but also in Canada.

were interested and engaged in understanding the origins of anti-Semitism. We worked on placing the ideas within a historical perspective, especially the ideas with which the students did not agree. As we traced the evolution of anti-Semitism from religion to economics, the students

struggled to understand the possible reasons for the rise of anti-Semitism in an immigrant-based population like Canada. One student wrote that he was surprised that “Canadians wanted to help Jewish refugees, but the people didn’t want them in Canada.”

During the second class, I introduced the resource package. Each student or pair was given a document relating to anti-Semitism, Fascism, the Ku Klux Klan, or immigration. Originally, I asked them to record a purely emotional first response and then work through an analysis of the information in the document, such as the purpose, the effectiveness, and the intended emotional appeal. The “stereotypical image of a Jew, in the propaganda, was disturbing.” The final analysis question, which came from the study guide, asked the students to assess the piece based on Joseph Goebbels’ theory of propaganda. They then worked with other students studying the same theme, looking for commonalities, and finally presented the linked documents to the rest of the class. When we returned to their original emotional response to the documents, many students commented on their reactions to such shocking imagery.

The authenticity and clarity of the documents they were dealing with helped the students to engage more easily; “the documents gave the feeling of what was really felt during this time.” According to the students, that was the most valuable

aspect of the activity. They appreciated the insight they could gain, feeling that it was more valid than standard textbook photos. As well, the extension on a topic they found interesting helped the students appreciate the real-life implications of the documents. The students liked the group discussions about the artifacts, sharing their intellectual and emotional responses.

Discovering that Fascism, Nazism, and such blatant racism existed in Canada during the 1930s and 1940s was an eye-opening experience...

Discovering that Fascism, Nazism, and such blatant racism existed in Canada during the 1930s and 1940s was an eye-opening experience for such a multicultural class. They were appalled at the Canadian government’s response to the immigration push and found the images simple, actual, and “an excellent insight into what was going on at the time.” I found the study guide excellent for those who are not as familiar with Fascism and anti-Semitism in Canadian history. The student information articles provided readable background information and helped students to relate the documents within each of the themes. Using the thematic aspect of the documents helped the information



Top, left to right: Dominique Marren, Patricia MacAuley, Jon Caramay, Bottom: Carmen Wu, Janette Cheung.

“thread together and relate in an intricate matter.” The discussion-extension questions, found in the guide, would allow a teacher to develop a larger unit or an independent study for the whole class. The links with current events and social

thought help provide the students with 21st century context. What a positive learning experience!

Andrea Webb teaches at Moscrop Secondary School, Burnaby.

La motivation scolaire : l’affaire de tout le monde

Pourquoi certains élèves sont-ils enthousiasmés par une activité tandis que d’autres rechignent constamment, peu importe ce qu’on leur propose ? Pourquoi certains élèves quittent-ils le programme d’immersion en arrivant au secondaire ou abandonnent-ils le français de base après la 8e année ? Que répondre aux parents qui nous demandent de les aider à trouver des façons de retenir leurs jeunes dans ces programmes et de les garder aussi enthousiastes qu’ils l’étaient au début ? Pour essayer de comprendre le phénomène d’abandon de programme, il faut d’abord définir cette variable qu’est la motivation.

On sait tous qu’un enfant doit être motivé pour apprendre, mais la motivation ne suffit pas à elle-même. L’enfant doit aussi avoir les capacités d’apprendre. Par le passé, les chercheurs mesuraient l’effet de la motivation sur l’apprentissage par la persévérance des élèves. Plus un élève était motivé, plus il consacrait de temps à ses travaux et meilleurs étaient ses résultats. De nouvelles recherches concluent maintenant que l’engagement cognitif est un autre facteur de premier plan ; en d’autres mots, un élève motivé est non seulement persévérant mais utilise des stratégies efficaces pour arriver à comprendre.

Les chercheurs contemporains reconnaissent que la motivation est un

phénomène intrinsèque et que l’intensité de la motivation de l’élève dépend du milieu d’apprentissage. Cette motivation est influencée aussi par l’idée que l’élève se fait de l’intelligence et les buts qu’il se fixe. Ce qui est autant significatif, c’est la perception qu’il a de l’importance de l’activité à accomplir, de sa compétence à réussir la tâche et du degré de contrôle que l’enseignant lui accorde pour mener à terme le travail.

Les chercheurs qui ont une orientation sociocognitive jugent que la motivation n’est pas innée. D’après leurs recherches, la motivation se modifie selon les perceptions qu’une personne a d’elle-même, le milieu dans lequel elle vit et les événements qui surviennent. Si on transpose ce constat en milieu scolaire, on conclut que la motivation de l’élève se modifie au gré des perceptions qu’il a de ses expériences en classe et à l’école.

Toutes ces recherches ne font que réaffirmer la valeur de l’auto-évaluation. Vers l’âge de 3 ans, l’enfant devient conscient de ses succès et de ses échecs. À la maternelle, il se perçoit comme étant bon, moins bon ou pas bon du tout et, en général, a tendance à se surestimer. Son jugement, toutefois, s’aligne assez rapidement au primaire avec celui de ses enseignants ou de ses parents, et à la fin de l’élémentaire le jeune tend plutôt à se sous-estimer, une inclination qui se maintient au secondaire. Ces mêmes

recherches indiquent aussi, qu’au secondaire, le jeune est porté à s’évaluer en fonction des matières à l’étude. Il se juge bon en science mais mauvais en français.

Cette baisse au niveau de l’estime de soi au secondaire s’explique en partie par les changements physiologiques et physiques qui se produisent chez le jeune. À ceci s’ajoute le manque de cohésion entre les besoins de l’adolescent et ce que les secondaires offrent. Les études révèlent que les ados ont besoin d’appartenir à un groupe, recherchent leur propre identité et ont besoin d’autonomie envers les adultes. Regardez le fonctionnement des secondaires : on y trouve des adultes qui contrôlent, une atmosphère de compétition en classe et sur le terrain de sport et une programmation scolaire qui mise encore beaucoup trop sur les connaissances plutôt que les habiletés.

En sus aux facteurs humains qui influent sur la motivation, il y a des facteurs environnementaux à considérer. Le rôle du milieu familial est crucial. Les parents doivent avoir des attentes et des exigences élevées, mais celles-ci doivent refléter les habiletés et les capacités de leur enfant. Ce dernier doit sentir la confiance des adultes autour de lui et être assuré d’un appui soutenu de la part de sa famille. Les parents doivent saisir les occasions qui leur permettent de devenir des apprenants afin de modeler les comportements qui mènent à la

réussite. Ce qu’il faut à tout prix éviter, ce sont les comportements négatifs et les commentaires anodins à l’égard des enseignants et de l’école. Enfin, la culture de l’école est un autre élément environnemental qui a un impact sur la motivation. Une institution qui mise sur l’apprentissage coopératif, l’entraide, le respect de soi et des autres favorise plus la motivation qu’une école qui souligne la compétition et le rendement scolaire.

Dans cet enjeu de la motivation, quel est l’impact du comportement de l’enseignant ? Recherche après recherche, les données confirment que les activités pédagogiques, l’évaluation, le système de récompenses et de sanctions et l’enseignant lui-même sont des facteurs influents. Les activités pédagogiques motivantes correspondent aux intérêts des jeunes, proposent un défi, ont des consignes clairement articulées et permettent de faire des choix. Quant à l’évaluation, celle-ci nuit à la motivation si elle pousse les élèves à se comparer ou à se mettre en compétition et ne valorise que les bons rendements. Par rapport aux récompenses, le débat intellectuel se poursuit et plusieurs chercheurs nous mettent en garde contre l’effet de surjustification. La surjustification se produit lorsque l’élève ne travaille que pour la récompense et non plus pour le plaisir d’apprendre. Pour ce qui est du rôle de

l’enseignant, les élèves réagissent positivement à un être chaleureux qui implique la classe dans les décisions de gestion et qui s’occupe de tous les élèves de façon équitable.

La motivation repose souvent sur les perceptions des élèves. Les enseignants peuvent agir pour modifier ces perceptions car ce sont eux qui créent les contextes de travail. Conséquemment, une planification judicieuse des activités qui tient compte des besoins et du potentiel de chaque élève éveillera la motivation intrinsèque de l’apprenant. Des soirées d’information auprès des parents pour expliquer le concept de la motivation et proposer des comportements qui encouragent la motivation contribueront au succès scolaire de leurs enfants. À bien y penser, la motivation scolaire, c’est vraiment ‘l’affaire’ de tous les intervenants.

Synopsis

A number of students drop out of French immersion and FSL often for lack of motivation. By understanding the concept of motivation, teachers can reflect on their teaching and initiate the changes that can improve their students’ motivation. And by helping parents to better grasp the notion of motivation, teachers are building an optimum setting for success.

— Paule Desgroseilliers

Art and social responsibility

by Anita Sortome

Building socially responsible school communities is a common goal of school growth plans. In the fall of 2003, staff at David Thompson Secondary School, in Vancouver, embarked on a project to increase student awareness of good virtues and citizenship. The vision was to artistically represent the key words *Character Education* throughout the school on walls, floors, in stairwells, or on banners. The works would reflect the cross-cultural virtues that our students and their respective families value. Interested students, apprised of the project, began formulating their ideas. Our elementary feeder schools and parents were included in the venture to create a more socially responsible school community.



Although the proposed grant that was the impetus for the scheme was not awarded to the school, the plan needed to be pursued and completed. Funds were generously donated by Associate Superintendent Gary Little and the school Parent

Advisory Council. Artist-in-Residence Richard Tetrault presented his ideas to the students and sponsors Fraser Ballantyne, Karen Naso, and Anita Sortome. Silk banners would artistically represent the following five words: *honesty, kindness, respect, co-operation, and responsibility*.

Soon the students began to discuss the articulation with our seven feeder elementary schools so that they would feel more connected to David Thompson when they joined our school community. Our student group named itself the "DT Connections Team" in honour of the relationships that would develop. The student chairs of the project, Jennifer Lee and Samantha Epp, visited the elementary schools to speak about the venture, and the plans were agreed upon.

Groups travelled to the elementary schools or met at David Thompson to map out their banners. Fonts, words, pictures, and colours were chosen. Foam molds were cut and then dipped in paint. Richard Tetrault gave countless hours and tremendous guidance and assistance in the creation and printing of the banners. Each elementary school produced two banners and duplicated one of theirs to be displayed at David Thompson. Of the five designed by Thompson students, each elementary school received one. A beautiful and meaningful collection of work will soon adorn the hallways in the eight schools.

The first official unveiling of the banners took place on March 31 at the Roundhouse Community Centre during the Art Scan 2004 Showcase. On April 22, Grade 8 and 9 students at David Thompson gathered in

the auditorium for a formal assembly. Superintendent Chris Kelly and Associate Superintendent Gary Little each addressed the students on various aspects of social responsibility and the valuable legacy of the banner project.



Jennifer Lee outlined the history of the venture, and then each banner was illuminated. At the same time, the winning entry from a corresponding poetry contest was read. The assembly showcased a cross-curricular venture that was student-driven, involved 120 students, and was school-wide. After the assembly, the students returned to their classrooms to complete an in-class group assignment on the five words.

A common language that clarifies what we value and what constitutes meaningful relationships has been introduced with the banners. As we admire those inspired creations, we hope that the display will serve as the foundation of David Thompson's socially responsible community.

Anita Sortome teaches at David Thompson Secondary School, Vancouver.



Artist-in-residence Richard Tetrault, works with teams of students to create banners depicting five key words synonymous with character education and the values we hold as a community.

Urgent situation, long-term solutions required

by Julia MacRae

It has been quite a spring for peace educators. The ongoing war in Iraq, human rights abuses in Colombia, HIV/AIDS crisis in Africa, and continuing tensions and deaths in Afghanistan seem so far away. Closer to home we have despair in our city streets as poverty increases in our society. Anxiety abounds in the healthcare and education systems because of mean-spirited chronic underfunding. We see kids without the support they need and we lack confidence in "the safety net" of social services given the cutbacks. Violence and other symptoms of despair are apparent in classroom behaviour. It has never seemed more urgent to concentrate our efforts to educate a generation to choose the path of peace.

In April, many Lower Mainland residents saw the Dalai Lama, Tibetan spiritual leader, Archbishop Desmond Tutu, from South Africa, and Ms. Shirin Abadi, from Iran, all three of whom are Nobel Peace Prize winners. For a change, we were seeing some good news on TV and in the newspapers. The Dalai Lama said "we need to be educating not just the mind but also the heart. Educating the hearts of

It is urgent that we find ways to educate the hearts of our students.

young people leads to peace in the future." Teachers have love and awareness to share with their students. It is urgent that we find ways to educate the hearts of our students.

Let's find ways to keep the messages of peace alive. Three opportunities present themselves: On August 19–20, 2004, Surrey PAGE (Peace and Global

Education) will offer an interesting workshop called the "Living Values Education Program," which is a resource for teaching social responsibility. The first Annual Peace Education Conference is being held October 1–3, 2004, at SFU, Burnaby. It will be a collaborative community conference offering a wide range of peace and justice workshops.

All of us need to be creative, be supportive of one another, and be more and more aware of the needs of the world around us.

Secondary and post-secondary students and educators will be involved. The B.C. Teachers for Peace and Global Education (PAGE) will hold an annual conference on October 21–23, 2004, called "Respect, Restore, Revere: Justice Circles in Education," which promises to offer hands-on experience and vital networking for teachers interested in deepening their peace focus.

You may feel alone in your work as a peace educator. Teachers who want to take initiatives in their school or community may feel that they are the only ones who want to do these things, and it's hard to find the time or energy, with all the other duties we are required to do. Take advantage of the opportunities coming up. All of us need to be creative, be supportive of one another, and be more and more aware of the needs of the world around us. We can build a culture of peace if we start on the project with our skills and passions as teachers.

Julia MacRae is a teacher on leave from Surrey.

Facilitators needed for Engaging Global Democracy

Help bring global education into classrooms around B.C. The BCTF has applied for a grant to train up to 10 B.C. teachers to facilitate Engaging Global Democracy workshops for pre-service and in-service teachers. The facilitators will also serve as mentors to those who attend the workshops and who want to develop teaching resources for their classrooms and for publication.

The project includes a five-day facilitators' institute (August 18–22, 2004), facilitation of up to three workshops for pre- or in-service teachers, and release time to serve as a mentor for participants producing materials. Workshops and mentoring will take place between October 2004 and May 2005, as mutually agreed. All costs to teachers selected as facilitators will be covered by the project, subject to funding approval from the Canadian International Development Agency (CIDA).

The institute and workshops will build on the lesson aids developed at a previous institute for the B.C. curriculum in

several subject areas and all grade levels. They are available at no cost on the BCTF web site: bctf.ca/social/GlobalEd.

What will you gain from being a facilitator? Deepen your theoretical and practical knowledge of global education. Polish your facilitation skills. Collaborate on the design of a global-education workshop. Review principles of curriculum development. Develop skills as a mentor to teacher-developers of global-education resources.

Participants are expected to take part in all three aspects of the project. (Please do not apply if you are unable to make the commitment.)

Applications must be received at the BCTF by June 18, 2004. Successful applicants will be notified by June 25, 2004. The project will proceed only if funding from CIDA is approved. A decision is expected in May 2004.

Applications are available on the BCTF web site or by request from Leona Dolan at the BCTF: 604-871-2250, toll free: 1-800-663-9163, f: 604-871-2294, or ldolan@bctf.ca.

Healthcare privatization eliminates pay-equity gains



Left to right: HEU supporters rally at Vancouver General Hospital; teachers support HEU at Royal Jubilee Hospital, Victoria; students show support for HEU.

BC. now has the lowest hospital support wages in Canada. Privatization has eliminated 30 years of pay-equity gains and has put B.C. at the bottom of the list nationally when it comes to wages and benefits for women working in health support occupations.

That is the central finding of a study by the Canadian Centre for Policy Alternatives. It documents the dramatic reversal of pay equity resulting from the provincial government's push to contract-out hospital support services (cleaners, care aids, laundry service, food service, and clerical workers). "Bill 29 has turned the clock back 30 years on fair wages for women in health support occupations," says co-author Marjorie Griffin Cohen, a CCPA research

associate and chair of SFU's Women's Studies Department. In the absence of pay-equity legislation, which exists in most

And they are the lowest in Canada for hospital support work—26% below the national average."

other provinces, B.C. healthcare unions spent decades negotiating an end to wage discrimination for women in hospital support services. "Now," says Griffin Cohen, "wages have been cut almost in half, and these workers have no pension, long-term disability plan, parental leave, or guaranteed hours of work. They do not know from one week to the next how many

hours they will work, when those hours will be scheduled, or what their take-home pay will be."

"The provincial government claimed that wages for hospital support work were too high," says Griffin Cohen. "But they were in line with B.C.'s higher costs of living, and were comparable to wages for similar work in the direct public sector. It's not like wages were simply trimmed back. At \$9.25 to \$11 an hour, the new rates are well below even the lowest negotiated wage in the private hospitality sector. And they are the lowest in Canada for hospital support work—26% below the national average."

Marcy Cohen, co-author of the study and a researcher with the Hospital Employees' Union, says "the new wages set the

purchasing power of health support workers back to what they were in 1968."

"Undermining the economic security of a mainly female and visible-minority workforce is not something governments are likely to brag about. Yet that's

More than 50% of HEU members have one or more dependent children, 25% support a dependent adult...

exactly what the B.C. government's actions have achieved," says Cohen. More than 50% of HEU members have one or more dependent children, 25% support a dependent adult, and many live with partners who do

not have access to extended health or pension benefits.

Bill 29's elimination of job security and no contracting-out provisions in existing collective agreements is unprecedented in the history of Canadian labour law. This is also true of the partnership agreements between the IWA and the private multinational corporations bidding on contracted-out services. Griffin Cohen notes, "This sets a dangerous precedent that is already being replicated by provincial governments in Ontario and Quebec."

"A Return to Wage Discrimination: Pay Equity Losses Through the Privatization of Health Care" is available at www.policyalternatives.ca. A summary of the study is also available online in English and in French.

B.C. teacher provides PD in Belize

by Dawn Wilson

"Wanted: Teachers with the ability to teach a lesson without any supplies and experience working in developing countries; must be able to withstand living in harsh, uncomfortable conditions." When teacher Janice Achtem found this ad for Teachers for a Better Belize (TFABB) in a *Lonely Planet Guide*, she knew she was qualified and was ready to apply.

When Achtem isn't teaching, coaching, or organizing volleyball tournaments, she is in the travel section of bookstores. She is always looking for new places to go and interesting things to do. When she found the ad for TFABB, she was immediately intrigued. The project would provide professional development to 275 Belizean teachers during the first week of August 2003. Her flight and accommodation were paid in exchange for one intense week giving workshops to Belizean teachers—their professional development for the year.

Teachers for a Better Belize (TFABB) is a partnership of volunteer educators from the United States and Belize who co-ordinate annual teacher-training workshops and distribute school supplies in the region of Toledo. Teachers there have little or no formal

training in education; indeed, over half the teachers have no schooling beyond high school. They face onerous conditions, including severely overcrowded classrooms and limited supplies. Partly as a result of those factors, more than half of Toledo's children do not finish primary school and thus have little chance of escaping poverty. TFABB's goal is to help equip Toledo's elementary teachers with the training and supplies they need to help their students achieve educational, and ultimately economic, success.

Achtem was the token Canadian teacher in the group of eight educators. The week began with a very formal opening ceremony in a church in Big Falls. All of the Belizean teachers had gathered to meet and welcome the foreign teachers. A speech by the Belizean minister of education, who had traveled from Belize City just for the event, marked the significance of the workshop.

Each day they would rise early and spend the day in a rotation of three workshops with groups of about 25 teachers. Workshops were centred on academic subjects such as math, English, and science. Achtem conducted English and PE workshops for middle school teachers. She would discuss ideas for descriptive writing, using imagery, and writing short

stories. She had the class participate in many of the writing strategies themselves. The topics they chose to write about were relevant to their situations: feeding chickens, fetching water, grinding corn, and washing in the river.

Achtem said she could not have asked for better students. "They were punctual, attentive, keen, positive, and inquisitive,

Teachers there have little or no formal training in education; indeed, over half the teachers have no schooling beyond high school.

taking each word we said as 'gospel.' The teachers there don't have the same level of support, infrastructure, and tools, so they wanted whatever we had." With basic concerns such as how they are going to get to school each day, and getting clean water for their students to drink, Belizean teachers do not have the luxury of time to sit down and plan their lessons carefully. Thus they are excellent, motivated students.

They also lack supplies. Each participating teacher was asked to donate supplies to the Belizean schools. One of

Achtem's initiatives was to teach them Ultimate Frisbee. Near the end of the school year at Reynolds Secondary School, where she teaches, in Victoria, she asked for Frisbee donations. Her goal was 100; she received 162. She sent those in June, and they arrived just in time for the workshops. The teachers knew basic activities such as skipping, soccer, and baseball, but this gave them the opportunity to teach and learn some new games. At the end of the week, supplies that had been donated by the participating teachers were divided among the participating schools. The schools received many useful and valuable items: pens, pencils, crayons, glue sticks, scissors, and books.

Accommodations were rustic. The visiting teachers stayed in a run-down guesthouse. Unlike some of the typical thatched-roof homes in Toledo, it did have electricity, but the single electric fan did not work, there was no lock on the door, and the shower had to be turned on with pliers. The bugs and the heat were inescapable. Daytime highs averaged 31°C; nightly lows were 26°C with 80% humidity. Under those subtropical conditions, sleep was difficult. Achtem said, "I just lay there and sweated." Inland, there was no air movement either, so the heat was oppressive. Luckily, she

could just jump into a nearby river to cool off.

Bugs were another major sleep deterrent. Achtem described the initial impulse of wiping away bugs while lying in bed each night, but with bugs crawling all over the walls, bed and sheet, she eventually gave up. Each morning she checked her shoes for scorpions.

At the end of the week, a closing ceremony was held, with prayers, speeches, and a cultural presentation by a group of children. Each of the volunteers received a hand-carved rosewood bowl. One of the Belizean teachers sang a song she had written about how the foreign teachers had all come from far away and had touched their lives. There was not a dry eye among them. Achtem reflected in an e-mail to friends that the week had been "one of the most rewarding experiences of [her] life."

Achtem, volunteering again for August 2004, has already begun planning her next trip to Belize. She is soliciting Frisbees and any other teaching supplies one might wish to donate. If you would like to help, either e-mail her at jachtem@hotmail.com, or contact Heather Coey at Reynolds Secondary School, 250-479-1696.

Dawn Wilson teaches at Reynolds Secondary School, Victoria.

Health and safety

Concern, and hope

by Maureen L. MacDonald

Concern, and hope. Jane Goodall, renowned primatologist and friend of this planet, has those two central themes in her ongoing message about conserving the world's wild spaces. Genius.

Let's borrow from Dr. Goodall's idea and concentrate on health and safety. Concern? Teachers have it in spades. Hope? Without it, you can't be in the business of making the future better.

Some recent concerns leap to mind.

The Workers' Compensation Board has recently repealed some valuable worker-friendly regulations and proposed changes to more. In its desire to cut red tape and reduce all government regulations by one-third, the so-called Liberal government has directed the WCB to eliminate some health and safety regulations and to water down some of the remaining ones by making them performance-based. The performance-based regulations are general and open to interpretation, leaving it up to the employer to determine the steps to take to implement them. The former prescriptive regulations informed employers and employees clearly of the steps to take. Put the current reduction

in regulations alongside the 2002 reduction of 550 staff and the closure of three offices. See if you think the WCB is strong enough to ensure safe conditions in all worksites with fewer inspectors and enforcement officers. In 2000 to 2003, WCB inspection reports decreased by 54%. WCB Orders to employers to change unsafe or unhealthy conditions fell by 57%. Penalties for violations declined 72%. Grave concern.

What hope is there? First, that the Joint Occupational Health & Safety Committee at each worksite will become even more vigilant. We can all make sure of that. Second, the knowledge that the WCB Board of Directors is composed of Gordon Campbell's government appointees. There is a provincial election next May. Connect the dots.

Another concern of teachers is the death and injury of workers on the job. In B.C. in 2002, 232 workers died from a work-related injury or illness. In 2003, 170 B.C. workers did not go home at the end of the workday. About 5,000 B.C. workers are permanently injured each year. Teachers work in conditions with relatively low hazards, but we share the desire for all workers to have safe and healthy job sites. That's one reason we mark April 28 in our calendars and take part in National Day of Mourning ceremonies to honour the memory of people who died of work-related causes. Of particular concern to

us is the high rate of death and injury among young people. Five young workers between the ages of 15 and 24 died on the job in 2002. Every day in B.C., 34 young workers are injured on the job. What prevention took place at those worksites?

Proper orientation, training, and supervision of young workers prevent injuries and save lives. The employer is responsible for doing that, yet we hear of students whose instructions are, for example, "Clean the floor" but who have no clue about ergonomic work

Students much younger than senior secondary school age now need information about employment standards.

methods, personal protective equipment, toxic chemicals in the cleaning products, WHMIS* or MSDS*. Sometimes the employer is a company. Sometimes it is parents putting their child to work in the family business. Asking for initial training is not in the vocabulary of many student-workers. That's where we come in.

Here comes the hope. One way the BCTF is trying to improve conditions is through the B.C. Federation of Labour's new Young Worker Education Project. The one-hour program for Grade 11 and 12 students is free to schools for the asking (Call Sheila Moir at the BCFed, 604-430-1421). Workers under age 25, including two teachers are available to make presenta-

tions. Students learn about their basic rights under the *Workers' Compensation Act* and the WCB Regulations: the right to know, the right to participate, the right to refuse unsafe work, and the right to no discrimination. In union jobs or not, all workers have those rights. They need to know and exercise them.

You have rights.

It's the law. Use them!

1. The right to know about dangers in the workplace.
2. The right to participate in workplace health-and-safety activities through the Joint OH&S Committee or worker rep.
3. The right to refuse unsafe work.
4. The right to no discrimination. You cannot be fired or disciplined for participation in OH&S activities.

Alarms sounded for teachers when the provincial government introduced its new Child Labour Law in December 2003.

Students much younger than senior secondary school age now need information about employment standards. So do their parents, at least one of whom must give permission for a child to work. (Previously there was a permit process under the Employment Standards Branch that included a director granting permission, and consultation with school authorities.) The easing of restrictions regarding children aged 12 to 15 who work in B.C. makes child advocates very anxious. According to Regulation 45.3, children can work not more than four hours on a school day and not more than seven hours on a day that is not

a school day. This work must be outside of school hours. And here's the part that really illustrates "the interconnectedness of everything to everything else," (Tony Flanders). Children can work no more than 20 hours per week, in a week that has five school days, and in any case, not more than 35 hours a week. Will children who live in school districts that have opted to cut their budgets by closing the schools one day each week or one day every other week be exploited? Our concern for the academic and social development of working children keeps growing. We hope that employers take particular notice and care of their young workers, especially those who run with scissors! We hope that our daily teachings instill knowledge of their rights in our students. We hope they will question authority when it comes to work processes for which they are not ready. We hope that a provincial government with better policies will be elected next year at this time.

Thanks for reading this article. Just by doing that, you have given me hope that our mutual concerns will be monitored, and unhealthy or unsafe situations remedied.

Maureen MacDonald is the prevention officer in the BCTF Health & Safety Department.

*MSDS means Material Safety Data Sheet. *WHMIS means Workplace Hazardous Materials Information Systems.

For child labour information, visit bctf.ca/social/ChildLabour.

To be added to the BCTF occupational health and safety e-mail list, contact Whitney Burgess, wburgess@bctf.ca.

On being well

The changing seasons of wellness

"To everything there is a season, and a time to every purpose under the heaven."

— Ecclesiastes 3:1.

by Julia Johnson

We are fortunate to experience four distinct seasons. Much of what we do and many of our interests are governed by the seasons. In spring, the season of new growth, we create gardens, nurture new life, step into the warmth of the sun, and reconnect with the neighbourhood. In summer, the season of abundant growth and longer days, we extend ourselves beyond measure. Days are full from sunrise to sunset with activities that keep us outside with others, basking in the success of our springtime endeavours. In the autumn, the harvest season, we reap what we have sown, drawing to us those things that will nourish us physically, emotionally, socially, and spiritually during the long winter months. In the winter, the season of rest, the season of death, we cocoon.

This spring has burst into our province with bright sunlight and unusual warmth. In the Lower Mainland, the transition from winter to spring is heralded by trees exploding with blossoms and grounds blanketed with a rainbow of colours from a wide assortment of spring bulbs. Elsewhere, spring creeps in more slowly, making this the most anticipated and the most welcomed season. With each melting snowbank, new growth

is revealed. And as the spring rains wash away the remnants of winter, we are reminded of the cycle of life. The bleakness of winter and the dreariness of cold, dark, short days and long nights slowly pass, and in this new light and new warmth, we find new energy. With the passing seasons we enjoy a natural rhythm of seasonal activities that challenge, inspire, motivate, and encourage relaxation, connecting us to who we are. We await each season with anticipation, hopeful for another opportunity to express ourselves in unique ways. Poets frequently use this cycle of natural change as fodder for their craft. Their poetry, a language of reflection exemplifies an inner journey, a journey that expresses their struggle to wellness.

Even though the cycle of the seasons determines, to a large degree, the kinds of activities in which we engage, when we reflect upon the life we are living, we do so from the perspective of a linear time line. This linear view of examining how we live compels us to interpret upheavals in our life's journey as catastrophic. For many, having to cope with a severe illness, a forced employment move, a marital break-up, or the loss of a loved one causes us to feel as though we have reached the end of the

line. With this perspective comes the fear our life as we know it has ended, and we become worried over what we will do now or what will happen next. Living in harmony with the natural cycles of the seasons, as many of the indigenous people of our planet once did, provides an alternative way of viewing our journey through life.

To view a life's journey in the context of the natural cycle of the seasons is to understand

This cyclical perception of life takes away fear and uncertainty.

that when we are afflicted with traumatic change, we are experiencing the winter season of our life. From this perspective, our personal drama becomes a reason to rest and to reflect. This view brings comfort and safety, as we begin to realize that our personal upheavals are not the end of the road, but part of a natural cycle of living. When we live our misfortunes as though we are only experiencing a winter season, we are able to appreciate the need for winter's silence, for it is a time to listen to our soul telling us what to let go, so room can be made for planting

the seeds of new endeavours. This cyclical perception of life takes away fear and uncertainty. We come to know that in time the winter season we are living will end and we will be entering our life's spring season where the seeds of new ideas will take root, new projects will surface, new roads will be taken, and new friends will be made. With this perception, hope is restored. Knowing this enables you to view your life's journey as a continuous cycle of change in a wellness paradigm, instead of a journey to old age, where ill health and death await.

This view of a life's journey is not new. It is rooted in the ancient wisdom of our sages long past. Hear how Rumi (1207–1273) expressed a similar thought in his poem *The Guest House*.

The Guest House

This being human is a guest house.
Every morning a new arrival.
A joy, a depression, a meanness,
Some momentary awareness comes
As an unexpected visitor.
Welcome and entertain them all!
Even if they're a crowd of sorrows,
Who violently sweep your house

Empty of its furniture,
Still, treat each guest honourably.
He may be clearing you out
For some new delight.
The dark thought, the shame, the malice,
Meet them at the door laughing,
And invite them in.
Be grateful for whoever comes,
Because each has been sent
As a guide from beyond.

(*The Essential Rumi*, translated by Coleman Barks, Harper Collins, 1997, p. 109).

As we approach the end of another school year and enter the natural season of summer, indulge yourself with the time to examine your life in the context of the changing seasons. In what season are you now living? The answer will create a frame of reference that will gently nudge you onto a path of lifelong learning and personal well-being. I wish you a great summer with the signoff from CBC's Dead Dog Café, "Stay Calm, Be Brave, and Watch for the Signs," for that will facilitate your journey toward being well.

Julia Johnson, a learning resource teacher at Red Bluff School in Quesnel, is a BCTF PD wellness associate, johnsonj@abccom.bc.ca.

10 new BCTF lesson aids

1 Science for the Visual and Spatial Learner—CD ROM Series by David Hague and Moira Rockwell 250 pages of labs, worksheets and overheads. Mac and Windows computers, aims to simplify science concepts.

LA 4083 Science 8—Environment, Physics, Chemistry; Biology. \$56; **LA 4084 Science 9**—Astronomy, Biology, Earth Science, Chemistry, Physics. \$56; **LA 4085 Science 10**—Biology and Chemistry. \$56; **LA 4086 Biology 11**—Study of Life, Viruses, Early Invertebrates, Invertebrates with Coeloms; Chordates; Evolution and Kingdom Animalia. \$56; **LA 4087 Biology 12**—Biology and Chemistry. \$56

2 LA 2228 Smoke Screen: Behind the Scenes, Access to Media Education Society (AMES). 19-min. anti-smoking video and teacher's guide with background information, links and lesson plans. Themes are: what motivates girls to smoke, how the tobacco companies target girls and the health impacts of smoking. Presents 19 ads made at Gulf Islands Film and Television School (GIFTS). Grades 6+ **\$39.95**

3 LA 3224 Peer Perspectives: Expressions of Aboriginal Youth, Access to Media Education Society (AMES). 22-min. video and 34-page resource guide with video debriefing, pre-viewing and viewing activities and glossary. "Peer Perspectives" is a youth-driven, video-based program focussing on the visions and views of three emerging First Nations artists and explores the role the video in helping Native youth tell their stories, recover their culture and develop their voices. Resource guide provokes open discussion and helps contribute to positive social change. Grades 7+ **\$49.95**

4 LA 8622 Art for All Seasons, Evan-Moor Educational Publishers, 210 p. Teacher-friendly layout ensures that each art project will be successful. Every lesson includes a photograph of the completed project, materials list, and step-by-step directions. Patterns and templates included. Seasonal sections outline all four seasons. Projects include printing, collage, three-dimensional paper constructions, painting, origami and pop-ups. Produced in the USA, may contain some US references. Grades 1-4 **\$24.95**

5 LA 2052 Behind the Swoosh—Facts about Nike, VIDEA, 33 p. This resource looks at working conditions in overseas shoe factories. Nike has been criticized for using Third World sweatshops. It looks also at Reebok, Adidas and other shoe companies using sweatshops to make their products. A tool for education and action in the classroom, on campus, in the union movement and for the general public. This booklet is part of VIDEA's Sweatshops series focussing on the global production line and linking producers and consumers. Grades 8+ **\$8.50**

6 LA 1004 Crossed Signals by Caroline Courey, 195 p. This book describes emotional and intellectual tools for teens and their families to use to cope with chronic illness and the turmoil it brings. It also shows how to improve interpersonal relationships within the family. The author is a mother and MS sufferer who turned her own experience into a fictional story. Her book shows how children—especially teens—are affected by the chronic illness of one parent, and skillfully identifies how, if left unattended, changing roles and family dynamics lead to escalating stress. Grades 8-11 **\$20.95**

LA 1004 Crossed Signals Teacher's Guide. 48-page study guide includes questions and exercises for the book. **\$30.95**

7 LA 7076 Rocco's and Jody's Misadventure—A Food Safety Video. Agriculture in the Classroom Foundation, 13-min. videocassette and 25-page teacher's guide developed to teach students to safely store and prepare foods following the four key messages: Chill, Clean, Separate, and Cook. Video created by students at Glenrosa Middle School. Westbank, BC. Suitable for Home Economics 7-9, Science 9, and Career and Personal Planning 8-9 classes. **\$18**

8 LA 9561 Build Your Own Programmable Lego® Submersible by Harry Bohm and Vickie Jensen, 39 p. This illustrated resource book for teachers, librarians and parents outlines how to construct a sea angle AUV (autonomous underwater vehicle). Includes a submersible description, how to get started, tools and a parts list required to build the project, building and testing instructions plus information on storage, waterproofing, and a resources section. Recommended by the Ministry of Education. Grades 6+ **\$11.95**

9 F558 La mer des Salish Manuel de l'enseignant, Pêches et Océans Canada, Parcs Canada, 108 p. C'est un outil d'enseignement innovateur qui vise à transmettre à la prochaine génération de décideurs—nos enfants—divers messages portant sur la conservation des écosystèmes marins, au moyen de la musique. Ce manuel comprend deux exemplaires du CD: Salish Sea mettant en vedette l'auteure-compositrice-interprète Holly Amtzen, accompagnée de chorales du district scolaire de Saanich sur l'île de Vancouver et, La mer des Salish chantée en français par Holly et une chorale de l'École Pauline Johnson à Vancouver. Avec illustrations nombreuses: plus de 75 dessins dont 10 originaux pleine-page qu'on peut imprimer ou utiliser comme acetates. Activités correspondant aux troupes de ressources intégrées du ministère de l'Éducation de la C.-B. Enfants de la maternelle à la 7ième année. **\$30**

10 LA 9040 Word Challenge by Naomi Wakan, 60 p. 50 games and activities, all reproducible worksheets, to entertain and challenge students in Grades 3-7 and help them become adept at manipulating words. TV has a huge impact with images, but the news, talk shows, advertising, and cartoons all depend on words. Designed to encourage young people to play with words—to toss them around, explore them, invent them and get familiar with the strength that comes with having agility with words. **\$11.95**

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 Ave., Vancouver, BC V5Z 4P2 or telephone 604-871-2180 or toll free 1-800-663-0163, Local 2180, with a Visa or Mastercard. GST and postage/handling are included in the prices. Orders are sent by return mail. Lesson Aids office and display room hours: 9:00-5:00 Mon. to Fri. from Sept. to June; 8:30 to 4:30 Tues. to Fri. during July and Aug.; 9:00-12:00 on Sat. during Sept., Oct., Jan., and Feb. For a complete listing of BCTF lesson aids, visit bctf.ca/LessonAids.

More curriculum resources available at www.bcalmer.ca.

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Priority will be given to those who apply before October 1, 2004.

Rural realities: Meanderings from the West Chilcotin

by Leslie Lamb

I always figure by the clock where I'll meet the Kleena Kleene bus on my morning 30-50 minute commute

along Highway 20. It is reassuring to know that Anne Porter's bus will be behind, me—the guarantee of at least one other vehicle! But no such luck at -40°C, when the buses don't run.

When this term began January 5, the only movement I saw along the sealed highway was a rather frosty moose, browsing. I'm often tempted to call in a traffic report to CBC radio (ha, cell phones don't work out here)—"Careful along Jim Brown hill; the two pigs are on the lam again." "Watch for deer near Bubby's Puddle," or "Log truck jackknifed on the Dane Overpass."

I began teaching at Kleena Kleene, a one room, Kindergarten to Grade 7, school, in 1983. Two of the children rode horses to school, and other students were driven to school—no bus in those days The school had a crank phone at the time (two longs—one short), Quintin Robertson was president of the CCTA, and that year, there was province-wide job action. I phoned to ask if I could keep teaching. I was uninformed of the issues at the time—unlike today. As staff rep and active member of our local, I easily access daily information from BCTF and CCTA. Teachers are much more connected nowadays—phone, fax, Internet, and, with improved roads, even face-to-face visitations from union and district personnel.

I choose to live and work in this rural, agrarian, family-

I value simple country living. I can still be a satisfactory teacher even though I'm in the bush.

oriented community. I value simple country living. I can still be a satisfactory teacher even through I'm in the bush.

The information highway was paved out west by the Tatlayoko Think Tank. John and Dale Kerr did not wait, could not wait, for outsiders to provide the service. This connectedness has enabled many ruralites to do business at home, just like city folk. The Internet has allowed me to take distance, online, courses from SFU. Over the years, I've completed a post-baccalaureate diploma and have acquired upper level education credits. In the olden days, university classes and other professional

development involvements too often meant spending summers away from home.

I like teaching multigrades in a rural area. The only time I've taught a single grade was in Papua, New Guinea (as a CUSO volunteer), where class sizes were 50 plus. I've been told I'm an eclectic, versatile teacher, having taught Kindergarten to adults in both formal and non-formal settings. Now, I think I have a most desirable assignment: Grades 4/5/6. But with declining enrollment, urban migration, and questioning of rural-education costs, I wonder where and when I'll end my career.

Often rural teachers have been dismissed as transient and of low status. The belief held by some managers and politicians that teachers are attracted to the rural areas only to acquire some seniority then apply for a transfer, does little to encourage stability, continuity, and quality education, which is touted as a fundamental right. Rural schools are too often viewed as a hiding place for less-than-satisfactory administrators.

But I think teaching in the hinterlands is just fine. Plan a field trip to the bog, hike the loop around Paterson Lake, bike to Martin Lake, have a sleepover in the gym for a nighttime look at the stars and planets, and so on. These backyard activities are easily accessible and supported in a small community. Long-distance trips are more difficult, but they, too, are included to provide a sound educational experience for our students. Parent volunteers are invaluable, and, as often as not, more support is offered than is needed—another bonus of a small community.

Over the years, I, like others who teach multigrades, have developed organizational and management systems to meet the needs of the students and to fulfill curriculum requirements. I use tubs to store print materials—labelled by grade. Guides, keys, and resource materials are organized by grade level along the front shelves. Each grade has its assignments written on the chalkboard, and the daily agenda is discussed during our morning routine of goal setting, citing expectations, and noting special and current events. Daily planners are used as a communication tool between parents and me and for students to record homework and their significant personal learning of

the day. I plan a two- to four-year rotation of overall classroom themes with a variety of age- and grade-appropriate readings, investigations, and projects. I suspect a single-grade classroom of 24 kids would have a comparable number of reading levels as a 14-student, three-grade split. Whole-class instruction, discussions, and

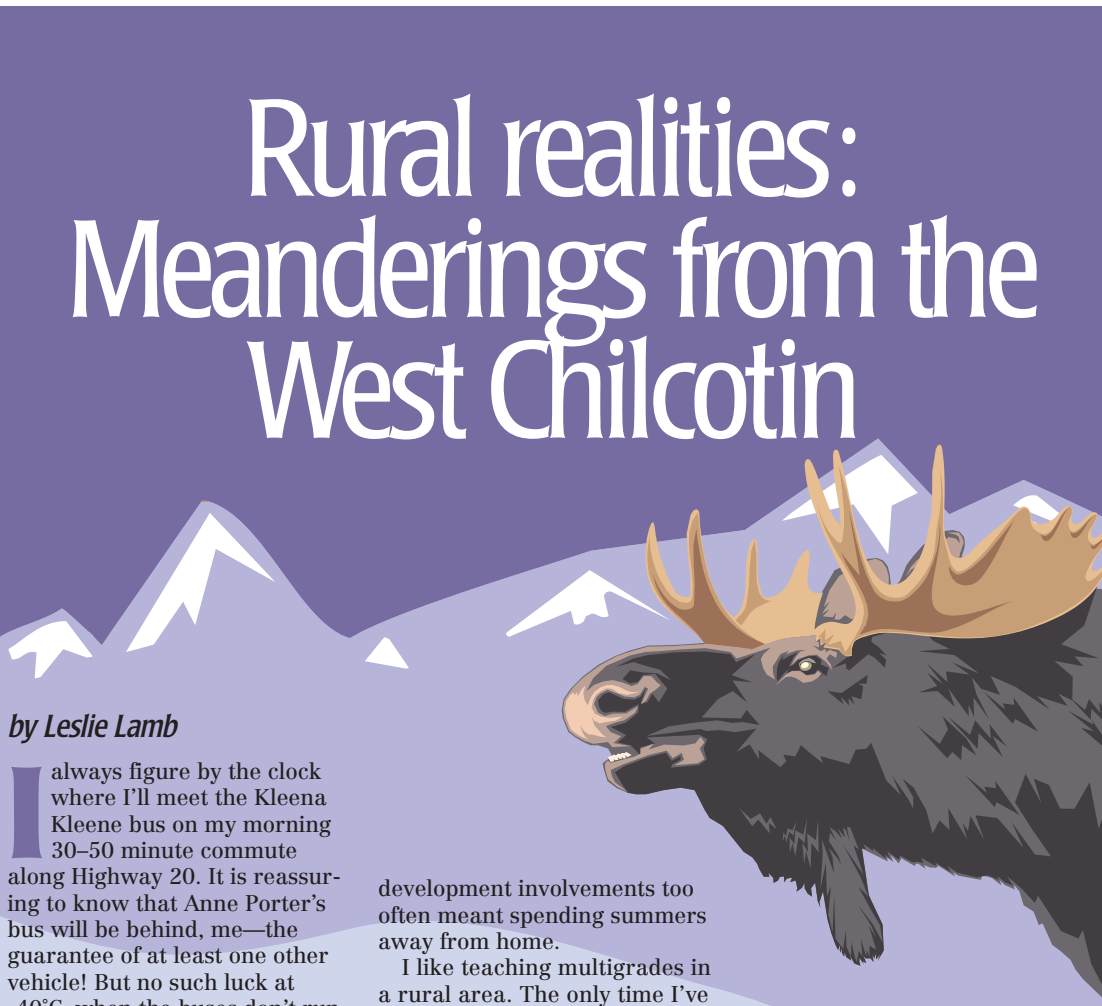
But like all teachers, we rural teachers share, collaborate, and focus on our work.

eavesdropping often result in younger students' learning exponents, figures of speech, or how to construct an ellipse along with their older classmates. Older students benefit from listening to previously taught lessons—opportunities to relearn and/or review. Modelling, mimicking, peer tutoring, and interchangeable social and academic groupings all enhance learning and a sense of belonging and confidence.

As in other work sites, staff and administrators come and go. Social isolation, accommodation, and cost of living are common concerns of new staff. But like all teachers, we rural teachers share, collaborate, and focus on our work. So, before I venture out to plug in my truck, (it's -25°C at 8:30 p.m.), set out my longjohns, and pack my lunch, I'll write up a to-do list—a weekly overview of instructional plans, a parent conference, and a staff meeting—not to forget making a pot of soup for Thursday class lunch. Am I ready? You bet. It could be a three-moose day! Hopefully tomorrow morning I'll meet the sand truck, then the bus. Whomever I shall meet, I'll be hugging the right side and offering a friendly wave, reassured of an open road ahead.

Leslie Lamb teaches at Tatla Lake Elementary/Junior Secondary School.

Source: *The Raven*, Cariboo-Chilcotin Teachers' Association newsletter, March 2004.



If you have questions about your situation, contact the Teachers' Pension Plan: Victoria 250 953-3022, Vancouver 604 660-4088, Toll-free in B.C. 1-800-665-6770, f: 250-356-8977, TPP@pensionsbc.ca.

Sheila Gair is first vice-president of the B.C. Retired Teachers' Association.

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

[illegible]

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www.thememoryproject.com



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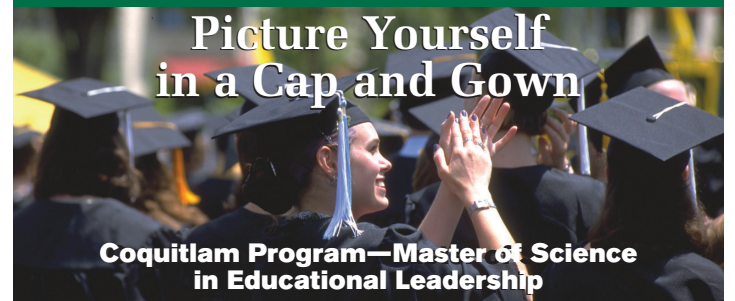
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SAILWEST CHARTERS. Tired of watching others enjoy our spectacular marine environment? Learn to sail! CYA "Cruise and Learn" packages for the Gulf Islands, San Juans, and Desolation Sound. www.sailwest.ca, 250-755-1033.

SHUSWAP LAKE. Semi-waterfront trailer. June through Sept. Beach, dock, deck, BBQ. Near golf and marina. Sleeps 2. \$400/wk. 604-536-8647.

SHUSWAP LAKE. Semi-waterfront 3 bd. house. June through Sept. Beach, dock, boat anchorage, sundecks, BBQ. Near golf and marina. Sleeps 6. \$950/wk. 604-536-8647.

WEEKLY RENTAL Silva Bay, Gabriola Island waterfront 4 bd. home on 1 wooded acre. 2 bath, stone F/P, fully equip. kitchen, 1500 sq.ft. deck, overlooking the bay, and 60 ft. private wharf. Excellent for family get togethers. Lots of islands to explore, salmon to catch, seals and eagles to watch. 1 bd. studio also avail. Reduced rates May, June & Sept. 604-948-0070.

WATERFRONT HALFMOON BAY 3 bd., 1600 sq.ft. home or 4 rm. rustic cottage on 1.5 ac. in Halfmoon Bay on Sunshine Coast. Just 15 min. from Sechelt. Includes use of private dock and dinghy. Close to general store and government dock. 604-294-0033 or www.krazymoos.com

WHISTLER Waterfront 1 bd. fully stocked condo. Newly renovated, cozy & bright. 3 min. dr. to village. Sleeps 4. Carol 604-209-7220.

OKANAGAN LAKESIDE HOME by week, June to Oct. Large deck & dock. 604-937-3095, c_jordan@shaw.com

DEEP BAY/VAN. ISLAND waterfront, 3 bd., all amenities, Excellent beach. Peaceful. N/P. N/S. 604-943-7848.

FRANCE south languedoc small village house available for rent June/July/Aug., swanshouseinfrance.com

www.lakeokanaganvistas.com

STICKS and STONES country cottage, Galiano Island, BC. Located in a quiet wooded setting, a modern, self contained, child and pet friendly cottage. Reasonable rates 1-877-303-3546 (toll free). Boat and Moped rentals discounted 10% for registered guests. galianoadventures.com

ARTISTS' WORKSHOP: Land Sea Charters hosting two 2-wk. voyages with artistic director Yvonne Maximchuk aboard the M.V. High Seas Drifter on the mid-coast of B.C. June 23- July 6 and Aug. 24-Sept. 6, 2004. See our website: www.landsea.charters.com. Email info@landseacharters.com or write Box 408, Netuntula, BC V0N 3E0 or ph: 250-974-8047.

HORNBY ISLAND Jewel of the Gulf Islands. Beautiful modern Japanese inspired West coast home. Open space plan. Kitchen, dining rm, living rm, 3 bathrms, 2 bd. with ensuites attached, wood burning F/P, outdoor shower situated in inner courtyard. Casual yet magical. 5 min. walk to sandy shores. 250-751-1963 or 604-732-3860.

PARKSVILLE Rathtrevor Beach vacation! 2 bd. oceanfront condo, fully furn./equipped. Sandy beach, golf, trails. 250-949-6702.

COZY STUDIO WHISTLER by River of Golden Dream, F/P, TV/VCR, fully equip. Sleeps 3, N/S, N/P. Avail. wkly, wkends and summer. Call Suzanne 604-931-8535, sbilodeau@sd43.bc.ca

SUMMERLAND cosy self-contained log studio suite, min. from the Okanagan's finest beaches, T/V, F/P, W/D, BBQ, queen log bed plus sofa bed. \$560/wk. July to Sept. Email for photos. pepperdines@shaw.ca, 250-494-9809.

SEASIDE SUMMER COTTAGE Quadra Island, very private & peaceful, great view, sleeps up to 8, full kitchen & bath, ocean access with canoe. Great base to do Quadra, Cortes, and islands. \$750/wk. for 4, \$10/nt for additional guests. Call Pat/Sonya 250-285-2807, sonpat@connected.bc.ca

KAMLOOPS Log Home Bed and Breakfast. www.bbcanada.com/7837.html

KELOWNA self-contained, 1 bd. carriage house. Cooking facilities. Private, peaceful, beautiful. www.members.shaw.ca/bjelmor, 250-868-0444.

DISCOVER COLONIAL MEXICO Visit UNESCO sites in Guanajuato, Oaxaca, Yucatan. Small groups, memorable experiences. EXPLORING retirement opportunities in San Miguel TOUR: July 11-19. www.detours.biz, 604-736-2911.

OKANAGAN home on acreage, 10 min. drive from golf course, beaches and town. Fully furn. sleeps 6. Avail. July/Aug. \$750/wkly, \$2000/mthly. Also suitable for equestrian (max. 2 horses) Call Christa 250-494-4173 or cklingler@ekno.com

VACATION TIME choose Cameron Lake in Coombs' Holiday Country, Vancouver Island (enroute to Long Beach, Pacific Rim and adjacent to Parksville & Qualicum Beach). Comfortable fully-equipped cottages in forested retreat, sleep 6, sundecks with BBQs overlooking sandy beach. Seasonal & specialty rate available. 250-248-6655 or sharoncg@shaw.ca.

SALTSPRING Fully furnished 2400 sq.ft. 3 bd. waterfront home. \$1200/wkly. 604-942-7321, jmoliver@telus.net

CULTUS LAKE 3 bd. cottage, 150 ft. to lake. N/P, N/S, avail. July \$700/wk. Phone 604-464-2890 or delia_cooper@telus.net

SUNNY OKANAGAN Guest room in Kelowna Mission. Lake view, pool, sauna. 3 wineries within 3km. \$500/wk. 250-470-9596.

WHISTLER "Veg" out by the pool! Soak in the hot tub! Enjoy summer at our 2 bd. condo. Stroll to the village. 5 days \$500 Mon-Fri. Wkends \$125/day. 604-926-4315.

PUERTO VALLARTA Beautiful, large, 2 bd. furn. condo, downtown, 3 blks from the Malecon (beach). Reasonable wkly rates, N/S. 604-608-4268, bemc@hotmail.com

SUNSHINE COAST Cozy 1 bd. oceanfront suite in heritage home. Good dock. Enjoy Skookumchuk rapids, hiking, fishing, kayaking. \$400/wk. N/S. Susan 604-467-3978.

NANAIMO heritage home, views, yard, grand piano, sleeps 5, centrally located, N/S, N/P, \$100/day, \$650/wk., June to Aug., 250-753-2827, elorenz@island.net

PROTECTION ISLAND (Nanaimo) cozy cabin in cedar grove, 1 min. to beach, fully equipped, sleeps 7, ideal for children, \$85/day, \$550/wk., May to Aug. 250-753-2827, elorenz@island.net

NANOOSE BAY Harmony Breezes Retreat... on the beach. Beautifully furn. rooms with private baths, delicious breakfasts, glorious sunsets. Located near fabulous dining and shopping. Singles and couples welcome. Ideal for personal retreat. \$80 per. 250-468-7711.

KELOWNA/VERNON Furn. home 3+1 bd., 3 bath. Waterfront. Avail. Sept. 1 to June 30. \$1500/mo. incl. util. Wkly rentals. June-Aug. Contact willie_smith@telus.net or 604-522-1282.

SOOKE Self-cont. 2 bd suite, full kitchen, bath, priv. entrance. Full breakfast included. www.barkingcrow.ca, 866-642-1876.

SHUSWAP LAKE Cabin, sleeps 4-6, lakeview, wkly rental June-Sept. 604-525-9558.

LAKE ERROCH cozy cottage, 1.5 hr from Vancouver, 30 min from harrison. Sleeps 4-6, golf, hike, fish nearby. 604-525-9558.

CABO SAN LUCAS 2 bd., 2 bath condo near beach with jacuzzis & swimming pools. Avail. all winter incl. Xmas Dec. 18-Jan. 1. 604-536-7328.

WORLDWIDE TIMESHARE 5 star Home Resort Puerto Adventurous. 1 hr. south Cancun, privacy, 2 couples, sleeps 6, anytime, any number of rooms-Xmas week avail. Less costly than individual all-inclusive air/hotel/ meal packages. All-incl. meal/rec on request. 250-337-8383.

DENMAN ISLAND Oceanfront country cottage. Private acreage. Large deck overlooks beautiful garden and the sea. Fully equip. incl. bedding, linens, BBQ. Sleeping loft for 2+ foamies. Ideal to explore Hornby/Denman Is. & Comox Valley. Adults only. N/P. Smoking outdoors only. Mthly/Wkly rent. 250-335-2918.

NEED A CRUISE? Check out a retired colleague's website at www.cruiseshipcenters.com/Almyslicki.

SALTSPRING ISLAND cottage. Pleasant, comfortably rustic, private garden, close to beach and lake. Suit 2 couples. 4 elec. appl. N/S, N/P, \$800/wk. 604-937-3475, 8-10pm.

SUNSHINE COAST (Davis Bay) cosy cottage, sleeps 4-6, fantastic ocean view, fenced yard, BBQ. Call 604-826-3807, www3.telus.net/sechelthouse

SUNNY KIHEI MAUI condos beachfront, tennis, pool, www.kiheicondoexperts.com, 1-866-936-MAUI, 604-931-2922.

HEFFLEY LAKE cabin, 25 min. North of Kamloops. Good swimming and fishing. Canoe & kayaks on site. Very quiet spot. Full or partial week rates. jfornelli@sd73.bc.ca

WHISTLER RETREAT 4 bd. family cabin with great view in quiet Emerald Estates. Fully furn. and equipped. Min. from sports complex. 5 miles to village, reasonable rates. Call Mary 604-942-7071.

ROBERTS CREEK haven. 5 min. from beach. 3 bd. on 1 acre of gardened land. \$700/wk. avail. July 17-Aug. 21. Will consider home exchange to recreational area. 604-885-9143.

TWEEDSMUIR PARK Eco Adventures with Rainbow Mountain Outfitting. Join the Dorsey family for horse supported hiking and horseback pack trips in the alpine of the Rainbow Mtns. Feature trip: 1-wk. geological exploration with geologist & hiking guide, Ferdl Taxbock. The Dorsey's will share 20 yrs experience with you and provide comfortable camps & gourmet campfire cooking. Website www.rainbowadventuresbc.com, ph/fax: 250-742-3539.

HORNBY ISLAND Large grassy lot, small travel trailer near Sandpiper beach. Pets/RV okay, max. 4 pers. \$400/wk. 604-683-2903 or doninnes@hotmail.com.

HORNBY ISLAND Small cabin sleeps 2-4, near Sandpiper beach. Pet okay, Furnished, \$500/wk. Aug. 4 to Sept. 26. 604-683-2903 or doninnes@hotmail.com.

SUNSHINE COAST (Roberts Creek) beautiful new 4 bd. house steps from great swimming beach. Avail. July 18-Aug. 9. \$2100 or \$900/wk. Ref. please. 604-740-0806, dbarnum@dccnet.com

MANNING PARK log cabin for rent: daily, weekly, monthly rates. 604-533-3749.

BELIZE ADVENTURE & Learning! Specializing in guided trips to Belize, Central America since 1987. School groups, custom trips or pre-set itineraries. Call Island Expeditions Co. 1-800-667-1630 or info@islandexpeditions.com and visit www.islandexpeditions.com for more info.

COTTAGE AT SECRET COVE (Sunshine Coast) waterfront cottage near Sechelt for daily or weekly rental, fully equip., 2 bd. private quiet. Call Leigh 604-885-1921, or A Cottage at Secret Cove, www.bigspacific.com

VICTORIA BC fully equipped 1 bd. condo nestled between downtown and Cook Street Village facing Beacon Hill Park. www3.telus.net/victoriacondo or 1-866-222-0406.

WHISTLER condo, Lorimer Rd. on Alta Lake. Great quiet family area, 10 min. from village, beachfront, swimming, cycling, golf. 2 storey, 2 bd. sleeps 6, fully equip. \$150/nt., \$700/wk. 1 bd. sleeps 4, \$100/nt., \$500/wk. Combination of both fully equip. units possible. 604-988-8231. F: 604-988-1022.

TIMESHARE FOR RENT Acapulco, Mexico: July 5-19/04, CDN \$700/wk. Waikiki, Hawaii: Dec. 6-20/04, CDN \$850/wk. These timeshares are large 2 bd., sleep 6, with balconies, close to the beach, with swimming pool and all facilities. Contact: Morag Winn 250-868-8257, or Russell Winn, rwinn@ksc.th.com

COMOX beachfront, 2000sq.ft. home. Fully furn. Excellent for family. Boating, golf, tennis, Filberg Festival. max. 6. 250-339-6328.

DENMAN ISLAND canoes and kayaks.ca Serving both Hornby & Denman with Tours, Lessons and Rentals. Come explore the islands and stay in our B & B or 2 bd. suite. Family oriented with an awesome view! 250-335-0079 or 250-702-0530, melodie@denmanpaddling.ca

COMOX VALLEY Oceanview home near Seal Bay Park for rent July 5-Aug. 4. \$1000. 250-334-2724, debruijn@shaw.ca

MEXICO Akumal, 2 hr. S. of Cancun. Family owned oceanfront condo in small bldg. See www.haciendatortuga.com. Snorkeling, beach, turtles, ruins, maid service, palm trees! Call for teacher summer discount 250-842-6209.

VANCOUVER ISLAND oceanfront vacation suite, fully self-contained. Steps to the unspoiled beach. Enjoy the spectacular view overlooking Maple Bay and Salt Spring Island. Sleeps 7. Rates daily/\$125, weekly/\$800. Toll free 1-866-715-1101, e-mail morningside@shaw.ca, www.bbCanada.com/7872.html

SILVER STAR New, beautifully furnished, 1 bd. & alcove, ski in/ski out, 604-986-6067.

WHISTLER Great wkly rate. \$600+GST, May to November, 2 bd./2 bath townhome, sleeps 6, Blueberry Hill. W/D, view, balcony. 604-267-2929.

WHISTLER Benchlands, 1 bd., sleeps 4, pool and hot tub. Great wkly rate, May to Nov. \$500+GST. 604-267-2929.

SENIORS Beautiful Shuswap Lake property, low rent June/July or exchange your labor skills for holiday time at the lake. 604-538-2298.

FABULOUS SAILBOAT charters to Desolation Sound and beyond. For the holiday of a lifetime, see www.beyonddesolation.com

GABRIOLA 2 bd. sleeps 6, beach access, N/S \$550/wkly, cozy & comfortable, all amenities, 604-312-9137, e-mail: wmcgovern@shaw.ca

KELOWNA Lakeshore home for rent July/Aug. by the week Sept/June by the month, 4 bd. 3 bath, references required. Call 1-250-764-7027, e-mail: blockslanding@shaw.ca

SUNSHINE COAST Roberts Creek home avail. July 17-24 and Aug.20-27, 4 bd., 2.5 bath, sundeck, gardens, blk to beach, \$1100/ wk. 1-604-885-9123.

GALIANO RETREAT Margaret Ann 604-309-6738, manna@margaretann.com

CENTRAL BC Aschroft, fully furn. and equip. 3 bd. condo. View, private garden. May-Aug. Weekly \$300, Mthly \$850. 902-422-9409.

WHISTLER Mountainside Lodge. Aug. 8-15, elegant furn. loft w/ensuite sauna, jacuzzi, F/P, Sleeps 6. \$800. davehenry@pacificcoast.net

TOFINO Lovely new private cottage, 2 bd., 2 bath. with loft. Fully equipped, sleeps 6-7. Reasonable rates, 8 min. walk to beach. 250-652-2669.

OSPREY LAKE Cozy home, 42 km NE of Princeton, all amenities. \$600/wk., \$100/nt. 604-438-9497.

FOR RENT/EXCHANGE

VANCOUVER Clean, bright, quiet, centally located condos at Robson & Bute. 1 bd. \$75/ single, 2 bd. \$85/single. Daily/ weekly/mthly rate, 604-608-4268, dbemc@hotmail.com

KITSILANO house, 3 bd. plus 2 bath, garden. Avail. Aug. 1 to Dec. 20, \$1400/mo. N/P, close to UBC. 604-738-1876, e-mail: ir_roland@hotmail.com

CROWNISLE GOLF RESORT Comox Valley. Executive California 2 bd., 2 bath, office. Fishing, Hiking, Golf, skiing. N/S. \$1250/mo., 1 yr. min. 250-338-8580. spa-sport-clinics@shaw.ca

KITS condo. 1 bd. available July-August. Near beach. Call 604-737-7181.

PORT COQUITLAM 1 bd. and den condo. \$650/mo. July and Aug. Call 604-727-3001.

NEW WESTMINSTER 3 bd. home, central GVRD location, SFU 15 min., available July & August. 604-525-6731, drickbeil@vsb.bc.ca

CAMPBELL RIVER Oceanview 3 bd. house for exchange with VERNON area. July 3-11, wlr@telus.net, 250-286-6162.

ROYAL ROADS U. VICTORIA furn. garden suite. N/S, N/P. Internet. New kitchen, bathrm. Trails, beach, bus, 20 min. to downtown. July/Aug. Min. 2 mo. or Sept. \$750/mo. includes utilities. pharris@sd62.bc.ca

PORT MOODY Bed & Breakfast. Water-view, ensuite, on bus route. \$40/day. 604-936-9806 or after 8 p.m. 604-469-1254.

RICHMOND condo. July 1 to Aug. 31. 2 bd., 2 bath, garden suite on dyke in Steveston. 604-241-4800, e-mail: jrutherford@richmond.sd38.bc.ca

VANCOUVER Cute, 1 bd. apt. d/town, near beach. Everything provided, parking. July 1 to Aug. 15. 604-669-3181 or sylon@shaw.ca

RICHMOND 4 bd., 2.5 bath, 5 appl., across from schoolyard, on busline, close to dyke and walking distance to Steveston. avail. June 1, \$1650/mo. moshiro@richmond.sd38.bc.ca or 604-275-5009.

HOUSE/PET SITTING Retired couple available. Flexible time frame between July and February. 250-770-1922, 250-809-1981.

WANTED Long time Crescent Beach family would like to rent a home in Crescent Beach area for 1 month this summer. August preferred. 604-738-9224.

CLASSIFIED

KALEDEN Immaculate fully furn. 4 bd. house near Skaha Lake. Min. to Penticton. Available Sept. 04–June 05. \$900/mo. + util. 604-574-4090.

PT. GREY/UBC newer home, city view, deck, balcony, study, piano. Individual/ couple, N/P, N/S, July/Aug. \$1990/mo. 604-224-6447.

VICTORIA Near UVic, quiet, furn. room, private bath, shared kitchen/laundry, utilities included, July/Aug. \$400/mo. 250-721-4960 rhetas@shaw.ca.

VANCOUVER Yaletown condo 1 bd. and den furn. Many amenities, close to everything. July 4 to Aug. 15. \$2000 refs/dep. Pet okay. 604-683-2903 or doninnes@hotmail.com.

VICTORIA Lovely home for wkly or mthly rental, June–Sept. and Christmas 04. Bright, mountain view, private garden backing onto park, close to ocean and downtown. 2 bd. plus pullout double bed in living rm. Reasonable rates. 250-385-4832 or ldake@shaw.ca.

MAPLE RIDGE 4 bd. furn. N/S home, on Westcoast Express route, July/Aug. \$1200/mo. caroled@shaw.ca

VANCOUVER 1 bd. furn. condo in Fairview Slopes. Large deck with 180° view of mountains, harbour. Min. from VGH, Granville Is., bus routes, downtown. Avail. July/Aug. plmilliken@yahoo.ca

WANTED Victoria housesit or low rent accom. Retired, resp., free-spirited, traveller in Victoria from Nov/04 to end April/05. Housesit, pet/ plant care or willing to pay low rent. e-mail: ladychris@gmx.net

VANCOUVER 2 bd. townhouse at UBC family housing to sublet from mid-June to mid-Aug. Parking, basic cable, W/D. 604-221-9846.

SHARED accom. in sparsely populated 3 bd. house in Kits for July & Aug. or parts thereof. 604-732-4774.

VICTORIA Teacher and 9 mo. infant seek furn. accom. w/in walking distance of RRU for July. Please call 250-579-5982.

KAMLOOPS large home on river, 4 bd. 3 bath, x2 garage, garden, quiet neighborhood, N/S, \$1200/mo. Aug. 24/04–Sept. 1/05, 250-578-7380.

RESOURCES

GRAPPLE–GET HOOKED on prefixes, suffixes and roots! Teaching how words work? Here's a fun new way to learn! GRAPPLE allows up to five players to form words combining cards from three separate decks. Who can get rid of all their cards first? Find out more at www.serendipitygames.net

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SCIENCE ACTIVITIES for the visual learner. Designed for Junior Science and Senior Biology in B.C. To order, phone 604-852-0923 or e-mail davidhague@uniserve.com, www.visuallearner.ca

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TEACHERS work online. \$500–\$2000+ PT/FT, www.agoldmineonline.com

FOR SALE. '98, 25' Aerolite family trailer. v.g. cond., sleeps 6, bunks, fully equip. One family owner. \$13,500. Surrey 604-535-3447.

LIVE IN THE GULF ISLANDS! Beautiful retirement environment on Gabriola Island! Easy access. Only 20 min. from Nanaimo. Visit online at www.realestate-gabriola.com to see for yourself! Buy now, retire later! Email: jheira@realestate-gabriola.com or phone 1-800-205-8080. Jheira Springford, Coast Realty (Gabriola Village).

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REUNION LORD BYNG GRADS OF '64 40th Reunion, Sept. 11-12, 2004. Information and list of missing grads on our web site www.ethosevents.ca/lb64reunion/ or contact Maureen MacDonald at 604-871-1891.

THE VIRTUES PROJECT™ "Empowering strategies that inspire the practice of virtues in every day life." Summer Institute July 9–15, Victoria, BC. Introductory courses and facilitator training. 866-386-0253, www.virtuesconsulting.com

THEATRE ALBERTA Dramaworks 2004: exciting PD workshops for theatre educators and practitioners–Edmonton, July 2–11. Artstrek 2004, residential theatre program for teens with passion for theatre–Red Deer, July 4–10 and July 11–18. For more info, visit www.theatrealberta.com or phone 780-422-8162.

FOR SALE Luxury suite "Hacienda del Mar Resort, Spa, Cabo San Lucas (2004–2026). View: www.sheratonhaciendadelmar.com Cost 22,000 asking 13,500. For info call Bob at 604-824-0324.

ALAN ANDERSON former English teacher (retired) from Vancouver. Did you know him? If so, we'd love to hear from you. 604-468-7706.

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BOY-FRIENDLY Teaching Summer Institute, Aug. 24–25, Vancouver. www.BarryMacdonald.com

EXCHANGE Brisbane Australia 2006 with Vancouver elem. teacher, possible double exchange (elem). Will consider other places in BC. Contact jdhu2002@yahoo.com

EXCHANGE Brisbane, Queensland female elementary teacher seeks exchange in Vancouver for 2006. Will consider other places. Contact kay65@ihug.com.au

JULY 2004

5–7 Victoria. Geotechnology Inst. for Grade 6–12 teachers interested in learning, or advancing their understanding of Geotechnolgy (GIS, GPS, satellite imagery, digital images, file management), St. Michaels University School. Contact Lindsay Thierry, 250-370-6117, EdExtension@smus.ca, Cheryl Murtland, cmurlan@smus.ca, or Kirsten Davel, kdavel@smus.ca, www.smus.ca/programmes/extension.

5–16 Charlottetown. Culture at the heart of their actions, Ninth CAIT National Inst. for French immersion teachers, University of Prince Edward Island. Contact Paula Gallant, 902-892-6223, paulagallant@pei.aibn.com, acpi.scedu.umontreal.ca.

5–22 Quebec City. Institut de Français, UBC à Québec, French Bursary Program for Teachers, a French-immersion program for all teachers and administrators interested in learning or improving their French language skills. Contact www.languages.cstudies.ubc.ca/quebec, toll-free 1-866-528-7485

9–10 Victoria. Awakening the Virtues Within: Introduction to The Virtues Project, five simple strategies to implement effective social-responsibility programs in schools, homes, and communities. Victoria Truth Center, 9:00–4:30; \$329+GST. Group discount available. Contact Nancy Watters, toll free, 866-386-0253, virtuesconsulting.com/awakening.html.

12–14 Creston. Assessments for Career Choice and Job Success, a series of assessments to assist practitioners to understand themselves and therefore better understand the students they work with (includes minor assessments for students' self-discovery), College of the Rockies. Includes a catered lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, rarchibald@cotr.bc.ca, Kathy Tompkins, ktompkins@cotr.bc.ca, 250-428-5332.

12–14 Victoria. The Virtues Project. Facilitator Training to deepen skill in the five strategies and teach others to use them in personal growth, family life, schools, workplaces, and community development. Trainer: Betsy Lydle Smith. Victoria Truth Center, 9:00-4:30; \$595. Group discount available. Contact Nancy Watters, toll free, 866-386-0253, virtuesconsulting.com/facilitator.html.

12–23 Burnaby. The Arts, Culture and Education Institute at Simon Fraser University: how culture shapes artistic expression, how the arts shape culture, and the implications of a focus on culture for arts education. The conference will include presentations, hands-on workshops, performances, and teaching demonstrations. Contact Loree Lawrence, lolaw@telus.net.

19–21 Creston. Fetal Alcohol Spectrum Disorder, a workshop with Barbara West on understanding FAS, planning effective interventions, rethinking behaviours, and planning for a useful future, College of the Rockies. Includes lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, rarchibald@cotr.bc.ca, Kathy Tompkins, ktompkins@cotr.bc.ca, 250-428-5332.

26–28 Creston. Building Self-Management Skills, exploring intrapersonal and interpersonal skills for working with students, family, and co-workers, College of the Rockies. Includes lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, rarchibald@cotr.bc.ca, Kathy Tompkins, ktompkins@cotr.bc.ca, 250-428-5332.

AUGUST 2004

9–13 Maple Ridge. Science World's Loon Lake Science Camp for Teachers, Malcolm Knapp Research Forest. \$325 + GST. Registration fee covers food and accommodation, and participants receive a travel subsidy. Contact Milah Woo, 1-800-363-1611, Science World, 1455 Quebec Street, Vancouver, BC V6A 3Z7, 604-443-7440, mw00@scienceworld.bc.ca.

16–20 Richmond. Kwantlen University College summer course, Design Education Theory and Methods, IDDS 4100, 1.5 credits. \$300 incl. lab fee. Contact Celia Lam, 604-599-2771, celia.lam@kwantlen.ca, kwantlen.bc.ca/applied-design/idds.html.

17–20 Olympia, WA. Northwest Aquatic and Marine Educators' (NAME) annual conference, It's the Water: Celebrating South Puget Sound, Evergreen State College. Contact Susie Vanderburg, 2624 19th Way N.W., Olympia, WA 98502, vanders@co.thurston.wa.us, nameconference.org.

19–20 Surrey. B.C. Teachers for Peace and Global Education (PAGE) presents theLiving Values Education Program, a UNESCO-supported resource for teaching social responsi-

bility in an integrated manner across the school curriculum, Surrey Conference Centre. \$50. Beata Hittrich, 604-433-9765, bhittrich@hotmail.com, or Gudrun Howard, 604-517-1350, canada@livingvalues.net, www.livingvalues.net.

19–22 Burnaby. Developmental Education for a Sustainable Future, conference of the Environmental Educators' PSA (EEPSA) in partnership with EECOM, Canada's national EE organization, and EEBC, SFU. Development of social and educational capacity and thoughtful analysis of environmental and sustainability issues. Keynoters Joseph Cornell, Thom Henley, and Simon Jackson. Contact David Zandvliet, dbz@sfu.ca, or Nichole Marples, 604-853-3018, marplesn@yahoo.ca, www.bctf.ca/eeepsa.

23–25 Port Coquitlam. Teachability: A Level 1 Summer Institute with Dr. Gordon Neufeld. Teaching the "unteachable" while increasing learning for all students. Open to all who work with children. \$225 or three at \$200 each. Contact Maureen Dockendorf, 604-937-6381, mdockendorf@sd43.bc.ca.

24–25 Vancouver. Mentoring Boys Summer Institute 2004, Boy-Friendly Teaching, with Barry A. MacDonald, Empire Landmark Hotel and Conference Centre. \$375 after July 20 includes lunches, manual, and certificate (discounts for earlier registration and for groups). Contact barrymac@telus.net, Barry-MacDonald.com.

26–27 Port Coquitlam. Literacy Connections: Comprehension Across the Curriculum. Thursday: all-day sessions with Stephanie Harvey and Debbie Miller; Friday: choice of sessions with respected B.C. educators. Terry Fox Secondary School. Contact Barbara Kolbus, 604-291-5795, bjkolbus@sfu.ca, www.educ.sfu.ca/fp/elnet-work.

30–Sept. 1 Coquitlam. Counterwill, Bullying, and Aggression: A Level 2 Summer Institute with Dr. Gordon Neufeld for teachers with at least one day of previous exposure to his work. \$225 or three at \$200 each. Contact Maureen Dockendorf, 604-937-6381, mdockendorf@sd43.bc.ca.

OCTOBER 2004

1–3 Burnaby. B.C. Peace Education Conference, Peace Ed 2004, Building A Culture of Peace, Simon Fraser University. Embracing diversity, teaching compassion, inspiring youth leadership. <http://www2.sfu.ca/humanities-institute/peace-ed.html>.

8 Gold River. SD84 (Vancouver Island West) 1-day workshop featuring Gordon Neufeld and his Teachability of Children, Gold River Secondary. Contact Joanne Folkins, 250-283-2538, jfolkins@cablerocket.com.

21–22 Vancouver. Computer-Using Educators of B.C. (CUEBC) Horizons 2004, a conference for K-12 educators, with keynote speaker Dave Jonassen, David Thompson Secondary School. \$99. Contact Wayne Ulian, wulian@vsb.bc.ca, cuebchorizons.ca.

21–22 Vancouver. B.C. School Counsellors' Assn. (BCSCA) Conference, Building Community...With Heart, Coast Plaza Hotel on Denman. Featuring Gabor Mate and Michelle Borba. Contact Jan Pinkerton, jpinkerton@sd54.bc.ca, Debra Cullinane, cullinan@sfu.ca, or Joanel Clarke, jclarke@deltasd.bc.ca.

21–22 Vancouver. B.C. Business Education Assn. (BCBEA) conference, Go for the Gold, focussing on 2010 Olympics and the need for business skills to build, administer, and tidy up afterwards. \$100. Eric Hamber Secondary . Contact Tim Ireland, tireland@vsb.bc.ca.

21–22 Vancouver. B.C. Teacher-Librarians' Assn. (BCTLA) conference, Celebrating School Libraries, with Ken Haycock, 30 workshops, new resources, and publishers' displays, Magee Secondary . Visit bcta.ca/vesta/vtla/celebrate/.

21–23 Vancouver. 2004 Joint Aboriginal Education Conference, Reflections of the Past; Responsibilities for the Future, Sty Wet Tan, The Longhouse, and Scarfe Ed. Building, UBC. Conference sponsors: First Nations Education Assn. (FNEA), Native Indian Teachers Education Program (NITEP, UBC), and Aboriginal Education Advisory Committee (BCTF). Contact Laura Rudland, lrudland@vsb.bc.ca.

21–23 Langley. B.C. Teachers for Peace and Global Education (PAGE) conference, Respect, Restore, Revere:

Justice circles in education, Springbrooke Retreat Centre. Keynote G. Manyrons. Contact Donald Wilson, dwilson@prp.sd41.bc.ca, or Daniel Shiu, 604-588-3418, dshiu@shaw.ca.

22 Okanagan. B.C. Co-operative Learning Assn. (BCCLA) Conference, with Spencer Kagan. Contact Kim Latval, langleyteachers@radianet.net.

22 Vancouver. Joint Conference of Educators Against Racism (EAR) and English as a Second Language PSA (ESLPSA), Faces and Facets of Change, Sir Winston Churchill Secondary School. Contact Jo-Anne Preston, 250-337-5730, jo-anne.preston@crcn.net, bctf.ca/psas/ESLPSA.

22 Richmond. B.C. Social Studies Teachers' Assn. (BCSSTA) Fall Conference 2004, with Maude Barlow, Canada Council of Canadians, J.N. Burnett Secondary. Contact Barb Odenwald, bodenwald@shaw.ca, or Elizabeth Byrne, rayandliz@shaw.ca.

22 Port Coquitlam. B.C. Technology Education Assn. (BCTEA) Technology Education Conference 2004, Riverside Secondary. Contact David Romani, 604- 941-6053, dromani@sd43.bc.ca, bctf.ca/BCTEA/Conf/.

22 Langley. B.C. Assn. of Mathematics Teachers (BCAMT) Fall Conference, Mathematics Reloaded: Pathways to the Future, Walnut Grove Secondary. Keynote David Sufrin and Fort Langley Numeracy Walk with Kanwal Neel and Mignonne Wood. Contact John Pusic, jpusic@sd35.bc.ca, or registrar Rebecca Rowley, rrowley@sd45.bc.ca.

22 Vancouver. B.C. Teachers of English Language Arts (BCTELA) conference, East Side Stories: Taking it to Broadway, Vancouver Technical Secondary. Contact Cathleen Peters, s: 604-596-7471, sf: 604-596-6192.

22 Richmond. B.C. Assn. of Teachers of Modern Languages (BCATML) conference, New and Renew, with Miles Turnbull, CASLT. Special emphasis on supporting non-specialist teachers. Contact Registrar Diane Tijman, 604-668-6055, dtijman@richmond.sd38.bc.ca.

22 Richmond. Learning Assistance Teachers' Assn. (LATA) The Vital Link Conference, Everything you wanted to know about the role of the learning assistance teacher but were afraid to ask, Vancouver Airport Marriott. Brenda Bell, bellbg@shaw.ca, bctf.ca/psa/LATA/conference/events.htm.

22–23 Richmond. l'Assn. Provinciale des Professeurs d'Immersion et du Programme francophone de la Colombie-Britannique (APPIPC) congrès 2004, Le rayonnement du français, Executive Inn Airport Plaza. Dr Lucille Mandin, Faculté St-Jean de l'Université de l'Alberta nous entretiendra du processus de lecture et d'écriture en français langue maternelle et langue seconde. Contact Anne Louise McFarland, 250-544-0304, f: 250-544-0390, almcfarland@shaw.ca.

22–23 Kamloops. Teachers of Home Economics Specialist Assn. (THESA) conference, Making Links: Getting in the 'Loops, with Victoria Maxwell, "Crazy for Life" NorKam Secondary. Contact Denice Marr, 250-372-5515, den_marr@yahoo.com, thesaconference.ca.

22–23 West Vancouver. Assn. of B.C. Drama Educators (ABCDE) conference, The Art of Direction, West Van Secondary. Contact Judith Hogan, 604-981-1100, judith@telus.net, or Avril Blaney, 604-981-1300, ablaney@sd45.bc.ca.

22–23 Sooke. B.C. Culinary Arts Specialist Assn. (BCCASA) conference, Edward Milne Secondary. Contact Al Irving, airving@sd64.bc.ca.

22–23 Burnaby. Provincial Intermediate Teachers' Assn. (PITA) conference, Work smarter, Not harder, workshops in literacy, numeracy, fine arts, PE, French, and more, Burnaby Mountain Secondary. Contact Carol Tirk, 1-877-SEE-PITA, conf_registrar@pita.bc.ca.

PSA PD Day–October 22, 2004

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

Additions/changes? E-mail Debby Stagg, dstagg@bctf.ca

Schools in action



Clockwise from top left: Lord Roberts Annex teacher Debbie Sunnus works with her students; Neil Worboys visits with Simon Fraser Elementary School teacher Ursula Beale; Lord Selkirk teacher Brian Arkell with students performing at International Village; Teacher Kate Giffin with students at Garibaldi; Betty Scheltgen and Oppenheimer students perform at Oakridge; Pierre Elliott Trudeau Kindergarten teacher Margaret Klassen.

by Verena Foxx

Schools in Action is an advocacy-for-public-education initiative by Vancouver's elementary teachers. It started as an idea in September 2003. At the December Staff Rep Assembly a motion formalized the idea. A meeting with staff reps from Vancouver's 100 elementary and adult ed worksites at the end of January 2004 helped define it. By mid-February, schools had committed to participation dates and times. Before, during, and after Education Week (March 1-5), Schools in Action was in full swing. More than 90% of Vancouver's elementary schools were on board.

The Schools in Action initiative was VESTA's contribution to the Vancouver School Board's Advocacy Campaign, which developed out of an employee-represented district-wide Advocacy Committee, created to support one of the board's three key emphases for the year: advocacy for public education.

Staff reps became the communication conduits. VESTA meetings at school sites determined member participation. Teachers chose to take part as much or as little as they saw fit, including choosing not to take part at all in this voluntary teacher initiative.

Schools in Action was an invitation to the public to experience the daily lives of Vancouver's public elementary schools. It was an opportunity for members of the school community to witness, experience, and engage in everyday school activities. Invitations were sent to parents, to friends, to members of surrounding business communities, to trustees, to MLAs, and to the media.

Many of the schools' ongoing events were chosen as times to include visitors. At one school, Books for Breakfast invited preschoolers. At another site, Grade 7s debated the topic of homework. Other events included a school Walkabout, a Zimbabwean music performance, a Celebration of Learning, Open Doors to Literacy, an invitation-only Family Evening, a French Immersion Pot Pourri, a Reading Celebration with invited guests, a Primary Open House at an Annex, a Potluck Lunch for parents, students, and teachers, and numerous other "come and see us" open houses.

Teachers at some schools took performing classes into the community. Two primary classes danced and sang at Oakridge Centre, a Kindergarten class entertained at Kingsgate Mall, two busloads of music students travelled to International Village

at Tinseltown to play for enthusiastic listeners, and a group of recorder students thrilled noon-hour passers-by in the downtown SEARS store.

At each school site, guests were invited to sign in, leave comments, and write a "blue ribbon" advocacy postcard to the minister of education. As False Creek Elementary School, staff wrote in their community handout: Every written submission to the government is viewed as the equivalent of six votes; it's well worth the time!

The teacher initiative, Schools in Action, built community awareness of basic issues surrounding public education right now:

- Many wonderful things are happening in our public schools every day.
- Public education is under attack.
- Public education needs public support.
- Public education is seriously underfunded.
- Public education is accessible to all our children.
- Public education is a basic right in a democratic society.

What next?

The VESTA 15-minute *Schools in Action* video, produced by working tv, is available to

parent, teacher, and community groups for further advocacy work; contact verena@vesta.ca.

The VESTA Executive, video in hand, will be embarking on a speaking circuit, to continue discussion about public education.

Public schools welcome every child

What you will see in the public elementary schools

- Students enjoying learning.
- Students learning thinking skills.
- Students learning and using language.
- Students reading and finding information.
- Students listening and speaking.
- Students enthusiastically asking questions and giving answers.
- Students helping one another and making friends.
- Students using words, numbers, and equipment to solve problems.
- Students looking carefully at many different parts of the world we live in.
- Students from many different cultures learning from and respecting one another.

• Students practising together, making mistakes, and learning to try again.

What you won't see in the public elementary schools

- The performances and presentations that schools can no longer afford.
- The teacher librarian whose full-time position was eliminated.
- The hard work of staff behind the scenes, at school and at home.
- The ESL and learning assistance teachers whose positions were slashed.
- The classroom teacher who was cut, resulting in larger class sizes and fuller classrooms.
- The new books we don't have, but the aging textbooks, held together with tape, that we do have.
- The student support workers who used to be assigned to help individual students, but are now spread around with less time per student and more responsibilities.
- You won't see the services and staff that will be gone after an additional \$12 million cut.

Verena Foxx is communications officer for the Vancouver Elementary School Teachers' Association.