

Teacher

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Respect

for diversity, environment, community, self, and others



The respect quilts are now permanently on display in Beaconsfield Elementary School's hallways, stairwells, library, and gym.

by Verena Foxx

Respect is...

- an attitude of caring about people and treating them with dignity.
- treating others in a courteous, considerate, and polite manner.
- valuing yourself and others.

This spring, an entire Vancouver elementary school community, as well as students from the neighbouring Gladstone Secondary School, and from the University of B.C.'s TREK community outreach program, worked together on an intense social-responsibility quilting project that focussed on respect.

In May 2004, the staff of Beaconsfield Elementary School made a decision to develop a school- and community-wide social-responsibility activity with the focus on respect. In September 2004, the planning with UBC TREK students started, and during the week of February 14, 2005, the entire school, including many parent and family volunteers, the school principal, and student support workers merged, on the massive quilting undertaking.

January 2005 was declared "Month of Respect" to help students learn about the theme. Activities included a Respect Announcement of the Day, read by a student over the school's PA system. *Think of someone who is respectful, and talk about why that person would be a good friend. Watch a half-hour TV show. Who was respectful or*

disrespectful and why? Daily journal writings on the theme, as well as many other literacy, music, art, and personal-planning activities, went on in classrooms all month.

Teachers learned the craft of quilting and displayed their various levels of work to help students feel confident about showing their work later.

At the beginning of February, students were formed into 17 groups of 18 to 20, with all teachers and support teachers in charge of class groups in every free corner of the school.

"It was really good for students with academic difficulties," emphasized student support worker Joy Wong. "Because of the low adult-student ratio (thanks to many volunteers) students were well supported if they were struggling."

Five themes were developed: Respect for Diversity, for the Environment, for the Self, for Others, and for the Community.

The Parent Advisory Committee took care of collecting fabric donations and finding sewing machines for the week. All the 40 volunteers, plus about 40 school staff members collabor-

ated on a potluck lunch on each quilting day. "The parents were amazing; they really got involved in the project," remarked teacher Anna Amenta. "We couldn't have done it without them or without the UBC TREK and Gladstone students."

In preparation for the event, Grade 7 students made name tags, ironed fabrics, and made posters. "It was a strong leadership role for them, and they really liked it," said Grade 7 teacher Bridget Browning.

The quilt-making kickoff took place at a school-wide assembly, after which the students met in their various groups and worked at designing, drawing, cutting, sewing, gluing, and assembling one large quilt per group. "It was really good for students with academic difficulties," emphasized student support worker Joy Wong. "Because of the low adult-student ratio (thanks to many volunteers) students were well supported if they were struggling."

"Students had free artistic reign and were able to really express themselves," remarked teacher Kristina Wilting. "They weren't afraid to try something different, and working in small classes really made a difference."

"It was an awesome experience. There were no behaviour problems during the entire project," emphasized Jennifer Billingsley, a Grade 3/4 teacher who led one of the family groupings.

"Our students really understood the concept well by the time we started on the quilts.

The month of pre-teaching was very useful," added Lynda Ikeda, Grade 1/2 teacher.

"Students had free artistic reign and were able to really express themselves," remarked teacher Kristina Wilting. "They weren't afraid to try something different, and working in small classes really made a difference."

When the quilts were all completed, the school met in another assembly with everyone clapping for the projects. "It was very emotional; the quilts are so expressive and filled with such wonderful ideas," concluded primary teacher Cheryl Joe.

The respect quilts are now permanently on display in Beaconsfield Elementary School's hallways, stairwells, library, and gym.

"It was an awesome project," concluded ESL teacher Brenda Webster. "If anyone wants to try it, we've got lots of little scraps that we would be happy to donate."

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

President's message



Jinny Sims

Thank you for your work in the provincial election. Three years ago we set out to ensure that public education was on the agenda when people went to the polls on May 17, 2005. Thanks to your efforts, we succeeded.

Support for public education is substantial, and now that the election is over, the work begins to build government support to repair some of the damage done over the last four years.

Public education was front and center during the election. The BC Liberals were repeatedly forced to deny their record on education over the last four years. Even they must have realized what a mistake it was to undermine our schools the way they did between 2001 and 2005.

One of the ways we improve learning conditions in our schools is through bargaining. The term of our collective agreement ended last June, and we have been negotiating with the employer since November. We have not made much progress so far and will be exploring avenues to move the negotiations forward.

There will be discussions in locals over the next few weeks leading up to the BCTF Representative Assembly on June 3 and 4, 2005. The RA will be making decisions about what actions are necessary to achieve a collective agreement that meets the needs of teachers and students.

Please ensure that your voice is heard.

Thank you for the marvellous job you do for the students of British Columbia, despite the lack of resources and support.

Jinny

Israel's wall not BCTF business

I am dismayed and disturbed that the BCTF motion regarding matters before the Israeli Court is even being considered at the AGM. I do not believe this to be our concern. I thought matters relating to education in B.C. schools were our mandate. Let the courts in a democratic country continue to rule on matters before them. This unbalanced condemnation of parts of the defensive wall is dangerous. By not also condemning the snipers, suicide bombers, and "drive them into the sea" mentality, a side is being chosen. You can be sure that a condemnation by the BCTF would be used by those who would deny Israel's very right to exist. I cannot believe I am using such an old phrase. This debate is appropriate and helpful only if the participants are well informed. When a huge labour movement is influenced by a small group and points a finger at one people I get a little nervous. (Something to do with high school history.)

With all the problems in the world, why has Israel been singled out?

I feel threatened by the attitude permeating this resolution. Let me explain. As an ESL teacher at a Vancouver Elementary School, I would explain the wonders of Christmas to the school's newest arrivals. When the students learn that I don't have a Christmas tree, little shoulders relax and it will be volunteered that most of their families won't either. When students learn that I am Jewish, the Muslim students damn near get whiplash moving away from me. They remain silent, staring at me. You can almost see the wheels turning as they observe our group carrying on with the lesson. At some point, they will reaffirm that I am a Jew and keep their distance as they leave. Slowly, over the year, the walls start to crumble, to be replaced with tolerance, respect, and sometimes affection.

These are the walls the BCTF should be concerned with.

Anita Goddard
Vancouver

Thank you from Happy Valley

The Happy Valley staff would like to express sincere thanks to everyone who provided us with support following the school fire on October 14, 2004.

We are extremely appreciative for the generosity of teachers throughout the province. We are continuing to make progress in rebuilding our school community and look forward to moving into our new school in 2006-07.

Oral histories of women

Participants are needed for a doctoral study on the oral histories of women who taught in Vancouver or Toronto public secondary schools for at least three years between 1945 and 1960. The study seeks to examine the role of secondary school women teachers in the formation of educational democracy, i.e., issues of equality through post-WWII Canadian education. Each interview will take one to two hours at a location and time you choose.

Contact Kristina Llewellyn, krl@interchange.ubc.ca, 604-228-4309 (Vancouver), 416-752-5232 (Toronto) or 416-752-5232.

College information not secure

Teachers should be aware that their personal information (name, address, phone number, social insurance number) on teaching certificates can be accessed at the College of Teachers web site (www.bcct.ca) by using their certificate number and their postal code as passwords. This information is not only accessible but can be edited online. In the latest mailing of *Connected*, the college magazine, the certificate number is thoughtfully printed above the postal code, so anyone noting this could access and edit teachers' personal information online. This certainly contravenes the college's assurance that in the online registry *members' privacy will be respected* (letter to members, April 14, 2004). My concern is heightened by having just attended a community meeting where a fraud squad detective outlined how easily false identities are created with exactly these pieces of personal information. To secure their personal information, teachers should access the site and change the password on their personal file, and follow up with a complaint to the college.

Derril Gudlaugson (retired)
Richmond



Carol McQuarrie flew by float plane to Kitkatla to present a workshop for teachers and parents.

A parent workshop in Kitkatla

by Carol McQuarrie

The BCTF offers five one-hour workshops, which school PACs can request, as part of its commitment to working with parents. Presenters of the workshops are teachers who volunteer their time. More than 160 workshops have been given around the province this year.

My first parent workshop, in Kitkatla, was absolutely awesome! I was proud to say, "I am here on behalf of the BCTF." The Kitkatla teachers and parents greatly appreciated the workshops and that I had been sent there.

The teachers also wanted to be a part of the bullying presentation for the parents—19 participants in all for my first parent presentation. Three parents and three childcare workers stayed for the afternoon workshop as well. I did feel a little pressure to begin with, but, according to the evaluations, the participants were very pleased, and so was I.

The bullying presentation is awesome, and relatively easy to facilitate, so I offer a special

thanks to all who worked on that presentation. It made my job much easier, and we had lots of discussion. The parents who were there are very concerned and caring. It was an honour to work with them.

The support the BCTF provides to isolated and rural areas is commendable. We have no idea what it is like to teach in isolated and remote rural areas. They told me over and over how happy they were that I had come up there. After being in Kitkatla, I feel as if I live in an urban area, not in rural Grand Forks.

The school is a dream...white boards and a beautiful structure. The staffroom would rival most living rooms. They have a super, cohesive staff, and it was a pleasure to be there. Thank you, BCTF, for sending me and for all the training I have received. It is a win-win situation!

Carol McQuarrie teaches at Dr. D.A. Perley Elementary School, Grand Forks, and is a PD associate facilitating workshops for the BCTF Training Department.



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Global education engages and excites learners and their teachers

by Marian Dodds

Empathy, analysis, and action flow together in global education to make learning relevant to the lives of children and youth. Imagine your students actively engaged in lessons that teach them about human rights, basic needs, child protection, environmental issues, and other issues in international development that link to B.C. Ministry of Education learning outcomes. Better yet, imagine them planning socially responsible actions to make the world a better place. To assist teachers to achieve such goals, global education lesson ideas developed by colleagues as part of the BCTF/CIDA-funded Global Classroom Initiative are available on the Internet. And more teachers inspired to infuse a global perspective in their classrooms are now creating and piloting global education lesson plans to add to the 17 existing lesson aids created in 2002-03.

Here is a sampling of what students might be doing, based on lessons online at www.bctf.ca/social/globaled/globalclassroom:

- Intermediate students race around the neighbourhood, their bikes loaded with sacks of heavy objects, in an activity that integrates math, science, and social studies while teaching empathy for the loads people in developing countries carry on their bikes to earn a living.

- Students write about themselves as Willy, a young boy who must quit school to work in the mine after his father and older brother are injured on the job and then linking their experiences to current issues of child labour.

- Secondary students discuss global perspectives on human geography and critically assess Canada's foreign aid policy.

- Primary and intermediate students learn from one another as they work first independently and then collaboratively on a project about fair-trade chocolate.

- Secondary ESL students explore global interconnections by studying food and hunger in their country of origin and in Canada.

- Music floats through the K-7 classrooms, connecting students

to interdisciplinary actions for peace, ecological sustainability, global citizenship, and social responsibility.

- Secondary students create displays for an in-depth look at world leaders for social justice.

- Students and teachers at an elementary school take on a school greening project for the environment.

- Students share their global issues research with the public through displays in public spaces.

The lesson plans link to other resource-rich sites for teachers interested in bringing a global perspective to their classrooms.

This year, building on the enthusiasm for global education nurtured by the first project, the Global Classroom Initiative expanded to offer a new workshop for teachers: *Global education: In and beyond the classroom*. Inspirational, relevant, interconnected, future focussed workshops led by passionate facilitators sums up teacher evaluations of these workshops. With assistance from a second CIDA Global Classroom Initiative grant, 12 enthusiastic B.C. teachers designed and then delivered 26 global-education workshops for teachers and pre-service teachers. From the North Coast to the Okanagan, Vancouver Island, and the Lower Mainland, more than 600 teachers attended a workshop this school year! Participants were thrilled with the resource lists and ideas shared in the workshops. The popular new Developing World map has been added as a workshop handout.

To be part of this exciting initiative, consider booking a fall workshop for a conference, your school, or your local. For more information, contact Marian Dodds, at the BCTF, mdodds@bctf.ca.

- For global education resources and lesson aids, see www.bctf.ca/social/globaled

- View the interactive online Developing World map at www.canadiangeographic.ca.

- For CIDA teacher zone resources, see www.cida.ca/teacherzone.

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

Student progress report order now available

The revised ministerial order on reporting is now available on the ministry's web site. Go to www.bced.gov.bc.ca/legislation/schoollaw/e.htm, and scroll down to the Student Progress Report Order.

Schedule 1, the status quo, can be used until June 30, 2006, thus providing a year for implementation. Schedule 2 sets out the changes, the most significant of which are at Primary. The ministry made these changes to the ministerial order to bring policy into line with the provincial report-card templates released earlier.

The provincial report-card templates can be found at www.bced.gov.bc.ca/reportcards/templates.

The Federation, its locals and its provincial specialist associations argued against standardized provincial report cards and prevailed. The report-card formats are not mandatory; boards can still adopt their own report cards as long as they meet the requirements in the revised ministerial order. However, the increased emphasis on data collection, in particular BCeSIS, will likely promote boards to adopt the provincial templates.

Locals should ensure broad teacher input into local decisions about report-card formats. The BCTF and its B.C. Primary Teachers' Association oppose the use of the optional standardized provincial report-card templates for Kindergarten and Primary.

-- Anita Chapman

High-stakes testing leads to bad education outcomes

by Sandra Mathison and Wayne Ross

Fearing that the newly instituted Grade 10 examinations will result in an increase in drop-out rates and intensification of teachers' work, the Vancouver school trustees have called for its elimination.

Recent research on the impact of these kinds of tests on teaching and learning validate the trustees' concerns and more.

The primary tool of educational reform in North America is now high-stakes testing (the use of tests to make critical decisions about students, teachers, and schools.) The rationale most often cited for increased use of tests is the need for information to help educational decision-makers shape both policies and practices that will enhance the academic success of all students.

The accumulated evidence of two decades of research indicates, however, that high-stakes testing does not lead to better educational policies and practices.

No test is good enough to serve as the sole or primary basis for important educational decisions.

Moreover, there is evidence that such testing leads to educationally unjust consequences, even though it occasionally upgrades teaching and learning conditions in some classrooms and schools.

Here is what we know.

First, when tests are used for important educational decisions any early benefits are quickly outweighed by substantial negative effects on learning and teaching.

For example, focussing on test scores undermines student

motivation to learn, and promotes superficial understanding of the subjects studied. Test-driven education assumes students ought to be thinking constantly about improving their performance. The assumption that test scores are all that counts overlooks a substantial body of psychological research suggesting that a focus on how well one is doing is different from a focus on what one is doing.

When raising test scores becomes the most important indicator of school improvement, pressure mounts for teachers to teach only what is covered on the test. The tests become the curriculum as teachers adjust instruction to enhance test scores rather than teaching in ways that are responsive to the interests and needs of their students.

Teaching to the test narrows the curriculum, forcing teachers and students to concentrate on memorization rather than critical thinking. Instructional time increasingly means rote drill, preparing for (and predicting) specific test items and taking practice tests. In effect, high-stakes tests transfer control over the curriculum to the people who write the exams.

Second, test-driven educational practices are technically unsound and amount to educational malpractice. No test is good enough to serve as the sole or primary basis for important educational decisions. This is a widely-held principle in the testing profession.

When test scores are central to decision-making, people tend to treat test results as the major goal of schooling, rather than as a potentially useful but fallible indicator of achievement. The fact is that high-stakes tests are not accurate representations of students' performance.

Despite efforts to create tests that are reliable, scores on standardized tests can be surprisingly inconsistent; that's why every major standardized test publisher tells schools not to

use them to make decisions about grade retention or graduation. In addition, recent studies suggest that standard test scores more accurately indicate family income than students' educational achievement.

Third, high-stakes tests threaten the most vulnerable students.

High-stakes tests undermine, rather than enhance, equity for aboriginal students, immigrant students, special needs students, and students from low-income

...studies suggest that standard test scores more accurately indicate family income than students' educational achievement.

families. For these students, access to innovative and successful programs are restricted in the rush to measure success solely by test scores.

The use of high-stakes tests is an effort to treat teaching and learning in a simple and fair manner, but in a world where education is complex and with inequitable distribution of opportunity.

The proven way to improve schools is to build strong curriculum, provide ample professional development for teachers and, most importantly, foster local community involvement.

Sandra Mathison is head of the Department of Educational and Counselling Psychology and Special Education, University of B.C. Wayne Ross is acting head of the Department of Curriculum Studies, UBC. They are co-editors of the book *Defending Public Schools: The Nature and Limits of Standards-based Reforms*.

Source: *The Vancouver Sun*, April 4, 2005. Sandra Mathison and Wayne Ross.

LOOKING BACK

70 years ago

One of the many unfortunate effects of the depression in British Columbia has been the virtual compulsory segregation of unemployed men in relief camps in various parts of the province. Winter is a trying time for these men, due to weather conditions, which do not allow them to engage in the usual routine of outdoor work and sport. Last week, in an effort to alleviate conditions in the camps, correspondence courses in technical subjects were inaugurated by the Vancouver Technical School.

— *The BC Teacher*, May 1935

50 years ago

The worst enemies of the schools are the other media of education, the press, cheap literature, radio, television, and the movies. For these too often feed the imagination without demanding intellectual effort or contributing to the improvement of the person. They offer an environment that is too often

cheap and vulgar, ringing the changes on sex and violence.

If my thesis is correct that personalities are developed from the material selected from the environment, then these media of entertainment play a vital role in shaping the lives of our people. It is unfortunate that the selection of the material offered is so often determined by the profit motive, that many owners of these media and the advertising agencies lack a greater sense of social responsibility.

— *The BC Teacher*, May/June 1955

30 years ago

The most dominant characteristic of teachers is their gutlessness. If that provokes you, well and good. Angry people are sometimes not as gutless as they would otherwise be. In a profession that offers a very high degree of security there is little excuse for timidity, but teachers are frightened to a ridiculous extreme. In many schools administrators persist in practices that many of the staff

see as educationally unhealthy, but nothing is done to change the situation. Until enough teachers are prepared to be unpopular with students, with their colleagues, with parents, and with the administrative hierarchy, the public school system will move farther and farther into confusion and difficulties.

— *The BC Teacher*, May/June 1975

10 years ago

Last spring, with the stroke of a pen, Mike Harcourt and friends forced us to abandon familiar routes and move into new territory with only the sketchiest of maps. Representatives from BCPSEA (B.C. Public Sector Employers' Association) reinforced that sense of newness when they invited us to participate in a different approach to bargaining. Unfortunately, BCPSEA's actions fall short of their rhetoric.

— *Teacher newsmagazine*, May/June 1995

Chris Bocking, Keating Elementary School, Saanich



Coquitlam pipe plot

by Kathleen Thomson

This story is based on conversations reported to Kathleen Thomson by the CTA construction project manager.

In December, the Coquitlam Teachers' Association (CTA) purchased most of the second floor of a building located on St. Johns Street in Port Moody. Construction and renovation began in mid-March. Our new premises are located directly above a kickboxing school and the rented campaign office of the BC Liberal candidate Iain Black, who hopes to be elected as Christy Clark's successor as the MLA representing the Port-Moody-Westwood riding.

To install a necessary water pipe and hook the pipe up to existing building pipes, the plumber had to gain access from the Liberals' campaign office. Strata law is clear: an owner must allow access to property commonly owned by all the strata owners, such as the area between premises where pipes, electrical connections, etc., are located.

After initially agreeing to a date when the pipe hook-up could occur, Iain Black's office manager suddenly refused to allow the CTA any entry whatsoever. Here is the conversation held between our project building manager and Black's office/campaign manager:

Black's henchman (BH): We will not allow any entry of any teacher to our premises ever. Teachers don't like us, and we don't like them.

CTA project manager (CTA): But no teachers will be entering this office. A plumber, not a teacher, will be doing the pipe hook-up job. In fact, teachers aren't even moving into this building until after the election is over.

BH: That doesn't matter. We will not allow any teacher or any teacher's plumber to enter our offices.

CTA: That doesn't make any sense. According to both strata by-laws and the BC Business Tenancy Act, you must provide permission to hook up a pipe within 48 hours.

BH: No we don't, and we will not allow it. If we did allow it, it would cost us thousands of dollars to debug the joint afterwards. We will not let any teachers in here until after the election.

CTA: That is not appropriate. The CTA is already incurring substantial additional costs because we have had to send all the construction workers home. All work has been halted because of your actions. And, do you seriously believe the CTA would break the law and try to install illegal bugging equipment?

BH: Teachers don't like us, and we don't trust them.

The Attorney General weighs in

A few days of construction-interruptus and various phone calls later (including one to the errant Christy Clark, who failed to respond and come to our aid):

BH: We will not allow any entry to the CTA. Besides, this matter is out of our hands and now rests with the provincial party.

CTA: How so?

BH: We have contacted the Attorney General, and he says campaign offices don't have to follow strata rules, and that we don't have to allow any entry until after the election. So go tell the CTA to live with it.

Liberals devise sneaky plan to try to procure campaign donation

A few days and various nervous breakdowns and mounting bills later:

BH to the CTA project manager: Okay, okay, we will let the CTA plumber in to do the pipe hook-up. Our candidate, Iain Black, is willing to go behind the back of his own provincial party and allow the repair to take place despite what provincial office says. However, we will be submitting a bill to the CTA for the costs associated with the debugging of our premises, and for the services of a security guard to monitor that no secret documents are tampered with.

A few days later, the pipe hook-up took place successfully, and was completed at 5:00 a.m. Exactly five hours later, at 10:00 a.m., I receive the following bill from the Liberals:

Cost for security guard (7 hrs. @ \$17.50 per hr) = \$122; Cost for debugging \$395; Total \$517.

The Liberals have refused to provide me with details associated with the debugging, such as company name, hourly cost, any possible discovery of a James Bond-like device lodged in the ceiling or cleverly disguised as a list. The reasons they cite: For security reasons, we don't want the CTA to know any details about when the bug sweep actually happened, and we don't want this issue to be traced, or to have the CTA use this in any campaign against us. Hmm. It may be too late for them already on that last point.

Needless to say, we will not be paying the above bill, and we are currently busy visiting all 77 of our school sites to talk about the election, and tell our building story in particular, to our teachers. It is having an electrifying effect; we don't seem to be having too much difficulty getting volunteers for the election effort.

The pipe that was installed through the ceiling of the Liberals' campaign office was a waste pipe. It would seem that, even in the case of plumbing, there exists great irony.

Kathleen Thomson is president of the Coquitlam Teachers' Association.

Sage advice from AGM delegates about to retire

As teachers attend their last AGM before retiring, they reflect on teaching conditions throughout their career, advise colleagues still in the classroom, and reflect on the importance of having a strong union.

were male, and there was no daycare. The BCTF gave me a place to explore my passions and to grow as a person. The friendships I made along the way and the skills I learned will continue to enrich my life as I retire this June. I hope new delegates will enjoy their years in the BCTF, as I have.

Advice to new delegates: It's easier to get forgiveness than permission, so just do it. They can't discipline 42,000 people. You are the BCTF!



Val Hamilton, Vancouver

A teacher-librarian since 1970, I am saddened by the erosion of library services across the province.

Only because of the tireless work of the B.C. Teacher-Librarians' Association and union activists in the locals is there some hope for the future. All teachers should join a provincial specialist association and also take part in the work of their local. The greater the participation, the stronger the voice.



Jo Spies, Vancouver

My first class (in 1959-60) had 42 students (Grade 3/4). We have come far with our collective work, and it is with sadness that I watch our present government destroy it.

My advice to my colleagues is to stand and be counted. If teachers don't defend public education, no one else will.

the foundation of a healthy and just society. This responsibility is, at times heavy. But do not forget that in some times, in some places, people have given—are giving—their lives to obtain and protect the right to learn.

Using our considerable united resources to defend public education, as B.C. teachers have long done, is not simply self-interest. Advocating for adequate salary and benefits, as well as for working conditions that allow us to deliver the best possible services to our students, is not simply self-interest. Fight hard; fight smart; fight united.



Terry McCune, Powell River

We're back where we started in 1970—perhaps we're worse off, because we don't have local bargaining. Classes are just as large; needs are greater.

Those still in the classroom will have to work hard to regain what's been lost—I don't envy them.

A strong union is the *only* advocate for teachers—no one else, no other group, can or will bring better working and learning conditions.



Sandy Dore, Central Okanagan

My final AGM was undertaken because I have watched our profession under attack and I felt it important to stand up for my young colleagues and walk side-by-side with them for teachers' and students' rights.

The BCTF must remain strong. Our young activists will be carrying the torch into my grandchildren's future. We must stand together and be strong for students, their parents, and our fellow teachers.



Monty Hughes, Vernon

I started as an activist in the BCTF in the second year of my teaching career by becoming the president of the Gold Trail Teachers' Association. (Different name in those days.) As local president for my last four years in teaching, I have worked with many talented and committed people.

It is important, now more than ever, to develop the young activist who will be the backbone of the BCTF tomorrow.



Carol Pettigrew, North Vancouver

When I began teaching, in 1969, my class had over 40 students, and this year (2005) I have 19 students. The BCTF brought about that change. I was privileged to be a member and co-chair of the BCTF Status of Women program during the early 1980s. At this AGM, I saw the results of that work. The lobby and floor of the AGM had babies everywhere; the moms were the delegates, and the dads were caring for the babies. That's a long way from the 1980s, when most delegates



Mary Lightly, Coquitlam

The 2005 AGM was my first, and I thought my last—until I realized that retirees are welcome here. So I'll be back!

In 33 years of classroom teaching, I have been through good times and bad—at the school, district, and provincial levels. I quickly realized that, with one's first teaching position, comes the responsibility to ceaselessly and strongly advocate for universally accessible, quality public education, for it is



Sandra Davie, Prince George

My teaching career has passed so quickly. In my 33 years, I have learned so much about kids and about myself. I believe that public education and the BCTF are at a crossroads. We must continue to stand together and do everything we can to preserve both. I am proud to have worked with so many wonderful people and will continue to support our union and its precious and necessary work.



Carolyn Kennedy, Nechako

I've been a teacher without a union and a teacher *with* a union. What a difference a union makes! I have met many dedicated professionals within the BCTF and have enjoyed my time with them at the AGM.

Poverty, justice, and the library

by Carrie Hinterberger

As I reflect on a very satisfying career as a teacher-librarian, I am struck by both the opportunity and the responsibility teachers have in shaping young lives—our future. Teacher-librarians have a unique place in that process. They know the children through their years of schooling. They recognize those who live in poverty and those who are advantaged. Books can be a great equalizer in a world where children lack equal opportunities. There is great pleasure in saying to a child, “Here’s a book I think you will love,” with the knowledge that reading it may be a life-changing experience.

John Ralston Saul describes poverty as Canada’s gangrene. One in five children in Canada lives in poverty. They likely have limited access to books in their homes and may have difficulty getting to a public library. Books can provide a mirror for children and help them to know that they are not alone in the world. Books can broaden experiences and develop creativity. Books can develop coping strategies. Have you ever had the joy of seeing yourself

reflected in the words on the printed page? Multicultural books and books set in locations around the world can expand a child’s view and help her or him to see her or his place in the global community. Books can make up for lack of economic advantages.

Books are an excellent alternative to TV and video games. A note stuck on a book returned by a Grade 6 student saying “This was a cool book,” gladdens the heart. Studies in England have shown that when children have a well-stocked library and a skilled teacher-librarian, achievement is enhanced, regardless of socio-economic status, thus helping to mitigate the results of poverty. As John Ralston Saul says, “The true reflection of ourselves, of our society, is the one who has the least.”

Just one person who believes in her or him can transform a child’s life. When a teacher-librarian believes the child is a reader, the child can also see herself or himself as a reader. A former Grade 4 student wanted to be a volunteer in the library but was a non-reader. He was a very helpful student who loved to do jobs. With that motivation, he took home the information he needed to learn as a volunteer,

and he learned to read, something he had been unable to achieve in a classroom. A Grade 5 student who was unable to adapt to classroom routines loved books even though he was a non-reader. When a reporter from the local paper came to interview children about the books they loved, he had the opportunity to explain how much he loved books and enthusiastically show his favorites. A teacher-librarian has an unmatched opportunity to make a difference.

I have seen children’s eyes shine as they exclaim, “You have so many good books that it is hard to choose!” Picking the right book teaches competence and adds to the excitement of learning. Some only want books about princesses and some only want books about dinosaurs. If we can trust the child to pick the right resource, given some guidance, we add to their confidence and let them explore what they are interested in, not just materials at their level. We all learn by making choices and being excited by our discoveries. A book returned to the library from a home visit may have experienced some peanut butter or an extended stay under a bed somewhere, but it was chosen and had an opportunity to be

loved. It may have been the one that changed the child’s life.

Children also learn from stories. One of my most memorable experiences was listening to a storyteller who visited our library. He arranged the children so they were looking out the window, at Mt. Cheam. He stood in front of them and told them the story of how the mountain came to be. It was powerful and entrancing. Many cultures around the world know the value of story, and we have much to learn about the effectiveness of story in teaching. By hearing and telling stories, children, regardless of their home circumstances, have access to information and concepts. Many of us are frustrated in the classroom when a child launches into a long and detailed story that completely loses the audience. Hearing good stories helps children to articulate and learn how to express themselves. Many of our most vulnerable children have few skills in spoken language, and the art of conversation seems all but forgotten. Listening to a good story provides advantages for all children, and those stories are plentiful in the library. Do you remember the pleasure of relaxing and listening to a good story?

Teacher-librarians provide resources for classrooms as well as for individuals. Working with the staff at a school enables us to know which resources meet the needs of the staff and students there, and how the resources can be made readily available. A good collection happens only when a trained teacher-librarian has an adequate budget and makes the choices using up-to-date selection tools. The collection can be wonderful, but without the teacher-librarian, it will not be made fully accessible. Teaching children to find information gives them a skill for a lifetime, a skill that must be made available to all children. That is what we are trained to do. A real, warm human who knows the collection, as well as the students and staff, can make maximum use of resources.

Our children, all of them, are our hope for the future. We must work toward justice in the distribution of resources and provide an escape from grinding poverty through literacy. One of the most effective ways to do that is to provide a school library with sufficient resources and professional teacher-librarians in all our schools.

Carrie Hinterberger retired in December from Evans Elementary School, Chilliwack.

Public Education Not for Sale

by Pam Hachey

I attended the conference on the privatization and commercialization of education, held in Vancouver February 18–19, 2005, as a representative of our local union. The sessions were many and lively. Attendees included school district administrators, school board trustees, CUPE workers, parents, teachers, and the public.

This excerpt from the keynote given by Heather-jane Robertson fits perfectly with the announced rankings of schools.

The many faces of privatization

“...privatization includes being part of the market, acting like the market and/or thinking like the market... The core characteristic of markets is competition, competition to gain the most for the least. Picking a stock to go up or picking slave labour to manufacture your product—the same principal is at stake: the most for the least. In today’s jargon, this is called ‘productivity’—a focus on outcomes. To be productive, you invest in winners and get rid of losers—closing a Walmart in

The kids who need school the most, the ones who will never make the A-list, will always be considered liabilities.

Jonquiere follows the same, inexorable gravity of the market as closing 113 schools in British Columbia.

“Business management books will tell you that to succeed, modern business has to measure more, increase standardization and enforce ‘quality control,’ especially of the workforce. In education, professional accountability, which should

mean taking responsibility for decisions informed by professional judgement, has become an exercise in proving that you are doing what you are told to do. There is no professionalism where there are no alternatives. The centralization of curricula, the standardization of evaluation and reporting, efforts to enforce teacher quality control through pre-service or in-service certification and the general loss of teacher autonomy are predictable results of treating education as a market.

“School choice, after all, is a business model. Businesses within all sectors are expected to find their niche, distinguish themselves from the competition and demonstrate their superiority within that niche... public schools increasingly compete with each other for students, having decided that they will create ‘boutique’ schools to appeal to ‘niche markets,’ including French Immersion, International Baccalaureate schools and pre-professional magnet schools. Schools and systems compete with each other for enrolment, for partnerships with corporations, for foreign students, in fundraising, and, of course, in student achievement. Here the most important marketing tool is standardized testing, of course. Standardized testing forces both private and public schools to value some kinds of students—some kinds of customers—more than others. The kids who are the easiest to teach, who perform well on tests, whose parents are really involved, who don’t have any special needs—well, maybe these kids on the A-team become highly desirable because they make a big contribution to the school’s bottom line—test scores.

“The kids who need school the most, the ones who will never make the A-list, will always be

considered liabilities. They drive down the school’s scores, and thus drive away new customers into a downward business spiral. Inevitably, the distance increases between what are seen as ‘good’ schools and ‘bad’ schools within the system...the quality of teachers follows. (Now, this tendency can be reinforced, as it is has been in many American states, where schools, principals and individual teachers are rewarded and

Education is no longer identified as a public good but as a marketable commodity that can be bargained at the international trade talks.

paid based on the school’s test scores. Schools performing poorly, which are predictably teaching the neediest kids, are penalized financially—fined, in essence—while the schools doing well get extra funding and their teachers and principals get big bonuses. After all, isn’t this how the market works? No, we aren’t there yet. But think about the laws of market gravity, and what’s just a little further downstream. Just because something is unthinkable doesn’t necessarily make it unlikely.”

Ponder those thoughts as you read the latest school rankings from the Fraser Institute.

Other sessions I attended were on GAT and trade and tariff agreements and international impacts on education. The perspectives came from a university professor from Bristol, Susan Robertson, author of *A Class Act: Changing Teachers’ Work, the State and Globalisation*, and Brazilian researcher Pablo Gentile, from

the Public Policy Laboratory, in Rio de Janeiro, respectively.

A look at privatization of education around the world emphasizes the costs paid by those least able to pay. The gaps between have and have-not citizens have widened. Education is no longer identified as a public good but as a marketable commodity that can be bargained at international trade talks. The World Trade Organization, of which there are 147 member nations, operates with a one-size-fits-all view. Exemptions for unique circumstances do not exist. Agreements within this body compel nations to offer to other member nations conditions to the market that are equal to or better than those offered to most favoured nations. For instance: *Domestic regulation*, “ensuring that measures relating to qualifications and procedures, technical standards and licensing requirements do not constitute unnecessary barriers to trade in services.” Agreement by consensus has been the practice, and those *have* countries with the most hold much of the power. Disputes will be settled by the Dispute Resolution Panel. We have all seen Canada’s trouble settling trade disputes. Do we really want education, training, and the regulations of such to be decided by a larger body outside our country?

In South America, the impact of privatization has been felt by teachers and students in the classrooms. Public education is decreasing, and private is growing. One private university is created in Brazil every day (not including weekends and holidays). Funds for education have been reduced, services to communities have been reduced, and teacher salaries have been reduced. The dollars for education are now going to private companies for teacher-training and evaluation as part of an accountability focus.

Listening to Pablo Gentile, I realized that privatization of education has two faces: in North America, one of opulence and choice, in South America, one of poverty and misery and the removal of choices. School funding is directly dependent on the global economy.

Are the safeguards in place to protect public education in Canada?

In her closing address, Lisa McLeod, was eloquent in speaking for post-secondary students across Canada and addressing their concerns about privatization. She listed four:

- Research and academic education increasingly funded by private corporations influencing what is researched if not restricting it.
- Quality of the education undermined through cuts to support services and increases in class sizes.
- Increasing student debt and cuts to student grants.

Do we really want education, training, and the regulations of such to be decided by a larger body outside our country?

- Reduced access to post secondary education.

From the Youth in Transition Survey, the barrier to post-secondary education most cited by young people is the cost of education; they don’t have the money and they don’t want the debt.

Attending the sessions left me with more questions than answers, but I am much more aware and informed than I was.

Pam Hachey is an elementary counsellor in Vanderhoof and a member of the Teacher Newsmagazine Advisory Board.



Mentorship at Burnaby North Secondary

by Hersimer Johl

It all began four years ago with a simple discussion... What could be done to help Grade 8s make the transition into high-school life? In creating the program, we applied the most current research to the needs of our student population in the most practical and efficient way possible. The program's positive effects are confirmed by the decrease in the number and severity of incidents in our school. The results are echoed in the data collected by our local RCMP community policing office.

Since we began, 183 senior students have been trained to help support Grade 8 students. Forty students had further training as peacemakers.

The program is based on current research on fit, bullying, resiliency, reinforcing positive behaviour, functional assessment, and creating positive school culture. We have used the expertise of researchers from the faculty of Education at UBC.

Since we began, 183 senior students have been trained to help support Grade 8 students. Forty students had further training as peacemakers. They can step into a peer conflict situation and help mediate a resolution. We have helped 1,200 Grade 8 students make a better transition into high school life. Mentors are matched according to their strengths and interests with four to five Grade 8 students for the year. The year begins in August when the assigned Grade 8 students get a call from their mentor. Mentors meet their charges on the first day of school and help them get through that day. Grade 8s are told to look for the distinctive grey shirts if they need questions answered or help in general, especially during the first few weeks of the year.

In September, the Grade 8s have gone on a two-day retreat, during which the topic of bullying is presented by our liaison officer. A respect lesson, created by our visual and performing arts teachers, is given, and students participate in co-operative games. Grade 8s learn about library resources with our teacher-librarian, and they learn to use our agenda planner with two of our social studies teachers. The Esteem Team gives them a positive message about life.

Throughout the year, Grade 8s receive formal lessons on bullying, organizational skills, study habits, and social responsibility by their respective mentors. Further, they have time to catch up on homework with the help of their mentors.

Some of the many guest speakers we have brought in are the Esteem Team, the Vancouver Giants, Lesra Martin of *Hurricane Carter* fame, on literacy, Katy Hutchison, on restorative justice and bullying, Terry Fagen on the ramifications of drug use, and Lions in the Den. We hope to end this year with a talk by Rick Hansen.

Having established this program at Burnaby North Secondary School, we are constantly reviewing and changing the program to better suit the needs of our students. We are looking to support Grades 9–12 students who are new to the school, the city, and the country.

Looking ahead, we will be expanding the program into all of our feeder schools next year so that this network of support reaches students from Kindergarten to Grade 12. Those who were mentored will become the mentors.

The program not only supports students heading into high school, but also shows those students that they have what it takes to become leaders. When students take ownership of a program such as this and truly make it their own, it becomes much more powerful. We are helping them build their self-esteem and self-efficacy. They build a better, more positive school climate and culture. They are creating a network of support. The prevailing message throughout the school becomes one about

All human beings want to know that they are cared for and that they matter!

caring. All human beings want to know that they are cared for and that they matter! This program does that.

If your school wants to create a similar program, or if you need a resource to use in your school, please contact me. I have created a "how to" manual that I will share with you. I have taken from many sources to create this program. I am very proud of this school, the staff, and, above all, the students, who have made this program their own.

Hersimer Johl teaches at Burnaby North Secondary School, Burnaby.

Whither literacy?

by Maureen L. MacDonald

I chased my dream to be an elementary music teacher, and it was good. But when I taught from 1969 to 1971 in a school with a marvelous library program and a dynamic teacher-librarian named Doris Fuller, I knew that I would make a change. I quit my job and returned to UBC to take a year in teacher-librarianship, and I have never regretted that decision.

When I was first a teacher-librarian, times were exciting for school libraries. Budgets were sufficient to allow the purchase of many new books each year—perhaps two or three per student. Walls were knocked down so that the one-room libraries could expand to

Our urgent and immediate job as teachers in this democratic society is to protect literacy.

the size of two or three classrooms to meet the demand for shelf and student space. Collections expanded to include more than books. Teacher-librarians practiced Co-operative Program Planning and Teaching (CPPT) with colleagues. Students borrowed books and tapes and, in my school, stuffed animals to read to.

The point of the library program always was, and still is, to enhance literacy. Long before the days of mission statements and school growth plans it was understood that literacy was our goal. No one said "improve literacy" and "slash the staffing and materials budgets" in the same breath. Not until just after the provincial election of 2001.

Is it any wonder that the members of the educational community are scratching their heads in amazement at the ridiculousness of the juxtaposition of the partial closure of libraries and the admonishment to keep up high standards? Scholars, parents, teachers, students, newspaper columnists, and members of the public fail to see any logic in the plan of the Gordon Campbell-led provincial government to underfund the public education system. Perhaps the benefit of this plan is only seen by the operators of private, for-profit schools that advertise to attract well-off students to their big libraries and their small classes.

BCTF members have dealt with the library crisis in a variety of ways—endless fundraising activities to stock

the libraries, calling on volunteers to pitch in where there used to be staff, relying more on student monitors. Why do we try to fill the gaps left by deliberate underfunding? You know why! We don't want the students to lose any opportunities to learn. We add to our own workloads until we can stand no more.

The breaking point for teachers has come. We cannot do more with less. We cannot even do the same with less. We can only do less with less.

Let's stop covering up for the deficiencies in the system. Let's let the public and the school community have a taste of reality. How will they know if we don't show them? Wouldn't a knowledgeable public want to see the restoration of the library programs cut by the Liberal government since 2001?

Literacy is the cornerstone of democracy. Our urgent and immediate job as teachers in this democratic society is to protect literacy. One way to do this is to recognize the changing social and economic conditions in society and to reflect that in public school libraries. In other words, provide students with well-stocked libraries staffed by professional teacher-librarians and learning will ensue. That, my friends, is common sense.

When I see the school library in the big picture, I notice that the outline has been erased and the image is getting smaller. Multiply this times a thousand schools. The picture is not pretty.

Let's tell them what a good library program would do to enhance literacy.

The stripping of teachers' bargaining rights, the elimination of class-size and class-composition clauses from our collective agreement, the mockery of assuming that libraries can run without teacher-librarians, and the slashing of budgets for staff and materials was highly detrimental to the learning conditions of our students. Success is not achieved by supplying fewer resources.

We have a different set of MLAs to educate now. Let's tell them what a good library program would do to enhance literacy. It is false economy to reduce educational opportunities because today's students are the most valuable assets of our future.

Maureen MacDonald is a teacher-librarian at Elsie Roy Elementary School, Vancouver.

Wal-Mart closure about power not profits

Six months ago, 200 men and women in Jonquière, Quebec, became members of the United Food and Commercial Workers. For exercising their legal right to join a union, their employer decided to teach them and their families and their community a bitter lesson.

They fired all of them by telling them their store will shut in three months.

Wal-Mart says it wasn't because they joined a union. Wal-Mart says it was just a business decision. In a way, it was. Wal-Mart decided to become union-free because, to Wal-Mart, their employees are worthless.

Wal-Mart, which now controls the working lives of 70,000 Canadians, made a business decision, disposing of 200 men and women in Jonquière. They think it is a good long-term investment in creating fear in the rest of their employees across Canada and the U.S.

UFCW is filing charges against Wal-Mart for bargaining in bad faith because Wal-Mart never had any intention of reaching an agreement. Wal-Mart made its decision to close the store months before they sat down at the table. They made the decision the day the labour board certified the union.

The union will also be filing unfair labour practice charges regarding Wal-Mart's vindictive actions in Jonquière and asking the Quebec Labour Relations Commission to force Wal-Mart to prove that the store in Jonquière was losing money.

Wal-Mart's calculated ruthlessness was not about profit. It was about power—the absolute power Wal-Mart wants over its workers, its suppliers and towns where it does business.

Source: UFCW, CALM

The Wal-Mart manager's handbook

"Staying union free is a full-time commitment.

"Unless union prevention is a goal equal to other objectives within an organization, the goal will usually not be attained. The commitment to stay union free must exist at all levels of management—from the chairperson of the board down to front-line manager.

"Therefore, no one in management is immune to carrying his or her own weight in the union prevention effort. The entire management staff should fully comprehend and appreciate exactly what is expected of their individual efforts to meet the union free objective... Unless each member of management is willing to spend the necessary time, effort, energy, and money, it will not be accomplished. The time involved is...365 days per year." (From a handbook Wal-Mart distributes to managers)

— BCTGM Report/CALM



Les journées de perfectionnement professionnel nous appartiennent !

Par Ghislaine Varin

Nous observons de plus en plus que les administrateurs essaient de contrôler et de diriger nos journées de perfectionnement professionnel (PP), et dans certains conseils scolaires ils réussissent. Ceci représente un autre exemple d'attaque à notre autonomie professionnelle. Afin de pouvoir nous défendre, il faut connaître nos droits ; pour comprendre nos droits il faut connaître l'historique des journées de PP en Colombie-Britannique.

Les enseignantes et enseignants se sont battus longtemps pour que leur employeur et le ministère de l'Éducation reconnaissent l'importance du PP tout en insistant qu'ils y accordent le temps et les ressources nécessaires pour son application. C'est en 1972 que la Fédération a finalement réussi à faire inclure des journées de PP au calendrier scolaire. Celles-ci allaient permettre au personnel enseignant, durant l'année scolaire, d'approfondir leurs connaissances, de se mettre à jour avec la recherche et toutes les pratiques pédagogiques, et de partager leur expertise avec leurs collègues tout en s'engageant à répondre aux questions d'ordre pédagogique. Dans le but précis de ne pas pénaliser les élèves en leur faisant perdre des jours d'école, ces journées furent AJOUTÉES au calendrier scolaire. Depuis, nos provisions contractuelles contiennent, pour la plupart, des ententes donnant à chaque syndicat local le contrôle de leur PP, parfois en consultation avec leur administration scolaire.

Alors que penser du mouvement dictatorial, oppressif ou souvent manipulateur venant de plusieurs administrations scolaires qui insistent que ce sont elles qui décident du contenu des journées de PP ? Serait-ce un autre exemple d'assaut à notre autonomie professionnelle et du désir de contrôler les enseignants ? Nous n'avons qu'à regarder ce qu'ils nous imposent : les buts de l'école souvent basés sur les résultats de tests standardisés (Évaluation des habiletés de base connue sous le nom de FSA, tests obligatoires de la commission scolaire, les examens faisant partie du programme du secondaire deuxième cycle, etc.), les analyses de résultats de tests standardisés, les inquiétudes des parents, les affaires ministérielles ou du conseil scolaire reliés à des changements administratifs ou technologiques qui n'ont rien à voir avec la pédagogie ou le PP ou avec la qualité d'enseignement. De plus, ces activités sont proposées de telle manière que si le personnel enseignant n'est pas d'accord pour y consacrer une journée de PP, les tâches devront être complétées à l'heure du dîner ou après l'école. Quel choix ! Tout ce qui n'est pas d'ordre perfectionnement professionnel devrait être géré durant une journée en dehors de nos jours de PP. Un autre scénario qui diminue, souvent même élimine le rôle des enseignants dans la planification de leurs journées de PP, est l'entente qu'ils ont prise avec leur administration de prendre toutes leurs journées au mois d'août au retour des vacances. Qui planifie le contenu de ces

journées ? Qui les contrôle ? De plus longues vacances agréables au printemps qui réjouissent les enseignantes et les enseignants épuisés en échange pour la perte de contrôle du PP. Ne faut-il pas se poser la question : quels sont les dangers à long terme ?

Il est important que tous les enseignantes et les enseignants utilisent leurs journées de PP à leur pleine valeur et qu'ils demeurent en contrôle de leur contenu. Nous représentons une abondance de ressources humaines de haute qualité et d'expertise professionnelle. Nous faisons partie d'une équipe qui se classe parmi les meilleurs au monde. Il faut exprimer au représentant du PP de notre école nos besoins individuels ou de groupe. Il faut insister pour obtenir des activités de PP en français qui répondent aux besoins uniques des programmes français. La Fédération offre des ateliers « gratuits » en français, vous n'avez qu'à nous les demander. De plus, rappelez-vous qu'il y a beaucoup d'expertes et d'experts parmi nous qui pourraient partager leurs connaissances durant une activité de PP—portez-vous volontaire ! Organisez des tables rondes. Pour ceux qui désirent s'impliquer à un différent niveau, utilisez vos journées pour faire une recherche-action. La Fédération offre la formation et l'appui nécessaire pour participer dans ce programme valorisant qui bénéficie les enseignantes et les enseignants, les élèves et la profession. Ne donnez pas le contrôle à ceux et celles qui se soucient principalement de rendre des comptes au conseil scolaire, le ministère et les parents. L'éducation ce n'est pas des chiffres et un focus sur le classement, c'est de la pédagogie et le processus d'apprentissage. Ne l'oublions pas et défendons notre philosophie basée sur l'enfant.

Lors de l'Assemblée générale annuelle (AGA) en mars dernier, les membres participants ont approuvé le plan qui propose de consacrer une de nos journées de PP durant l'année scolaire 2005-2006 à une réunion ayant pour but de discuter de notre PP. Cette séance structurée permettra aux enseignantes et enseignants de se renseigner sur les faits inquiétants qui se manifestent dans notre système d'éducation et ce, partout dans la province. Nous faisons face à des menaces réelles à notre autonomie professionnelle. Un plan d'action sera établi pour reprendre le contrôle de nos journées de PP et pour former une solidarité locale et provinciale. Je vous encourage fortement à y participer. Nos journées de perfectionnement professionnel sont importantes et elles nous appartiennent !

Synopsis: School administrators are attempting to take over teachers' professional development days in dictatorial, oppressive or manipulative ways in order to control the content of those days and reduce the autonomy of teachers. Teachers have fought hard to obtain their PD days outside of the calendar year and those PD days belong to teachers!

Ghislaine Varin, *Coordonnatrice des Programmes et Services français de la FECEB.*

Human rights tribunal supports collective action

by Ian Johnson

On May 12, 2004, a member of the Sooke Teachers' Association laid a complaint with the B.C. Human Rights Tribunal (HRT) against the union and its executive. The area of alleged discrimination and the foundation of the complaint was that through membership in our union her right to free political belief was impinged.

Her allegation was that on April 29, 2004, at a school union meeting, she was informed that CUPE would be setting up a picket line at the school the following morning in support of the strike by the HEU and that teachers were expected to not cross the line, as it would be a violation of the BCTF's Code of Ethics. On April 30, 2004, the member entered the school property by way of the school's rear entrance. As a consequence to her actions, the Sooke Teachers' Association (STA), on May 1, 2004, forwarded a complaint to the BCTF Judicial Council alleging that the member had violated the BCTF Code of Ethics in crossing the picket line when she entered the school.

It was the member's allegation to the HRT that the STA leadership attempted to foist their radical left-wing views on every teacher in the district and the possibility existed that this complaint could cost the member her job and career—for failure to support the “correct” party line. As a way of remedy, in the form of a penalty, the member suggested to the HRT that the BCTF run an education program for teachers throughout the province, educating them as to their right to follow the law and hold, publicly, any political belief they choose. She also asked for an award for pain and suffering of \$15,000.

In the course of events, the STA withdrew its complaint from the BCTF Judicial Council; however, the complaint by the member to the HRT was not subsequently withdrawn.

The response by the HRT, in a 10-page preliminary decision, dated December 9, 2004, was that the entire complaint should be dismissed. What follows is a brief abstract of that decision taken directly from the HRT document.

The HRT decision

(Manning v Sooke Teachers' Association and others, 2004 BCHRT 281)

“...It is clear from the submissions of the parties that [the member] disagrees with some of the policies and actions of the Association and BCTF.

“...In its essence, [the member's] complaint alleges that she was treated badly by the [Union] due to her disagreement with their political beliefs and actions. This treatment took the form, according to [the member], of pressure to participate in the Association's and the BCTF's job actions, social shunning in the workplace, and culminated in the Association's complaint to the BCTF's Judicial Council, in which it was alleged that [she] had breached s. 8 of the BCTF's Code of Ethics.

“...Membership in a trade union involves, at its core, a number of trade-offs. In return for gaining the financial and other advantages of collective bargaining, members agree to be bound by the collective decision-making of the union. Instead of individual workers bargaining directly with their employer about the terms and conditions of their employment, their union is given the right, and the employer the obligation, to bargain with one another. The member also gives up the right, with some exceptions, notably a complaint under the Human Rights Code, to take individual action against their employer about workplace issues, and instead gains the right to use the grievance procedure established under the collective agreement. The member is, in turn, given the right to participate in the democratic decision-making of the union about the goals and objectives and workplace strategies which it will adopt. Members of a trade union are typically expected to honour the collective actions of their trade union, and unions are entitled, in accordance with their internal constitutions, to take actions to require them to do so. Modern labour legislation, and the labour relations boards set up to administer it, have been created to establish, maintain and oversee this complex system of interactive rights and responsibilities.

“Views and beliefs about trade unions, and the appropriate scope of their power, authority and actions, are inherently ‘political’ in the broad sense of the word.

“If [the complaint] to the Tribunal were accepted as valid, it would mean that anytime a union member disagreed with their union's actions, and a dispute arose between the member and the union as a result, the member would be able to make a complaint to the Tribunal that the union had discriminated against them on the basis of their political beliefs. Such a result would be inconsistent with the very nature of trade unions. It would mean that trade unions would have no power to discipline their members where their members disagree with and take steps contrary to the union's political stance as expressed in its collective action. I do not accept that was the intention of the Legislature in enacting s.14 of the Code. Such an interpretation would represent a severe encroachment on the independence of trade unions and their ability to take collective action.

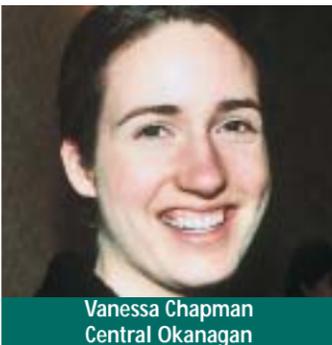
“...[The complainant] has political views which differ from those of her union. She is entitled to those views and to express them publicly, as she has done. She has chosen not to participate in the collective actions of her union, and her union has taken her to task for that. Neither the Association nor the BCTF has jeopardized her employment. She has, by her account, experienced some shunning and ostracization within her workplace. This is not surprising, given the nature of the differences of opinion between the member and her colleagues. None of this, in my view, constitutes a breach of s.14 of the Human Rights Code.

“For the reasons given, I do not think that [the complainant] alleges acts or omissions contravene the Code. For the same reasons, I do not think that [the] complaint has any reasonable prospect of success or that allowing the complaint to proceed would further the purposes of the Code. I therefore dismiss the complaint....”

Ian Johnson is president of the Sooke Teachers' Association.

New teachers' experiences

What was your funniest experience in your first year of teaching?



Vanessa Chapman
Central Okanagan

After a rather “wild” afternoon doing art with my Grade 2/3 French immersion class, I decided for the next art class to listen to music so the students could paint and sing and keep focussed. It was going wonderfully—most were working happily on their projects and weren't jumping up and distracting others—until... “La Bamba!” For those who are

familiar with Charlotte Diamond, you would know she sings a fun rendition of the song. One of the quieter boys in the class hopped up and started “doing the groove,” and every time I turned around three more people were dancing! There was no point corraling everyone and chasing them back to their seats, so we turned up the music and took a moment to boogie together as a class!



Karen Higginbotham
Victoria

I am an ESL teacher in a K-5 school. My last name is Higginbotham. While supporting

the language arts program in a K/1 classroom, I had an eager Kindergarten student call out “Miss Chickenblossom, help!”

I chuckled inside and thought what a great risk to take. I did not correct the child and am now known as Miss Chickenblossom to a lovely group of children in an exciting K/1 classroom.



Sarah Baxter
Revelstoke

The funniest experience in my practicum was working with students on tableaux and skits for “Everyone talked loudly in Chinatown,” by Anne Jew.

On being well



Tough love for you

by Julia Johnson

Scott Peck begins his book *The Road Less Travelled* with, "Life is difficult." He suggests that if we understood and accepted that truth, life would no longer be difficult. The same could be said for those who struggle with pursuing personal wellness. The greatest truth about the wellness journey, the pursuit of a healthy lifestyle, is that it is personal, never-ending, consumes a lot of time and

There are so many aspects to a wellness lifestyle that even knowing where to start can be frustrating and defeating.

energy, and requires a high degree of motivation.

There are so many aspects to a wellness lifestyle that even knowing where to start can be frustrating and defeating. For some, a visit to the doctor for some ailment is the starting point for a course of action. Others, overwhelmed with work, decide one day that there has to be a way of doing our job so we are better able to look after ourselves. Still others, having experienced a crisis, are forced to ponder how to translate what really counts into their daily life. Whatever the reason for evaluating your state of wellness, know that your decision to improve your health will be fraught with challenges that will test your fortitude to stay on course and that success will be the outcome if you take one step at a time.

Even though the car metaphor is over used when talking about the care we need to give to our bodies, it is still the best image for getting across the message. A case in point is when Lynne Johnson from *For Better or For Worse* fame has her husband, John, say to their daughter in one of her columns, "If we want

to drive as far as we can down the highway of life, we have to look after the vehicle." Looking after the vehicle begins, at the very least, with providing it with the healthiest of foods, such as whole-grain products, increasing intake of vegetables and fruit, choosing lower-fat milk products, reducing fats, selecting smaller, leaner portions of meat and alternatives, and limiting high-fat snacks and desserts. Fuel alone will not keep the vehicle running. The body needs a regular regime of exercise that is anaerobic and aerobic. Anaerobic exercise employs the muscular strength and power components of fitness; aerobic exercise builds cardiovascular endurance. A well-balanced exercise program incorporates both types of exercise as well as flexibility exercise. Seaward, in his book *Managing Stress* (1996), says a training regime is like money in the bank, an investment in health.

Making healthier eating choices without a consistent exercise regime will make long-term success difficult. That is the primary reason why keeping on the wellness road is a struggle. To be consistent and committed to exercising the body, one needs to find the time to do so. The most significant advertising message from one gym is that it only takes a 30-minute workout three times a week to make a difference in your wellbeing. A colleague recently said she was not happy that spending so much of her home time on schoolwork left no time to do the things she wanted to do for herself. She decided that the work priorities in her life were no longer going to interfere with, or supersede, addressing her personal needs. She realized that she needed to block in a time for personal pursuits. She would begin by walking the dog three times a week after supper. Even though her ultimate goal is to be engaged in physical activity every evening, she made a commitment to begin with three times a week as it worked into a natural rhythm with the other activities in her life.

Starting a wellness journey requires individuals to use the "tough love" strategy on themselves to ensure commitment and the consistency for lasting

success. The tough love approach gives you the mental construct to stand firm against the demands and expectations that will attempt to impinge upon the time you are reclaiming for yourself.

Life is indeed difficult. Keeping well and maintaining a healthy lifestyle requires commitment and consistency. That too, is difficult. Tough love for you will make it easier. And the approaching summer will give you the time to begin.

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

Ten easy wellness resolutions

Here are some constructive, easy to do, one-time resolutions for you and your wellness at work.

- 1 Make that appointment for the complete medical checkup you have been meaning to have, include a request for a pap test, mammogram, or prostate test, depending on gender, and also have a complete blood workup that includes a look at your cholesterol and triglycerides—the low-density lipoproteins (bad LDL) and the high-density (good HDL) levels are important.
- 2 At least once a week, travel to work by an entirely different route—and if possible, use a different means of transportation.
- 3 If a grocery store or drug-store is nearby, get all the free stuff the pharmacist has on healthy eating, living, attitude, fitness, community, environment, and safety. Try out the free blood-pressure test and the free bone-density test. Look at the stores publications on health programs—they are chock full of good stuff.
- 4 Find a willing colleague, and walk at lunch away from your worksite for eight minutes. You'll get back in 15 minutes total because you'll be warmed up and take less time to return—talk "work" going out, talk "non-work" coming back!
- 5 Indulge yourself in a random act of kindness for someone on your staff; be sure no one but you ever knows about it.
- 6 If you buy your lunch, don't buy it for one day—instead, the night before, make a lunch like the ones you used to get when you were in elementary school. If you bring your lunch, don't bring it one day—go out and buy lunch—treat yourself.
- 7 Put a bottle of water next to your coffee, and consume as much water as you do coffee.
- 8 One morning, right after you wake up, think of three reasons why you like being a teacher and don't include anything financial.
- 9 Ask a good teaching friend of yours on staff what she or he would suggest for a health and wellness initiative if it were a topic at the next staff meeting.
- 10 At least once at the end of the day, when the bell has gone and the students have left, take a stroll around the entire school block and only then start your after-school work.

- Dave Scott

Health & Safety

Skeletons in the closet

by Mark Keelan

As the school year comes to a close, our thoughts turn toward cleaning up this year's accumulation of materials and organizing for next year. Have you ever wondered what is hiding in places we seldom look?

Many schools in the province were built a long time ago. Over the years, an amazing array of "things" are collected and forgotten. What dangers lurk in that storage area under the stage or in the closet at the end of the hallway? What mysterious objects are in the science storage room or in the dark corners of the basement?

What mysterious objects are in the science storage room or in the dark corners of the basement?

Staff working in one wing of an elementary school began to notice that a strange smell greeted them when they arrived each morning. A considerable amount of mould was growing in the crawlspace beneath that wing. Further investigation revealed that a hot-water tank had been leaking for some time. Everything stored in the crawlspace was contaminated. The cleanup turned out to be a much bigger job than anyone anticipated.



The school district called in experts to conduct the cleanup. Workers entered the crawlspace and began to haul out old desks and chairs, broken bulletin boards, costumes, Apple IIe computers, tables with broken legs, files, and assorted other junk. By the time everything was removed, three 40-cubic-metre dumpsters had been filled. The cleanup took several days and cost the district thousands of dollars. Worse, because so much junk was in the crawlspace, workers and students were exposed to significantly more mould than they would have had the crawlspace been empty. They reported a variety of respiratory ailments.

Prior to the second semester in a secondary school, a box of discarded science equipment was removed from the basement and left in a classroom. Nobody paid much attention to the box. The custodian regularly bumped it when he mopped the floor. In June, the box was accidentally knocked over, and, to everyone's surprise, a large quantity of mercury spilled out of a broken barometer. It was clear that the barometer had been broken for a long time. For about four months, everyone who spent time in that classroom had been exposed to mercury vapour.

Three years later, in the same school, another barometer was discovered-stored on its side in a wooden box on the top shelf of a chemical-storage room. Teachers believe it had been there for five or six years. When it was taken down from the

shelf, there were pools of mercury in the box.

In the case of the school with the mould contamination, respiratory complaints disappeared when the environment was cleaned. The aftermath of the mercury exposure is not so positive. Two teachers are off work completely, two more are



on partial medical leave, and several other people are ill.

Should we be concerned about such exposures? It is true that we are surrounded by many types of mould. Some types are harmless and some are, in fact, beneficial. However, some moulds are extremely toxic and can cause a number of serious health concerns.

Mercury is a naturally occurring element, the only metal that is liquid at room temperature. Before health concerns related to it were discovered, mercury was used in many different ways, from teething powder, to disinfectant for cuts, to thermometers. It is now known that mercury vapour causes significant health concerns. A single exposure to elemental mercury vapour can cause acute mercury poisoning. The vapour enters the bloodstream and has a negative effect on the liver and the central nervous system. Fortunately, the half-life for mercury in the blood is estimated to be about three days.

Longer-term exposure to mercury can cause it to accumulate in the bones, in the brain and in the liver, where it causes cirrhosis-like symptoms. The half-life for mercury in the brain is 30 to 40 years. Chronic low-level exposure can cause, among other things, tremors, insomnia, hypertension, gingivitis, and memory loss.

Members constantly complain about the lack of storage space in schools. By insisting on the clean-out of long-forgotten and unneeded junk, members can free up storage space and help to make schools healthier places in which to work and to learn.

...this year while you are packing up your things, try to send some dangerous materials packing.

Even more important, members should insist on the removal of all devices containing mercury. Some U.S. states have banned the use and storage of mercury in schools. If mercury is found in your school, exercise extreme caution. Strict protocols must be followed for its removal. Assure members who use such things that suitable alternatives to mercury-containing thermometers, barometers, and similar instruments are available.

So, this year while you are packing up your things, try to send some dangerous materials packing.

Mark Keelan is the BCTF's health and safety officer for prevention.

Drawing is the first language

by Bob Steele

"We try to write a story every day. Sometimes we start with the drawing, and the story evolves to match it. Other times, the story comes first, and the drawing complements the words."

— primary teacher, Likely

"My seven-year-old daughter came home from school complaining of a stomachache. After a wee cuddle, she said, 'I think I need to do some art. Do you ever feel sick, Mom, when you haven't done any art for a long time?' She proceeded to her room, created a drawing or two, and regained her sense of self and good health."

— parent, Cranbrook

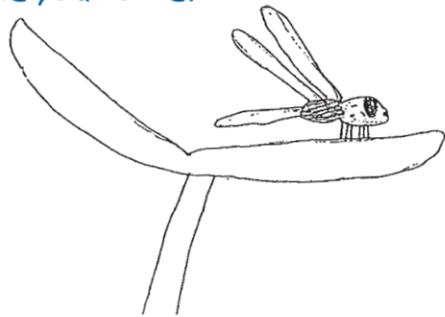
Each child carries within a potential language of graphic imagery. Recognizing it and giving it its due is the most urgent reform needed in the home/school curriculum today. For children, drawing is not only an art medium; it is a language medium. In the long run, verbal literacy is recognized as the most important language children require to become educated, but drawing is the language nature has given them to ensure mental development in the meantime.

There is no need to teach drawing, as it is a natural language that unfolds through daily practice.

Spontaneous language use is essential for mental development, but in the early years, when language is especially critical, words cannot be used spontaneously except for oral communication. The reason is

The Dragonfly

One day I was riding my bike when a dragonfly landed on my handle. 'WOW' I said, 'I will take you home.'



So I ran inside to show my mom. 'WOW' said my mom. 'That is a nice bug.'

perfectly understandable: drawing is uncoded and literacy is coded. Parents and teachers don't need to teach drawing; they need only motivate it. Literacy, on the other hand, must be taught throughout the years of schooling. And yet studying children's drawings has convinced me that children have much to say of greater complexity, subtlety, and metaphoric power than you would think from their oral expressions. Writing is still in the future. When drawing is a daily experience (*the daily draw*) this critically important potential is fully realized.

The Drawing Network advocates three languages of decisive usefulness in the home/school curriculum. Words are clearly fundamental and if only one language were possible, it would have to be literacy. We conceptualize a second language as a drawing on the page with no visible words, although words always play a role as interior monologue and dialogue with parent or teacher. A third language is words and drawings combined on the page and then uncoded drawing is brought into tandem with coded literacy, a double articulation to enrich expression and communication. A more vital contribution is made to mental development, and literacy, too, gains.

Why then do we choose drawing for special attention? There are three reasons. The first is its lack of code. The second is the economy of learning—a child can produce 10 line drawings in the time required for one painting. The third is the degree of specificity drawing permits. The strength of music, dance, and poetry is in the level of abstractness they offer. Drawing retains a level of abstractness but is immediate, specific, and concrete. When a

child makes a drawing of "mother" an existing person is the subject. Creating aesthetic energy by responding to everyday experiences is the Zen of drawing. But we can say that a word too is specific, concrete, and abstract. It is this relationship that helps make drawing the ideal companion of literacy, the one coded, the other, uncoded.

But is drawing really a language, truly and literally? The answer is yes. Every drawing I have studied fulfills the following definition: "a symbol system, through which perceptions, thoughts, and feelings are articulated, expressed, and communicated." Moreover, the parallel with literacy becomes even more convincing when you find the equivalents of vocabulary and syntax. In drawing graphic units called schemata (vocabulary) are used to create meaning through empathic form (syntax). This has led us to characterize drawing as the advance guard of literacy and the most useful medium for young children who

Children draw important themes more easily than they talk about them.

unselfconsciously feel an inner urge to tackle complex and deeply felt subject matters. And where drawing leads, literacy soon follows!

Most primary teachers use drawing in their teaching, but we should be especially concerned about children in the two years prior to Kindergarten. For most, it means two critically important years without drawing. And moving beyond primary, how many intermediate and middle-school children get to draw in the context of the school curriculum? Drawing in those later years still has the power to contribute to mental development and literacy.

The Drawing Network strategy has three requirements: 1) a 15- or 20-minute opportunity daily for spontaneous drawing—think of scheduled piano practice, 2) drawing throughout the home/school curriculum in social studies, science, language arts, and visual arts when drawing contributes to learning, 3) a supervising parent, teacher, or older sibling present to motivate themes and respond to finished products. It is those conversations that enhance literacy.

You have noticed that when children draw they show the concentration and identification with subject matter we refer to

answer a question. Whenever you are in a question/answer situation, draw names from the box rather than call on students who have raised their hands. That way everyone gets called on, and students learn not to call out the answers.

Take time to celebrate: Celebrate students' events with the class—birthdays, special family events, anniversaries, and so on.

Pay attention to moods: Often the whole class will behave in a certain manner when one



Brendan 5 1/2

as empathy. The finished drawing reveals this as aesthetic energy, by which I mean formal relationships, and structural coherence. Sometimes this reaches the near-perfection of "work of art." Aesthetic energy is not unknown when children use words but it is much rarer, again, because of the codes of literacy. Aesthetic energy and work of art are the product of the perfect integration of content, form, and technique (or performance). They tell us that intellectual development, mental health and learning have been enhanced.

We want children to grow up experiencing empathy for other people, other races, other

Once the drawing is finished, conversations bring child and caring adult together in an ambience of trust and affection. Bonding is a natural outcome.

cultures. We want children to grow up with empathy for natural phenomena, the entire spectrum of living things and the environments they depend on. We want children to acquire literacy with as much ease as possible and, indeed, with as much fun and pleasure. If we want these things, as parents, we will launch a "daily draw," and as teachers use drawing-as-

language throughout the curriculum.

The daily draw offers another advantage. I used the example of piano practice, but parents quite properly tend to insist on routine and regularity and leave the rest to the piano teacher and the willing or unwilling student. Parents and teachers have a different role in the daily draw. Without the supervision and daily involvement of a caring adult, spontaneous drawing simply withers on the vine. Psychologists tell us that bonding is the key to mental health. I can think of no better way of bringing about bonding than the daily-draw routine. Children draw important themes more easily than they talk about them. Once the drawing is finished, conversations follow that bring child and caring adult together in an ambience of trust and affection. Bonding is a natural outcome.

The Drawing Network is now 15 years old. We stopped publishing newsletters in favour of writing and distributing pamphlets. There is no charge, but we appreciate a small donation for printing and mailing. If you are interested, please contact us and specify your area(s) of interest. Cheques should be made payable to University of British Columbia.

Bob Steele is an associate professor (Emeritus), UBC, and author of Draw Me A Story, 1998, Portage & Main Press, Winnipeg. drawnet@interchange.ubc.ca.

Reaching every child

Teachers' tips

by Rob Taylor

As class sizes increase and your workload grows, you may feel that you are losing touch with the students who are generally pretty quiet and don't get in your face. If you realize you haven't been making personal contact with your students, here are some simple ideas that might alleviate that fear.

For the good of the class: Start your morning by acknowledging and having the students acknowledge the accomplishments of class members, whether it be for winning a hockey game, playing at a music festival, or cleaning up the environment around the school. Keep track of who is acknowledged, and make sure everyone gets honoured. Once a week is do-able.

The magic box: Use a magic box with the students' names on bingo chips to choose who will

student is upset or angry. Sometimes the mood can be altered when the cause is found and the solution determined together.

Listen: Seems simple, doesn't it? Often the busyness of the job takes over our ability to listen when a student has something to say.

Wait: Give students time to answer a question or formulate a thought. Hold back, don't fill the silent void with your voice.

Enjoy: Sit back and enjoy something a student has done,

whether it be a funny moment or a story that strikes your fancy or a quiet time. Enjoy them all.

Be a person: A big part of getting to students is to show them that you're a human being too and that you have your own stories to tell and your own moods and your own life beyond the classroom door.

Rob Taylor teaches at Nesika Elementary School, Williams Lake.

Canadian teachers hold high the lamp of learning in developing countries

by Francine Filion

For more than 40 years, the Canadian Teachers' Federation's lamp of learning has shone brightly in developing countries in its global quest to nurture knowledge and end poverty. A new CTF Trust Fund agreement with the Canadian International Development Agency (CIDA) ensures international co-operation efforts for another five years.

The federal government's announcement of a five-year agreement totaling \$10.7 million dollars for basic education initiatives in developing countries is welcome news for the CTF and its member organizations.

Paddy Torsney, parliamentary secretary to Minister of International Co-operation Aileen Carroll, made the announcement at a CTF-organized breakfast on Parliament Hill. More than 100 attended the launch of Global Action Week (GAW) in Canada—including members of CTF's Board of Directors, federal MPs, senators, the president of Education International, Thulas Nxesi, and representatives of the Canadian Commission for UNESCO, Oxfam Canada, and other NGOs. GAW turns the world's attention to the United Nations Millennium Development Goals and the pressing need to eradicate poverty through education.

The agreement's 2005-10 time frame represents a critical period in the lead-up to the Education for All targets, which must be reached by 2015.

Canadian teachers working for nothing less than social transformation abroad

Although professional development for teachers abroad was CTF's focus in its early inter-

national days, it soon extended its wings to support the capacity of national teacher unions, and to incorporate social issues such as women's rights, HIV/AIDS education, educational resources, and others. Although CTF believes that developing countries must drive their own development, it also believes that well-informed, engaged, and respected teachers can open doors with national policy-makers and civil society leaders and nurture the healthy development of young citizens.

Project Overseas

In 1963, CTF launched its world-renowned Project Overseas (PO) program. Today's PO participants continue to volunteer time and skills to improve teaching performance and school management in developing countries. Canadian advisors work with partners to enhance professional capacity and organizational skills. Since its inception, 306 BCTF members have participated on 451 assignments around the world.

In 2005, three BCTF members are participating: Geoff Stubbs, Alberni District Secondary School, Qualicum Beach, will be returning to Malawi as team leader. Laura Barker who currently teaches in School District #70, in Alberni, will travel to Jordan, and Derek Imai, who is with the Surrey School Board, is off to Grenada. Both Barker and Imai are first-time participants, while Stubbs is now chalking up his seventh assignment. He has been a team member three times in Cameroon, twice in Malawi, and once in Dominica and in Guyana.

Teachers' contributions have not gone unnoticed. In its 2001 report to its Congress, in Thailand, Education Inter-

national (EI) highly praised CTF's Project.

Another successful CTF program is the John M. Thompson Fellowship Program, which provides regional training for the leadership of national teachers' organizations. Along with partners from the Education International network, CTF provides tailor-made programming in key development areas. Many of the fellows have moved on successfully to higher positions within their respective education system and/or government.

Where do we go from here?

Funding provided by the Canadian International Development Agency (CIDA) will allow CTF and member organizations to continue their

work in a diversity of countries including many of the poorest and HIV/AIDS affected countries in Africa, Asia, the Caribbean, and Latin America. This initiative will focus on the delivery of "Quality Education for All" through capacity building, professional development, gender equality, HIV/AIDS, and influence on National Education Plans. This five-year program will be cost-shared, with CTF and its member organizations contributing \$4.2 million in funds and \$3.7 million in-kind being provided by member organizations and teachers through their direct front-line work. In addition, the program will receive in-kind professional services and administrative assistance from Education International, which represents

29 million teachers around the world.

Now that federal funding is secured, the work continues for CTF and member organizations as we join other teacher federations around the world to transform the hope for prosperity and wellness through education into reality.

CTF is the national bilingual voice of over 210,000 teachers in Canada.

Based in Ottawa, CTF has a staff of 38, who work in professional services, economics, research, services to francophones, international programs, communications, and translation services.

To learn more about CTF and its work, visit www.ctf-fce.ca.

Francine Filion is communications officer for the CTF.

Global Action Week



NWTTA President Amanda Mallon presents a cut-out friend to EI President Thulas Nxesi on Parliament Hill.

The CTF presented cutout friends to federal government officials in Ottawa at a special breakfast on Parliament Hill on April 19 to highlight the annual Global Action Week. Canadian students and teachers created the cut-out friends to symbolize 105-million out-of-school children and 860 million illiterate adults around the world. Deputy Prime Minister Anne McLelland promised to take some of the cutouts with the Canadian delegation attending the G8 Summit, in July, in Scotland. Global Action Week serves as a public reminder to governments and intergovernmental agencies to keep promises made at the World Education Forum in April 2000, as enshrined in the UN Millennium Development Goals, to provide free, quality Education For All (EFA) by the year 2015.

Literary link—Port Moody Secondary School reaches out

by Michael Gould

Port Moody Secondary School (PMSS) is dedicated to international mindedness. And at home, too, PMSS is committed to community mindedness. Recently, the students in Wendy Hawkin's Writing 12 class reached out and collaborated with students in Moody Elementary School (MES), creating personalized fictional books for 30 Grade 4 and 5 MES leadership students.

At MES, the air was charged. Smiles beamed. Pride shone. As the PMSS students entered the elementary school, you could hear, "The secondaries are here!" The MES leadership students unwrapped beautifully illustrated and well-written books, created especially for them.

The stories represented the pride of the young writers and the joy of their little buddies—the stars of the show. The elementary students sat next to the high school students and shared the moment. For many students and parents, reading with children is a proud daily ritual. But this was something special. The smiles, laughter, and bright eyes were evidence that the PMSS students had made an important connection

with kids. The project provided an opportunity for literacy beyond the classroom. It demonstrated the positive impact we have on children.

In less than three weeks, the project had gone from outline to presentation. The writers interviewed the students and created a story based on the interests and backgrounds of their elementary buddies. The writers could create their own artwork or collaborate with the Art 12 students.

The shared efforts did not stop at the writing and art departments. Of the 30 elementary students, two students with special needs could not read.

This writing project reflects aspects of social responsibility in the students' books...

The writers sought support from the special education department at PMSS. The writers wrote the text for the story and submitted the stories to the special education department, where they were translated into pictures. Thus the two students had books that they could read—not words, but symbols.

Interviews with students and staff at PMSS and MES revealed passionate insights into the project, the struggles and achievements for the writers, and the demonstration of social responsibility through partnerships between secondary, middle, and elementary-school students.

Hawkin said that she likes to do something new and creative every year for her Writing 12 class. Last year, her students wrote and directed a play, which the Drama 9 class performed. And this year, she came up with a project that involved MES. "Wendy really is a specialist in this area [cross-curricular development]," said Karen Jensen, PMSS principal.

Hawkin stated, "This project allowed the younger and the older kids to get together and share over literature. There was a sense of magic and timelessness to this project." But little did she know that this immediate deadline was going to be difficult for her and the writers. Hawkin said, "Within three weeks, we had to sell the idea to MES. MES had to send out and have all of the participation forms returned (a feat that is not as easy it seems). I had to prepare the writers for interviewing the students. The writers interviewed their

students, wrote drafts, created artwork, completed the final draft ready for publishing, and published the books. And to add more pressure, with 24 writers, some students had to team up to create more than one book."

Given this tight deadline, when asked about any fears that the students had, Hawkin said, "The students really jumped in there." One of the difficulties that the writers faced was matching the writing to the audience. The PMSS students' regular reading audience is adult. Now, they had to write for ten-year-olds. Hawkin said that some of the apprehensions stemmed from competition. One

It offered an opportunity to bring students of different levels together, share literature, and make a lasting impression.

of Hawkin's writers related, "My student is reading Harry Potter! How am I going to compete with Harry Potter?" Another student stated, "Magic? I don't know anything about magic!" Given the intense time pressure and fear of the unknown, "the writers rose to the challenge

and did an incredible job!" responded Hawkin. When asked if she thought any of the stories could become published works, Hawkin responded, "Certainly. I can think of at least two stories with which one could approach a publisher."

"Writing for an audience makes it more real. And the motivation comes not from letter grades, but from pride," stated Hawkin. Danielle MacDonald, one of the writers, echoed the sentiment: "I could be inventive and I had a chance to write for enjoyment. I didn't think about it as 'doing it for marks,' even though it actually was for marks." Danielle also enjoyed writing for someone other than a teacher. Another writer, Max Greenall, liked handing the book to his buddy. "They [the MES leadership students] looked really excited. It seemed like a second recess for them. They enjoyed the extra attention," responded Greenall. Renee Bellefeuille, another writer, when asked what she enjoyed about the experience, said, "They [the MES leadership students] view literature as entertainment and do not critique and analyze it for logic." MacDonald said, "It was more than the book—it was about playing with the children. People do not realize how

younger kids appreciate you just being there, and for that hour, you are their hero; you are new!"

John Andrews, the principal at MES, supports the partnerships between his elementary school and Moody Middle School (MMS) and PMSS. When asked about the importance of building partnerships among the three levels of schools, Andrews replied, "The Coquitlam School District makes the transition for the students from elementary to middle school to high school seamless." Andrews added, "We have worked much in the past with both MMS and PMSS students. For instance, Grade 9 PMSS students came and dramatized fairy tales. Also, six PMSS students regularly lead 60 elementary students in aerobics, hip-hop, and dance. PMSS students lead activities for our annual sports day. Plus, MMS students lead camp activities for our kids." Andrews feels that the interactions are especially meaningful to the elementary students. "When elementary students walk down the street and see a student from the middle school or the high school, they get excited—I know her; she teaches us aerobics!" Andrews said.

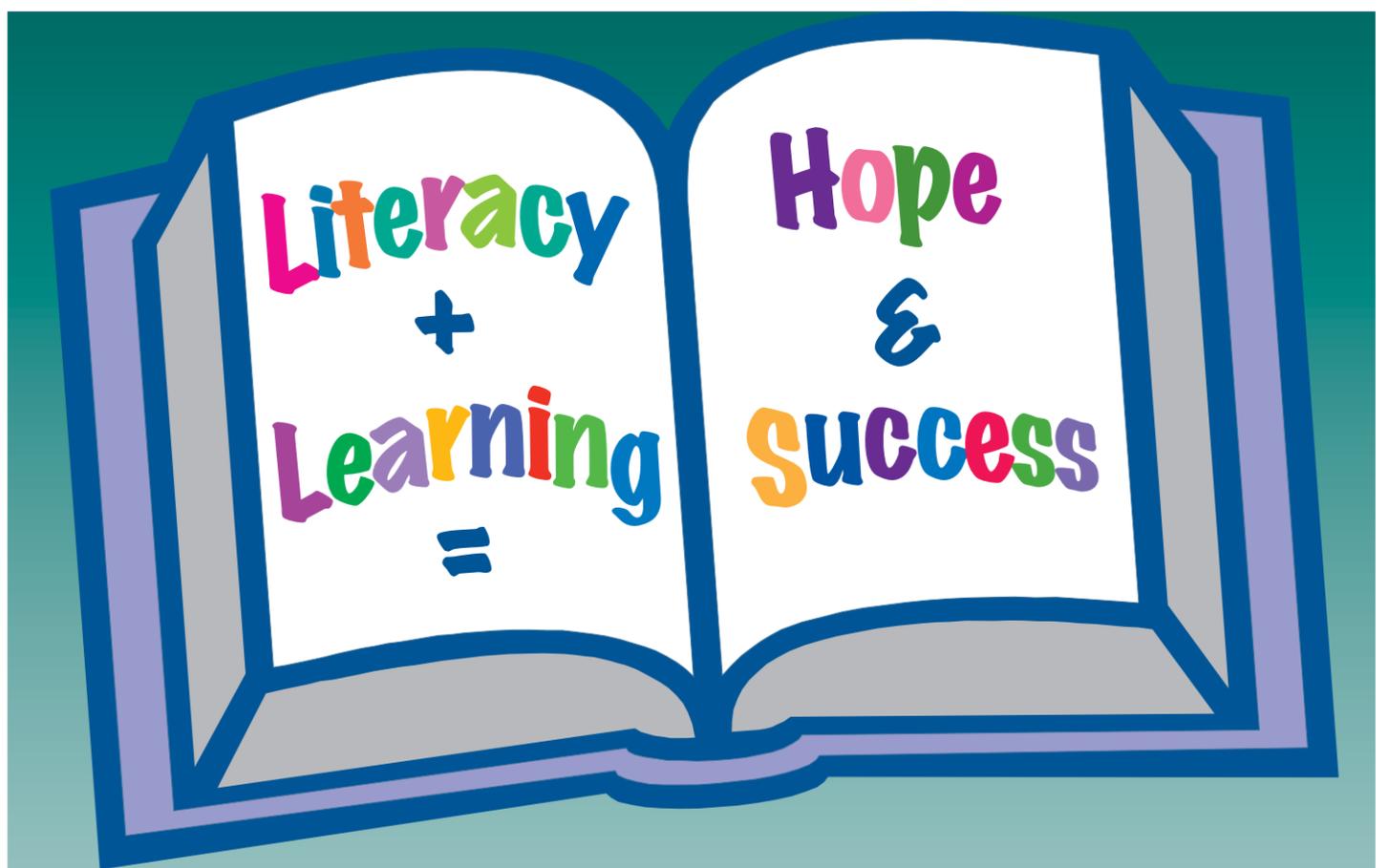
Andrews saw the writing project as an opportunity for his leadership class to receive some well-deserved attention. The leadership class, Grade 4 and 5 students, performs a vital role at MES. The students act as classroom monitors, lead younger students in activities, assist primary grades in art projects, and help in the office and in the library. "Now, it is the leadership students' turn for someone to do something for them," stated Andrews. When asked what she liked about the experience, Allyson Staddon, a Grade 4 student at MES, responded: "It was cool that we got a book dedicated to us. At our school, we have little buddies, and it is nice to have big buddies."

This PMSS Writing 12 activity is an extension of the course work in the classroom, reaching out to the community and making a difference in someone's life.

When asked what he was most proud of, Andrews responded, "I am most proud of the fact that the students with special needs could participate, that our students returned the parental forms so quickly, and of the passion that the PMSS students put into this effort. I am proud of the whole experience. Everyone came together—teamwork!"

This writing project reflects aspects of social responsibility in the students' books—"teachers creating relevant activities for learning in the classroom and students focussing on community mindedness for others," said Jensen. It offered an opportunity to bring students of different levels together, share literature, and make a lasting impression. This PMSS Writing 12 activity is an extension of the course work in the classroom, reaching out to the community and making a difference in someone's life.

Michael Gould is a teacher on call, Coquitlam.



What every student deserves

by Donna Kozak

When travelling through airports, I am drawn to the bookstores as a respite from pre-travel anxiety, destination jitters, or boredom. In words, new-book smells, catchy titles, and colourful cover designs, I find a buffet of sensual opportunity. It's all about the potential of a new world, courtesy of someone else's written words, which I can decode, understand, learn from, and be entertained by.

A quotation on the wall of one bookstore caught my attention: "Where is human nature so weak as in the bookstore?" (Henry Ward Beecher 1813- 1837) I was struck with the realization that my adolescent literacy learners risk never experiencing the enjoyment of circling a bookstore, allowing the senses to run free, in the company of the many voices and stories.

The simple experience of bookstore wandering reminded me of the reality of not being a reader and of how much learning has been missed through the lack of interaction with print by the time adolescence rolls around. Being print literate is more than just a practical survival skill; it is also the gift of passion and possibility, where transforming thoughts into lovely prose, ideas into information, and ramblings into magic for another's enjoyment is a powerful key to success and survival.

Prevention at least seven years before adolescence would be ideal.

When I try to walk in the heavy shoes of my students, who after years of exposure to the written code are still foreigners in a foreign land, where their mother tongue is accessible to them only through speech, and words they try to speak in print remain elusive, I feel a claustrophobic angst. As each day of their school life

passes, the compounding accumulation of learning deficits is the equivalent of seven or eight years of not practising the skills of reading, not engaging in learning through print, not expressing ideas through print, not learning through print at all. A lifetime of illiteracy—with all the pitfalls, disadvantages, and lost opportunities that come with inaccessibility to print—has begun. After years of interacting with a confusion of symbols, non-readers' motivation, self-belief, and spirits are badly bruised. Repeated failure at what appears to be a basic human task decides their membership in the club of academic have-nots.

In their 2004 book, *I Want To Read*, Booth, Green, and Booth talk about what it means to journey through the school experience without learning how to read: "Non-readers tell us stories of punishment and pain, where books never metamorphosed into friendly objects, where worksheets and controlled readers caused reading worlds to turn into dark, unfriendly places... Learning to read and write is a constructive process, and emotional connections control what can happen. A sense of despair can inhibit or even prohibit literacy growth... Students know their failures in comprehending and composing text; they live with failure every day in subject areas. Some have spent a dozen years hiding their incompetencies, acting as if reading and writing don't matter, missing class, not completing assignments. They feel like failures, and so they behave like failures because they can't read. They become disinterested or defeated."

Non-reading adolescents arrive at our ARC program (Another Reading Chance) at Constable Neil Bruce Middle and Glenrosa Middle schools, in SD 23 (Central Okanagan), with extremely fragile and broken belief systems about what it means to be a student and a learner at school. They may have already given up on themselves as learners and on us as teachers. Giving them the

basic tools to read is more than just a few lessons in phonological awareness and phonics; it is about overcoming their self-doubt and giving them a taste of hope and success. Hope gives us optimism, optimism allows us to risk-take, taking risks gives way to opportunity, opportunity propagates motivation, motivation lights the way to success, and with success comes new

Access to literacy for the adolescent struggling learner transforms the spirit and the mindset, building enough confidence to rekindle the light of hope.

hope. Hope is definitely something every child is entitled to experience through learning, and hope is exactly what illiteracy erodes every day in the life of a student who cannot read.

ARC, in its third year working with struggling adolescent literacy learners, has achieved exceptional results, proving that skills can be taught and learning and print can be made accessible to students whose learning deficits have been accommodated, but not addressed, for years. ARC can teach adolescents to read, but it cannot fill in the gaps of years of missed learning. ARC has proven that adolescents can find success with print and can overcome their feelings of despair and disappointment, but it cannot turn back time and make up for lost learning opportunities. ARC is not the best answer. It is reactive, takes enormous amounts of time, and is almost too late. Wouldn't prevention make all our lives much easier and less painful? Prevention at least seven years before adolescence would be ideal.

What does it mean for adolescents to have another chance at learning to read? It means having to accept that their school career thus far has been a

continuous trying to catch up with their literate peers and experiencing school from the sidelines, never really being in the game. Another chance at reading means finally coming to terms with how far behind their peers they really are and accepting that the only way to close the gap is to start working at it now. It also means putting faith and trust in their capacity to surmount what seems insurmountable and also suspending their negative self-belief system in exchange for allowing themselves a second chance at learning to deal with print. For most of the students, another chance at reading allows them to experience the joy of decoding a word with more than five letters, finishing a simple book from cover to cover, laughing aloud when a connected thought is humorous, or expressing wonder when a question has

Once hope takes hold, doors open, detours are rerouted in minds, and the world is once again within reach.

been answered in print. Access to literacy for the adolescent struggling learner transforms the spirit and the mindset, building enough confidence to rekindle the light of hope. Once hope takes hold, doors open, detours are rerouted in minds, and the world is once again within reach. Literacy is more than just learning to read and write; it is having the power through confidence to engage in learning and to become responsible for making that learning one's own.

What is more fundamental than the right of all children to command a range of skills complex enough to contribute to the shaping of their world or perhaps simply to experience the pleasure of wandering through a bookstore?

Donna Kozak is a district literacy teacher at two middle schools in Kelowna.

Ten new BCTF lesson aids

1 LA 9926 – Early Literacy: Part 1, produced by the Learning Assistance Teachers' Association, Fall 2002, 74 p. This issue of LATA's *The Vital Link Journal*, volume 8, number 1, features articles, ideas, materials, and programs and services available on early literacy in British Columbia. Grades 1–4. \$12. Also available, LA 9927 Early Literacy: Part 2, Spring 2003, 79 p. Grades 1–4, \$12.

2 LA 9172A – Spreading the Word 2 produced by CBC Television, ©2005, 115-minute VHS format. An educational initiative of the Vancouver International Readers and Writers Festival. Contains readings and discussions by Canadian and international authors for young audiences, Grades 4–8 and Grades 8–10, which was taped live at the 2004 Vancouver International Writer and Readers Festival. The video content is connected to curriculum at indicated grade levels. Accompanying teacher's guides are available at www.writersfest.bc.ca/schools. Authors Brian Keating and Graeme Base discuss their books and answer audience questions for Grades 4–8. Authors Jaclyn Moriarty and Tess McWalt discuss their books and answer audience questions for Grades 8–10. \$8.75. Also available in DVD format, LA 9172B—Spreading the Word 2, \$13.

3 LA 9344 – Caring for Young People's Rights by Jan Nichol, Dan Kirk and Roland Case, 126 p. ©2004. This resource fosters understanding of the nature and range of basic human rights and appreciation of the importance of protecting these rights. Human rights are personalized through real-life profiles of young people in a variety of developing countries. Students then translate the shortfalls in these young people's daily lives into statements about the rights that everyone needs in order to enjoy a minimum quality of life. Students examine successful development projects by Canadian NGOs and then assume the role of development director in planning a project to secure the rights of one of the profiled young people that students have read about. Includes seven the following critical challenges with suggested activities: judging quality of life, drawing the line on rights, refining the class charter, reporting on the status of rights, getting the word out, deciding who to support and designing a development project and blackline masters. \$29.95

4 LA 9978 – Kids with Special Needs: Information and Activities to Promote Awareness and Information Produced by Creative Teaching Press, 200 p. This award-winning book about kids with special needs includes background information, simulations, and classroom activities to promote understanding and awareness. Also includes a comprehensive resource list and bibliography. Topics cover all types of disabilities and health issues, as well as mainstreaming and inclusion, developing an IEP, using bibliotherapy, and more. (Note that the book is published in the USA and may contain some US-related references.) \$19.95

5 LA 9173 – Maniac Magee Reading Responses by Rob Seath of Novelworks, ©2005, 60 p. This reading response for the novel *Maniac Magee* by Jerry Spinelli can be used with any classroom groupings, from individuals to whole class. It is effective for children on adapted or modified programs as well as those learning English as a second language. It is helpful for students

who find written output to be a challenge and weaker readers are provided structure because most of the responses focus on critical story elements such as characters, setting, problems and plot. The responses can be photocopied for classroom use as overheads or for individual use. This resource includes open-ended responses, classification activities, analogies, puzzles and word searches and answers. Grades 4–7. \$20.

6 LA 9516 – Get Bear Smart produced by the Produced by Canadian Bear Alliance, ©2004. Get Bear Smart is a unique deck of high quality, regular playing cards with bear photographs that colorfully explains 52 things you don't want to do in bear country. The cards can be used to play favourite card games or create new variations on traditional card games. The cards introduce players to smart facts about living with bears while at home, hiking, camping and all about general bear etiquette. Ideas for variations on games are also included. K–12. \$8.

7 LA 9336 – Symbols of Canada by LearnSmart Publishing Co., ©2004, 2 p. The "Symbols of Canada" is a bilingual, 3-hole, two-sided, ready-reference laminated sheet that shows the flag, coat of arms, flower and bird of each province and territory. Grades 4+. \$3.50

8 LA 3048 – Calculus Manual 1: Function Definitions for Students by E.E. Engstrom, 45 p. ©Rev. 2004. This award-nominated calculus manual, "eye candy for calculus students" includes three chapters (with calculator computations). Chapter One: functions, limits and rates of change; functions: function limits; strategy to use tangent lines to parabolas as slope predictors. Chapter Two: derivatives, derivative chain rule, derivative as rates of change, trig functions, derivatives of exponential and logarithmic functions, differentials, approximations, linear/quadratic, linear approximations, applications, derivatives: graphing/curve sketching, antiderivatives. Chapter Three: integral calculus, indefinite integrals, fundamental theorem of integral calculus, integration numerical. \$18.95

9 LA 2398 – Seeing Red: An Anger Management and Peacemaking Curriculum for Kids by Jennifer Simmonds, 82 p. ©2004. "Seeing Red" is 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. Uniquely designed for small groups of willing participants, "Seeing Red" enables participants to learn from one another and empower each other. 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. For ages 6–12. \$23.95

10 ESL220 – Around the World with Proverbs, Metaphors and Storytelling: An Interactive Workbook for Students by Vivian Chu, ©2004, 70 p. 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 including 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. Also included are thought-provoking discussions featuring international proverbs, collective metaphors, and storytelling focused on illuminating and increasing consciousness of the sacred unity in humanity. 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 4–12. \$24.95

More curriculum resources and information are available at www.bcalmer.ca.

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 1-800-663-9163, 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



Secondary students from *The Marlinaires of Matthew McNair Secondary School, Richmond*, read to elementary students from *Thomas Kidd Elementary*.

Students and RCMP take on graffiti

by Marcia Moroz

"There is an old saying: *It takes a village to raise a child.* Students, teachers, and the police from the city of Richmond have come together to create a book to teach little ones how they can contribute to making a safe and positive community and the true meaning of social responsibility. We are very proud of our accomplishment and look forward to sharing it with you! The Marlinaires of Matthew McNair Secondary."

That is the dedication in the book called, simply, *RED*, a children's book for older students to read to children in Kindergarten to Grade 2. How it came to be reflects the message in the story, and the more carefully you look, the more remarkable the number its layers of meaningful messages.

The journey to create

In February 2004, two RCMP officers, Constable Anette Martin and Constable Jack Harrison, met with the Marlin-

aires, from Matthew McNair Secondary School. The group promotes a positive school environment by modelling positive behaviour and providing opportunities for others to be socially responsible as well. The officers were looking for a group of students to help write an antigraffiti book for primary school children. The Marlinaires seemed the right group for the challenge. I welcomed yet another socially responsible project for our group. Connecting with an important outside community agency such as the RCMP seemed like a wonderful opportunity for the students. Thus, 10 Marlinaires from Grades 10–12 began meeting every two weeks with the constables to develop a storyline for the book.

Between meetings, the students and I met on our own with Rosa Becerril, a Spanish teacher, who is very familiar with storywriting (she had her Spanish 12 students write stories in the Spanish language for Grade 1 students as a major assignment in her course). Armed with a list of questions

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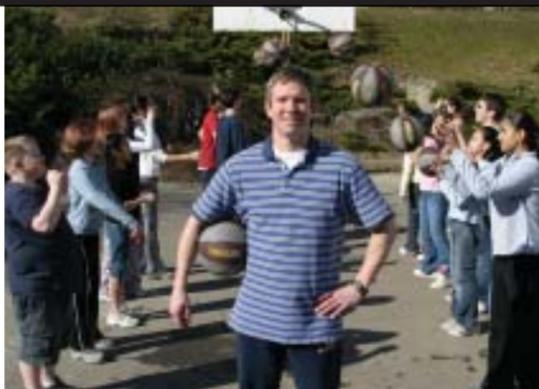
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about what would be attractive to our targeted age group, our students went off to their former elementary schools to talk to the librarians. They returned with valuable information about characters, colours, and themes.

Rosa brought books her own children love, and we reviewed them. We experimented with hobby-dough figures and photography. But after a very long after-school working meeting, we scrapped the idea as too ambitious and complex.

Not giving up, and feeling the pressure of the coming summer holidays and the inevitable loss of our Grade 12 members, we pushed on. Fortunately, productive ideas began to come together.

The text, the characters, the storyline, and the illustration ideas were all in place. In the fall, three students concentrated on the fine-tuning. By Christmas, the layout was couriered to the publisher. The eager waiting began.

The creation: **RED**

The story is about a crayon, RED, and the resulting impact his graffiti has on the wall and the community of the toys in the bedroom. The book reveals how the little community grows from anger to insight into RED's motivation. With the help of wise Clarence the Clock, RED is encouraged to think of ways to restore the community's faith in him. He decides to clean the wall, talk to a friend when he is feeling sad, and talk to little ones about good places to *doodle and do*.

In this story, the village comes together to help move RED toward being a happy and useful member of society. Social responsibility and restorative justice are modelled.

The coming together of the students, teachers, and the RCMP reflects the story's theme. In the future, as older students read the book to the little ones in the elementary schools, the cycle will continue and the village will continue to raise a child.

Marcia Moroz is a counsellor at Matthew McNair Secondary School, Richmond.

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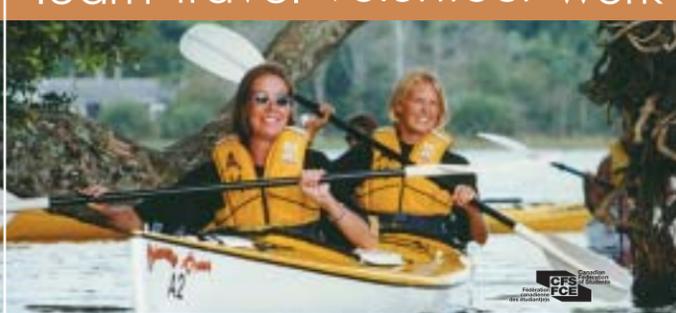
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SUNSHINE COAST 3 bd., 2 bath waterfront cottage, private, safe beach, close to Sechelt, biking/hiking, kayaking. Great getaway for families or singles. \$700/wk. 604-932-5677, d&dunn@telus.net

DETOUR COLONIAL MEXICO Explore retirement opportunities in San Miguel in July. Celebrate the Day of the Dead in Oaxaca. Oct. 29–Nov. 4/05. Small groups and memorable experiences. www.detours.biz, 604-733-8242.

WHISTLER Condo. Sleeps 4, views, close to village, all amenities. 604-943-9423.

SALTSPRING waterfront home, 2300 sq.ft. fully equipped, 3 bd., \$1200/wk. jmoliver@telus.net, 604-942-7321.

OKANAGAN-SHUSWAP VACATIONS Spacious travel and tent trailers available for rent. sunrvrentals.com, ph/fax 250-546-8921.

SUNDRENCHED VACATIONS in Provence France. Newly renovated, privately owned cottage in the heart of the French countryside. Secluded and yet near all amenities, approx. 40 km north of St. Tropez. Sleeps 6, wkly/mthly rates. 604-675-9878 or marjie23@hotmail.com.

SHUSWAP LAKE semi-waterfront trailer for weekly rent. July 4 through Sept. 11. Beach, dock, deck, BBQ. Sleeps 2 (4). Near golf course and boat marina. \$400/wk. 604-536-8647.

UNESCO PRAGUE 1-2 wk. tour/paint/photo/rent with CzechCanadian artist/teacher/guide. Discover castles, vineyards, spas, breweries, caves, mines in July-Sept. 8 people max. Yearround rent central beautifully furn. 1 bd., sleeps 5, jacuzzi, balcony. 604-929-5414, www.laniportfolia.com, www.vetrovastudio.com

GABRIOLA ISLAND Furn. 1 bd. cottage. Rent by week or 1/2 week. Summer 2005, near ferry and beach. N/P. 250-247-9576.

SUNSHINE COAST waterfront cottage, fully equip., sleeps 4, F/P, BBQ, W/D, 604-885-1921, email: twolees@dccnet.com

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

WHISTLER 2 condos on Alta Lake. Great family area, 10 min. from village N, swimming, cycling, golfing. 2 bd., 2 storey, sleeps 6, \$100/nt., \$600/wk. 1 bd., 2 storey, sleeps 4, \$75/nt., \$450/wk. Combination of these fully equipped condos possible. 2 nt. min. 604-988-8231, Fax 604-988-1022.

AT RESTAWHILE B&B in Surrey near Hwy 1. Gracious home, park-like setting, pool, hot tub, 2 dble rooms, 1 single. Internet. Families welcome. Owner/operator retired teachers. Educator rates available. Visit us at www.atrestawhile.com or call 604-589-9679 or 604-857-9679.

WATERFRONT COTTAGES fabulous privately owned. Call GREAT SPOTS! 604-526-5900. www.greatspots.com

PARKSVILLE Rathrevor Beach, ground floor, oceanfront condo, sandy beach, fully furn., spectacular views, golf, trails. 250-949-6702.

COMOX VALLEY Vancouver Island executive house on 1 wooded acre, July 9 to Aug. 30, walk to Crown Isle, 5 min. drive to downtown Comox. Utilities only in exchange for looking after blind cat and older dog, no children, no pets, 250-339-0362, e-mail: iwoolman@shaw.ca

COOMBS' HOLIDAY COUNTRY Enjoy Cameron Lake on Vancouver Island (enroute to Long Beach, Pacific Rim and adjacent to Parksville and Qualicum Beach). Comfortable fully-equipped cottages in forested retreat, sleep 6, sundecks with BBQ, overlooking sandy beach. Seasonal and specialty rates avail. 250-248-6655.

SHUSWAP LAKE vacation home rentals across road from beach/park. www.shuswapvacations.ca or 604-309-6102.

OKANAGAN cabin for rent close to lake, newly built, sleeps 8, fully equipped kitchen, deck. Inquire 250-550-3000.

GRANADA, NICARAGUA Discover this beautiful Spanish colonial city and little known country. B & B run by retired BC teacher. For information contact carolanrea@hotmail.com

SUMMERLAND log studio suite, close to beaches, self contained, queen log bed, sofa bed, tv, f/p, bbq, w/d, patio under grape arbor. \$560/wk. Photos. pepperdines@shaw.ca, 250-494-9809.

ADVENTURES FOR WOMEN ONLY in Wells Gray and Bowron Lakes Provincial parks. Renew! Retreat! Relax! www.go-outdoors.ca, 250-674-0204.

SHUSWAP LAKE waterfront retreat for 2-4. \$700/wk. Washer/dryer. 250-835-4662

OKANAGAN LAKESIDE home by week, June to Oct. Large deck & dock. Phone 604-937-3095, e-mail c_jordan@shaw.ca

DETOUR COLONIAL MEXICO on your own SELF GUIDED tours to San Miguel, Guanajuato and Oaxaca. www.detours.biz, 604-733-8242.

SILVER STAR mountain chalets and suites. Luxurious ski in/out accommodation. Private hot tubs, fully equipped kitchens, gas F/P. Avail. year round www.alpinechaletrental.com or pmmunroe@shaw.ca

OCEANFRONT HOME Parksville, BC. To view www.members.shaw.ca/quaghan, \$1400/wk., monthly neg. 250-468-5243.

QUADRA ISLAND beautiful new studio cottage, kitchenette, bath, sleeps two. \$65/nt. 250-285-3387, www3.telus.net/aboveallcottage/

SUNSHINE COAST Pender Harbour. Clean, cozy 1 bd. oceanfront suite in heritage home. Good dock. Fishing, kayaking, hiking, Skookumchuck Rapids. N/S, N/P. \$500/wk., \$80/nt. Susan 604-467-3978, susanwalker@telus.net

GYRO BEACH Kelowna. Walk to lake, restaurants, shopping. Comfortable 2 bd. house. Yard, patio, pet friendly. N/S. July/Aug. \$1200/wk. Longer stay discounts. Max. occupancy four. 250-869-0955. kr_431@hotmail.com

PALM BEACH Powell River. Fully furn. home on walk-on sandy beach. 2 bd. and den. July/Aug. \$200/nt., May/June/Sept. \$175/nt. W/D, F/P, N/S, N/P. spiderfly222@hotmail.com or 604-464-0190 for details.

SUNSHINE COAST S. of Lund, waterfront, 3 bd. furn. home, avail. July 4-11, 11-18, Aug. 29-Sept. 5. \$800/wk. 250-338-1947. <http://members.shaw.ca/kennedy-macneill/>

CULTUS LAKE 3 bd. cottage, 150 ft. to lake. N/P, N/S, avail. April-Aug. 31, \$700/wk. or monthly neg. 604-464-2890 or delia_cooper@telus.net

MAYNE ISLAND Sunny retreat, 2 bd. & loft, fully equipped, N/S, 1 blk. from Dinner Bay Park. 604-264-1855 or 604-838-5995.

HORNBY ISLAND 2 bd. "Lakatoro" cabin, weekly rental, July/Aug. members.shaw.ca/scombs/cabin.html

ROBERTS CREEK Beautiful waterfront heritage home. 4 bd. Close to restaurants, stores, sandy beach! Sleeps 8 to 10, BBQ, VCR/TV. Call 604-885-7775, smcgillivray@dccnet.com

MAYNE ISLAND suite. 5 min. walk to Japanese Gardens Dinner Bay Community Park. Large south facing veranda. N/S, N/P, 604-847-0807 or 250-539-3412.

TOFINO located on magnificent Clayoquot Sound, Cannery Retreat is an attractive, adult oriented, fully equipped 1 bd. loft condo with fireplace. Sleeps 4. Steps from restaurants, galleries, shops, kayaking, whale watching, wilderness photography, hiking, and more. N/S. N/P. Minimum 2 days. 1-888-492-6662 www.victoriabc.com/accom/cannery.html

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

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

LEARN TO SAIL this summer. Special offer for teachers. Details on web site. <http://users.koconnect.com/erichameister>

SUNSHINE COAST (Lower Gibsons). Large 3 bd., 3 bath., furn. home, view, min. to beaches. Avail. wkly or for July and/or Aug. Photos avail. 1-604-886-2417. walker@dccnet.com

FLY FISHING lessons & Wilderness Lodge Retreats, Fort St. James BC. Digital photography workshops, wildlife photography, canoeing and more. Great meals, private cabins and good fun. 3 hr. drive from Pr. George. Summer special \$345 pp for 3 days. Call Frank 250-649-0340, www.wildtrout.ca

SUNSHINE COAST Gibsons, 2 bd. ocean-view house avail. June-Sept. \$400/wk. 250-803-1533. nicholson-credo@hotmail.com

KELOWNA basement room, kitchen & bathroom. Towels/linen provided. Clean, comfortable, outside entrance. Weekly rental, July-Aug. \$150/wk. Mon.-Sun. Check in/out time 11:00 a.m. Ph/fax: 250-763-7918, e-mail: parilha@shaw.ca

MOON DANCE CABIN on Oyster Bay, Sunshine Coast, Restful, relaxing, romantic, waterfront. 3 day min., weekly rentals, www.moondancecabin.com, info@moondancecabin.com, Brent 604-841-5806.

PARKSVILLE 3 bd., totally equipped, near everything. N/P, Avail. July & Aug. 250-248-6910.

WHISTLER. Luxury condo, pool, hot tubs close to Lost Lake and village. Great summer deals. www.at-blackcomb.com, 604-929-6589.

PENDER ISLAND. Private, 2 bd. cottage, sleeps 6. New roof, skylights, paint. Near 3 beaches. \$650/wk. rhyde@shaw.ca, 604-859-6740.

POWELL RIVER. Fully furn. cozy vacation home, W/D, D/W, canoe, mountain bikes. Located at Douglas Bay. Beautiful/safe/sandy beach. Daily/wkly/mthly rates. 604-414-3864 or sjepsen@shaw.ca

PENDER ISLAND Cabin, comfy, reasonable, 05-09, 604-943-5325.

MAUI, S. KIHEI. Very large 1 bd., 2 bath, 2 lanais, private garden setting, beautifully furn. Pools and tennis. Easy walk to Kam. and Wailea beaches. 604-924-5076.

SALTSPRING ISLAND. "Ocean Cottage," 1 bd., waterfront on a beautiful beach, 5 min. from Ganges. Now available for longer stays. Compare a 2-week visit elsewhere on the island, with 1 month at Ocean Cottage. Set up a "home base" for summer, or share with family members. Fully furn. and equipped: \$2,800/mo., 2 to 4 people. Call 250-537-5050, or e-mail oceancottage@saltspring.com

HEFFLEY LAKE Summer cabin. Good fishing and water play. 15 min. to SunPeaks, golfing and fine dining. Sleeps 6, hotwater, electric stove. Weekly and weekend rates. jfornelli@sd73.bc.ca

PENTICTON vacation home for rent July/Aug. 5 bd., 3 bath, hot tub, 5 min. to beaches, winery route, watersports. Educator rate \$1500/wk. nadgav@yahoo.com, 250-770-3205.

DREAM OF A GULF ISLAND VACATION? Unwind in one of our private waterfront homes or forest cottages. 1-888-848-2231, www.globalhavens.com

SILVA BAY, GABRIOLA ISLAND waterfront 4 bd. home on 1 acre. 2 bath, fully equipped kitchen, 1500 sq.ft. deck, 70 ft. private wharf. Lots of islands to explore. 604-948-0070, cell 604-764-2033.

DENMAN ISLAND Share attractive beach cabin on alternate basis. 250-285-3790.

OSPREY LAKE Cozy home, 42 km. E of Princeton, 2 bd., 2 bath, all amenities, safe swimming, no speed boats, 3 min. walk to TransCanada Trail. 1 pet with permission. \$650/wk., \$100/nt., min. 2 nt. stay. Contact 604-438-9497, mgreiner@shaw.ca

WATERFRONT LOG CABIN Texada Island, hot tub, F/P, tv/vcr/dvd/stereo. 2 bd. (queen & single)+ loft (double). Max 6 persons. Beautiful sunsets, sandcastles and sea life. Hike, bike or golf. 10 BC Ferries daily. N/P, N/S, Sept–June \$750/wk, July–Aug. 950/wk. 604-886-0548, www.sanddollarlogcabin.com, email: sanddollar@uniserve.com.

WANTED: LAKEFRONT CABIN Family of 4 would like to rent a BC Interior lakefront cabin or lot for 1 wk. before but not including the August long weekend. udwright@telus.net

SAKINAW LAKE Pender Harbour, waterfront cabin for rent by the week. July 1–8, Aug. 6–13, Aug. 13–20, Aug. 20–27. Further info call 604-988-0242.

MAYNE ISLAND New, architecturally designed, waterfront home avail. this summer. 3 bd. cottage or studio. Stunning view with secluded sandy beach. Lisa 604-584-5423, melalisa@shaw.ca

BIG ISLAND OF HAWAII 2-bd. condo. See www.vrbo.com/46259 for details.

VICTORIA GET-AWAY Nestled between downtown and Cook Street village, facing Beacon Hill Park. Fully equipped 1 bd. condo for the price of a motel room. 1 wk. min. www3.telus.net/victoriacondo/ or 250-385-6305.

PENTICTON new townhouse, overlooks beach, park, 2 bd. all/part August. 250-490-3383, angelaewis51@hotmail.com

FOR RENT/EXCHANGE

KITS CONDO 1 bd., condo near beach, fully furn., avail. immediately until July 31. 604-737-7181.

UVIC AREA Furn. room, private bath, shared kitchen, quiet. \$450/mo. 250-721-4960.

KELOWNA 2 bd. fully furn. condo. Avail. May–Aug. 8 min. from North Campus, UBC Okanagan. Contact dingersdad@hotmail.com

KITSILANO HOUSE Avail. July 1–Nov. fully furn. 3 bd., den, 2 bath, W/D, D/W, 10 min. to UBC & downtown. Close to bus stop. \$1400/mo. 604-738-1876, iroland@uniserve.com

NEW WESTMINSTER house, 3 bd., 3 bath, close to SFU, skytrain, community, rec., pool, parks, shopping. Avail. July and Aug. 604-525-6731, drickbeil@hotmail.com

VICTORIA 4 bd., character house in Oak Bay. Avail. July 1–29. \$1000/wk. (less \$ for longer). 250-384-3499, want@shaw.ca

WANTED TO RENT house/condo in the Vernon area for 2-4 wks. (July 17-Aug. 13). Partially retired couple with grandkids, pet. Contact Sharon 250-564-3492 or Jeremy jeregreenfield@telus.net.

WHITE ROCK. Private 1 bd. fully furn. suite plus sofabed located right above W.R. pier. Steps to promenade and beach. \$70/nt 604-542-9296, ggreveling@shaw.ca

NANAIMO North, furn. 3 bd. Sept. to Dec. 250-756-4054.

VANCOUVER newly renovated furn. studio apt. in West End. 3 blk. from Stanley Park and English Bay. May 1-June 30 (wkly rates) and July 1-Aug. 12 (summer sublet). 250-447-6393.

VICTORIA contemporary 3 bd., 2 bath, garden duplex. Excellent central location. July 1–30. NS/NP. \$1350. 250-592-4563.

CRESCENT BEACH cottage, South Surrey, Avail. Sept. 1/05 to June 30/06. 2 bd., large fenced yard, 2 blks from beach, N/S. \$1100/mo. Ideal for young teachers! Susanna 604-853-5415.

BED & BREAKFAST Port Moody, water view, ensuite, on bus route, \$40/day. 604-936-9806 (days), 604-469-1254 (after 8 pm)

VANCOUVER False Creek, 1 bd. fully equipped condo, hwd. floors, quiet, sublet July and Aug. Photos avail. 1-604-886-2417, walker@dccnet.com

PARKSVILLE 3 bd., 2 bath

VANCOUVER 2 bd. furnished condo, seawall, oceanview. July–Aug. \$600/wk. \$2000/mo. 604-632-9804.

WANTED Peterborough, ON teacher couple and Golden Retriever seek 2005-06 winter accom. in Victoria, BC. Willing to buy, rent, housesit or exchange. Contact Mike at 705-876-9078 or e-mail farfromhere@cogeco.ca

RICHMOND new 1 bd. condo for rent July–Aug. \$1000/mo. 604-273-7775.

COMOX Oceanfront executive home. Private, quiet location looking across to the coastal range. Just move in everything included. 2400 sq.ft. Adults only, N/P. Avail. Aug., Sept., Oct. \$1500/mo. 250-339-6484, e-mail: bruce6484@shaw.ca

VANCOUVER YALETOWN Fully furn. studio condo in heritage building available on a monthly basis. TV, cable, internet, parking included. Find yourself only steps away from restaurants, theatre, shopping, cycling, kayaking and more. NS/NP. All inclusive rental package. Inquire sbshop@bctf.ca

KELOWNA 2 bd., furnished, lake view house for rent for summer months. \$1500/mo. Incl. utilities, cleaning lady, gardner. 250-765-8417.

WANTED TO RENT Langley area condo/apartment house by teacher's family for July and Aug. Phone 250-368-5093 evenings.

N. BURNABY townhouse, Avail. mid Aug/05 to March 2006, fully furn., 2 bd., den, all appl., Close to SFU, bus, skytrain, 30 min. to downtown Vancouver. 604-420-8726, lejordan@shaw.ca

TEXADA ISLAND Waterfront house for rent. Call 250-344-2100.

RESOURCES

SCIENCE ACTIVITIES for the visual learner. Designed for junior science and senior biology in BC. To order, phone 604-852-0923 or e-mail davidhague@uniserve.com, www.visuallearner.ca

AWARD WINNING CHILDREN'S PERFORMERS 'The Buddy System' bring social responsibility curriculum to life with dynamic, fun school concerts. FREE CDs and activity books with booking. 604-215-2760 or info@buddy-system.org.

BLUEPRINT FOR WILD CLASSES! Teach your children about Burns Bog. Book a tour! Buy a book! Buy a video! For rates and prices, contact Burns Bog Conservation Society, 604-572-0373 or 1-888-850-6264, www.burnsbog.org.

MISCELLANEOUS

MASTER OF SPECIAL EDUCATION by coursework offered by Flinders University of S. Australia is recognized by the B.C. Teacher Qualification Service. The degree is available entirely in distance mode. Applications are invited now for commencement of study in 2005. More information at: <http://ehlt-online.flinders.edu.au/bc> or from the program co-ordinator, Bernice Burnip@flinders.edu.au

www.findAtutor.ca Students looking for tutors, tutors looking for students. A comprehensive tutor listing service in Canada. Accepting listings from throughout BC. To advertise tutoring, or to search for a tutor, visit www.findAtutor.ca

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.

FOR SALE Revolving pamphlet or paperback rack, on wheels. Great for classroom or library. \$30. 604-270-7373 evenings.

CANADIAN TEACHERS OVERSEAS Short or long-term teaching in China and Korea? Contact: Carol Baird-Krull, 250-247-0077, cbairdkrull@shaw.ca. Experienced overseas educator, proven placement advisor.

USE YOUR MOUSE to find your house! **Victoria, Sooke & Sidney.** Thinking of buying or selling, click on Victoria's top real estate website, free reports and MLS listings with full addresses at www.carollivingstone.com. Carol Livingstone, B.Ed., Re/Max Camosun, carol@carollivingstone.com, toll free 1-800-663-2121, 250-744-3301.

WHO SHOULD YOU TRUST with all of your real estate transactions? How about another teacher? Peter Adams, Sutton Group Seafair Realty. Serving the Lower Mainland. Special consideration given to BCTF members and their families. Please call 604-319-4378. padams@sutton.com

JUNE 2005

9–10 New Westminster. Living on the Razor's Edge: Solution-Oriented Brief Family Therapy with Self-Harming Adolescents, presented by Matthew Selekman, MSW, LCSW, at The Inn at the Quay. Visit amigabc.com, or call 1-877-264-4222.

23–24 New Westminster. Anger and Aggression: A Life Span Treatment Approach, presented by Donald Meichenbaum, Ph.D., at The Inn at the Quay. Visit amigabc.com, or call 1-877-264-4222.

JULY 2005

3–8 Victoria. The Canadian Youth Climate Change Conference, motivating youth to lead the challenge of climate change—speakers, challenging workshops, skill building, and critical thinking—all in an empowering atmosphere and setting. Visit yc3.net.

4–8 Victoria. Summer Geotechnology Institute, an exciting programme developed to meet the needs of teaching professionals in Grades 6–12 who are interested in learning or advancing their understanding of Geotechnology (GIS, GPS, Remote sensing [satellite imagery], digital images, file management) for use in the classroom, St. Michaels University School. Visit smus.ca/campus/extension/ed_inst_gt.html.

4–21 Quebec City. Institut de Français, UBC - Québec, French Bursary Program for Teachers. This French-immersion program is intended for all teachers and administrators interested in learning or improving their French language skills. Visit frenchcentre.ubc.ca, or call toll-free 1-866-528-7485.

4–26 Victoria. University of Victoria, Summer Studies, French for Elementary Teachers, a review of basic structures, pronunciation, vocabulary, and expressions, through communicative/experimental approach, with an emphasis on oral expression. Use of thematic units based on the intermediate school curriculum. Detailed study of the language teachers require for classroom management. Contact Danielle

GET QUALIFIED IN PE. No formal training in the discipline? Starting Sept. 2005, learn part-time over 2 years, with a manageable schedule designed for working teachers. Call Brian Storey 604-527-5512, storeyb@douglas.bc.ca, www.douglas.bc.ca/pespecialist.

DRAMAWORKS 2005 Theatre Alberta hosts a variety of theatre workshops designed to collectively engage educators, amateurs, and professionals! Workshops in curriculum, collective creation, acting, directing, choreography, sound and prop design, and more. Weekend and week-long formats running July 8–17, 2005, at The Citadel Theatre, Edmonton. Early bird pricing available until June 3. Visit theatrealberta.com or call 780-422-8162.

RETIRING? Are you under 55? Do you really know all your options? For more information on your retirement, call Ralph 1-866-381-6867 or visit www.pensionparadigm.com

CRUISE AND TEACH Do you use a digital camera, are you computer savvy, do you like to travel? We are looking for retired couples and singles who want to volunteer to teach classes onboard a Cruise Line for 4 to 6 weeks, 2 to 3 times a year. If you are interested, e-mail Linda@highseasCS.com

GOLD RIVER REUNION Did you teach in Gold River? Come to our reunion August 27, 2005. Contact Julia Davies 250-283-2670, cleann@telus.net

Advertising

For information about deadlines, rates, and sizes, visit: bctf.ca/newsmag e-mail Kathleen Smith at newsmag@bctf.ca

Piercy, 250-721-7363, french@uvic.ca, <http://web.uvic.ca/reco/summer>.

11–24 China. China. Peace & Reconciliation Study Tour to China for Canadian Teachers, helping selected teachers better understand the cultural and historical background of China during the Asia-Pacific War (1931–1945) by meeting survivors and historians and visiting museums and historical sites in Beijing, Nanjing, YiWu, and Hong Kong. The tour organizer covers all ground costs inside China while teachers take care of their international travel costs between Canada and China. Travel subsidy is available on request. Application deadline is now extended to March 15, 2005. Contact Thekla Lit, 604-436-3002, bcalpha@shaw.ca, alpha-canada.org/StudyTour.

13–16 Vancouver. Engaging the imagination in teaching and learning, Third International Conference on Imagination and Education, featuring Dr. Maxine Greene, Coast Plaza Hotel. Contact Josh Coward, event and conference co-ordinator, jcoward@sfu.ca, ierg.net.

20–23 Bamfield. The Northwest Aquatic and Marine Educators' annual conference, at Bamfield Marine Science Center on Vancouver Island. Visit mareco.org/name.

25–29 Drumheller. Palaeo Week for Teachers, Dinosaur Provincial Park and Royal Tyrrell Museum. \$400 incl. taxes, materials, field trips, lunches. Call toll-free 1-888-440-4240, tyrrell.bookings@gov.ab.ca or visit tyrrellmuseum.com.

AUGUST 2005

15–19 Vancouver. Media Literacy Summer Institute, introducing the basics to teach media literacy in the classroom: Key Concepts of Media Literacy, Prime Time Television, News, Global Issues, Movies, Advertising, Gender, Diversity, the Internet, and classroom resources. Presenters are John Pungente, host of the national TV show *Scanning the Movies*, and Carolyn Wilson, president of the Association for Media Literacy in Ontario and co-author of *Mass Media and Popular Culture*. Cost \$50. Contact Dan Blake, 604-301-1247, deblaca@telus.net.

22–26 Nanaimo. Summer institute with Dr. Gordon Neufeld, The Teachability Factor, sponsored by Qualicum/Parksville and Nanaimo districts with Malaspina University College. \$350. Contact Lis Kroeker, kroekere@mala.bc.ca, mala.bc.ca/education/neufeld_workshop.htm.

25–26 Surrey. A Living Values Education Workshop, Teachers for Peace and Global Education, Surrey Conference Centre, 9260 140 Street. \$50." A wonderful, user-friendly resource for integrating the teaching of social responsibility across the curriculum." This UNESCO-supported program gives participants opportunities to reflect on their values, practise creating a value-based atmosphere, and explore lessons. Contact Gudrun Howard, 604-517-1350, canada@livingvalues.net, or Beata Hittrich, 604-433-9765, bhittrich@hotmail.com.

25–26 Vancouver. Summer Institute 2005, 100 Ways to Raise Boys' Achievement, with Barry MacDonald, a part-time teacher/counsellor in School District 35 (Langley), Coast Plaza Hotel. Visit mentoringboys.com.

25–26 Abbotsford. Blueprint for literacy K–10: The teacher, the learner, the text, with Miriam Trehearne, Faye Brownlie, Karen Hume, Jeff Wilhelm, Adrienne Gear, and Colleen Politano. Lunch, refreshments, publishers' displays, and prize draws. Contact kwraight@sfu.ca, educ.sfu.ca/fp/si05.

29–31 Victoria. How To Teach Elementary and Middle School Physical Education, St. Michaels University School. This three-day workshop will present ways to give all children positive experiences from sport. Learn how to motivate and guide your students to success, and learn ways to integrate physical education into areas of the curriculum. Each participant will receive a 200-page book plus course handouts. Visit smus.ca/campus/extension/ed_inst.htm.

OCTOBER 2005

20–21 Vancouver. B.C. School Counsellors' Assn (BCSCA) Conference, Working with Heart, SFU Harbourside. With Gordon Neufeld. Contact Jan Pinkerton, jpinkerton@sd54.bc.ca, bctf.bc.ca/psas/BCSCA.

20–22 Kelowna. British Columbia Teacher Librarians' Association (BCTLA) provincial conference, Bridging: Linking Libraries, Learning, and Life, experiences, opportunities, and strategies for self-renewal, hosted by Central Okanagan Teacher-Librarians' Association, Rutland Secondary School. Contact sbede@sd23.bc.ca, cotla.sd23.bc.ca.

20–22 Kamloops. B.C. Technology Education Association (BCTEA) Conference, Skills Pay the Bills, with Ralph Finch, dean of Trades & Technology and Kathryn McNaughton, dean of Education, both from Thompson Rivers University, as keynote speakers, South Kamloops Secondary School. Join us where the Thompson Rivers meet for great workshops, tours, and commercial displays. Interested workshop presenters are encouraged to contact Martin Ilic, martin.ilic@hotmail.com.

20–22 Vancouver. English as a Second Language Provincial Specialist Association (ESL PSA), Educators Against Racism (EAR), B.C. Teachers for Peace and Global Education (PAGE), Centre for Education, Law, and Society (SFU), and the BC Peace Education Committee's first-ever joint venture to create a tapestry of learning for all—Weaving the Tapestry: Language, Culture, Equity, and Peace. Venues TBA. Sessions on teaching, learning, and living in a global community; academic sessions, practical workshops, and activities that are more community-focussed. Contact Sylvia Helmer, shelmer@vsb.bc.ca, Roz Johns, rjohns@richmond.sd38.bc.ca, Donald Wilson, dwilson@prp.sd41.bc.ca, educ.sfu.ca/cels/index.html, or bc-peace-ed.org.

21 Vancouver. Learning Assistance Teachers' Association (LATA) conference, The Vital Link, Rethinking Attention Deficit Hyperactivity Disorder, with Dr. Rosemary Tannock, Plaza 500 Hotel. Contact Alan Peterson, 38-800 South Hill Street, Kamloops, BC V2B 5L8, f: 250-376-4579, lataconference@hotmail.com, bctf.ca/LATA.

21 Richmond. B.C. Association of Teachers of Modern Languages (BCATML) conference, Best Western Inn. Contact Ellen Bornowsky, ebornowsky@sd35.bc.ca.

21 Port Moody. B.C. Association of Mathematics Teachers (BCAMT) conference, Realizing the Vision: Mathematics for All, Heritage Woods Secondary School, 1300 David Avenue. Contact Rebecca Rowley, rrowley@sd45.bc.ca.

21 Vancouver. British Columbia Teachers of English Language Arts (BCTELA) Conference, Removing Boundaries: Literacy without Borders, a national conference, Killarney Secondary

School. Contact Carleen Liski, cliski@sd43.bc.ca.

21 Surrey. B.C. Dance Educators' Association (BCDEA) conference, Everybody Dance, Fleetwood Park Secondary School. Contact Linda Medland, 604-986-0644, or Judy Herridge, 604-541-8170, judy_g@shaw.ca.

21–22 Vernon. Provincial Intermediate Teachers' Association (PITA) fall conference, W.L. Seaton Secondary School. Contact Jennifer Pickard, s: 250-248-4662, sf: 250-248-4628, jdpickard@shaw.ca.

21–22 Vernon. Association of B.C. Drama Educators (ABCDE) Conference, Unity 2005, focussing on the hottest new Canadian play, *Unity 1918*, by Kevin Kerr. Delegates will learn everything from pre-production research and development, through design and staging, to directing and acting styles. Walk away from conference with a play you are ready to produce! Main venue: W.L. Seaton Secondary School. Contact Lana O'Brien, lane.obrien@sd22.bc.ca or lane.obrien@telus.net.

21–22 Lake Cowichan, Vancouver Island. Environmental Educators' Provincial Specialist Association (EEPSA) Fall Conference, Environmental Concepts: From Theory to Practice, Cowichan Lake Outdoor Education and Conference Centre. Contact Nichole Marples, 604-533-6149, marplesn@yahoo.ca.

21–22 Burnaby. B.C. Music Educators' Association (BCMEA) provincial conference, Upbeat 2005, Burnaby Secondary School. Includes workshops, keynotes, industry displays, five provincial honours groups, and a stream for nonmusic teachers. Contact sandraennis@shaw.ca, upbeat2005.ca.

21–22 West Vancouver. Teachers of Home Economics Specialist Association (THESA) conference, Coastal Connection—New directions in home economics, Rockridge Secondary School. Includes workshops, merchant mall, and keynoter Don Genova, from CBC's *Pacific Palate*, on new trends in the food industry in B.C. Contact Jenny Garrels, jgarrels@dccnet.com.

21–22 Richmond. B.C. Primary Teachers' Association (BCPTA) Primary Leadership Conference, with speakers Dr. Marvin Marshall and Pamela Quigg, a mini-conference for teachers new to primary, with Sharron Cooke and Cynthia Clarke presenting hands-on science activities for the recommended IRP units for Grades 1–3, presentation of the ministry-supported Early Learners Project, plus more workshop choices, Vancouver Airport Conference Resort. Contact ph/f: 604-540-8309, bctf.bc.ca/bcpta.

21–22 Blue River. B.C. Rural and Small Schools Teachers' Association (BCRSSTA) Fall Conference/Retreat, at Mike Wiegeler's Heli-Skiing Resort. Contact sholmes@sd73.bc.ca.

21–23 Las Vegas. B.C. Culinary Arts Specialist Association (BC-CASA) culinary tour of the 28 kitchens at the Bellagio Hotel, tour and cooking demos at the Art Institute Culinary School, and tours of the banquet facilities of the Four Seasons Hotel, where a former student is the executive sous chef. Contact Al Irving at ajirving@shaw.ca

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

Arts education and creativity promote peace

by Sharon Richards

At the 30th session of the UNESCO General Conference in 1999, the Director-General urged the international community to promote arts education and creativity at school and in other settings as a means of promoting peace. He called upon the UNESCO's member states "to take appropriate administrative, financial, and legal measures to ensure that the teaching of the arts... is compulsory throughout the school cycle, from nursery school up until the last year of secondary school." In response to that appeal, UNESCO declared that the following decade would focus on promoting the arts in education, and it implemented a program to place arts education at the heart of all educational programs and activities.

The decade is now half over. What is the status of art education in B.C., and what has the province been doing to promote the arts in education? One source of encouragement for the B.C. Art Teachers' Association (BCATA) is its Art in Public Places program. Both the BCTF and the Ministry of Education, as partners with BCATA in this program, profile the talents of students and raise

the profile of the visual arts in education by providing gallery space in their respective offices. The work is rotated to highlight the work of schools around the province, and students are given Robert Bateman sketchbooks as a token of appreciation and an encouragement of their artistic endeavours. Our current minister of education was so pleased with the program that he requested an additional display of student artwork for his own office. Furthermore, teachers committed to arts education, while leery of pre-election promises, welcomed the recent news from the ministry that the fine arts will receive additional funding.

The concerns, however, are numerous. In a decade when our nation has made a commitment to focus on the arts at all grade levels, the ministry has changed its graduation requirements so that students can choose either a Fine Arts 11 or an Applied Skills 11 course, and no longer have to complete both; it is now possible for a student to have no fine arts instruction after Grade 9. There is also widespread concern that

Planning 10 and the graduation portfolio requirements, by taking up space in the timetable, are displacing fine arts electives and reducing options. Arts educators are also worried that the upcoming Planning 8/9 requirements will further erode fine arts offerings. Students need to experience a broad range of electives in order to make planning and career choices prior to post-secondary education. It is imperative that they not miss exposure to the richness of what the arts can offer on a personal,

Not only are we facing a reduction in fine arts requirements and elective choices, but in this decade of the arts, we're facing the loss of art specialists.

experiential level, and that they be exposed to the myriad career possibilities involving the arts.

Not only are we facing a reduction in fine arts requirements and elective choices, but in this decade of the arts, we're facing the loss of art specialists. For example, while most elementary and middle school teachers teach art, no teacher-training programs in this province have mandatory art courses. Furthermore, with the current trend toward the

middle-school

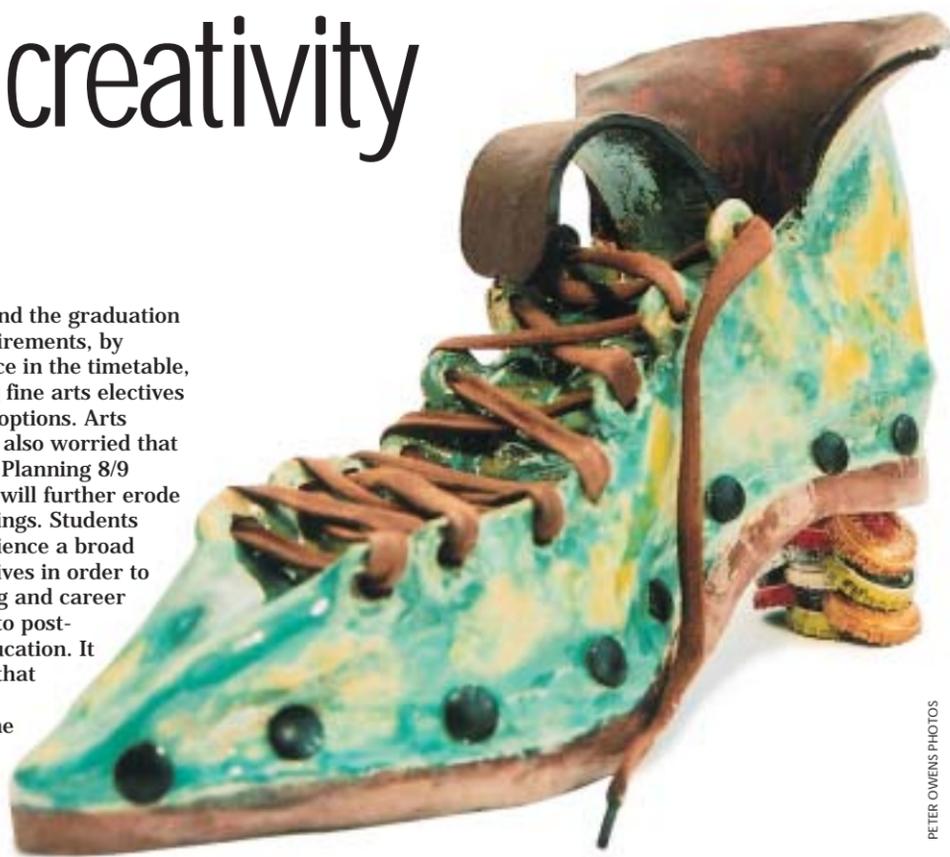
configuration, more generalist teachers are moving from the elementary system to the middle school, which means that Art 8 (and sometimes Art 9), which has traditionally been taught by an art specialist, is often being taught by a generalist, who may or may not have had an art methodology course. Additional strain on art education in this province is created by the trend toward multigrade classes that don't allow for the sequential IRPs to function as they were intended. With a 9-12 split, for example, it is extremely difficult to cover all the learning outcomes of a very sophisticated curriculum, and it is hard to build on foundational skills from one year to the next.

What about the financial measures

UNESCO urged us to take to ensure quality education in the arts? Budgets have been cut around the province, and the burden to pay additional course fees has been downloaded to the students, which raises all kinds of social-justice issues. Teachers are attempting to deal with the problem by purchasing fewer and cheaper supplies, but it's difficult to convince one's students that their work is valued when the quality of materials is substandard. Elementary teachers have commented that their schools run out of basic supplies like construction paper by March, and that parent advisory committees are trying to raise money to purchase materials so that the teachers in their schools can achieve the learning outcomes required in the IRPs. In a society with have and have-not communities, school budgets should stretch to include all supplies necessary to achieve the learning outcomes of the provincial curriculum.

Thus far, our track record with UNESCO is not strong. One can only hope that the remaining five years of this decade see a turnaround, and that arts education is reinforced, rather than eroded.

Sharon Richards teaches at Westsyde Secondary School, Kamloops and is president of the B.C. Art Teachers' Association.



PETER OWENS PHOTOS



Ceramic art, displayed at the BCTF building, was done by Burnaby Central Secondary School students, (clockwise from top) Irene Malinina, Sharon Chen, Jessamyn Delacruz, and Amy Kung.

Amnesty International: Getting involved and making a difference

by Noelle Lamoureux

In 1991, Peter Skene Ogden Secondary School teacher Marilyn Bergen decided to create an Amnesty club at the school. In that first year, the club attracted four enthusiastic students who kept busy writing letters and holding bake sales. Then, in 1997, Bergen decided to hold a noon-hour concert to try to reach more students with Amnesty's human rights message. That concert featured three performers and was well attended. The following year, the concert was expanded to one hour and was held during school time. In 2001, it was lengthened to its current format of two hours and it is now a highlight of the school year. Bergen has been joined by three other teachers sponsors, Karen Johnson, Mario

DeSandoli, and me, but every year the concert is organized and run by the students.

This year's concert began with student Michaela Dickey singing Amanda Marshall's *Let It Rain* accompanied by teacher Donna Forward on piano, and it continued with an eclectic mix of entertainment. Students and guests from the community were treated to performances of dancing, acoustic guitar, banjo and piano solos, an emotional poem about child abuse, and lots and lots of music. Napoleon Dynamite even showed up for a dance demonstration. Perhaps the loudest applause was for teachers Gary Carlson and Edda Brett's folk interpretation of Sam Cooke's *What a Wonderful World*.

Amnesty members make all major concert decisions. They

decide on the theme of the concert; this year "Stopping violence against women and youth." The students also decide what to do with the money raised; this year half is going to Amnesty Canada in Ottawa and the other half is going to 100 Mile House's Womens' Centre. Students help with set up and clean up, create the program, collect donations and petition signatures at the door, and act as stage and sound crew. Grade 11 students Jackie Zelt and Casandra Jakubicc shared duties as emcees and created the wonderful banner for the stage. Club members also decided to give this year's concert a more educational focus. Students researched causes and then gave short talks between performances on specific examples of human-

rights abuse throughout the world: children killed in the Israeli-Palestinian conflict, abuses suffered by Aboriginal women, child prostitution in Asia, child soldiers in Africa, honour killings, and the effects of blood diamonds on women and children. Amnesty member Kendall Walters' PowerPoint presentation provided another look at different issues that Amnesty International is involved in.

PSO's Amnesty Club meets twice a month at lunch. Letter writing, petition campaigns, video presentations, guest speakers, and bake sales tend to be our focus throughout the year, as well as tackling crises as they arise—most recently tsunami relief. Most members join because, as Grade 11 student Rebekah Sukkel says, "there is so

much suffering around the world and it feels good to be a part of a group who seeks justice for these sufferers."

The traditional closing is a performance by the very popular teachers' band—School of Rock (Shawn Meville, Bryan Ardiel, Geoff Butcher, Mark Doolan, and Gary Carlson).

PSO's Amnesty Club demonstrates that one person can make a difference. In the last 14 years, the club has exposed thousands of students in 100 Mile House to the reality of human rights abuses worldwide. The club has given students a way to get involved and to make a difference themselves.

Noelle Lamoureux teaches at Peter Skene Ogden Secondary School, 100 Mile House.