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Canada Post Corp. Publications Mail
 Agreement No. 40062724
 Please return undeliverable
 Canadian addresses to...

 B.C. Teachers' Federation
 105-550 West 6th Avenue
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Teacher

In defence of public education: Just get on with it



John Ralston Saul speaks to members of the audience after his speech, "In Defence of Public Education," at Magee Secondary School in Vancouver, on September 20, 2004. Saul spoke to a packed auditorium on the importance of quality public education for a healthy democracy. He says that we are one of the richest countries in the world but act as if we are poor when it comes to funding public education.

Decision-makers in public education, as well as the general public, are being swayed by the constant drone of a "bad Greek chorus," said His Excellency John Ralston Saul. We are bombarded with messages about the "failure" of public education, how expensive it is, and how more parents are choosing private education or feeling compelled to pay for school services and items that used to be provided. He said he believes educational decisions are increasingly falling victim to managerial methodology—an ideological view imported from the U.S. Saul spoke to a packed house of 500 people at Magee Secondary School on September 20, 2004. His presentation was sponsored by the Vancouver School Board and Education Partners Advocacy Committee. Saul is a Companion of the Order of Canada, an advisor to government, and a passionate advocate of public education.

"Canada is one of the richest societies, but it has convinced itself it is too poor to have librarians in schools..."

"I travel around the world," he said. "Canada is one of the richest societies, but it has convinced itself it is too poor to have librarians in schools. So the libraries are not open and there's no reason to buy books... How can you continue to advance if you're cutting down on the number of books?" he asked. "Intelligence develops when you're reading books. That's when imagination is released."

Education is not only about measurables, he said. It is about the ability to think, elaborate, reason, and debate.

During a visit to Gladstone Secondary School earlier in the day, he learned from students and staff about other challenges public schools face. He expressed disappointment at the "astonishing" shortage of current textbooks, the demise of art programs, and reductions in services for students with English as a second language. "It's a curious victory of utilitarianism." Stripping down services is forcing well-intentioned parents to fundraise for their schools. "It's self-imposed taxes, but it leads to inequity... It's not the fault of upper-middle-class

parents. I think most are uncomfortable about it. What has led us to this situation?... The country has never been richer, but we're acting as if we're getting poorer and poorer." Private-sector accounting systems don't work well in public education, he said. They can't measure volunteer time and other non-measurable work. Education is not only about measurables, he said. It is about the ability to think, elaborate, reason, and debate. In response to a question from Janice Wong, a Grade 10 Magee student who wanted to know his opinion about the Fraser Institute's measuring schools on the basis of academics, he said "Reducing all human intelligence to a simple measure is not very helpful." Meritocracy, used in the private sector, is undemocratic, he said. "Everything is about getting to the top. It leads to mediocrity. You're winnowing out people all the way." He pointed out the waste of such an approach. "It gradually eliminates a pool of people." A society that takes this approach "is unable to find its true genius... A democracy doesn't work without understanding a variety of intelligences... Art comes where it comes. Great ideas come in the way that they come." On the other hand, he pointed out the irony that in private-

sector accounting, there are three columns: money in, money out, and investment. However, it appears there are only two columns when it comes to education: money in and money out. "Education isn't a cost. Education is an investment. It allows you to build a civilization." We have much to learn from our students, he suggested. "They have really original things to say. Their experiences are remarkably different, and they're adjusting better than their parents." In addition, he said, they are uncomfortable with the direction public education is going. "They don't believe the problems are necessary or inevitable." He said we have to break free from the

Of course, there are financial implications, he acknowledged. "So what?... Just get on with it."

notion that the problems public education faces are unsolvable. "This is a very great adventure we have set out on," he said. Of course, there are financial implications, he acknowledged. "So what?... Just get on with it." Leslie Dyson, Communications Department, Vancouver School Board.

President's message



Jinny Sims

At the 2002 AGM, our Public Education Advocacy Plan was adopted. It guides long-term planning and co-ordinates all the programs, strategies, and services of the Federation. It allows us to see where we are going and how we are doing. It keeps us focussed on teaching, learning, and the defence of public education. Our successes this past year demonstrate the value of having such a plan.

- What are those successes?
- We have caused the government to repeal part of Bill 51 and restore a majority of elected teachers to the BCCT Council.
 - We have influenced public opinion in support of having class-size limits in a collective agreement.
 - We have raised awareness of health and safety concerns in schools because of underfunding and contract stripping.
 - We have convinced school boards to submit needs budgets and to speak out about underfunding.
 - We have raised awareness about the social injustices committed by the Campbell government.
- Our polling indicates a high degree of support for our causes.
- As teachers we know that we do not have the resources to meet the needs of our students. We have 2,500 fewer teachers, and 113 schools have closed. Every one of us needs to speak out and tell our story. It is our professional responsibility to advocate for our students and for the very survival of public education. Citizens of this province want to hear from us.
- Our students are worth speaking out for.*

Jinny

Commercialism in schools survey

The BCTF distributed a survey on commercialism in B.C. public schools in early October.

Over the last few years, the B.C. Liberal government has changed the shape of public education in British Columbia by promoting privatization and commercialism in public education. The ever-increasing commercial activity in our schools is creating marked inequities among school districts in the province. The trend is not unique to British Columbia. Evidence of growing commercialism in public education takes a variety of forms in all jurisdictions across the country.

We now need to identify and quantify the types of commercial

activity in our schools, and collect inter-provincial comparative data to determine the extent to which public funding is being supplemented by alternative sources in other jurisdictions. That is the purpose of *Commercialism in Canadian Schools—A National Survey*.

Along with the Canadian Teachers' Federation, the Canadian Centre for Policy Alternatives, and the Fédération des syndicats de l'enseignement, we are launching a national study on commercialism in public schools.

The BCTF sent a questionnaire to staff representatives in each public school in British Columbia. The questionnaire explores user fees, classroom

supplements, in-school advertising, and corporate partnerships and sponsorships. We will gather reliable data on commercialism in B.C. schools, and with teacher organizations across the country administering the same questionnaire we will be able to compare the situation in B.C. with other provinces. Data collection will take place throughout October and the BCTF research department will compile results in time for distribution in February.

If you have any questions about this survey, contact Colleen Hawkey, chawkey@bctf.ca, in the BCTF Research and Technology Division.

BCTF Executive decisions

The BCTF Executive Committee made the following decisions at its September 24–25, 2004, meeting:

BC College of Teachers

The Executive Committee is recommending to the October Representative Assembly that the 2003–04 college fees collected in the Democratic College Fund be returned to individual members.

The college was run by government appointees last year. Last spring the government changed the rules so that any person who ever held a college certificate was allowed to vote in the recent elections, regardless of whether she or he had ever paid any fees. There is no reason for teachers to pay for the college for the year the government ran it.

The executive is seeking input from teachers before making a recommendation regarding the payment of this year's college fee.

Opposed to trafficking in young girls

The BCTF is writing to the premier, the minister of education, the minister of children and families, and the attorney-general condemning the trafficking in young girls in Bountiful as wives. The BCTF is calling on the government to stop funding the independent school in Bountiful.

B.C. ferries to be built in Europe

The BCTF is writing the premier to express opposition to the government decision to build B.C. Super C Class ferries in Europe. B.C. shipyards were excluded from the final bidding. The investment of \$500 million of B.C. taxpayer funds and approximately 2,000 jobs will go overseas. www.bcshipyardworkers.com

Bargaining structure

The BCTF response to the Wright Commission's options paper is that teachers should have the right to strike and bargain the full scope of issues. Local bargaining is the preferred structure for teacher bargaining so that the teachers and community representatives can negotiate what is necessary for the children in the community.

Staggering inequalities

Inequality cannot be measured in numbers and calculations alone, but statistics can nevertheless be quite revealing.

Take average incomes, for example. Today the richest 1% of the world's people receives as much income as the poorest 57%. The 25 million wealthiest Americans have as much income as almost two billion of the world's poorest people.

Although there are more

women than men in the global workforce, women remain among the poorest of the poor, constituting 70% of those in absolute poverty. In not even one country are female workers paid at the same rate as men, women's wages average at least 25% less than men the world over.

Ethnic minorities, indigenous and tribal peoples everywhere face discrimination. In the U.S., native Americans are eight

times more likely to get TB than other Americans and 37% die before the age of 45. In Britain, people from ethnic minorities are twice as likely to be unemployed as white people. In 15% of U.S. states, black women are imprisoned at rates of between 10 and 35 times greater than white women.

Source: CCPA Monitor/CALM

LOOKING BACK

70 years ago

My first week in a French lycée as "professeur d'échange" produced many surprises, and perhaps the pleasantest of all was the amount of teaching I was expected to do and the considerate manner in which my hours of work were arranged. The hours of teaching laid down by the Minister of Education are sixteen a week. Furthermore, the official instructions show clearly that an adequate amount of leisure is regarded as necessary for the well-being of both teacher and taught. The spirit of these instructions is carefully observed in French secondary schools and this results in a freshness in the staff even in the last lesson of the day which is absent from most English secondary schools.

October 1934, *The BC Teacher*

50 years ago

How then does an education association go about helping teachers help themselves become a profession? First, it

must point out and emphasize to teachers the relationship between good teachers and services to children. There is really only one reason for certification, and it is that children may be guaranteed an excellent quality of service from those who teach them. It is well for teachers to realize, too, as they work toward this goal of higher certification standards, that they are working also in the area of teacher welfare—for retirement, tenure, and teachers' salaries are all closely related to standards of certification. Improve one, and you improve the other.

Sept./Oct. 1954, *The BC Teacher*

30 years ago

We are witnessing the emergence of a new authoritarianism in education. Increasingly, at conventions and in staffrooms, the tone is reactionary, the arguments recurring. Innovative teachers, it is said, are naive in their estimate of human nature and weak-willed in demanding work from their students. They make life harder for the more

traditional teachers who, alone it seems, demand honest effort. Students have little notion of their real needs: they require constant direction, supervision and control.

Sept./Oct. 1974, *The BC Teacher*

10 years ago

Government changes are affecting our classrooms. The changes proposed for 1995–96 are the most significant changes to secondary schools since most of us started teaching. The effects of these changes on student learning, equity, and teacher workload are untested. We have to exercise our responsibility as professionals to examine, discuss, and evaluate the changes—their educational merit and their manageability. If some of the proposed changes are not going to help students, or if the system simply cannot adjust to incorporate them, then we'll demand that government take a second look.

October 1994, *Teacher*

Chris Bocking, Keating Elementary School, Saanich

General Provincial Election
May 17, 2005



Teacher

Newsmagazine of the B.C. Teachers' Federation
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ISSN 0841-9574

Volume 17

#1 September 2004

#2 October 2004

#3 Nov./Dec. 2004

#4 Jan./Feb. 2005

#5 March 2005

#6 April 2005

#7 May/June 2005

Copy Deadline

August 20

September 17

October 22

December 17

January 19

April 1

April 22

CEPA Canadian Educational Press Association
CALM Canadian Association of Labour Media

PRINTED IN CANADA BY MITCHELL PRESS LIMITED

14 years



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JOSHUA BERSON PHOTO

John Ralston Saul receives a copy of the Charter for Public Education in Vancouver after delivering his speech, "In Defence of Public Education," to over 500 people at Magee Secondary School. Saul was most often quoted by presenters to the charter panel while it was touring British Columbia listening to people's view of public education. The panel heard over 600 presentations in 42 communities around the province. The charter itself quotes Saul: "Any weakening of universal public education can only be a weakening of the long-standing essential role universal education plays in making us a civilized democracy." He received a copy of the full report from charter panel members John Moss and Kathy Whittam.

<http://charter.published.ca>

Adult education is the safety net

by Lynda Toews

K–12 teachers have been laid off, and schools have closed all over B.C., but you have probably heard little about what is happening in adult education (AE) programs around B.C. With the exception of Vancouver Island North, most adult education programs have been untouched by the cuts.

Like Hilda Hufflepuff, legendary Hogwarts educator, adult education teachers in B.C. used to "teach all the rest." Unlike Hufflepuff, who presumably admitted only those in their 11th years, AE teachers were willing to teach individuals of

There used to be programs to encourage people on UI [EI] or welfare, to upgrade, or complete their high school diploma.

any age past 16, although the under-19 students were in the minority. Underage students were supposed to have been out of school for at least a year before entering an adult program.

Increasingly, "adult" students are younger, and older students are finding it harder and harder to complete their high school education.

School districts receive significantly more money for under-19 students than they do for those over 19. In addition, adult programs tend to be run more cheaply than traditional K–12, so it is in the district's interest to fill the adult education spaces with younger students. The district gets more money on a per-student basis and spends less than it would to educate that student in a regular program.

Unless they are working, being supported by someone, or independently wealthy, over-19

students cannot afford to attend, certainly not on a full-time basis. Those who have part-time work and fewer family responsibilities manage to attend some classes part-time, but adults on social assistance or EI are prohibited from attending classes during the day, even if the work they normally do is evening shift work.

Even the classes that cater to adult immigrants have seen a shift. Wealthy immigrants have usually made up the majority in many ESL classes, but now they are practically the only students who come. Refugees or immigrants from less wealthy backgrounds no longer join them in those classes.

There used to be programs to encourage people on UI [EI] or welfare, to upgrade, or complete their high school diploma. No longer.

There are a few exceptions to the rule, but mostly unemployed adults on income assistance are directed to short-term, life skills, job skills, or pre-employment programs, and sometimes they are given job placements in low-skill, low-wage jobs.

Why should teachers care? Because adult basic education and upgrading programs are the

Without adult basic education and upgrading programs, students who now fall through the cracks will disappear into the abyss.

safety net of the education system. Without adult basic education and upgrading programs, students who now fall through the cracks will disappear into the abyss.

Lynda Toews is second vice-president of the Surrey Teachers' Association.

by Michelle Hernandez

To keep education public means to give all citizens equal access to a quality liberal education that is fully funded by the government. In British Columbia, public education is under attack and is threatened by a lack of government funding. Although the B.C. Liberal politicians have earned the public's contempt, attacks on public education go far beyond B.C., the Liberals, and the provincial political agenda.

The first recommendation was to engage the public in a dialogue on the importance of public education.

A BCTF-hosted seminar on participatory education reform in the Americas, held in June, underlined the global aspect of the problem. Speakers included the president of Central America's teacher union and David Chudnovsky, from the Charter for Public Education Network. Also attending was the newly formed BCTF task force on privatization, two teacher-union representatives from Ghana, local teachers, and members of the public. Participants shared local examples of how public education is threatened. Public education is being undermined in many communities and countries in similar ways.

A common thread of concern is the "commodification" of public education. Life-long liberal education has been distorted and traded for education emphasizing training for specific tasks, with clear testable outcomes.

In British Columbia, Central America, South America, and Ghana, the governments have

introduced curriculum reform that reduces learning to bits of information and skills that can be taught and tested. Language now includes terms like *accountability*, *effective schools*, and *school choice*. We are all familiar with such discourse in B.C.'s public schools.

Participants described processes being used to dismantle the public education system: decentralization of educational decision-making, increased parental influence in schools, and cuts to funding of educational programs.

In Central America, the government encouraged parents to have increased involvement and influence in the schools. Once the parents felt empowered in their new role, the government began to cut funding for programs. Eventually it was the parents who ended up running the schools and who were responsible for fundraising to compensate for the government's cuts to education.

The second recommendation was to inform parents of the adverse effects of government policies that attack education and to seek parent support to defend public education.

In B.C., our government encourages parents to exert more influence and control in schools. More control means more responsibility. As a result, parents in many communities are subsidizing public education through donations or fundraising to compensate for cuts to B.C.'s public education.

Participants cited govern-

ments' attempts to take away teachers' rights to participate in the discourse on public education. In B.C., our government has tried to convince the public that the BCTF works to serve self-interests and not the public good. Despite such attempts, many public/parents

The third recommendation was to recognize that the attack on public education is global in scale.

support our struggle. They recognize that teachers are the front line of education, working in the best interests of children.

Speakers urged us to engage the public in a dialogue on the importance of public education. In B.C., The Charter for Public Education Network (*charter.published.ca*) has outlined the important components of public education and the expectations the government must fulfill in order to protect public education.

The speakers encouraged us to inform parents of the adverse effects of government policies that attack education and to seek parent support to defend public education. In B.C., teachers won back their right to tell parents about the effects of government cuts on education and parents are beginning to ally themselves with teachers in defence of public education.

The speakers warned us that the attack on public education is global in scale. In partnerships with other teacher unions across the world, we can work together to defend the universal principles of public education.

Michelle Hernandez teaches at Miller Park Community School, Coquitlam, and is a member of the BCTF Task Force on Privatization.



The BCTF is running billboard ads around the province. The message is:

**2,500 fewer teachers
113 schools closed
Our students. Your kids.
Worth speaking out for.**

You can watch a video of B.C. teachers speaking out for students by going to our

campaign page at bctf.ca/WorthSpeakingOutFor.

On the same page, you can speak out yourself and share your experiences.

- What has happened in your school since the B.C. Liberal government removed learning conditions from our collective agreement?
- Why were the services that

have been cut so important to students?

- Why is the May 17, 2005, provincial election important for the future of public education?
- If you could speak directly to your colleagues, what would you say?

Share your experience and views online at bctf.ca/WorthSpeakingOutFor

The case of the vanishing professional day

by Pat Clarke

Pop Quiz

- 1. What did you do on your school's last professional day?
- 2. Who organized it?
- 3. What was the topic or theme of the day?

If your answers are something like:

- 1. I don't remember.
- 2. I don't know.
- 3. I don't remember.

or

- 1. I went to a school planning session.
- 2. The school and district administration.
- 3. Goal setting and improving school FSA results.

You may have experienced the alarming case of the vanishing

professional day. This phenomenon, developed in the past four or five years, has too many so-called professional days dedicated to administration-oriented school planning and too few dedicated to self-directed or collegial professional development for teachers.

The gradual disappearance of the teacher-directed professional development day may be a result of confusion over what a professional day is supposed to be. The confusion has resulted in the days' being used in ways not intended when they were first implemented, in the 1970s. So, for example, in some school districts non-instructional days are being declared and schools are being closed for a day as a cost-

cutting measure. Declaring a non-instructional day can be at the expense of a professional day, particularly if the local does not have clear contract language on professional days. Given the current state of affairs in B.C. school districts, nailing down specific language on such traditional *givens* as professional days is essential.

The School Calendar Regulation allows five non-instructional days per school year. One additional day, the "sixth day" is for schools to attend to ministry initiatives or in the words of the *Ministerial Order* "facilitate activities that...are designed to enhance student achievement." And that's it. The other five days are *non-instructional* and can be used for administrative purposes such as school opening and closing or as professional days for teachers. The original intent was for the majority of the days to be professional days to allow teachers to engage in self-directed professional development, not school goal-setting and not tending to administrative notions of school planning. They were to be days, planned and directed by teachers, for teachers.

The principle of *by teachers, for teachers* makes our job a profession not just an occupation or employment. Determining particular professional needs, having the right and the opportunity to do so, is essential to effective teaching. The more often we are cajoled, co-opted, or otherwise bamboozled into helping bureaucratic planners meet their needs, the less time we have to meet our own. There are obvious points in common. Administrative planning and effective teaching are not necessarily mutually exclusive. But the first question should not be how we work with the administrative scheme, but what we need to do to make our classrooms places for learning, not just testing and counting.

The vanishing professional day, either through transformation into a non-instructional day or into some sort of administrative day disguised as *planning* or *goal setting*, can be restored only by teachers' undertaking some fairly assertive responses. The first response is to say *no*. As in *No, you can't use our professional day to go over FSA results. or No, you can't use our professional day as a way to save money.*

The second response is to occupy the ground all of this administrative business is trying to gain. That ground is the professional autonomy of teachers, our right and responsibility to determine our professional needs. The BCTF has a comprehensive professional support program to give teachers the tools they need to exercise professional autonomy and set their own professional development goals and organize programs that work toward those goals.

The resources the BCTF offers give teachers specific activities that help them come up with concrete approaches to professional development that is collegial and helps teachers support one another. This can be through action-research projects, supporting local specialist associations, workshops on engaging in professional dialogue, and setting up mentorship programs. Our goal is to help teachers help and support one another. After all, who else is?

Pat Clarke is the director of the BCTF's Professional and Social Issues Division.

Teachers celebrate return of democratic college

Teachers are welcoming the return of a democratically elected council to govern the BC College of Teachers. Results of a mail-in ballot were announced September 15, 2004, and all 12 of the BCTF-endorsed candidates were either acclaimed or swept the elections in a record turnout. Teachers all over B.C. put their jobs on the line to uphold the principle of democratic professional self-governance. In May 2003, then-education minister Christy Clark changed the *Teaching Profession Act*, dismissed the democratically elected college councillors, and named political appointees to carry out her agenda. Clark's move made ours the only professional group in B.C. without an elected majority on our professional organization. The Liberal government provoked a completely unnecessary dispute that created needless instability and damaged relationships in our schools. Because we were so united and determined to uphold our profession, we were successful, but not without a lot of effort and expense that should have gone into teaching and learning.

We launched a vigorous protest campaign, including a constitutional challenge of the legislation. Almost 90% voted to withhold professional dues, even though it meant risking suspension from the college and potential loss of jobs. Instead, teachers submitted their annual \$90 fees into the BCTF Democratic College Fund.

The BCTF Executive Committee is recommending that the money in the BCTF Democratic College Fund be returned to individual members.

In November, members will vote on that question and on whether to pay the 2004-05 fee.

During their 15-month tenure, the appointed councillors made hundreds of sweeping changes to the college by-laws, some of which are deeply troubling to teachers. The college council must uphold the public interest in public education, but some of the changes clearly trampled on teachers' professional and

human rights. They've got to be re-examined. There now are 8 appointed and 12 elected members on the 20-member council. The first meeting of the democratic college will be October 1, 2004.

BC College of Teachers' Council

BCTF-endorsed teacher members of the BC College of Teachers Council:

Zone 1 North Coast



Rena Neufeld, Nechako, Acclaimed, one-year term

Zone 2 North Central



Matt Pearce, Prince George, Elected, two-year term

Zone 3 South Central



Dale Townsend, N.Okanagan-Shuswap, Acclaimed, one-year term

Zone 4 Kootenay



Floyd Smith, Kootenay Columbia, Elected, three-year term

Zone 5 Okanagan



John Grain, Central Okanagan, Acclaimed, three-year term

Zone 6 Upper Fraser Valley



Mike Trask, Mission, Acclaimed, three-year term

Zone 7 Lower Fraser Valley



Diane Gorton, Langley, Acclaimed, two-year term

Zone 8 Lower Mainland East



Pat Dyer, New Westminster, Acclaimed, one-year term

Zone 9 Lower Mainland South



Alice McQuade, Delta, Acclaimed, two-year term

Zone 10 Lower Mainland West



Jim Gill, Vancouver Secondary, Elected, one-year term

Zone 11 South Coast



Kit Krieger, West Vancouver, Elected, three-year term

Zone 12 Vancouver Island



Richard Walker, Courtenay, Elected, two-year term

You and your teacher-librarian

by Lynn Turner

Are you looking for new ways to interest your students in reading? Would you like some unique resources for your classroom? Do you want to include research or enrichment in the curriculum? Are you looking for a different way of presenting information?

Your teacher-librarian can help.

Teacher-librarians are aware of the importance of free voluntary—recreational—reading and its role in the development of reading skills from Kindergarten through Grade 12. To that end, teacher-librarians can help students with their choice of library books—with appropriate reading levels, with favourite genres or authors, or perhaps with bibliotherapy.

Teacher-librarians are specialists in information literacy, usually referred to as the research process.

Your teacher-librarian is your partner in promoting reading at all grade levels. While you are working on an individual basis with students, the teacher-librarian's approach encompasses groups, classes, and frequently the entire school. Throughout the school year, teacher-librarians engage in a variety of activities, all with the goal of promoting reading, of encouraging students to become aware of and interested in books. From the most basic of promotions, such as bulletin boards and new book displays, to organization and implementation of long-term reading programs, teacher-librarians are constantly encouraging reading. Through story reading, storytelling, book talks, and book fairs, they present quality literature to the students.

Are you planning a thematic or curricular unit? Do you need posters, pictures, maps, or charts for your classroom to help with that unit? Ask your teacher-librarian, as most school libraries have a poster file that is available to teachers as well as to students.

The development of a quality collection is another aspect of a teacher-librarian's role. That involves the selection of literature to promote recreational reading, the addition of resources in a variety of media to support the curriculum, and

the elimination of outdated information and seldom-used materials. Declining budgets and increasing costs of resources make developing a quality collection a very challenging task.

Your teacher-librarian works co-operatively with classroom teachers to plan, teach, and evaluate units of study. The units might be organized around a central theme or might arise directly from a curricular topic. Co-operative planning and teaching, a central focus for teacher-librarians, involves several main steps.

Planning

During planning, the teacher-librarian and the classroom teacher meet to determine the topic to be studied, the learning objectives to be addressed, the procedure for the unit, responsibilities of the teacher and of the teacher-librarian before and during the presentation of the unit, the form of the final product, and evaluation. Planning meetings are not always lengthy or formal; many take place over lunch in the staffroom.

Gathering resources

The teacher-librarian ensures that there are enough resources in a variety of media and at a variety of reading levels for the group or class participating in the unit of study.

Teaching or presenting the unit

This is a team-teaching effort, with both the classroom teacher and the teacher-librarian assisting students with the unit of study. The classroom teacher will be oriented toward the subject material, and the teacher-librarian will be assisting students with the research process.

Evaluating

Both members of the teaching team can and should be involved in evaluating the research process and the final product.

Teacher-librarians are specialists in information literacy, usually referred to as the research process. This involves training students to access relevant resources, to evaluate the selected resources, to take notes from all types of media, to organize information into a logical sequence and present it in the student's own words, and to cite sources of information and write bibliographies.

As school libraries become more computerized, and as the Internet becomes an increasingly important resource for

research, teacher-librarians—exemplifying lifelong learning—have developed technology skills. In many schools, it is the teacher-librarian who is the computer expert.

In addition to the roles they fulfill in school, teacher-librarians provide leadership roles in education. Many have served on district and ministry committees. Some have been responsible for the development of curriculum, either at the local or at the provincial level. And many have made presentations to parents, to teaching colleagues, to administrators, and to student teachers.

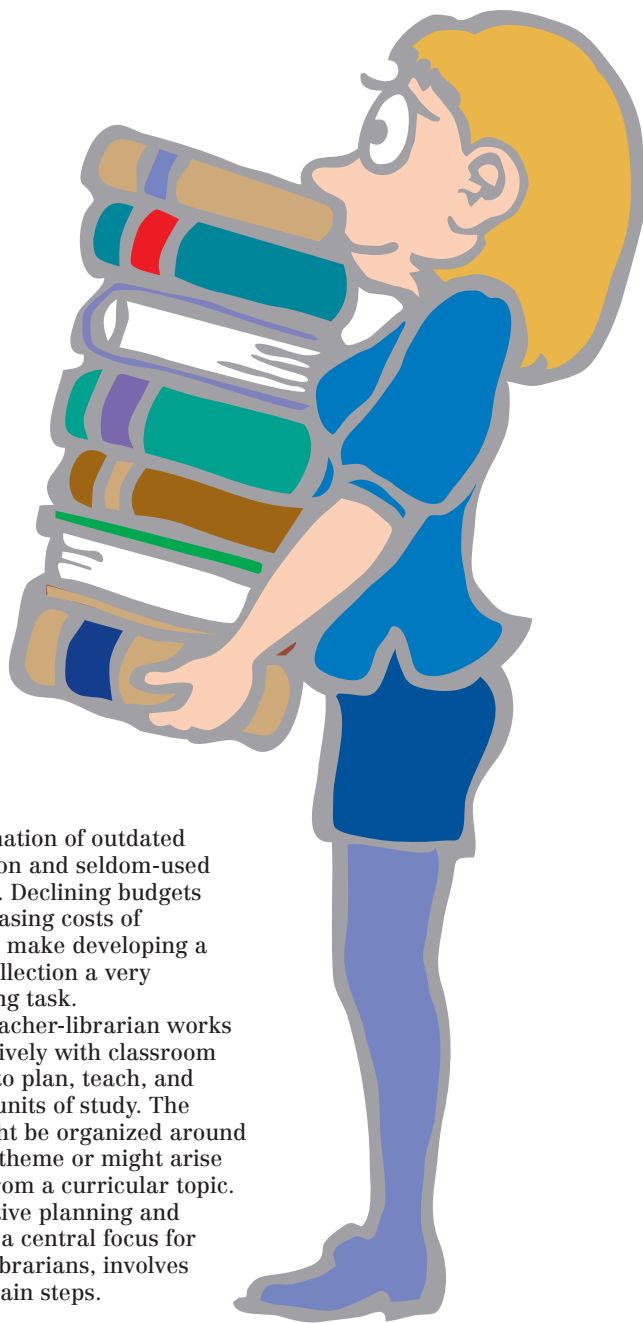
In a number of districts in British Columbia, staffing of school libraries has been drastically reduced over the past few years. The cuts have made it difficult for teacher-librarians to do the job to the standard they would like. Nevertheless,

In addition to the roles they fulfill in school, teacher-librarians provide leadership roles in education.

they have worked through the challenges to try to accommodate staff and students.

If you would like more information about the roles of a teacher-librarian, or about the ways in which you and your teacher-librarian can work together to enhance students' learning and perhaps make your job a little easier, speak with the teacher-librarian in your school. The B.C. Teacher-Librarians' Association can also assist with any requests.

Lynn Turner is a teacher-librarian at Thornhill Junior Secondary School, Terrace.



BCTF rehab program:

When members need help, the BCTF is there

A teacher trying for over two years to cope with a medical condition by taking the odd day off here and there used 10 or more days each year and ran out of days to cope with the difficulty.

A teacher who had a major operation and was off work for four months and is now ready to go back to work but wants to return at less than full time to start with and then work toward full-time return. The return to work requires some additional resources, and the teacher has to attend ongoing physiotherapy.

The overall goal of the program is to return teachers to work as soon as possible and/or to assist them in achieving maximum medical recovery from their condition.

A teacher finding that the work stress was just too much became quite depressed, and had to be off work for a year. With good support and a positive recovery, and with a changed and reduced assignment, the teacher is ready to try a return to teaching. The teacher will begin by observing and helping out in a class that someone else has agreed to teach, and after a short "work hardening" period, the returning teacher will take over the class.

All the above are typical scenarios for teachers voluntarily in the BCTF SIP Rehabilitation Program.

A 1993 pilot project undertaken by the BCTF and D.B. Hanson and Associates to assist teachers off work due to illness or injury and wishing to return to work involved five pilot districts and 15 control districts. The success of the early program led to the expansion of the BCTF Salary Indemnity Plan Rehabilitation Program into 50 of 60 districts throughout the province. So now, more than 96.5% of the eligible teacher population has access to this very important assistance to work return.

The program helps teachers who became disabled return to their teaching positions as early as possible, through a rehabilitation program that is accepted on a voluntary basis early in the disability absence. The overall goal of the program is to return teachers to work as soon as possible and/or to assist them in achieving maximum medical recovery from their condition.

Teachers are helping teachers because we understand best the difficulties our colleagues may experience in teaching and the adjustments that could be made to make returning to work successful.

The rehab program works in each district through a district rehabilitation committee consisting of an employer rep, a union rep, and a BCTF-contracted and -certificated rehabilitation consultant. The district committee meets monthly to review all cases and agree to accommodations and

adjustments as necessary for a successful return to work of a teacher who has volunteered to participate in the rehab program. The program is currently staffed by a rehab co-ordinator, a senior rehabilitation manager, four rehabilitation managers, and four referral co-ordinators, who are based in the BCTF building.

Seven rehabilitation-service-provider companies, with a total of 33 certified rehabilitation consultants, are providing services in the 50 districts across the province.

Members can self-refer to the program through their local president. A teacher may be identified as a likely candidate for rehabilitation intervention by the local president, the school district, or the BCTF Salary Indemnity Program, both short and long term.

If the teacher voluntarily agrees to be involved, an assessment takes place, a plan is developed, and the plan is implemented with ongoing assessment by the rehabilitation consultant until the teacher's return to work is seen as durable.

The co-operation and involvement of the school board is necessary in the provision of necessary equipment/space/work assignment modifications to accommodate the return to work as per the plan developed by the teacher, the consultant, and the healthcare professionals involved.

Workshops put on by the rehab program for joint attendance by staff reps and principals on the nuts and bolts of the program help school staffs to be well informed. Districts have an interest in having a teacher return to work as soon as is appropriate, as they incur the costs of sick leave. Teachers want the best for their colleagues, and constructive use of the program is important since the program is financed by the benefit contributions of employed teachers. All medical information is treated with utmost confidentiality. The Salary Indemnity Plan wanted a program that would best understand teachers' needs, maintain confidentiality of medical information, and protect teachers from inappropriate use of personal information.

The rehab program takes about 6% of the total Salary Indemnity Plan budget. Its work is entirely devoted to getting teachers back to work, thereby decreasing the total of the other 94% of costs of the SIP short- and long-term plans.

Studies have shown the importance of early intervention and assistance to members off work. Return-to-work rates are such that 50% of teachers off work for six months return, 20% of teachers off work for a year return, and 10% of teachers off work for two years return to work.

Teachers wishing more information on this program and how to access it may contact their local president or Dave Scott, SIP rehab program co-ordinator at the BCTF, 604-871-1949 or toll free 1-800-663-9163, local 1949, dscott@bctf.ca.

— Dave Scott

Aboriginal education enhancement agreements

by Christine Stewart

The Ministry of Education provides about \$45 million a year—\$950 per student—for Aboriginal education. The funds support Aboriginal language and culture programs, Aboriginal support service programs, and other localized Aboriginal education programs.

An enhancement agreement, between a school district and all local Aboriginal communities, supports co-operative and collaborative relationships between Aboriginal communities and the school district. It involves shared decision-making.

To date, the Ministry of Education Aboriginal Education Enhancements Branch has 12 signed agreements across the province. Every district is to have an agreement or be in the early stages by 2005.

It is very important to involve the entire school district community in the process. The Aboriginal district resource teacher should not be expected to wear both hats. It would be appropriate to send a local table officer. The local rep can be there to support the resource teacher and provide a voice for teachers.

The nine elements to be incorporated into the enhancement agreements address specific performance and delivery expectations for all Aboriginal learners.

The following is a description of essential elements for the development of EAs, and the content within Enhancement Agreements themselves:

Both the Aboriginal communities and the school district support participation in the Enhancement Agreement.

The Aboriginal communities are represented by a unified body (e.g., an Aboriginal Education Council—AEC) whose authority to represent them is accepted by the Aboriginal communities. (Note that

- The Aboriginal communities and the school district track key indicators of student performance.
- The Aboriginal communities and the school district commit to regular reporting of results, including evaluation and reporting on the outcomes of the Enhancement Agreements.

The Aboriginal communities and the school district track key indicators of student performance.

- The scope of the Aboriginal Education program includes a focus on continuous improvement in the academic performance of all Aboriginal students.
- There is a focus on meeting the cultural needs of Aboriginal students in all subject areas and with reference to all aspects of teaching and learning, including the choice of learning resources, instructional strategies, and assessment procedures.
- There is a focus throughout the district on increasing everyone's knowledge of, and respect for, Aboriginal culture, language, and history, to facilitate better public understanding of Aboriginal people.

(From www.bced.gov.bc.ca/abed/agreements/ea_guide.pdf)

To see if your district has an agreement or to read other districts' agreements, visit www.bced.gov.bc.ca/abed/agreements/agreements.htm.

Christine Stewart is an assistant director in the BCTF's Professional and Social Issues Division.

Both the Aboriginal communities and the school district support participation in the Enhancement Agreement.

"Aboriginal Education Council" is a collective term for the group that has the acceptance of the Aboriginal communities to represent them. It is recognized that school districts and Aboriginal communities use a variety of terms to refer to these groups—Aboriginal Education Committee, First Nations Council, etc. It is important that the AEC be representative of all of the Aboriginal communities within the school district.)

- Shared decision making by the Aboriginal communities and the school district becomes an established practice.
- The parties to the Enhancement Agreement develop joint consultation and collaboration mechanisms, articulate a vision, and set goals in all areas of education for all Aboriginal learners.

First Nations literacy and community outreach project

by Alison Dennis

Although we extend invitations to school functions and events and request volunteer support, we see very few First Nations parents in our school (20 to 25% of the population at our school is First Nations). Further, on analyzing FSA, CAT, and report cards, we realized that the majority of our students struggling with literacy are First Nations.

While we have had a functioning First Nations education program in our district for some years, we continue to notice a lack of inclusion of our First Nations parents and community members. We have two main goals: to develop and deliver a literacy program primarily to and for First Nations students and to design a system to improve the relationships between First Nations parents and school staff. Both of these goals were addressed last year, and we are working toward building cultural awareness in the staff and entire student body.

Literacy project

Our school has 300 students. I am learning resource teacher for intermediate high-incidence students.

We created two groups of students, based on report-card marks, FSA tests and CAT tests, and included new referrals from teachers. The two groups were Grade 4/5 and 6/7. The 4/5 group had 13 students, and the 6/7 had 6. The primary goal was to improve reading skills. To do that, each of the students needed to feel better about school—most of them were also identified as having behaviour challenges at school. Many were showing a high likelihood to drop out of school in early secondary. The challenges included lack of homework completion, organizational deficits, overt/covert behaviours

in class and on the playground, little or no contact with parents, low reading and writing skills, and emotional issues.

To help the students feel more at ease with school and assignments, I used a fiction approach to literacy. I found (in basements of schools and old, musty book rooms) novels with First Nations themes. We purchased one small set of a B.C. novel, *My Name Is Seepeetza*, by Shirley Stirling, for the 6/7 group. Using these resources, I endeavored to immerse the children in a "First Nations Only" classroom, as far as resources were concerned.

I also took some scary steps into discussing Aboriginal themes. The above-mentioned novel deals with the residential-school system. We had many long discussions and lectures about that part of Aboriginal/Canadian history. In that way, I

...we are working toward building cultural awareness in the staff and entire student body.

attempted to honour the history and culture of the students. Further, homework was geared to things that the students could do with their parents. For example, in one story, we learned how the Lakota Sioux tanned hides. Students were asked to go home, ask about the Shuswap system, and report back to class. That enabled the students and families to utilize their knowledge base.

Since last spring, we purchased \$2,000 worth of First Nations titles, creating a library in our school of Aboriginal themes and authors. The money came from First Nations education targeted funding, through our director of student support services, Dr. Richard

Zigler. We will use many of the books to teach the project this year, and we have class sets so classroom teachers can use the resources. We will also team teach the novels and stories, in keeping with the goal of increasing cultural awareness and knowledge.

I used many more ideas and resources, and the students expressed great satisfaction with the materials; they read and read and read. They also wrote daily, practising proper paragraph structure, finally writing essays on their reading. Parent and band feedback has been very positive. That I am not of native ancestry has never been an issue. I do, however, have personal and educational experience with Aboriginal communities.

Community outreach

The second goal of the project was community outreach. As we know, students with involved parents achieve better at school. Thus, we need to bring in more parents, especially those of children who struggle. Therefore, we created community suppers, held on the reserve. The school-based team attended the first two suppers, and many of the school staff attended the last dinner with them. Under the theme "Bridging the Communities" (school and band), we created three dinners with distinct agendas. The band provided the food and encouraged its members to attend. Cultural awareness, sensitivity, and knowledge continued to build.

At the suppers, merely by showing up, we demonstrated our desire and commitment to the First Nations community and students. We shared some of our concerns and needs with the community, and this year, we are seeking more input from the First Nations parents. We are developing creative ways to enable parents and community members to communicate with us, as we don't feel the "stand up and speak" system is working for all the parents. We have developed a Parent Satisfaction Survey for the band parents, and we are working on some system for parents to drop ideas and concerns into a suggestion box.

These are some of the things we are doing. The sky is the limit, if the desire is there. We have a dedicated staff at our school. Along with BCTF resources and our district's commitment to Aboriginal education, we feel we can make a difference not only in the graduation rates for First Nations students in our community, but also in the general level of acceptance and comfort for all people who live here.

The program would not have gotten off the ground without the fabulous support of Education Co-ordinator of the Spallumcheen Indian Band, Darrel Jones, our school-based team (Principal Rolf Dykstra, Vice-principal Doug Cumming, Learning Resource Teacher Shelly Ellis, and First Nations Teacher Counsellor Louise Dunstan).

Alison Dennis teaches at M.V. Beattie Elementary School, Enderby.



Listening to students on social responsibility

by Marian Dodds

To be honest, I had never really thought about what social responsibility meant, before this group.”

How often do we assume that our students understand the language we speak? In one school, the staff on the Social Responsibility Committee decided to invite students to voice their perceptions. Thirty-eight students participated in four focus groups. Their responses were recorded, and a team of student volunteers from the groups clustered the data and created a summary to present to the committee. Staff members were impressed by the maturity and honesty shown by the students, and the students were pleased to have been asked what they thought. As a result, students now sit on the committee, and plans are under way to implement a number of their suggestions to decrease bullying and create a welcoming environment for incoming Grade 8s.

Here is the process used to give students a voice and welcome them as partners in creating a school that models social responsibility:

Goals of the focus groups

- To clarify how students view the concept of social responsibility.
- To elicit suggestions from students on ways they see themselves and their peers becoming engaged in social responsibility at school.

Plan of action

- Four multigrade focus groups of 8–10 students each were convened.
- Each group met for an 80-minute period with the

facilitator/recorder.

- The same questions were used with each group.
- Each student responded in turn to each question.
- The facilitator/recorder transcribed the responses.
- Student volunteers clustered and summarized the data.
- A summary report was presented to the Social Responsibility Committee by the facilitator and several students.

Background on focus groups

Focus-group interviews are a method of action research developed by social scientists in the 1930s. The term *focus group* was coined in 1956. It is defined as “a carefully planned discussion designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment.” Focus groups are used in a variety of settings to:

- obtain general background information on a topic of interest.
- generate impressions of programs and services.
- learn about how the participants talk about the topic.
- diagnose the potential for problems with a new program.
- assess needs.
- stimulate new ideas and creative concepts.

Researchers suggest that the ideal group size is from 6 to 12 people and that 3 to 4 groups be facilitated in order to gather enough reliable data. Questions should be ordered from general to specific and then back to general and back to specific. There should be 5 to 10 questions, and they should be unstructured and open-ended.

Participant selection

Teachers of social studies in Grades 8–11 and English/Communications 12 recommended one male and one female student from each of their classes. The students were ones the teacher viewed as confident enough to fully participate in a group. The students were not to be the top academics or the most involved. The names were forwarded to the facilitator. A final selection was made by the counsellors. Consideration was given to gender balance, family backgrounds, ethnicity, and levels of involvement in school activities in order to create groups representative of the student population. Students selected were then invited to participate in one of the groups. Prior to the focus groups, each student was given the social-responsibility performance-standards matrix to review, along with the questions.

Focus-group questions with student-created summaries

1. What does the term *social responsibility* mean to you?
 - It means working together.
 - Valuing diversity.
 - Respect.
 - Taking action.
2. How important do you feel social responsibility is? Why?
 - It is morally necessary for a society.
 - Without it, we would have chaos.
 - It is the foundation for positive action.
3. What examples of socially responsible behaviour have you observed at our school?
 - Our school is friendly.
 - Clubs and student council are active.

- We do a lot to raise awareness about issues in addition to fundraising for causes and volunteering.
 - Teachers are involved.
4. Are there any specific behaviours that you feel need to be improved at our school?
 - Bullying.
 - Disrespectful behaviour.
 - We need to improve our school environment by cleaning up after ourselves.
 5. How can the school staff support students to be socially responsible?
 - Be approachable.
 - Punish in different ways.
 - Be aware of what is going on.
 6. Under what conditions would you be willing to take leadership in social responsibility?
 - Bully prevention.
 - Making assemblies more interesting.
 - Taking action for positive change.
 7. What suggestions do you have to get students to become activists for social responsibility?
 - Actively involve students in class.
 - Include more current events.
 - Provide more opportunities for involvement.
 8. Do you have anything else to add?
 - This is a great school!

Summary

Focus-group testing is a constructive way to sample the concerns of students and ensure that school initiatives will be working in a positive direction.

Marian Dodds is an assistant director in the BCTF's Professional and Social Issues Division.

Teachers' tips

Engaging teenagers in learning

by Anita Chapman

The current issue of *Educational Leadership* has an interesting article by Sam M. Intrator, a researcher who spent 130 days shadowing students in a California high school. He observed students who were not engaged in classroom learning. Some killed time in class by listening to music, daydreaming, or just zoning out, some used sophisticated techniques to appear engaged and attentive when they were not, and some were too busy worrying about personal concerns to concentrate. But he also saw students who were thoroughly engaged in their learning, something he calls the *grail* of teaching.

Intrator found that the teachers who held the attention of teenagers used a variety of purposeful strategies. They were working hard to get and keep the attention and engagement of their students. They monitored the “attention-scape” of their classes and intervened if attention waned. Here are some tips based on Intrator’s research for what he calls “antiboredom pedagogy.”

- *Manipulate classroom pace.* Plan for several changes of pace within a single class block. For example, after a fast-paced discussion, give students quiet time for extended journal writing. Break classroom routines to get your students’ attention. Take the students outside, show a powerful video clip, bring in a guest speaker. Or, as one B.C. teacher did, dress up as Mendeleev and adopt a thick Russian accent to teach the periodic table.

- *Feed the need to create.* Give students opportunities to create their own products and express their own opinions. Teenagers want to be listened to and taken seriously.

- *Share your personal presence.* Tell personal stories. Teach with energy and enthusiasm. Let your students in on the passion you have for your subject and for learning. A B.C. teacher relates that she paid attention in her high school biology class simply to find out why the teacher was so “pumped” about something she thought was boring.

- *Know students as people.* Students learn best from people they have a relationship with. Find something you like about each student. Get to know your students’ experiences, interests, and needs, and use them as a bridge to the course content.

- *Connect content to adolescent questionings.* Connect course content to the big ideas students are dealing with at this developmental stage of their lives: Who am I? Where do I fit? What talents and potential do I have? Where will I end up?

Anita Chapman is an assistant director in the BCTF's Professional and Social Issues Division.

Source: *Educational Leadership*, ASCD, September 2004. www.ascd.org.

Sure, I believe in social justice, but...

by Murray Corren

Although I know it’s important, I don’t do social justice in my classroom. It’s too political and too controversial.” For some teachers, social justice is something that needs to be addressed *outside* the classroom, in one’s personal time. When racism, poverty, sexism, homophobia, and globalization and privatization come up in a teaching day, they tend to ignore them and shy away from addressing them in any substantive way.

But asked, Do you think it’s important to promote social responsibility in your classroom? those same colleagues will almost certainly say yes. Is that because the term *social responsibility* has an air of neutrality, whereas *social justice* smacks of radicalism? Is it because the Ministry of Education has endorsed the Social Responsibility Performance Standards (SRPS), while *social justice* merits no such status?

Whatever the answer, those colleagues who teach social responsibility, who work with their students on the SRPS, are actually doing social justice.

The SRPS for Kindergarten to Grade 10 consist of four strands: Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways, Valuing Diversity and Defending Human Rights, and Exercising

Democratic Rights and Responsibilities. Within each strand descriptors delineate age-appropriate expectations, and examples show what it might look like and sound like when a student is not yet within, minimally meeting, fully meeting, and exceeding those expectations.

For instance, at the Grade 4 to 5 level, in the section on valuing diversity and defending human rights, a student who is fully meeting expectations “can describe some basic human rights; shows interest in correcting flagrant injustices.” In the section on exercising democratic rights and responsibilities, the student “can identify some ways to make the world a better place.”

At the Grade 8 to 10 level, the first section named above describes the student as one who “identifies positive aspects of diversity; often speaks out against racism, sexism, and blatant stereotyping,” and in the second, the student “accepts responsibility for helping others and participating in community life; can describe a preferred future and ways to improve the community, nation, and world.”

Even in the sections on contributing to the classroom and school community and solving problems in peaceful ways, we find statements such as “takes on some responsibility to care for and improve the school and community” (Grades 8 to 10), “shows empathy and

can describe others’ feelings in an increasing range of situations” (Grades 4 to 5), “can assess and explain a variety of positions on controversial issues” (Grades 8 to 10).

If we are actively teaching social responsibility in our classrooms, we are indeed doing social justice at the same time. A rose by any other name...

If we consider it important to teach our students about social responsibility, we, also have a duty to demonstrate that, as their teachers, we believe in it and are prepared to model what we wish them to be. If we truly believe we have a duty to

prepare our students to become caring, responsible citizens in a pluralistic, democratic society, we have no choice but to encourage them to follow our lead and to become engaged and active in issues of social justice—or social responsibility—if that is what some prefer to call it.

Murray Corren teaches at Blakeburn Elementary School, Coquitlam, and is a member of the BCTF Social Justice Advisory Committee and a social responsibility associate.



Health and Safety

Prevention pays

by Maureen L. MacDonald

Things my mother taught me:

- Wash your hands.
- Look before you leap.
- Be careful.
- Look both ways before you cross the street.
- Watch your step.
- Always wear clean underwear in case you get in an accident.

Thanks for the good advice, Mom. I didn't realize when I was growing up that you are a health and safety expert!

Prevention is the key

I deal with unsafe and unhealthy school conditions with a view to preventing them from occurring again.



If injuries don't happen, the personal and the monetary savings are enormous.

Make a mental list of your on-the-job injuries. In my 35-year career, I have racked up a few myself. I sprained my ankle on the old, warped school floor. I had to take a day off. I injured my arm trying to avoid falling onto a six-year-old child who'd run in front of me. I had to go to the hospital in the middle of the day for x-rays. I slipped and fell in wet hallways several times. I injured my pride and got my clothes dirty. I tripped over an

extension cord that trailed from my filmstrip projector to the faraway outlet. I had many papercuts, one of which got infected. When a student ran by and knocked into me, I fell down the stairs and broke the heel off my shoe. I got tennis elbow from typing at my ergonomically bad computer desk and had to go to physiotherapy. I had a traumatic, heart-stopping near miss when a student wrenched a fire extinguisher off the wall and threw it at the teacher I was talking to. It missed her, too. No life-threatening injuries. For that I consider myself lucky.

Which of the incidents were preventable? Nearly all, right? Predictable and preventable.

I would prefer to have prevented the pain, the bruises, the Band-Aids, the paperwork, the lost time, and the embarrassment of those falls. The school board would like to have prevented the expense of having other staff members look after me, filling out the accident report forms, and my occasional time off work for recuperation.

It was simple to predict the slips and falls. It was a no-brainer to predict the tripping hazard. It is easy to see why students need to understand the rule that prohibits them from running and throwing things in the halls and stairwells. Teach safety. Learn from my mistakes.

The good old JOH&S Committee

Do you grumble about conditions? Sure, it's human nature. Do you then report through the right channels? Please do. That's what makes change happen.

Give your classroom and surrounding space a quick

inspection every day. Tell your reps on the school's Joint Occupational Health & Safety Committee of any problems. (If union members on your staff



don't elect their own, the principal can and will appoint the reps.) The committee will resolve any problems within its power and recommend in writing to the school board the solutions to any problems that need additional help or resources. The employer must fix the problem within 21 days or report in writing why that cannot be done. If that happens, call your local president for advice on the next step to take. Your president will probably call me, and we'll devise a plan.

The Workers' Compensation Board is an insurance plan. If there are lots of injuries, the employer's rate goes up. If the employer pays attention to the details and the incidents are avoided, the rate goes down. We can all think of hazards just waiting to become incidents. And, with prevention in mind, we can all tell our representatives on the school JOH&S Committee about them. The money saved on preventable incidents could well be spent on restoring things we used to have

by virtue of our collective agreements. That's more proof of the interconnectedness of everything to everything else!

Be vocal in your local

When your local rep assembly or general meeting is discussing school concerns, talk about health and safety conditions along with the shortage of just about everything, the under-funding of the public education system, and the need to elect a government that cares. Remember, unions were originally formed to protect the health and safety of workers. That's still why they exist.

Recent incidents

Here are just a few conditions that have been reported to me in the first two weeks of September: dirty carpets, desk tops, counters, classrooms, cupboards, and supply rooms, electrical cords on floors, leaky fountain with puddles on the floor around it, leaky roof caused the ruin of three boxes of teacher-made materials, mouldy

custodian who could talk to teachers on the job and fix small problems immediately.

All the members of all the JOH&S Committees in the province receive, by law, eight hours of educational leave for training annually, paid by the employer. When is it happening in your district?

They'll hate me if I complain!

Balderdash! Anyone who thinks you should put up with an unsafe or unhealthy condition isn't thinking clearly. They'll thank you eventually. And I'll thank you right now. Call me.



Anyone who thinks you should put up with an unsafe or unhealthy condition isn't thinking clearly.

patches visible on walls and ceilings, no hot water, plugged toilets, and violence by students.

The good old JOH&S Committee could recommend solutions to most of these conditions in a heartbeat. One obvious help would be for each school to have a day-shift

Pin this recently seen sign to your shoulder—*NOTICE: Asking me to overlook a simple safety violation would be asking me to compromise my entire attitude toward the value of your life.*

Do the arithmetic. An ounce of prevention is worth a pound of cure. You may quote me on that. Fix a leaky fountain, buy a slip mat, remove the hazard, and WASH YOUR HANDS!"

Maureen MacDonald is the prevention officer in the BCTF health and safety department.

To add your name to the BCTF Occupational Health and Safety e-mail list please contact Whitney Burgess at wburgess@bctf.ca.

On being well

Finding the balance

by Julia Johnson

In Quesnel, we have difficulty keeping doctors. They come to us from a variety of locations, establish their practices, get overwhelmingly busy, and then when they become frustrated over limited resources and are on the verge of burnout, pull up stakes and move on to less demanding locations.

During the past two years, I have been building a relationship with another new doctor. When we first met, his approach was relaxed and unhurried. Now his clinic is very busy. The medical assistant often skips lunch, and the doctor enters the examination room as though he has been running. Wearing my wellness-associate hat, I brought these observations to his attention with the intent of increasing his awareness for his own personal well-being and the well-being of his staff. He responded to my comments with good humour, and now when I make medical visits he jokingly tells me that I am his conscience.

Recently, in a conversation we had about finding the balance between our work life and our personal life, he had this to say: "Lately, I have been rethinking my perspective about work. I used to think that I would work very hard during my 20s and 30s and retire in my 40s. But I

see now that if I keep going the way that I am, I may not get to my 40s, so I am trying to make time for relaxing activities."



Then he let me know he would be taking the next few days off to go on a fishing expedition to Bella Coola with a few of his colleagues, something he had organized.

In the teaching profession, finding the balance between work life and personal life is a constant battle. Teachers think, breathe, and live teaching. At the forefront of our minds are the needs of our students, often at the expense of our own needs. The Canadian Centre for Policy Alternatives (CCPA) *Education Monitor* reported in its 1997 spring issue "that [teachers] are working longer hours than ever and that they are digging deeper into their own pockets to subsidize expenses in the wake of deep education funding cuts." The study was conducted by the

Environics Research Group with teachers from Ontario, but the work life of teachers in B.C is similar. The study revealed that 86% of the teachers surveyed spent between one and five hours a week preparing lessons before morning classes, 62% spent one to five hours a week on class preparation work during their lunch hour, 96% spent one to three hours after school with further preparation, and 90% spent one to three more hours every weekend marking, preparing lessons, and doing other work-related activities. Teachers have a difficult time switching off their teaching brain.

Teachers think, breathe, and live teaching. At the forefront of our minds are the needs of our students, often at the expense of our own needs.

In North America, the majority of us ascribe to the belief that our worth is determined by the amount of work we do. As a result, we spend an inordinate amount of time at our jobs. In the teaching profession working 24/7 seems to be a common

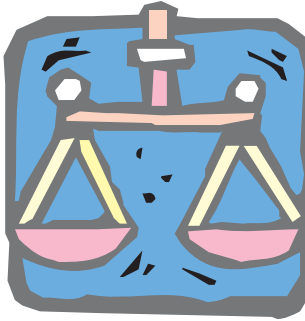
practice, particularly at the start of a new school year. However, when demands and expectations can become overwhelming, making personal wellbeing a life's priority is an option. All that is required is a change in one's belief system. Living is a balancing act, balancing the needs of work, family, and personal life. How we balance these areas can influence our physical and emotional health, which, in turn, affects the quality of the work we do and determines how long we stay in the teaching profession.

Once we choose to make wellness a priority in our lives, we need to create personal boundaries and honour them. Honouring boundaries requires us to determine how much work we will do in the day and when we will schedule time for personal pursuits that meet our physical, intellectual, emotional, social, and spiritual needs. By honouring our boundaries, we maintain a sense of personal integrity. When boundaries are not honoured, feelings of victimization surface and, if prolonged, may cause discontent, which can lead to ill health.

The need to find balance in our lives is not a new concept. Leonardo da Vinci (1452-1519) had this to say about it: "Every now and then, go away, have a little relaxation, for when you come back to your work your judgement will be

surer; since to remain constantly at work will cause you to lose power of judgment..."

Let this be the year you make a commitment to find balance in your life.



Let this be the year you make a commitment to find balance in your life. Such a life-changing decision will strengthen your resolve to travel the road to being well.

Julia Johnson, a learning resource teacher at Red Bluff School in Quesnel is a BCTF-PD wellness associate.

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To book a BCTF wellness workshop, or other workshops, call 1-800-663-9163 (local 1857), or 604-871-1857, or check the web site, www.bctf.ca.

Le rôle des parents dans la valorisation de l'éducation

par Ghislaine Varin

La perte de motivation auprès des élèves dans nos salles de classe continue à prendre des proportions inquiétantes. De plus en plus d'élèves perdent intérêt à apprendre et à réussir à l'école. Les parents se sentent souvent frustrés, démunis, incapables d'intervenir. Ils se tournent alors vers l'enseignant à qui ils confient la charge de motiver leur enfant. Mais la motivation est un domaine complexe qui requiert la participation des parents, des enseignants et des enfants eux-mêmes tout en reconnaissant le rôle que notre société joue. Les arcades, le cinéma sur écran géant, les vidéoclips, les jeux vidéo sont des moyens que la société met à la disposition des jeunes pour se distraire. Ceux-ci ont un effet sur le désir d'apprendre à l'école car nos salles de classe offrent un environnement moins stimulant, moins attrayant où les jeunes doivent lire, écrire, être attentifs et travailler. Alors que peuvent faire les parents pour motiver leur enfant à vouloir apprendre ? Les parents doivent tout d'abord valoriser l'éducation en général et promouvoir l'école de leur enfant.

Certains parents ont de la difficulté à s'investir dans la vie scolaire de leur enfant à cause

de la complexité de leur vie d'adulte : ils manquent de temps pour assumer toutes leurs obligations. Malgré cette réalité, les parents doivent accepter certaines tâches fondamentales afin de valoriser l'éducation aux yeux de leur enfant. Il serait injuste de mettre toute la responsabilité sur les épaules de l'enseignant. Souvent, ce sont les énoncés des parents qui forment les perceptions négatives de l'enfant face à l'école. Comment l'enfant peut-il valoriser son école quand, devant l'enfant, les parents :

- expriment des opinions, des remarques et des jugements négatifs à propos du milieu scolaire,
- critiquent les activités ou les projets auxquels l'enfant participe,
- mettent en doute la compétence de l'enseignant,
- questionnent l'importance du rôle de l'enseignant,
- critiquent les journées pédagogiques en les décrivant comme étant des vacances pour les enseignants.
- approuvent les nouvelles dans les média qui décrivent les écoles comme étant inefficaces.
- se plaignent que l'école coûte trop cher ?

De plus, certains parents :

- valorisent les personnes qui ont réussi sans avoir d'instruction.

- partagent avec l'enfant les comportements et les expériences négatifs qu'ils ont vécus à l'école dans leur temps.
- créent des excuses pour leur enfant au lieu de l'amener à devenir responsable.
- font preuve de pessimisme face à l'avenir des jeunes.

Les parents doivent toujours peser leurs mots en présence des enfants. Tous ces gestes qu'ils posent contribuent à la démotivation de l'enfant à l'école.

Par contre, les parents qui reconnaissent les effets nocifs de ces attitudes sur leur enfant adoptent une approche positive. Par exemple, ces parents :

- expriment clairement l'importance de l'école pour l'obtention de ses buts dans la vie.
- encouragent l'enfant à exprimer sa fierté pour son école (en reconnaissant que tout établissement a ses qualités et ses défauts).
- prennent le temps de lire les communiqués de l'école rapportés par l'enfant et si nécessaire les signent.
- encouragent l'enfant à participer dans les activités de l'école, et même à les organiser.
- prennent part le plus possible aux rencontres avec les enseignants pour discuter de façon positive et constructive de la vie scolaire de l'enfant tout en informant l'enseignant sur son enfant.

- font confiance aux méthodes utilisées par l'enseignant si non ils en parlent en privé avec l'enseignant.
- ont des attentes réalistes envers leur enfant.
- encouragent l'enfant à parler de sa journée à l'école se rappelant qu'il présente la version de l'enfant et pas nécessairement celle de l'enseignant.

Lorsque ces parents questionnent l'enseignant, ils écoutent et discutent de façon respectueuse afin de bien comprendre l'autre côté de la médaille ; aident leur enfant dans ses apprentissages difficiles, l'appuient en l'encourageant, le félicitent dans tous ses petits progrès et pour ses efforts ; reconnaissent l'importance de l'erreur dans l'apprentissage. Quand les problèmes se développent, ces parents assistent leur enfant à trouver des solutions et à établir des buts ; soutiennent l'enfant dans les moments de découragement ; l'aident à assumer la gestion de ses études et de ses devoirs à la maison ; maintiennent un horaire organisé limitant le nombre d'heures passées devant la télé et aux jeux vidéo ; et proposent des activités telles que la lecture, écrire une lettre à un ami, jouer au Scrabble, etc. Ils s'assurent que l'enfant se couche à des heures

raisonnables. Ces parents acceptent leur part de responsabilité dans l'éducation de leur enfant.

Les parents qui coopèrent avec les enseignants plutôt que de les contester créent une unité d'esprit que l'enfant ressent et ceci contribue à l'image positive de l'école et à la valeur qu'ils portent à l'éducation. Lorsque nous suscitons un « partenariat en éducation », nous référons au support nécessaire pour l'émancipation de l'enfant dans nos salles de classe. Nous devons communiquer ces principes de valorisation et de partenariat à tous les parents lorsque nous en avons la chance afin d'obtenir le support dont nous avons tant besoin pour inciter les élèves à vouloir apprendre et à travailler dans nos salles de classe. Ce partenariat accompagné de stratégies de motivation par l'enseignant ne peut que bénéficier les élèves dans leur milieu scolaire.

Synopsis

Positive parental attitudes regarding their child's school and education play an important role in student motivation.

Ghislaine Varin is the Coordonnatrice des Programmes et Services en français in the BCTF's Professional and Social Issues Division.

Word on the Street



Once again, the annual *Word on the Street* festival attracted tens of thousands of avid readers to the Vancouver Public Library and surrounding streets on September 26.

The BCTF had a table at the event for the first time, giving staffers (Nancy Knickerbocker and Sylvia Bishop) a terrific opportunity to reach out to

parents, students, and teachers who flocked to the full day of readings and festivities to celebrate literacy and literature.

We distributed hundreds of buttons reading *Friend of Public Education* and *Proud To Be a Teacher*, along with hundreds of copies of the Charter for Public Education and many more BCTF publications on topics such as social justice, parent presenta-

tions, and why public education is worth defending.

Teacher-librarians at the Coalition for School Libraries table also had lively exchanges with many parents and other concerned citizens who wanted to learn about the impact of government policies on our school libraries.

— Nancy Knickerbocker



PETER OWENS PHOTOS





by Tracey Sweetapple and Lisa Cecile

Covering up—nodding yes—faking it—avoiding eye contact. Trying to fit in. Forgetting hearing aids. Saying the batteries are dead. Offering an endless list of excuses to appear to be hearing and therefore “normal.” Trying to fit in with the larger, hearing, mainstream population can be tiring, overwhelming, and anxiety inducing. That is the message students learned from the deaf and hard of hearing (d&hh) adults who presented at the Second Annual Conference for Deaf and Hard of Hearing Students at Okanagan University College, May 26–28, 2004. Students were reminded of the need to connect with others who understand hearing loss in order to develop a healthy identity.

It is amazing how, through this one event, students’ perceptions could be changed.

“This was an amazing opportunity for all of the d&hh youth to network, learn from one another, and develop new friendships. It was obvious that the students really enjoyed themselves!” – *Melissa Campbell (presenter)* Students with hearing loss, typically educated without d&hh peers, often feel they must mesh with the hearing world, rather than the other way around. The conference, implemented to support the academic, social, and emotional needs of the d&hh students, provides them with a sense of community that is not always possible in their daily lives. With the support of their hearing resource teachers, d&hh students from Vernon planned and fundraised for months to develop a conference program that would be educational and fun. “You, the teachers and parents, should all be proud of these young people, and they themselves should be smiling to know they are doing everything

right in order to grow up to become leaders in our communities and country.” – *Dennis Robertson (presenter)* On May 26, students checked in at the Similkameen dorms at the OUC North Kelowna

One student said she realized she was hurting only herself by not wearing her hearing aids and FM...

Campus. The evening was paced with activities to get the 27 students working together, building team spirit, and creating a lively sense of adventure. Students, divided into house teams, had to find members of their team by sporting the team scarf from their conference registration package. Instructed to “Wear it loud, and wear it proud!” students did just that. Team relay races were held outside, and then a Karaoke machine, connected with a PowerPoint projector and Radium Soundfield system, was given a workout. Students received points for their team by being positive, supportive, helpful, and brave enough to sing. “The conference was a huge success. Our students had the time of their lives!” – *Melanie Thomas and Don McVicar (teachers)* Presentations the next day included audiograms, a hands-on FM session, assistive listening technology (ASL), hearing-assist dogs, and early childhood education and signing for babies. For the final session of the day, students took a workshop on makeup, pedicure, fly-fishing, guitar-playing, or soccer. It was a tremendous way to cap off the day, and the response from students was enthusiastic. The evening’s activities included another round of Karaoke and viewing *Cheaper by the Dozen* shown on the wall with the use of a PowerPoint projector, DVD player in a laptop computer connected with a Radium Soundfield System.

“Thanks a lot to all of the teachers of the deaf and hard of hearing. We love you all. It’s been nice and means a lot.” – *Victoria Natrall (student)* “My students had a wonderful time and want to go again next year and stay in the dorm. And we will...[he] is a different child since he has seen the campus.” – *Karen Matheson (teacher)* “Thank you very much for a wonderful time.” – *Kimberley Browett (student)* On the last morning of the conference, Sandra Vandenhoff, from Phonak, spoke about her life as a hard-of-hearing person and offered personal words of advice for students. The session concluded with a panel discussion by four d&hh adults, who freely gave of themselves and their experiences. It is amazing how, through this one event, students’ perceptions could be changed. One student said she realized she was hurting only herself by not wearing her hearing aids and FM; that she should not be embarrassed or ashamed to ask

Another student said that the experience had changed her life and that she now knew what she wanted to be.

others to support her listening needs. Another student said that the experience had changed her life and that she now knew what she wanted to be. Yet another seemed to undergo an overnight transformation from shy and withdrawn to animated and involved. The power of numbers and the strength derived from others who have similar needs is what inclusion is all about. Through this conference, students had the opportunity to learn from and connect with others who have the same needs. Our thanks to the presenters and sponsors. The students left the conference with an identity that they can wear loud and proud.

Tracey Sweetapple and Lisa Cecile work in the Vernon School District.

Why teach spirituality?

Part 2

by Amber Harvey

In the September 2004 issue of *Teacher*, page 16, I left you with the words of David Tacey. He suggests that education “is not able to deliver what it promises, much less is it able to claim that it is satisfying the needs of its clientele.” This is a challenge, certainly. However, I would like to put this suggestion into the context from which he writes. He is a university professor who meets students who wish to express their spirituality and who find that the academic environment systematically stifles it. You and I, as the teachers of younger children, seldom find this yearning articulated in our classrooms. Do our students have this wish? Do they have the need? Do they have the right? According to the UN Assembly’s Declaration of the Rights of the Child, they do. We all passed through the university system and were influenced, to varying degrees, by attitudes expressed there. Many of us are wary of the word *spiritual*. We find ourselves on shaky ground when we discuss spirituality. Prejudices arise to cloud our vision. When the subject of spirituality comes up, many of us either express ideas from our culture of religious beliefs and practices or dismiss spirituality without even considering it. Who is really comfortable discussing the subject?



At a recent conference called “Learning and the world we want,” sponsored by the Faculty of Education at the University of Victoria, I saw a children’s art exhibit featuring works by children from Victoria, Afghanistan, and Iraq. Recurring themes were the importance of the environment, living peacefully on the earth, and reaching out to others. Although the term *spirituality* was not used, the idea was expressed. Where do we begin? We know, as teachers, that if we are open to our students, that they can be our teachers. Let’s look at the ways they express their spirituality. I know we want to allow children to become all that they can, whole human beings. To do this, let’s continue to look for the themes that come up in their art. Let’s read their writings for their content. Let’s listen to them when they speak and notice what’s important to them. If we do this, we won’t shy away from spirituality. Kibble and his colleagues set out six avenues for developing spiritual growth: (1) the development of pupils’ imagination, (2) the challenge that is provided by new ideas and experiences, (3) working with others, (4) examining one’s beliefs, (5) examining the beliefs of others, and (6) expressing

delight in what is good and wonderful. These avenues are to be taught. They are secular equivalents of religious activities.

Use of imagination Whether writing a story or painting a picture, working out a math problem or deciding how to put together a marble track, children get to use their imaginations in many classroom activities.

We take children for nature walks, where they can wonder at its variety and beauty.

The challenge new ideas and experiences provide We challenge our students whenever we present them with new ideas and skills. Learning and challenge go hand in hand.

Working with others We teachers often provide opportunities for our students to work with and for others in the school community or the larger community. A service component is more prevalent at the higher grades; but helping others is valued in all levels.

Examining one’s beliefs Students are often encouraged to ask questions about their own beliefs. Teachers do not have all the answers, and our answers would not necessarily suit our students. We encourage open-mindedness, asking for opinions on current events and other issues that come up in the curriculum.

Examining the beliefs of others Teachers ask children to take different points of view and then try to express those views. Whether role-playing characters in a story or writing about the moral issues in the conflicts between First Nations people and European settlers, the school encourages children to broaden their thinking. Students may also be asked to look at things like the environment and

We encourage children to enjoy their own expressions and those of others.

racism from different perspectives. Kibble writes, “In examining the ideas of other people, pupils will be helped to begin to find answers to the issues they have confronted and the questions they have asked. Confrontation needs to lead, over time, to a process of response and resolution. So we arrive at our fifth avenue of spiritual development, which involves pupils’ examining the beliefs and experiences of others in order to encourage a development of their own understanding of themselves and of life.” “Spiritual development in school, then, involves pupils’ developing an understanding of people and their beliefs through an examination of both their beliefs and their experiences. In

Environmental record of B.C. Liberals

by David Chudnovsky

Teachers have special reasons to care about the environment. Teachers rely on clean air and water like everyone else, and, given their profession, teachers have an extra interest in the kind of world being left for their students.

What will that world look like, at least in B.C.? A year ago, B.C.'s environmental community came together to launch BCFacts.Org, a web-based tracking of environmental decisions, both good and bad. The initiative was launched to stay abreast of changes to B.C.'s environmental laws and regulations, and to track whether the B.C. government is keeping its promise of environmental management based on sound science, cleaner water, and sustainable practices.

On water pollution, the government rolled back legislation...

As it turns out, that promise has been systematically broken as the government has weakened nearly every environmental law on the books and cut monitoring and enforcement staff.

Take climate change. B.C.'s climate is already changing in

negative ways. Mountain pine beetles are infesting vast areas of B.C. forests because we have not had cold winters to kill them. B.C. is experiencing record forest fires and droughts consistent with a warmer climate. And, B.C. is experiencing floods consistent with more extreme weather events predicted by climatologists.

What has been the B.C. government's reaction? First it opposed Canada's ratification of the Kyoto protocol, then it set about implementing an energy policy that aggressively promotes the production and consumption of fossil fuels, the burning of which causes climate change. As a result, B.C.'s greenhouse-gas emissions are going up instead of down. Moreover, the Campbell government wants to lift the federal moratorium on drilling in B.C.'s sensitive marine ecosystems, a move that would not only increase B.C.'s contribution to global warming, but also expose B.C.'s sea life and pristine beaches to the risk of oil spills.

As to whether our students will grow up in a province with spotted owls, grizzly bears, and marbled murrelets, the B.C. Liberal's record on endangered species is dismal. The government has overruled its own scientists in permitting logging of the habitat of spotted owls when there are fewer than 25

breeding pairs left. The moratorium on hunting grizzly bears was overturned, and logging the habitat of other species in decline like marbled murrelets is routinely permitted.

On air pollution—a great concern to kids with asthma—while the government has continued B.C.'s opposition to the Sumas II power plant across

But, overall the environmental record is dismal.

the U.S border from Abbotsford, it has extended the life of polluting beehive burners in communities around B.C., promoted gas-fired power plants on Vancouver Island, and even opened the door to coal-fired power plants as Ontario is phasing theirs out.

On water pollution, the government rolled back legislation that would have required B.C.'s pulp mills to clean up their act. B.C.'s mills now have weaker water-pollution laws than much of Europe, and weaker air-pollution laws than the U.S. B.C. leads the country in the discharge of dangerous dioxins and furans, mainly from the pulp-and-paper industry.

On parks, following cuts by the B.C. Liberals, B.C. and Mississippi are the only two jurisdictions in North America without a parks interpretation

program, depriving future generations of learning about nature in nature. The government has also passed legislation allowing the environment minister to permit commercial operations within park boundaries instead of at their edges, making it clear that all of B.C. is "open for business" regardless of where that may be.

Has the government done anything right on the environment? Yes, the [BCFacts.Org](#) site commends the government for helping to protect Burns Bog, for extending logging moratoria in key areas of the Great Bear Rainforest, and for investing in sewage treatment upgrades around B.C.

But, overall the environmental record is dismal. Whether this becomes an election issue in 2005 will likely depend on whether B.C.'s citizens get to hear much about this record.

You can spread the word by sending your colleagues, friends, and relatives to [BCFacts.Org](#).

You can spread the word by sending your colleagues, friends, and relatives to [BCFacts.Org](#).

David Chudnovsky teaches at Lord Tweedsmuir Secondary School, Surrey.



many areas of the curriculum, this involves acts of empathy."

Expressing delight

"Our final avenue of spiritual development is to encourage pupils to express delight in what is good and wonderful," Kibble writes. "Worship involves the adoration and praising of a



deity, an activity which is clearly inappropriate in a secular, multifaith institution. One can, however, encourage pupils to express wonder and delight—this is a secular equivalent." We take children for nature walks, where they can wonder at its variety and beauty. We teach children to admire great music and other works of art. We encourage children to enjoy their own expressions and those of others.

I fully believe that in our classrooms we are addressing the needs of children to grow and develop spiritually.

I fully believe that in our classrooms we are addressing the needs of children to grow and develop spiritually. When a child brings a flower or a shell to the science centre in a primary classroom, when a student masters a difficult passage in a piece she or he is playing on her violin, when she or he coaches a team mate who's having trouble with a game, when she or he holds the door for someone else, something spiritual is being expressed. Teachers have been fostering these behaviours for centuries. Now we can start to name them, to acknowledge them. They need to be given the respect they are due.

Amber Harvey teaches at Quadra Elementary School, Victoria.

Resources

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Kibble, David G., "Sailing Between Ofsted, Scylla and Charybdis: a Yorkshire school gives new meaning to spiritual development." *International Journal of Children's Spirituality*, Vol. 8, No. 1, 2003.

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Tacey, David. "Student Spirituality and Educational Authority." *International Journal of Children's Spirituality*, Vol. 7, No. 2, 2002.

Part 1 of this "Teacher as Researcher" article appeared in the September 2004 issue of *Teacher*.

Uneven economic growth

As Finance Minister Gary Collins makes his round of talk shows promoting the *First Quarterly Report*, he is claiming that B.C. is experiencing "broad-based" economic recovery. A lot of people disagree with that. Rather than rely on anecdotal evidence, we can turn to employment data by industry from Statistics Canada's Labour Force Survey.

Since May 2001, employment has fallen by 26,000 in "education services," employment has fallen by 9,000 in "trade," and employment is down by 2,200 in the combined resource industries of "forestry, fishing, mining, oil and gas." The Campbell government would no doubt argue that one needs to look at the recent picture rather than at the past three-and-a-half years. When August 2004 is compared with August 2003, employment is down by 9,800 in education, down by 17,500 in trade, down by 6,000 in the resource industries, and down by 5,400 in manufacturing.

B.C.'s economy has some hot spots and some very cold spots. Construction, driven by low interest rates, is booming. Tourism has made some recovery, as shown by employment gains in "accommodation and food services." Although the

service sector accounts for almost 80% of total employment, it has accounted for less than 50% of the job growth, both in the last 12 months and in the last three-and-a-half years. Construction alone accounts for three-quarters of the total job gain since August 2003. That is not broad-based growth.

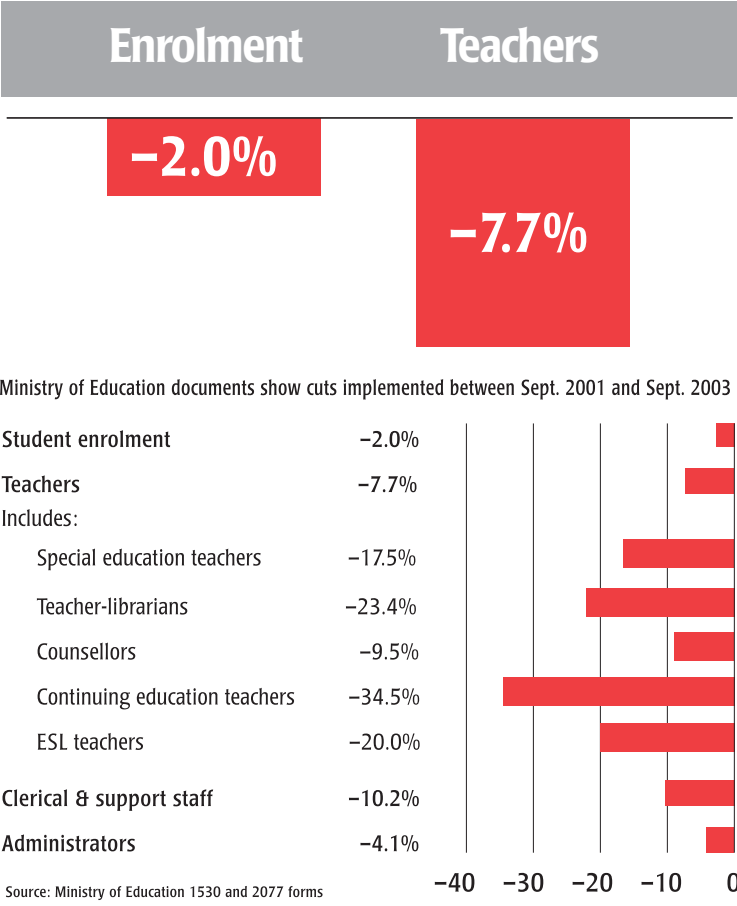
Compounding the uneven economic growth by industry are regional disparities. Small communities in B.C.'s Interior are hurting. The Campbell government's forestry policy that ends the practice of tying fibre supply to specific mills raises the spectre of more ghost towns.

Collins is doing his best to spin a myth that B.C.'s expected surplus is due to a robust economy. When asked about his tax hikes and service cuts, he responds with jargon about the need to put our fiscal house in order. Those who are paying \$1,000 a year more in MSP premiums have every right to think that their payments created the surplus. Those who are looking at higher heating bills are unlikely to think it's great that the government is getting a windfall profit from higher natural-gas prices. No amount of political spin will hide the fact that the expected surplus is due to tax hikes, service

cuts, and high natural-resource prices. The Campbell government may get a few cheers from the six-figure set, who reaped the big tax payoff, but most

British Columbians have a sense that the gains and the pains were not fairly distributed.

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Ten new BCTF lesson aids

1 LA 2032 A Teaching Unit on Peace and Conflict produced by Victoria International Development Education Association, 19 p. ©2003. This resource book is part of VIDEA's Global Learner Series. Other available units in this series from BCTF are: LA 1072-A Teaching Unit on Consumerism and Media Literacy; LA 1073-A Teaching Unit on Music and Society; LA 2031-A Teaching Unit on Global Warming; LA 2033-A Teaching Unit on the Coffee Trade. This unit includes four lesson plans about the nature of peace and conflict. Students also read a case study about religious conflict in India, and learn how peace can be maintained during times of strife, then students investigate the causes and solutions to youth violence. Also included are overheads, handouts and worksheets, and four recent news articles on the Kyoto Protocol. Suitable for use in CAPP 10 and Social Studies 10 and 11. \$8.95

2 LA 3228 Exploring Aboriginal Culture: Learning Through the Arts produced by FORED BC, 333 p. ©2004. Includes six lesson plans and resources: *Legends of Our Time-Seven Legends* by George Blondin; *Masks*; *Bringing a Legend to Life and Historical Highlights*; *What Our Elders Say*; *Fishing*. Also included: basic guide to First Nations names, map of First Nations of Canada, recommended book and web site guide, aboriginal perspectives video resources, "When Teaching about Aboriginal Peoples," an historical look at Canada and B.C.'s relationship with First Nations, guest speaker information, "Claire and Her Grandfather," learning circle classroom activities on First Nations in Canada, It's a Pow-Wow game sheet, aboriginal book list for children, and six information booklets. Grades 4-7 \$39

3 LA 9771 Rhythm for Kids: A Samba Unit for Teachers by Eric Hartman, 55 p. and audio CD, ©2002. Bring the excitement of Afro-Brazilian percussion into your classroom! "Rhythm for Kids: A Samba Unit for Teachers" provides teachers with all that is needed to teach this powerful music to intermediate, middle, and high school students. The book includes instrument techniques, music notation, classroom management tips and photos. The accompanying CD has audio tracks of each rhythm pattern, as well as recordings of different combinations and a complete arrangement. Suitable for generalists and music specialists. Grades 4+ \$34.95

4 LA ESL220 Around the World with Proverbs, Metaphors, and Storytelling: An Interactive Workbook for ESL Students by Vivian Chu, 70 p. ©2004. This student resource complements the teachers' resource book *Teaching Global Unity Through Proverbs, Metaphors, and Storytelling*, BCTF lesson aid ESL 219. This resource package consists of a student workbook and a CD ROM that includes sound files for listening and dictation practice and language activities on global issues of peace, war, freedom, justice/injustice, social responsibility, poverty, oppression, racism and hope, and the universal themes of love, wisdom, beauty, truth, good and evil, time, money, persistence, power, caution, death, heaven and angels. The vision that inspired this book is the awareness that language learners can engage in intercultural communication and gain global understanding while acquiring linguistic skills. Students can also acquire reflective and critical thinking skills, and contribute to the peace process as they become active global citizens. Grades 4+ \$24.95

5 LA F8511 J'observe les escargots, les araignées et autres bestioles, Brillon, Gilles. Éditions Michel Quintin, 80 p., ©1992. Ce guide pratique d'activités est une aide à la découverte et à l'observation d'invertébrés assez courants, mais pourtant mal connus : vers de terre, limaces, escargots, araignées, myriapodes et cloportes. Une carte d'identité de l'animal, quelques détails sur leur biologie et modalités particulières de capture et d'élevage sont complétés par des expériences à réaliser et qui font découvrir un des aspects de son comportement. 2e-4e année \$15.95

6 LA 4014 Appropriate Technology for a Sustainable Future: Step 1 by John Eckfeldt, 50 p. ©2003. This teacher's guide provides an in-depth look at Appropriate Technology (AT) and in particular cooking energy. It is divided into three main chapters. The first is an introduction to AT and in this chapter many different kinds are explored and the criteria for AT are discussed. In the second chapter, the problem of cooking energy is explored. Complications with current methods and AT solutions are investigated. Students are instructed on how to build a simple solar

cooker or a retained-heat cooker. The third chapter looks at solar cooking specifically and students are given the opportunity to build more sophisticated solar cookers and to explore the global applications of solar cookers. This is a lengthy teaching unit, as the whole package can take between 16 and 25 classes to complete. However, each chapter can stand alone and the teaching material can be adapted to the class and time frame. Included in the teaching guide are many extra recommended resources. The British Columbia Learning Outcomes targeted are: Technology Education 8, 9, 10, 11, 12, and Science and Technology 11. This guide can be accessed in its entirety online through the VIDEA web site: www.vida.ca. Grades 8-12 \$11.95

7 LAEE211 Land of the Spirit Bear by D. Simon Jackson, Spirit Bear Youth Coalition, 41 p., 12-minute VHS videocassette and colour poster, ©2003. This package includes a 12-minute video, 23-page teacher's guide and an 18-page student's guide. The video overviews the habitat and environment of the white Kermode or spirit bear of British Columbia. For almost seven years, the Spirit Bear Youth Coalition has been campaigning to protect a 249,000 hectare Wilderness Conservancy, originally proposed by the Valhalla Wilderness Society, the last place the bears can call home. The teacher's guide includes four sections with information on the Spirit Bear Youth Coalition Education initiative—the Youth Action Model, Engaging Youth, the Plight of the Spirit Bear and Taking the Next Step. The student's guide includes three sections with information on Starting a Chapter of the Spirit Bear Youth Coalition, and two resource tools relating to the Youth Action Model and the Plight of the Spirit Bear. Grades 4+ \$25.95

8 LA8577 Take It to Your Seat Science Centers, Grades 1-2 produced by Evan-Moor Educational Publishers, 192 p. ©2004. This resource includes 14 self-contained centers for science and literacy skills, are easy to make with step-by-step directions and include full-colour covers and task cards. Topics include life cycles, space, plants, animals, energy, weather and the human body. Note that the book is produced in the USA and may contain some US references. \$22.95

9 LA9977 Rethinking Our Classrooms: Volumes 1 and 2 produced by Rethinking Schools, 240 p. ©2001. This two-volume book package includes articles about teaching, as well as curriculum ideas, lesson plans, and resources, all grounded in the realities of the classroom. The books are invaluable tools for educators who are striving to promote social justice and high-quality student learning. The books are frequently used in Curriculum and Instruction, Human Relations, Multicultural Education, Language and Literacy, Educational Psychology, Social and Psychological Conditions of Learning, and Creating Learning Environments courses. Suitable for Kindergarten through college. Note that the books are published in the USA and contain some US-based references. Grades K-12 \$22.95

10 LA2398 Seeing Red: An Anger Management and Peacemaking Curriculum for Kids by Jennifer Simmonds, 82 p. ©2004. Designed to help elementary and middle-school aged students better understand their anger so they can make healthy and successful choices and build strong relationships. Overall it aims for participants to realize that they can control their behavior and develop practical skills and strategies to manage their feelings which, in turn, will increase their self-esteem. These objectives are achieved through role playing common situations, identifying associated feelings, doing problem solving, recognizing negative behaviors, and anticipating consequences. Each session includes objectives for that particular lesson, a list of supplies needed for its activities, a description of tasks to do before the lesson, background notes to the leader, a warm-up activity at the start, an explanation of the various learning activities, and a closing activity. Grades K-8 \$23.95

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; 9:00 to 5:00 Tues. to Fri. during July and Aug.; 9:00-12:00 on Sat. during Sept., Oct., Jan., and Feb. bctf.ca/LessonAids

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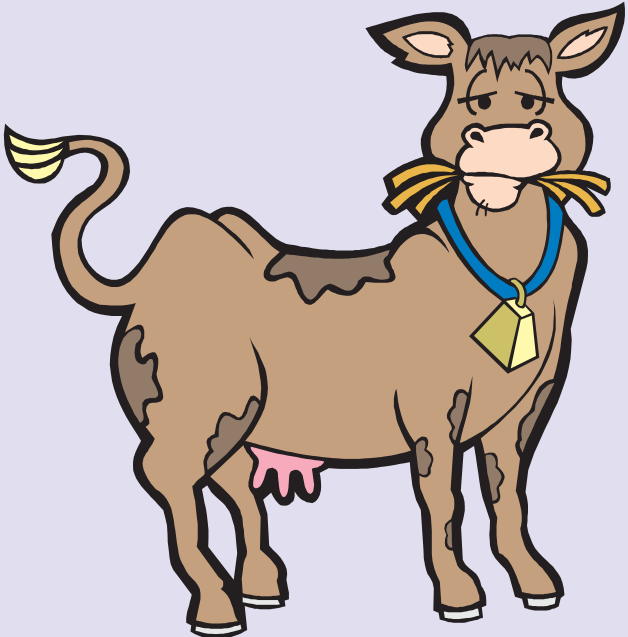
If you have reached age 65 or factor 90, you are no longer eligible for long-term benefits and *should* withdraw. It is necessary for you to apply to withdraw.

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

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Saturdays (9:00 a.m. to 12:00 p.m., with a question period following). Seminars cover such topics as the Teachers' Pension Plan, Purchase Rules, Pension Options, On-Line Tools, and Retirement Issues. Pre-registration is NOT required.

Oct. 30, 2004	Smithers	Hudson Bay Lodge
Oct. 30, 2004	Surrey	Sheraton Guildford
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Nov. 27, 2004	Langley	Hampton Inn & Suites
Jan. 15, 2005	Vancouver	Plaza 500
Jan. 22, 2005	North Vancouver	Centennial Theatre
Jan. 29, 2005	Abbotsford	The Inn @ King's Crossing
Feb. 12, 2005	Coquitlam	Executive Plaza Hotel
Feb. 19, 2005	Delta	Delta Town & Country Inn
March 5, 2005	Prince George	Inn of the North
March 5, 2005	Kamloops	U College of the Cariboo
March 12, 2005	Kelowna	Best Western Inn Kelowna
April 2, 2005	Castlegar	Sandman Inn Castlegar
April 2, 2005	Campbell River	Ramada Hotel
April 9, 2005	Terrace	BW Terrace Inn/Conf. Centre
April 16, 2005	Fort St. John	Quality Inn Northern Grand
April 30, 2005	Cranbrook	Heritage Inn
May 7, 2005	Richmond	Hilton Vancouver Airport
May 14, 2005	Victoria (Sidney)	Winspear Centre at Sanscha



No Cow left behind

by Kenneth Remsen

As a principal facing the task of figuring out all the complexities of the "No Child Left Behind" legislation and its impact on education, I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

Since testing seems to be a cornerstone to improving performance, I don't understand why this principle isn't applied to other businesses that are not performing up to expectations.

I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices, since testing students is going to bring up test scores. The federal government should mandate testing all cows every year starting at age 2. Now, I know that it will take time out of the farmers necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment, but that should not detract us from what must be done.

I'm sure there are plenty of statistics to show what good milk-producing performance looks like and the characteristics of cows that achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard.

We will begin our testing finding out which cows now

meet the standard, which almost meet the standard, which meet the standard with honors, and which show little evidence of achievement. Points will be assigned in each category, and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell.

Now, I'm sure farms have a mix of cows in the barn, but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper nutrition or a proper living environment. All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years, but it will be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows, but in the end, this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms, they will be allowed to go to the barn of their choice.

Transportation may become an issue, but it is critical that cows be allowed to leave their low-performing barns. This will force low-performing farms to meet the standard or else they will simply go out of business. Some small farms will probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers we can not be expected to foot the bill to subsidize farms with dairy compacts.

Even though no one really knows what the ideal cost is to keep cows content, the legislature will set a cost per cow. Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms.

Some farmers may be upset that I proclaim to know what is best for these cows, but I certainly consider myself capable of making these recommendations. I grew up next to a farm, and I drink milk. I hope you will consider this advice in the spirit it is given, and I hope you will agree that the NO COW LEFT BEHIND legislation may not be best for a small state like Vermont.

Kenneth Remsen is the principal at Underhill I.D. School, Jericho, Vermont, U.S.

Source: B.C. Alternate Education Teachers' Association newsletter, Spring 2004.

Valuable lessons from a student

by Sarah Wethered

The first time I met Mading Angeth, he had come into our school library clutching a biography of President John F. Kennedy. Short for his 13 years, and painfully thin, Mading told me in faltering English that a missionary had given him the book, and it was his prized possession.

Over the last two years, Mading has grown in dignity and in stature...

As a teacher-librarian, I knew that the biography was much too difficult for him. I tried to convince him he needed something at an easier reading level, but Mading was adamant. It was quite a battle to persuade him to choose another book, but he eventually did.

With this memory of a stubborn boy fresh in my mind, I was apprehensive when I saw his name on the list of students assigned to my ESL class. But from the very first day, Mading was extremely respectful and eager to learn. Little did I know that he would teach me much more than I would teach him.

Over the semester, I learned more about him. Born in Sudan, Mading had not lived with his parents since he was eight years old, when he was forcibly

recruited as a child soldier. During his training, a rival army attacked the village where they were posted. The villagers fled in a mass exodus into Kenya, Mading along with them. There, he lived in a refugee camp and had the chance to receive some schooling.

Three years ago, he came to Canada under the auspices of the United Nations. He currently lives with other Sudanese refugees, his "brothers." Surviving members of Mading's biological family are scattered around the world. Other family members, including his father, perished in Sudan's civil war.

Mading taught our class how lucky we are to have the right to an education. When I got upset at the students for not handing in their homework, Mading also chastised them. He told his classmates how so many children in his home country would love to have this chance, instead of fighting a war.

At first, some of the more affluent students teased Mading

I hope and believe that one day, Mading's dream of governing a democratic, peaceful Sudan will come true.

because he always wore the same clothes. But he told them how he would rather be alive in Canada, although living in

poverty, than dead in Sudan. The teasing stopped immediately.

Mading taught us that no dream is too large. His dream is to return one day to Sudan and help govern the country. I believe that he will achieve it. I remember Mading's speech to our class about Arnold Schwarzenegger, how he came to America with only a few dollars in his pocket and became the highest-paid actor in Hollywood. Now he's the governor. Why can't a poor boy from Sudan become a leader some day?

Mading also taught me that compassion and faith can get you through anything. At one point during the semester, I told the students I might be taking a few days' leave because someone I loved was dying of cancer. Mading asked after her every day, and when I told him that she had finally passed away, he said: "Mrs. Wethered, tonight I will be praying for you and your family."

Over the last two years, Mading has grown in dignity and in stature (he's almost six feet!). He is known throughout our school and the entire Sudanese community as a magnificent orator.

He won a full scholarship to the Lester B. Pearson College of the Pacific, where he will graduate high school with an International Baccalaureate diploma and a good shot at getting a full scholarship to university. He will have the opportunity to study with

students from all corners of the world, some of whom may have shared the refugee experience.

I have taught him how to write a five-paragraph essay, and he has taught me to be a better human being.

All of us at New Westminster Secondary will miss Mading this year, but we will keep in touch with him and watch his life unfold with great interest and hope.

I hope and believe that one day, Mading's dream of governing a democratic, peaceful Sudan will come true. He has promised to fly me to his inauguration ceremony and have a state banquet in my honour.

He has touched my soul forever, and I have touched his. I have taught him how to write a five-paragraph essay, and he has taught me to be a better human being.

Sarah Wethered teaches at New Westminster Secondary School, New Westminster.

Originally published in *The Vancouver Sun*, August 30, 2004.

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For more information, contact Action Schools! BC Support Team, 228-1367 West Broadway, Vancouver, BC V6H 4A9, 604-738-2468, 1-800-565-7727, info@actionschoolsbc.ca.

Anne Frank: A history for today

This Vancouver Holocaust Education Centre exhibit follows the story of the Frank family beginning in 1929 Germany. Amidst the rise of the Nazi party the Frank family found refuge in the Netherlands in their attempt to escape German persecution. Exhibit themes focus on prejudice, discrimination, bullying, and persecution as a state-sanctioned instrument to marginalize Jews and others. Students will reflect on the issues, such as the importance of human rights, individual responsibility, and moral courage in today's world.

The exhibit runs through December 15, 2004. The school program costs \$50 per group (maximum 30 students per group). The 90-minute exhibit tour includes one of the following workshops: Grades 5-8 "Children in Hiding" examines the artifacts and stories of Vancouver child survivors or Grades 8-12 "The Myth of the Diary: The Diary on Trial" examines the history of *The Diary* and critically assesses its historical and contemporary importance. Over 3,500 copies of *The Diary* will be given to students attending the school program. The books will be allocated on a first-come basis, as teachers make booking arrangements.

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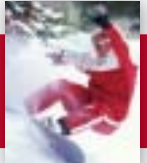
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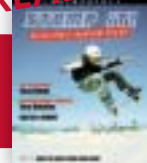
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NEW CARS & LIGHT DUTY TRUCKS for teachers to purchase at the lowest dealer cost. All factory incentive programs can be arranged. All vehicles will be registered to you, the purchaser. The New Car Purchase Plan for BC teachers was established in 1973 by Robert Montgomery. Call toll free 1-800-307-4808 or send a fax 1-888-307-1230. Give me your best price and I will better it. That is a promise!

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INTERNATIONAL JOB FARE Experience a new culture and teach with other colleagues from around the world. Attend the SEARCH Associates job fair in Toronto, Feb. 7-9, 2005. Attendance is invitation only; apply early. Contact Ray Sparks, raysparks@eastlink.ca or visit www.search-associates.com.

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RETIRING? Undecided about the Joint Life Option? Order *Choosing the Right Options*, a straightforward guide/workbook for selecting the best option for your situation. Cost: \$15. Mail Ken Smith, 5120 Ewart St., Burnaby, BC V5J 2W2 or phone BCTF Lesson Aids.

RESOURCES

SOUND TRACK FOR READING. Grade 1. Your skilled reading teaching will be magnified by parents helping at home. Splendid, proven, diagnostic, balanced program: phonological skills, decoding, fluency, comprehension. Activity book, DVD, manipulatives \$79+taxes/shipping. 604-733-5483. www.solutionsforlearning.ca

SPELLING BY PATTERNS for Grades 2 & 3. Full year spelling program based upon the work of Jo Phenix. Includes ready-to-use teaching guide, sequenced spelling lists, activity sheets, and assessment strategies. Students collect extra words from their reading and at home that fit the pattern being studied. In groups they are then able to determine the spelling convention used. \$20 includ. S&H. To order, fax 250-545-5563 or www.members.shaw.ca/creeksidepublishing

HELP! Unwanted teaching resources and supplies needed to educate vulnerable children in Thailand. Contact anna.kennedy@shaw.ca.

CLASSROOM MATH GAMES and puzzles. www.edumathresources.com

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Advertising Deadlines

No. 1	September 2004	August 20
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No. 3	Nov./Dec. 2004	October 22
No. 4	Jan./Feb. 2005	December 17
No. 5	March 2005	January 19
No. 6	April 2005	April 1
No. 7	May/June 2005	April 22

For information about rates and sizes visit

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PD CALENDAR

NOVEMBER 2004

2–4 Edmonton. Online Learning Symposium: Learn, Think, Change! for teachers, administrators, and post-secondary instructors operating online programs/teaching online, Mayfield Inn. \$251.45 for AOC members, \$310.30 non-members. Over 100 workshops, keynote speaker, and trade fair. Contact Linda Withers, 780-415-8524, f: 780-427-9183, linda.withers@gov.ab.ca, Albertaonline.ab.ca.

6–8 Vancouver. Annual Provincial Conference on Aboriginal Education, 20 workshops, many on math and science, Westin Bayshore Hotel. Hosted by the First Nations Education Steering Committee and the BC Ministry of Education. Contact FNESC, 604-925-6087, jenniferw@fnesc.ca, fnesc.ca/conferences/index.cfm.

18–20 Red Deer, Alberta. Learning Disabilities Association of Alberta Provincial Conference, Minds in Motion, Red Deer Lodge. Keynote speaker Richard Lavoie; break-out sessions on learning and memory in learning disabilities, transition to post secondary education, strategies for adhd students, assistive technology for literacy success, invisible disability—sensory motor dysfunction, and more. Call 403-340-3885, or visit ldaa-reddeer.ca/upcoming.htm.

JANUARY 2005

20–21 Vancouver. B.C. Alternate Education Association (BCAEA) Conference, Sheraton Wall Centre. Contact Jim Lawson, 250-724-0944, jlawson@sd70.bc.ca.

22 Coquitlam. B.C. Music Educators' Association (BCMEA) one-day regional miniconference. Contact Colleen Widden Box 729, 108 Mile Ranch, BC V0K 2Z0 phone: 250-791-6376 fax: 250-395-3621, bctf.ca/bcmea

27–28 Vancouver. 4th Biennial Shafran Teachers' Conference on the Holocaust, with opening keynote Thursday evening by Christopher Browning: The Origins of the Final Solution, Vancouver Holocaust Education Centre. \$100 teacher; \$25 full-time student. Contact Frieda Miller, Summerland. 604-264-0499, fmiller@vhec.org. To be included on the conference mailing list, call 604-264-0499 or check the VHEC web site in the fall: vhec.org.

28–29 Association of B.C. Drama Educators (ABCDE) regional conference, A Directors Intensive Weekend Workshop, with Professors Aldo Billingslea and Mark Monday, of the Univer-

sity of California at Santa Clara, Summerland Secondary School. Contact Linda Beaven at lbeaven@summer.com, www.bctf.ca/abcde.

FEBRUARY 2005

16 Chemainus. Orchestrating success in reading: Assessing and teaching all readers, with Dawn Reithaug, presented by School District 79 (Cowichan Valley), Chemainus Secondary School. \$125 per person (includes lunch and handouts). Make cheques payable to School District 79, and send to Wendy Fielding, 2557 Beverly Street, Duncan, BC V9L 2X3, by January 28, 2005. Contact Candace Spilsbury, cspilbsbu@sd79.bc.ca.

18 Vernon. B.C. Music Educators' Association (BCMEA) one-day regional miniconference. Contact Colleen Widden: Box 729, 108 Mile Ranch, BC V0K 2Z0 phone: 250-791-6376 fax: 250-395-3621, bctf.bc.ca/bcmea.

24–26 Burnaby. B.C. Art Teachers' Association (BCATA) conference, ArtWorks 2005, with keynotes by Shari Graydon (media educator), Bing Thom (architect), Ross Penhall (painter), and Joane Cardinal Schubert (artist/educator), Moscrop Secondary School. Registration: paired@north.sd41.bc.ca. Contact Margaret Scarr, mscarr@north.sd41.bc.ca, or Robin Gore, rgore@central.sd41.bc.ca, bctf.ca/psas/BCATA/2005/.

24–26 Victoria. Fetal Alcohol Spectrum Disorder, Equality of Access: Rights and the right thing to do, UBC Interprofessional Continuing Education at UBC. Will bring together experts in law, ethics, policy, and research to explore ways to ensure access for people with FASD. Evening forum by Dan Dubovsky. Contact Heather, 604-822-2801 or ipinfo@interchange.ubc.ca View the brochure on-line at www.interprofessional.ubc.ca

MARCH 2005

4 Prince George. B.C. Music Educators' Association (BCMEA) one-day regional miniconference. Contact Colleen Widden: Box 729, 108 Mile Ranch, BC V0K 2Z0 phone: 250-791-6376 fax: 250-395-3621, bctf.ca/bcmea

17–18 Vancouver. Special Education Association (SEA) Cross-currents Conference, Westin Bayshore Hotel. Contact Madeline Pohlmann, 604-290-1282, madelinep@fnesc.bc.ca, bctf.ca/psas/SEA/.

APRIL 2005

5–9 Victoria. British Columbia Teachers' Institute on Parliamentary Democracy. Fifteen teachers will be selected to attend the 2nd annual Institute offered at the Parliament Buildings in Victoria to discover first hand B.C.'s parliamentary system during four days of professional development. Contact Public Education & Outreach, 250-387-8669, or PEO@leg.bc.ca. Applications are available at www.leg.bc.ca under Public Education & Outreach.

PSA PD Day—October 21, 2005

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

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

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