

Teacher

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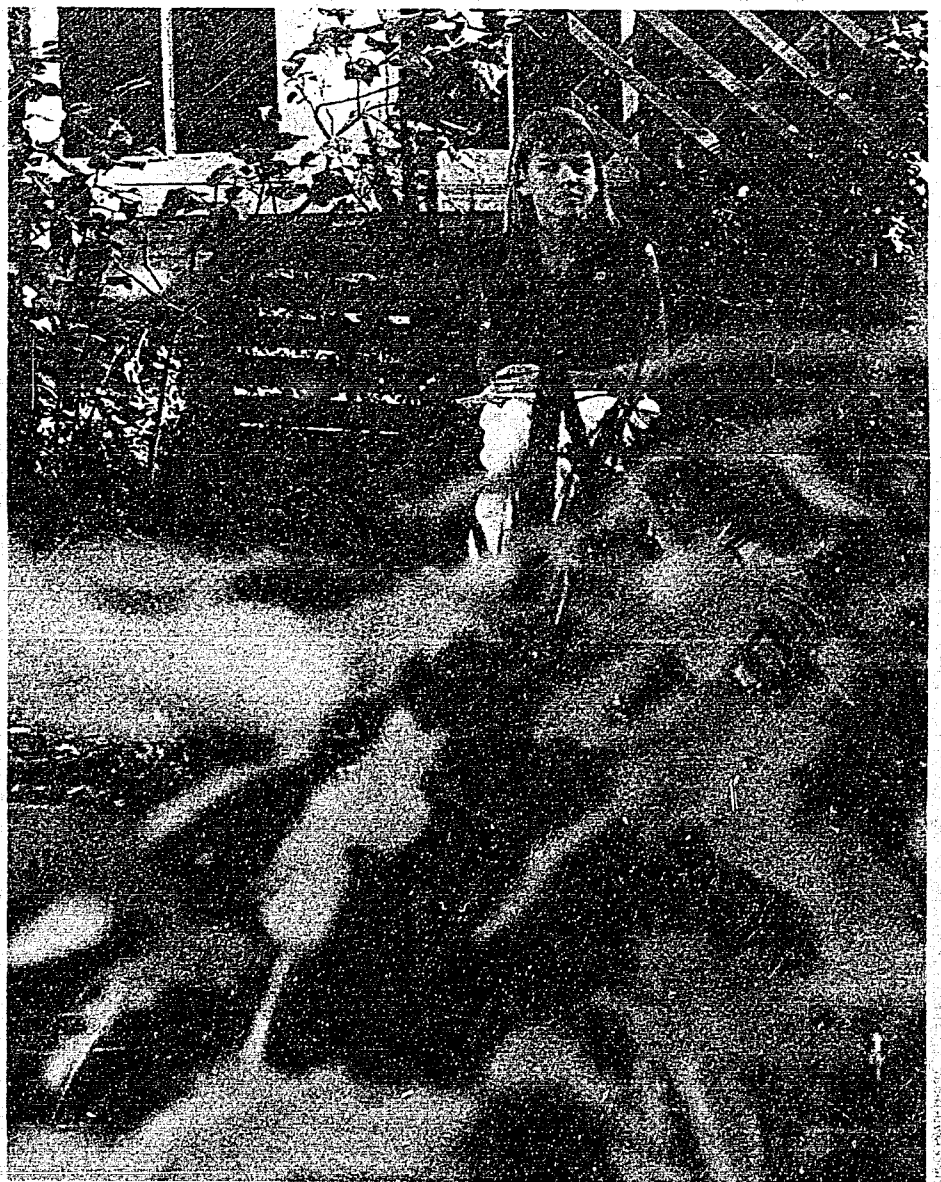
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The Refuge: one school's heart, all schools' hope?

by Gavin Hainsworth

Battered by the global forces of revolutionary change in thinking and technology in 18th-century Europe, Voltaire penned his allegorical novel *Candide*, whose characters escape a chaotic world by cultivating a small garden. Greatness comes not from attempting great things, but by doing small things with greatness of spirit. Like the planting of a bulb, education is an investment in hope on a small scale, with beautiful benefits the gardener may never see.

In the current storm of passionate interest in technology, one school, Ridgeway Elementary, of North Vancouver, has planted a walled garden at its centre instead of a MacLab. Appropriately called *The Refuge*, this sanctuary to students and teachers alike has transformed the school and community in ways that Voltaire (and many others) would approve. In an otherwise



sterile urban environment, students can walk down the hall and open a door to find nature. The secret garden of Ridgeway is as mysterious as that in Frances Hodgson Burnett's novel of the same name, unseen from the classrooms, with only two entrances: a painted doorway and a dark metal gate.

The gatekeeper and head gardener of The Refuge is teacher-librarian Chuck Heath. I first met Heath in The Refuge. He stood, over-all-clad, dirty, and disheveled, with a spade and an eager student helper by his side. Beneath his white shock of hair, his eyes glowed with the intense joy of sharing what he knew with the child beside him. I would have to wait a while.

While I waited, I read over three books of student writ-

ings, art, and photography capturing the many moods and seasons of The Refuge since its first seeds were planted, and the pond created in the fall of 1989. The Refuge was opened in 1990 by children's author Monica Hughes (who planted a dogwood), the City of North Vancouver mayor, and the district's superintendent. Many other dignitaries have visited. The Refuge over the years, including Lieutenant Governor Lam who planted a ginkgo. More moving were the student's insights.

The pond is very old. And now my book is wet. The refuge is a nice place to be. It is a place where birds sing,

where bugs come and squirrels come — Jeff Donnelly

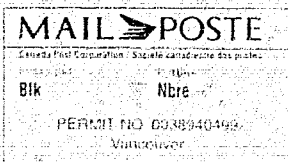
The Refuge is a place of happiness. People say Canada is a Refuge. It is a reminder to us that Canada is a happy place — Mona Khandan

"I am constantly amazed about some of their perceptions," said Heath. "They're celebrating that place. These are kids coming off of Nintendo and walking in there and talking about how colourful it is." Chuck Heath wanted a place where he could bring the insights he'd gathered working at North Vancouver's Outdoor School, and travelling in Asia into an urban school environment. "I wanted a place where students and

teachers could get wet and dirty," he said, "away from

full-frontal teaching into creating a learning environment where things can happen." The Refuge is a living library that brings global issues of forestry, species survival, and ecosystems home to kids. Heath

See REFUGE page 4



President's message



Kit Krieger

In recent months I have represented the Federation as a member of the Administrative Capping Committee. The committee, with representatives from all partner groups, is advising on ways to remove limits on administrative spending.

A recurrent theme of the administrative representatives is the growing workload of principals and vice-principals. They report increased stress and a dearth of candidates for leadership positions. Sound familiar? More significant, administrators confess to a failure to provide instructional leadership. According to a poll of members, administrators spend only 8% of their time engaging in instructional leadership.

With administrators preoccupied, who is filling the important role of instructional leadership? The ministry Field Services Branch, which controls the lion's share of the provincial allocation for implementation support, is far removed from classrooms. Ministry staff spend most of their energy dealing with the school and district administrators who admit to their inability to attend to instructional leadership.

The BCTF is proposing that teachers, through their professional organization, assume primary responsibility for the quality of instruction and education change. This would mean the realization of a key recommendation of the 1988 Royal Commission on Education.

The Federation proposal, based on successful models in other jurisdictions, would see the establishment of teacher centres staffed by teachers. Professional development programs would be offered by classroom teachers, with governance in the hands of boards with representation from partner groups, but a majority of teachers.

Senior officials in the ministry, frustrated by the challenges of system-wide change and uncoordinated approaches to PD, appear to support the Federation's proposal. The BCTF is confident that it can meet this challenge. We have a proud history of teacher leadership through teacher-associate programs and ministry-funded leadership projects. Should the ministry approve a pilot teacher centre, the profession must work hard to prove that instructional leadership and improved practice are best left to classroom teachers. We welcome this challenge.

the greatest rewards in teaching for me have been the friendships that have developed

and continued with students. A few students stand out in memory for various reasons. I'm lucky to have developed relationships with two girls who are maturing into amazing young people. One of the girls was in a Grade 5-6 class I taught six years ago. After a particularly nerve-racking lesson on "Changing Bodies" that included some challenging questions during a girls-only discussion, K. came up to me and thanked me for answering questions that had really bothered her. She was relieved to know that she could talk about this with a grownup. Later that month, she asked me to be her confirmation sponsor, an honour I gladly accepted. Last year, she shared her special talent for reading aloud by reading at my wedding.

The other young woman was in a Grade 7 music class, to whom I taught "The History of Rock." M.'s project group went so far as to write original music and create a video for their imaginary band. When she heard I was getting married, she insisted on being able to help in some way and, with her sister and mother, she decorated the hall beautifully. I look forward to seeing her graduate this year and hope to see her name in lights some day.

Those are not the profound moments that some teachers have with students, but these

Speaking personally

My greatest reward for teaching

girls and their friendship remind me of why I became a teacher: to watch children grow and to help them along the way.

Cecile Paillé
Kamloops

Her bubbling laughter stopped me in my tracks as I hurried across the classroom floor to intervene in a spat that had broken out between two four-to-five-year-olds. Turning toward the sound, I was greeted with the sight of Alicia, sitting on a chair, knee bent and looking with sheer joy at her foot. "I did it," she squeaked, "I tied my shoelace all by myself." Delight radiated from her, and I was seized with such awe, that to this moment, I still feel the tremor that ran through my body as I witnessed Alicia's Eureka. What does this have to do with the B.C. curriculum? Probably nothing; possibly everything. The sense of accomplishment and feeling of independence are crucial elements in the complex structure we call self-esteem.

When a four-year-old knows that he/she has the ability to

tie his/her shoelaces "all by myself" unlocking the mysteries of reading and numeration cannot be far behind.

My greatest reward in teaching to date? The great gift of witnessing the essence of what learning is all about.

Valerie Dyer
Peace River South

Sharing in the growth and success of my students' experience is my greatest reward. As a teacher at Sooke Alternative School, I work very hard with my students to set our academic and personal goal every week. The challenge behind this is compounded by ongoing drug and alcohol use, probation orders, and unstable home lives.

Fortunately, every so often, it all comes together, and students will reach their goals. Seeing the surprise that is in their eyes and in their actions had proven to me that they had not expected to meet their goals. Most important, once they can internalize their success, I can use this as a foundation to build upon in the future.

I will never forget a boy named M. He came from the most abusive family situation imaginable. That, combined with his fetal alcohol syndrome, made it challenging to connect with him.

M. showed impressive growth from an angry, impulsive, defiant child to a young boy who was caring, responsible, and involved. The greatest reward was seeing M. not only reaching but exceeding his goals. His rewards. All shared with me. Thanks, M.

Ed Berlando
Sooke

Teaching allows me to be both a leader and a learner. I remain hopeful that through my leadership in the classroom I can make a difference in the lives of students. Optimism is healthy, and believing that I am contributing to our society is deeply rewarding. Continually learning is the best way I know to respond to the diverse needs of students and the complexity of teaching. I learn about teaching from many sources: students, parents, teachers, workshops, professional journals, and university courses. I can then use this information to re-evaluate the decisions I make in the classroom. I appreciate the fact that teaching will always give me new challenges and opportunities to learn.

Renée Willock
West Vancouver

WOMEN'S HISTORY MONTH

Discovering women in science and technology

Some classroom activities to celebrate women's history month in October:

- Sponsor a creative writing or essay competition on women in science and technology.
- Highlight an important historical event related to women.
- Show a film or video on women's issues and/or accomplishments.
- Invite a speaker (perhaps a woman working in science and technology).
- Celebrate Persons' Day on October 18. This was the day women were officially declared persons under the *British North America Act*.
- Work with students to create a display of clippings, photos, books on contributions made by women.

- Contact What's New? Status of Women Canada's Web site, for more ideas—<http://www.swc-cfc.gc.ca/>
- Contact the B.C. Ministry of Women's Equality.
- Do the quiz below.

—Margaret Ross

Women's history quiz

1. What Canadian "first" did Helen Battle achieve?
 - a. The first woman to graduate with a degree in geology.
 - b. The first woman ornithologist to do extensive field work.
 - c. The first woman member of the Canadian Aeronautical and Space Institute.
 - d. The first woman to obtain a Ph.D. in marine zoology.
2. Acadian Marie Henriette Lejeune Ross was admired for work in which of the two following professions?
 - a. midwifery, b. botany
 - c. Naturopathy, d. healer
3. In 1994, there were 876 undergraduate diplomas and certificates awarded in engineering and applied

science. What percentage of these were awarded to women?

- a. 9%, b. 18%, c. 26%, d. 34%

4. Who was the first woman geologist in the Canadian government and the first woman elected to the Royal Society of Canada?
 - a. Roberta Bondar, b. Olivia Poole, c. Nellie McClung, d. Alice Wilson
5. What did Canadian Ruth Addams invent in the 1850s?
 - a. railway, b. dishwasher, c. cook stove, d. washing machine

ANSWERS on page 12.

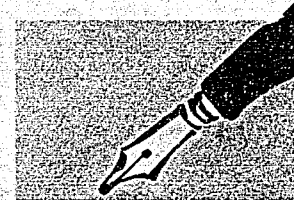
Conference for B.C. women

The metro Status of Women committees have organized a provincial conference for B.C. women on October 24, 1997. The emphasis will be on networking among all B.C. women's groups. Conference

material will include information on women in unions, women in community-activist groups, and women in leadership and business.

Rosemary Brown will give the keynote address, "The Importance of the Women's Movement." Women may choose from over 35 workshops on topics relating to their personal, political, and professional lives.

For further information, fax Judy DeVries, a Langley teacher, at (604) 530-3751.



Write to us

Letters to "Readers Write" may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be not more than 150 to 200 words, signed, and include a home phone number for verification.

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L'Institut national de l'ACPI: expérience de partage et de découverte

by Rémi Lacroix

L'Institut national de l'ACPI s'est déroulé à l'Université York à Toronto du 6 au 18 juillet. J'ai eu l'heureuse occasion d'y participer grâce à une bourse que m'a accordé le ministère de l'Éducation de la Colombie-Britannique.

L'Institut était divisé en 3 volets précis soient : la recherche, la culture francophone et la technologie.

Le volet « recherche » de l'Institut a rassemblé des chercheurs provenant d'un peu partout au pays et qui sont venus partager avec nous les dernières études en immersion. Les organisateurs de l'Institut nous ont fourni des documents à lire afin d'être mieux préparés pour les exposés. Comme toute recherche, une bonne partie était utile, d'autres exposés l'étaient un peu moins. L'étude portant sur les erreurs et leur correction en immersion m'a particulièrement intéressée. J'ai pu réfléchir sur la façon dont je corrigeais mes élèves et apprendre d'autres possibilités afin d'améliorer le langage oral et écrit des enfants et d'éviter les interférences avec l'anglais. Des questions que je me posais ont été répondues : quelles erreurs corriger ? quand les corriger ? comment les corriger ? J'ai réalisé qu'il fallait maintenant mettre beaucoup plus d'emphasis sur la correction des erreurs des élèves en utilisant une variété de méthodes de correction et en mettant l'accent sur la participation active des élèves.

Le volet « culture francophone » de l'Institut m'a aidé à réaliser qu'il y a beaucoup de façons d'intégrer la culture francophone dans nos classes et que celle-ci était beaucoup plus que la tire d'écran et le Carnaval. J'ai aussi pu réaliser que la culture francophone était une partie importante de tout programme d'immersion et qu'elle ne s'enseigne pas automatiquement en immersion. Il faut planifier des thèmes dans lesquels elle sera intégrée. Une possibilité qui a été beaucoup discutée pendant l'Institut est l'utilisation de l'hypertexte afin de connaître d'autres régions francophones du monde et de créer des situations réelles de communication pour nos élèves. Je ne pourrais pas parler du volet francophone de l'Institut sans mentionner son programme culturel des plus variés et intéressants. Tout au long de l'Institut, notre animateur culturel nous a fait vivre la culture francophone de Toronto. Que ce soit par un spectacle de danse de la Côte d'Ivoire, une partie de ballon-ballon sur la plage, ou un souper. Pierre, notre animateur culturel, a su nous divertir et nous amuser ; tout cela en français !

Le troisième volet de l'Institut était la « technologie ». Dans nos classes, nous sommes souvent isolés de nos

collègues francophones et francophiles et il nous est souvent difficile de partager nos idées, nos ressources, et nos frustrations avec nos collègues. Il est également difficile de fournir des expériences réelles de communication en français et qui pourraient nous aider dans l'enseignement du français. L'hypertexte est une des façons de nous unir et de partager. Nous avons pu explorer les différents moyens d'utiliser la technologie afin de répondre à ces besoins. À la demande des participants, un réseau national de télécommunications par ordinateur sera créé pour les anciens de l'Institut afin que nous demeurions en contact.

Tout au long de l'Institut, j'ai travaillé sur un plan d'action afin de pouvoir appliquer mes nouvelles connaissances dans mon milieu. J'ai décidé de travailler sur la mise sur pied d'une correspondance avec une autre classe au Canada ou dans un autre pays ou région francophone du monde afin de fournir à mes élèves des situations réelles de communication et leur permettre ainsi d'acquérir des connaissances concernant la francophonie d'une autre région du monde. Ce plan d'action a été développé en collaboration avec une enseignante de Victoria, Erika Kelly. Nous avons l'intention de présenter notre travail à la conférence nationale de l'ACPI qui se tiendra à Victoria les 6, 7 et 8 novembre 1997.

Au-delà des études et des exposés divers, l'Institut national de l'ACPI était une expérience absolument unique pour rencontrer des gens de partout au Canada : qu'ils soient chercheurs, enseignants, animateurs culturels, employés du ministère, etc. Là était la vraie force de l'Institut. Une expérience humaine de partage et de découverte des plus enrichissantes.

Rémi Lacroix, Enseignant,
École Brooksbank, North
Vancouver.

CAIT National Summer Institute: Sharing and Discovery

A bursary from the Ministry of Education enabled me to attend the CAIT Summer Institute at York University in Toronto July 6-18. The session had three components: research, French culture, and technology.

Researchers from across Canada shared with the participants recent studies in immersion education. Readings provided to us prior to the researchers' presentations had prepared us for their information. As with all research studies, some information was useful and some was less useful. The study pertaining to errors and their correction interested me. It made me reflect on the way I have been correcting students and

gave me new methods of correction to improve the oral language skills of my students and help them avoid transfers from the English language. Some of my questions were answered: Which errors do I correct? When should I correct them? How should they be corrected? I realize that I must emphasize the use of a variety of methods to correct errors of spoken French as well as actively involve the students in correcting their errors.

The cultural component of the institute helped me to recognize that there are many ways to integrate francophone culture into our classrooms and that culture means much more than maple-sugar taffy and the Carnaval. I also came to realize that French culture is an important part of every immersion program and that culture is not automatically taught in immersion classrooms. Teachers need to plan the themes into which French culture will be integrated. The Internet was greatly discussed—specifically, the ways in which it can be used to learn about francophone communities and to give students with opportunities for real communication.

The institute's interesting cultural program should not be overlooked. During our stay, our cultural-activities leader helped us experience Toronto's francophone culture through a variety of activities: a dance troupe from the Ivory Coast, volleyball on the beach, dinners, etc. Pierre, our capable cultural-activities leader, kept us entertained—in French!

Technology was the institute's third component. In our classrooms, we are often isolated from our francophone and francophile colleagues. It is difficult for us to share our ideas, our resources, and our frustrations. It is also difficult to provide opportunities for real communication in French that could help us to teach French. The Internet is a way in which to come together and to share. The institute afforded us an opportunity to explore the different ways we can use technology to meet our needs. At the participants' request, a national telecommunications computer network will be established to enable institute participants to keep in touch.

During the summer institute, I worked on an action plan to use my new knowledge in my milieu. I decided to work on establishing communication between my students and a group of students elsewhere in Canada or in another country. I developed my plan in collaboration with a teacher from Victoria, Erika Kelly. We intend to present our work at the CAIT National Conference in Victoria, November 6-8, 1997.

Aside from the studies and various presentations, the CAIT Summer Institute was a unique experience for meeting individuals from across Canada: researchers, teachers, cultural-activity leaders, ministry personnel, etc. They were the institute's real power. It was an experience rich in sharing and in discovery.

—Translation, Louise Fort, BCTF French Programs and Services.

Top 10 BCTF lesson aids

1 Novel Studies for Indian Captive. Number the Stars, The Giver, The Whipping Boy, Catherine: Called Birdy, Ticket to Curlew, Peggy Regg. 118 p. 1995. Includes ideas for novel projects, blackline masters for specific novels, generic novel sheets, and criteria and evaluation sheets. Grades 4-8. LA 9039—\$8.50

2 Canadian Landscapes. George Quinn. 64 p. © 1990. Student workbook includes reproducible activities exploring six natural regions of Canada. Grades 3-6. LA 9266—\$11.95

3 Building Map Skills. George Quinn. 48 p. © 1991. Student workbook with 44 reproducible activities to teach the basic skills and concepts of using and understanding maps. Grades 3-5. LA 9267—\$10.50

4 Young Naturalist 3—Discovering the Heavens. Gilles Brillon. 103 p. © 1996. This resources and activity book for budding astronomers includes information on astronomical instruments, the earth, the moon, the sun, the planets and the stars and constellations. Grades 2-8. LA 8513—\$12.95

5 Animal Farm, Potemkin, and Propaganda. Phyllis Schwartz and Georgette Champion. 32 p. © 1996. Integrated curriculum unit, students explore the relationship between fact, fiction, and propaganda as it relates to narrative in literature, history, and film. The target subjects and levels for the unit are English 10, 11, 12; Humanities 10; and History 12. Grades 10-12. LA 2025—\$4.15

6 Believe It or Not: A World Religion Resource Package. Frank McCormick. 30 p. © 1996. Resource package gives students a deeper understanding of the world's religions. It assumes that learning about the beliefs and philosophies of others will lead to increased tolerance, to a more conscious awareness of one's own position and to a keener curiosity about further study. Grade 8-12. LA 2028—\$4

7 Math Visual Glossary. Produced by the Vancouver School Board. This glossary explains mathematical terms graphically.

Intended to help new English as a Second Language students understand the mathematical terms so that they can participate orally and integrate into mathematics classes. LA 3038—\$8

8 The Watershed Works—A Learning Resource for the Study of the Fraser River and Its Basin. Linda Bernbach, Pat White, M.J. Melnyk, Department of Fisheries and Oceans. 136 p. © 1995. Provides integrated curriculum materials for teachers and students working on the study of relationships between the diverse "players" within the Fraser River Watershed. Available in French (FEE219). See also EE212 Window on the Fraser: Fraser River Action Plan. 35 p. and 2058 Table Talk—A Learning Resource for the Study of Land and Water Allocation in B.C., 126 p. Grades 5-7. LA EE219—\$12

9 Creative Classroom Projects for Integrating Information Technology K-7. Produced by the Vancouver School Board © 1997. Resource package includes ideas for using the computer in the classroom or computer lab. Classroom projects integrate the new Information Technology curriculum in Grades K-7. LA 2101—\$14

10 Great Canadian Political Cartoons: 1820-1914. Charles and Cynthia Hou. 240 p. 1997. Resource book contains more than 330 historical cartoons, tracing Canada's political, economic and social evolution up to the outbreak of World War I. Provides revealing insights into present-day issues such as national unity and international relations. Grades 8-12, teacher. LA 2013—\$39.95

For a complete listing of over 890 BCTF Lesson Aids, consult the catalogue in your school library or the BCTF Web site, www.bctf.bc.ca

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

Artists in the school, a self-sustaining project

by Susan Ruzic

Coquitlam—Eyes of the Innocent is a six-week program with an artist in the school. Eddie Buendia, a muralist, worked with us for three years, and has been doing this program successfully for ten years.

I started this project to bring money and parents into the school. I wanted to build a bridge between the French and English programs. I wanted the children to learn about their community, to feel good about themselves, and to realize that they can make art that is good enough to sell. This was the first job experience for many of them, and it gave them an opportunity to learn about drawing, painting, marketing, and leadership.

The class, 27 Grade 4 students from the regular English program and Programme Cadre, was held two afternoons a week. It was a great bridging activity for the two groups. The students painted the local community of Maillardville, in Coquitlam, and they did a community study.

I received an Ed May Social Responsibility-Fund grant and money from the aboriginal department, Coquitlam School District, to sponsor some aboriginal students. The students learned drawing and painting techniques from Buendia. They painted with acrylic paint on handmade watercolour paper. The pictures were then mounted and framed. The children were given the opportunity to make their own wooden frames in a hands-on experience. They hosted their own art show receptions at the school and at the Place des Arts (the local gallery).

Parents, school staff, school-board staff, media, the Coquitlam mayor, and some council members attended the receptions. Students dressed up, there was classical music, and they were available to talk about their art and market it. The students keep 25% of the sale, and 75% goes back to the program to keep it running.

For more information, contact Susan Ruzic, at (604) 521-0728.

The deadline to apply for a grant from the Ed May Social Responsibility Fund is October 31, 1997.





CHUCK HEATH PHOTOS

REFUGE: from page 1

would be the first to state that bringing his idea to fruition was a school-wide effort not one person's. The creation of The Refuge was made possible by a flexible timetable that allowed other teachers to help in the development and care of The Refuge. That same flexible timetable now allows staff to capitalize on the magic of teachable moments in The Refuge such as bloomings, tracing animal prints in the snow, and observing the nesting of birds.

The Refuge "is not a place you go to for a field trip once a year on Earth Day. It is an integral part of the Ridgeway community, for parents, teachers, and kids. Where a Kindergarten kid can plant a bulb and still see it there seven years later," states Heath. "I measure success by the things that happen that I could not imagine. All the things that happen in spite of you." He tells two moving stories: one of a beautiful clematis; the other of a dead parent remembered.

The clematis grew alongside a shed of the rented house of one student. It was so beautiful that local artists painted it, and the little girl loved it as her own. One day, she heard that her home was to be bulldozed along with the clematis.

The Refuge goes against the push for efficiency and the increased corporate penetration of schools.

She asked for Heath's help in bringing her favourite plant to The Refuge. It now forms a centerpiece there that the girl often returns to visit.

Another student was finding it hard to grieve for a dead parent; there was too much left unsaid. The counsellor brought the student to The Refuge to write a letter, and release it attached to a balloon. Imagine the shock when the balloon was caught in a tree. No problem, said the counsellor, who phoned the fire department for a hook and ladder to get it free. It arrived, with the school's students curiously gathered at the gate. The firefighter who went up did not know the balloon's significance, until he read the note. He was in tears as he helped the student release the balloon, and to the applause of the school, he gave the student a stuffed dog from the truck.

The Refuge has been embraced by the school's community as well. Every summer, a committee of parents, called the Summer Guardians, sign

up as a family to water and care for The Refuge. The school has established a wonderful working relationship with the local corner-store owner, David, who is a gardener himself. All of the school's plants are purchased from him, and he, in turn, donates many plants to the school. He lends all the flowers for graduation to the school. The students and their parents shop at the store, and he says that the students are beautifully behaved in his store. Neighbours also mention that students stay out of their gardens and that littering is not a problem, as it is in many schools.

Every year the viability of The Refuge is threatened by funding cutbacks. Staffing and flexible scheduling must be fought for, even with its obvious success and many allies. "I am eternally optimistic that we will find a way," states Heath, "but I don't know how long this downward spiral will continue." The Refuge goes against the push for efficiency, and the increased corporate penetration of schools—viewing students as products or consumers, rather than humans and citizens.

"There's this incredible thrust in technology. Technology is the be-all-and-end-all without a lot of people asking why do we need it?" Heath said. "I would be happier seeing computers not being used until the intermediate years—I see no child really suffering by this. Kindergarten kids sitting at a panel of glowing screens or in The Refuge planting bulbs—where do you want your kid to be?" There is no virtual reality in The Refuge, a place where birds and spirits sing. Their hopes are expressed in a song written about The Refuge by its staff and students:

There is a place beyond the garden gate
A quiet space for me to sit and meditate
And in this place, I let my fantasies take wing
And dream the wildest and most wonderful of schemes.
And in this place, I hear the hopes of those to come
I feel the spirits of the ones who came before
Brought on the breeze that swirls and rustles through the leaves
And in the magic of the colours of the seasons.

Gavin Hainsworth teaches at North Surrey Senior Secondary School, Surrey.

by Steven Snyder

To excite and motivate students, especially given the wide range of student abilities, backgrounds, and interests are the most challenging tasks for classroom teachers.

In early 1997, I started the Pacific Scientific Education Society (PSES). It is a non-profit organization to improve the educational experience for young people by providing fun and meaningful activities for students and teachers.

A flight model kit designed for Grades 5-10 is available to introduce students to balsa-wood model-aircraft building using a hands-on approach. Each kit has all the necessary materials for the construction of 32 airplanes. A teacher guide and student-completion certificates are included.

The student activity sheets are cross-curricular covering topics in geography, history, math, and science. The project itself is artistic, and the classroom teacher could easily incorporate it into a science, an art, or a technology unit.

The kit and its exercises meet many of the new Technology Education K-7 IRP requirements.

Ideas for the society and its products come from teachers, students, and parents. From the classes that have used the flight kit so far (Grades 6/7, 8, 10) in the Lower Mainland, the results are impressive. Students are drawn to the hands-on project and when finished, they have a colourful model

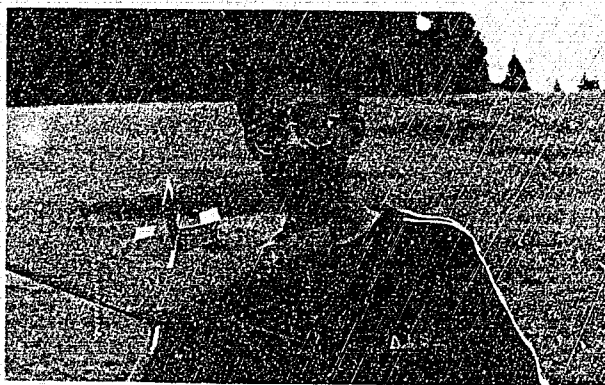
plane that can be hung from a ceiling. Male and female students enjoy the project and teachers appreciate the resource because it makes science concepts far more realistic and interesting for their students. A goal of the PSES in creating this resource was to make it attractive to female students, who often shy away from science.

Once students have completed Flight Kit #1 and have gained the skills necessary for modelling, they may be ready to attempt Flight Kit #2, making rubber-band-powered balsa-wood planes.

PSES is also developing glider and rocket kits. Schedule to be available in spring 1998. As a non-profit society, PSES offers Flight Kit #1 at the cost of \$219, approximately \$7 per student, assuming a class size of 30. Flight Kit #2, available for \$229, should be undertaken only after Kit #1 has been completed. The time required to completely design and make a balsa-wood plane is approximately 20 hours. The accompanying exercises and suggested projects in the teacher's manual enable the teacher to tailor the package to their curricular needs and time allotments.

For more information and order forms, please fax Pacific Scientific Education Society, (604) 552-8501.

Steven Snyder teaches at Como Lake Middle School, Coquitlam and is the president of Pacific Scientific Education Society.



STEVEN SNYDER PHOTOS

Book ban in Surrey—what happened?

by James Chamberlain

The motions passed by the Surrey School Board stand in direct opposition to our members' concerns to strive to eliminate homophobia and heterosexism from schools.

In April, the trustees passed a motion to inform staff:

"that resources from gay and lesbian groups such as GALE or their related resource lists are not approved for use or redistribution in the Surrey School District."

This motion effectively banned counsellors from using the handbook "Counseling Lesbian and Gay Youth" that had been in all junior and senior secondary schools for about two years.

At the next board meeting, the trustees debated the use of three children's books for Kindergarten and Grade 1 classrooms.

The books are *Asha's Mums* (ISBN 0-88961-143-2, © 1990), *Belinda's Bouquet* (ISBN 1-55583-154-0 © 1991), and *One Dad Two Dads Brown Dad Blue Dads* (ISBN 1-55583-253-9 © 1994).

In a vote of 4-2, the trustees chose to ban the books from all schools in Surrey. GALE, BC, The B.C. Civil Liberties Association, and parents from my classroom all gave convincing arguments as to why the books should be approved and presented a petition to the board in favour of their use.

At the subsequent board meeting, trustees put forth another motion to send home a parent survey with all elementary children in the district. It stated that the majority of trustees felt the three books were inappropriate for elementary-aged children. The survey asked only one question: "Do you agree with the use of materials such as books, videos, and/or presenters from the

Gay and Lesbian Educators of B.C. for classroom instruction for Kindergarten through Grade 7?"

A simple yes or no response was required. The question was inaccurate and misleading. GALE neither does presentations to elementary schools nor owns the resources in question. The board also felt that parents throughout the district could make an informed decision about the age-appropriate use of the books without reading them!

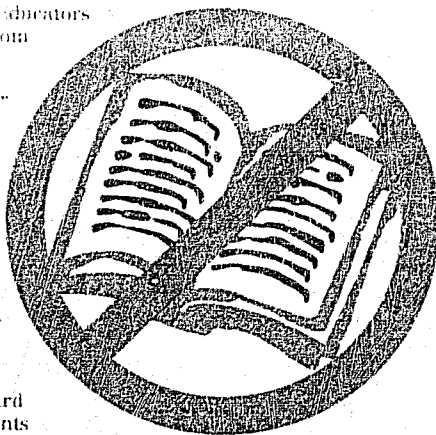
Parents in Surrey asked questions regarding the costs of sending the survey and the accuracy and validity of the results. Finally, they called for it to be rescinded as they did not think it appropriate that elementary-aged children bring home referenda from the trustees, and they objected to its discriminatory nature.

The District Parent Advisory Committee voted to urge the trustees to rescind the survey.

The B.C. Human Rights Commission declared the survey discriminatory in that it singled out gays and lesbians as an identifiable group for discrimination. At the same time, the BCTF released an independent survey that was published in the *Vancouver Sun* on May 31, 1997. The survey showed that 73% of parents in B.C. want their children to be taught tolerance of homosexuality in schools. The school board rescinded the survey with the warning that it may be considered in the future.

The books are still banned in Surrey.

In August, I, along with parents and students from



Surrey, launched a lawsuit in the B.C. Supreme Court against the book banning. The case is expected to be heard this fall, and a positive ruling will set precedents for all school boards in B.C.

The case boils down to two main issues: censorship and discrimination. Individual school districts should not be able to impose a narrow set of values upon the public-school system. They have no right to censor innocent picture books that simply portray same-sex families as part of their content. This case will be expensive, and I urge you to get involved and help prevent book banning in other districts. Every child's future and ability to learn in an inclusive, accepting environment depends on it.

Call the B.C. Civil Liberties Association at (604) 687-2919 for details on how to contribute to the "Action Fund To Fight Book Banning in our Schools."

Visit our book-banning Web site for frequent updates on the case—www.lesbigay.com/bigots—you may also link to it via the GALE Web site at www.galebc.org.

James Chamberlain is a Kindergarten teacher in Surrey.

APEC annual summit

APEC has not been at the fore of the consciousness of Canadians until now, but that will change by the time APEC leaders leave Vancouver after the annual summit meeting in late November. The crowds of press, security people, advisers, and hangers-on will number more than 10,000. Caravans of limos ferrying leaders of the 18 APEC members will create more traffic havoc than the Molson Indy.

The nature of Asia-Pacific Economic Co-operation (APEC) is made clear on Canada's Department of Foreign Affairs Web site. It says that "APEC's mandate can be summed up in a single phrase: 'APEC means business.'"

What does APEC have to do with education? Education—viewed as "human resource development"—is high on the agenda of APEC concerns.

Education was the focus of an APEC ministerial meeting in Korea in September—a meeting of "human resources" ministers, not education ministers.

The view of education presented in the main concept paper for that meeting makes it clear that the purpose of education is to prepare workers for business. The concept paper says "that decisions must be taken by a school system for good business reasons with maximum business intervention."

It continues that "The emphasis on education for itself or on education for good members of a community without a large emphasis on preparation for the future work are [sic] no longer appropriate."

It should come as no surprise that an organization that includes a number of repressive states—Indonesia and China being two—would not place a high value on education's serving to prepare for participation in a democratic society.

In response to this narrow perspective, a People's Summit will run parallel to the APEC leaders' meeting. That meeting, is one of a series aimed at pressing APEC to listen to the voices of "civil society."

The People's Summit includes one- and two-day issue forums on a wide range of topics, with perspectives different from those in the official meetings. The forum called "Public Education and Research" will include teacher union representatives from Mexico and Chile as well as many of the APEC countries in Asia.

Similar meetings will bring together international panels of women, environmentalists, human-rights activists, labour representatives, anti-poverty advocates, and more—with up to 15 different forums between November 17 and 21. The forums will be followed on November 22 by a plenary meeting of several hundred participants who will create an action plan for responding to APEC.

The Public Education and Research Forum is being organized by the BCTF, the Canadian Teachers' Federation, the Canadian Federation of Students, and the Canadian Centre for Policy Alternatives.

A Youth Forum, financially supported by the BCTF International Solidarity Fund, will bring together young people from B.C. and the APEC region for meetings November 7-11.

Participation in these events is open to the public. Information is available at www.vcn.bc.ca/summit or on request from the Research Department at the BCTF.

The People's Summit is looking for places to billet international guests who will be in Vancouver for the meetings. Teachers who would like to host an activist from an Asia Pacific country can phone the People's Summit office, (604) 682-1952.

—Larry Kuehn

Controversy continues over firing

by Noel Herron

"I envision a country where all citizens regard each other not simply with tolerance, but with a new understanding and mutual respect for personal dignity. I envision a society that has finally freed itself of racism and racial discrimination, and where a climate of trust and understanding exists that transcends colour, religion, and language."

—Lincoln Alexander, former lieutenant governor of Ontario and chairperson of the Canadian Race Relations Foundation (*Globe & Mail*, August 18, 1997)

Sentiments such as those expressed above held little sway with Vancouver School Board (VSB) trustees in the spring, when they decided to fire the board's sole antiracism consultant as part of their \$16.1 million cutback program. The board received over 1,200 letters, phone calls, briefs, and submissions protesting its far-ranging cutbacks. Five separate community advocacy groups emerged as a result of the protests.

The Coalition for Quality Education—concerned citizens, parents, community non-profit organizations, and professional groups—strongly denounced the firing of the VSB antiracism consultant.

The coalition's fears were underlined in the recent McIntyre and Mustel research survey commissioned by the BCTF and in a previous city-sponsored youth forum, both of which found violence and racism to be of significant concern to students and the public.

The coalition sought the intervention of the B.C. Ombudsman's Office and in late August, the Ombudsman's Office agreed to intervene in this case. The coalition bases its case on the following three considerations:

- Lack of community input.
- Demographic composition of VSB.
- The cuts will disproportionately affect the city's minority communities.

Antiracism is not just a school matter. It is a com-

munity-based struggle, with ownership and responsibility centred in the community. Early education and intervention at all levels of the school system are essential, preventative components.

Even-handed and ongoing implementation of race-relations programs and policies, cross-cultural workshops for staff, students, parents, and administrators, and steady support for immigrant children and their families, are some of the key elements of an effective multicultural curriculum.

Students who feel insulted, harassed, or demeaned by racial epithets or racially motivated incidents and see staff and administration turn away, are not being treated fairly. (Five Vancouver secondary-school students spoke of incidents such as this to Deputy Ombudsman Brent Parfitt as part of the preliminary oral presentation on the complaint from the coalition.)

Ignoring or denying that problems exist will undermine

proactive and positive school environments.

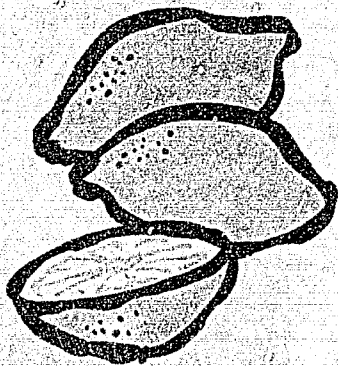
Last year, the VSB unanimously endorsed the recommendation of its ESL committee that it undertake "...a comprehensive staff-development program for all teachers, support staff, and administrators to support a culturally diverse population."

With a new year starting with far fewer professional-development staff on hand, the chances of this district-wide program's getting under way are zero to nil.

The coalition is also asking for the immediate intervention of the B.C. Human Rights Commission.

These two independent, provincial investigative agencies may yet provide the measure of fairness to Vancouver's multicultural communities that is being denied by the Vancouver School Board.

Noel Herron is a member of the Coalition for Quality Education.



The fruits of NAFTA

Who can argue with results like this?

- 30% decrease in the average hourly wage of Mexican *maquiladora* workers (*maquiladora*: factories, run by multinationals, which are allowed to set their own working conditions)
- 133% increase in U.S. companies' domestic sales of products assembled in Mexico

Source: *Harper's Magazine Index*, September 1997

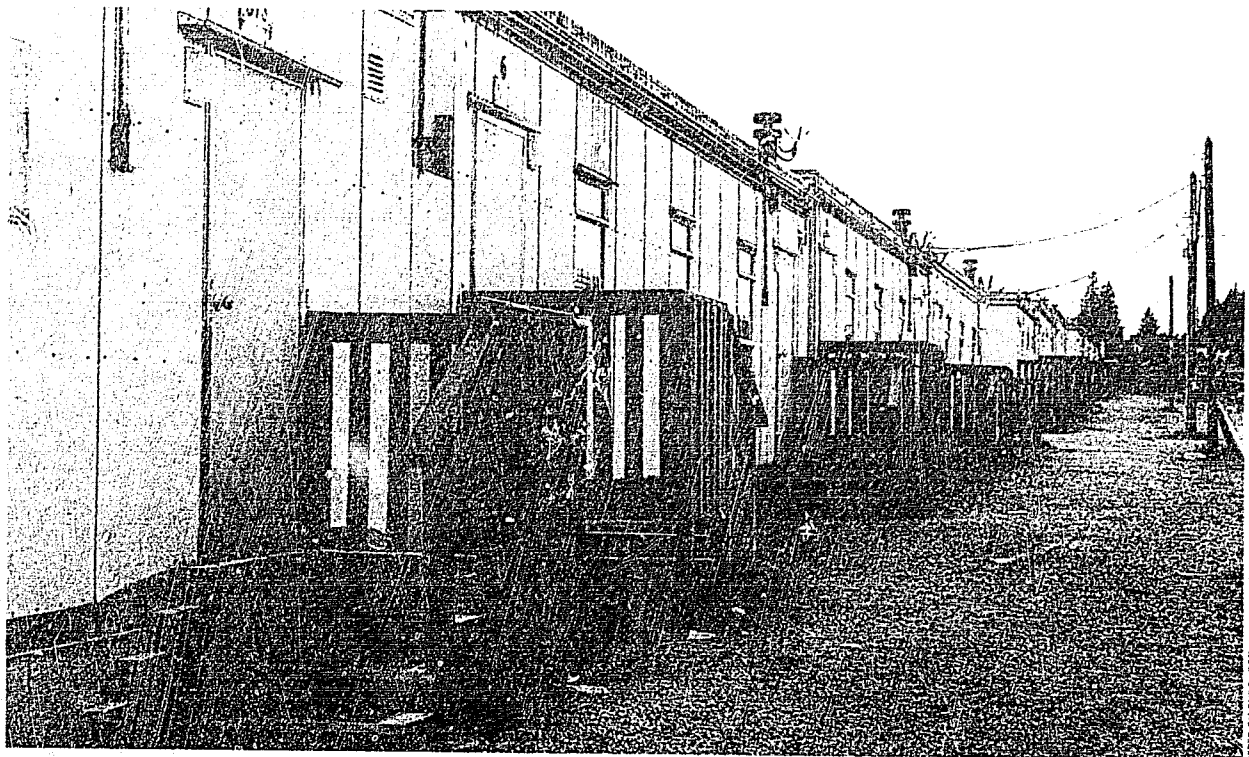
Cuts hurt

by Nancy Knickerbocker

he cuts are being felt everywhere," sighed Lynn Owens-Whelan of the Richmond Teachers' Association. "It's so demoralizing."

"Things are just horrible," agreed Irene Lanzinger of the Vancouver Secondary Teachers' Association. "The libraries are really hurting. Librarians in some schools with 1,800 kids have no clerical support at all. So, instead of being there to teach research skills, they are having to spend half their time doing clerical tasks."

Class size and composition, cuts to ESL and services to students with special needs, layoffs of teaching and non-enrolling staff—all these issues are of grave concern to teacher leaders this fall.



Underfunding means inadequate facilities.

"Our class sizes are maxed out all over the place," says Dave Pidgeon, president of the Fernie Teachers' Association. He has filed a general application grievance to deal with class-size violations throughout the district. The increasing number of split classes compounds the workload for teachers already coping with greater numbers of students. Parents are firmly on side with teachers. They, too, are unhappy with the large sizes, and so many split classes.

Pigeon's message to the minister? "Spend the bloody

money where it's supposed to be spent: in the classroom."

Owens-Whelan had an opportunity recently to put a similar message to Education Minister Paul Ramsey, and she was hopeful he got the message loud and clear. "The minister told us there was no more money for this year, but he did say he was going to go to caucus and fight for more dollars for education."

In Richmond, 42% of students now are receiving ESL training, and another 30% do not speak English at home. Yet, at the same time, all ESL classroom assistants have been cut. Other reductions in area counsellors, speech and language pathologists, and learning-resource teachers

are also being felt, Owens-Whelan added.

Marked increases in enrolment have further strained the system. Kids can no longer

count on simply walking to their local neighbourhood schools. The new student-placement policies in Richmond, Surrey, and other

districts mean that students may be compelled to travel long distances to find a place in class. For example, the 445 students who registered in Richmond after June 30 were placed on a wait list and assigned to any school that had a space in the appropriate grade level. In Surrey, students who registered after September 15 will not be able to attend their local schools if there is no space.

Such a policy disregards family needs and the community-building role of schools, says Peter Ellis, president of Surrey Teachers' Association. "One of the main things people consider when they are buying a home is how close it is to the local school. Now they're telling people

their children don't have the right to go to their neighbourhood school." Obviously such changes can have a negative impact on families and their childcare or after-school arrangements, Ellis added.

He also said that especially hard hit are the alternate education and pre-employment programs for kids who cannot fit into the regular secondary-school classes. "These programs are all gone, and a lot of these kids have been placed in the regular program," Ellis said. "We don't know what the long-term results will be, but the teachers worry that these kids will end up on the street."

Nancy Knickerbocker is the BCIT's communications officer.

Children with special needs need resources

by Larry Kuehn

Teacher support for the inclusion of students with special needs in regular classes is linked to having the resources and supports to make inclusion work for the student, for other students in the class, and for the teacher. This is the conclusion of several recent surveys, including a national study released in early September.

Even in the face of this, the employer bargaining agent, BCPSEA, is proposing to eliminate contractual guarantees of the conditions required for successful inclusion. In the place of firm contract provisions, BCPSEA wants teachers to accept a system based on arbitrary power for the school administration to decide on supports provided. Teachers would merely provide advice to the administrative officers.

Even for low incidence students, the school administration would have unilateral authority to decide what would be provided "within the available resources." Low incidence includes the categories of *severe behaviour, hearing impaired, visually*

BCPSEA's brief tried to define special needs out of existence.

impaired, and severely handicapped (unable to care for themselves without assistance).

These employer demands follow from the approach taken last year in the Staffing and Class Size Review, set up by the first provincial agreement. BCPSEA's brief tried to define special needs out of existence.

BCPSEA said their position was that "all students are unique, all students are valued, and that all students can learn." Following this, it claimed that "all education is special education."

BCPSEA was clearly setting

the stage for claiming that the contract should not provide assurances of specific resources for classes that include students with special needs. Through its brief, BCPSEA said there is no validity to the current system of providing resources for teachers to more effectively meet the needs of the much wider range of students who are in our classrooms today.

While teachers may see a problem with the current system, it is not that too many resources are being put into supporting special needs through the collective agreement, as BCPSEA suggests.

According to a study conducted for the Staffing and Class Size Review, teachers are looking for firm assurance that they will have the resources necessary to include students with special needs successfully.

The study, phone interviews with some 250 B.C. teachers, was conducted by the independent Social Planning and Research Council (SPARC).

Most teachers feel that the overall policy of integrating students with special needs

should be supported. At the same time, virtually all the respondents said that the positive benefits of integration can be realized only with adequate resources.

One teacher explained that "integration is important, but the class-size ratio needs to be addressed, otherwise integration won't work."

While preparing our propo-

Even in the face of teachers' clear indications of what they need, BCPSEA is asking them to leave the allocation of resources for special needs up to the principal.

sals for this set of negotiations, our bargaining team members met with PSA Council and consulted individually with PSA presidents to ensure our contract language meets the needs of teachers and students.

Even in the face of teachers'

clear indications of what they need, BCPSEA is asking them to leave the allocation of resources for special needs up to the principal. BCPSEA wants to eliminate guarantees of conditions set out in the collective agreement. The elimination of firm contractual language would remove the ability of a teacher to grieve an arbitrary and unfair allocation by the principal of resources meant to assist with the inclusion of students with special needs.

No mechanism in the school system—outside of provisions in the collective agreement—ensures that the resources provided by the government for the integration of a particular student identified with special needs are actually spent on that identified student.

As one teacher interviewed by SPARC indicated, without extra resources "the student would be lost, and it would be totally unrealistic for the teacher. Realistic is essential."

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

Bargaining for the classroom

by Teri Soho

Teachers ask: What do I do for the medically fragile student who is enrolled in my

Grade 4 class?

How can I teach effectively when one of the students with a severe behaviour disorder is continually disruptive?

How can I get the materials listed in the IRP's now that the librarian's position has been cut in my school?

These questions point to the situations we teachers are facing with increasing frequency and urgency. These situations exist for various reasons: government education policy and funding, school board budget setting, and administrative decision making. The results for teachers are nearly impossible work situations and almost unmanageable classes.

The BCTF bargaining team is addressing these issues,

among others, in the current round of negotiations. On behalf of 44,000 teachers, we are presenting the effects on teachers and students of education policies such as inclusion and education

students with special needs, case-load limits for non-enrolling teachers, and staffing levels. Nearly 1,500 teachers are required to restore B.C. public schools to the 1990-91 staffing levels. Negotiations should take us some way toward restoring those positions and those services to students.

The bargaining team for the trustees includes two principals, two trustees, a secretary-treasurer, an assistant superintendent, and employees of the B.C. Public School Employers' Association. This is a group who should understand what the system is going through and what teachers need in order to relieve some of the pressures at the classroom level.

Negotiations resumed September 16. At that meeting the two parties exchanged packages.

Weekly updates of progress at the table continue to be distributed to every staffroom across the province.

Teri Soho is a member of the BCTF's bargaining team.

Accreditation: A paper trail to change or just a paper trail?

by Marian Lowery

The accreditation of public schools encompasses two goals: accountability and improvement. Accountability is satisfied when the school's internal report is reviewed and accepted by an external team. Improvement depends upon the extent to which the school's growth plan is subsequently implemented within the timelines set out and meets the evaluators of success to the satisfaction of the stakeholders.

Recently I analyzed our school's growth plan in an effort to determine how successful we had been in meeting our action plans for improvement. I was interested to know to what extent any improvements had been linked to the accreditation process itself.

The initial look was purely quantitative. A count revealed that 36 of the planned 95 had been worked on during the school year. Although the number fell short of our targets, just over 33% begun during the first year of a five-year plan is not so bad.

My next look asked *How many of the action plans worked on during the year had already been in progress before accreditation commenced?* Two-thirds of the action plans, 24 of the 36 worked on, had already been in progress before the school growth plan had been written.

Subtracting the changes that were already under way before accreditation left 12 new improvements: that is, those presumably initiated because they were identified during the accreditation process. Although we are getting down in numbers, 12 improvements are commendable, and numbers alone do not tell the whole story. My next step was

to interview several staff members (two from the implementation committee, two past co-chairs of accreditation, one younger staff member).

Successful initiatives

All participants mentioned the creation and ratification of a school mission statement, the increased amount of technology available for use in the school, and the creation of the Breakfast Club. More than one participant mentioned the identification and efforts to deal with at-risk students, the increased outreach to the community, and the clearer delineation of decision-making processes in the school. Of the five areas listed by participants, I noted that three of the areas had been on-going before accreditation, and two were new areas.

Problems

All participants mentioned the difficulty of sustaining a sense of momentum to implement the actions outlined in the plan.

All but one of the items participants identified as problematic were new items; i.e. they were not being worked on prior to accreditation and were tackled only after their identification during the accreditation process. It would seem that problematic issues do not readily find themselves on the school agenda for change, and accreditation provided the impetus to place them there.

Next year

All participants felt it would be important to monitor the use of technology. The members of the Implementation Committee mentioned two other committees—Assessment and Evaluation and School and Community—that will be struck this year. All participants mentioned the need to bring new staff members on side and to refresh the commitment of the whole staff to the process.

Two issues emerge for my colleagues from this analysis: 1. When is an action plan considered to have been

implemented? If it is by the evaluators of success listed in the growth plan, who applies these?

2. What is the role of the Implementation Committee? Are they accountable to staff and other stakeholders or to the funding body (school administrator via board office and ministry)?

Two further issues emerge for those creating policy for provincial accreditation:

1. Should a school's accountability end with the external team's report? Since funds are released in accordance with the priorities set out in the growth plan, who ensures that all stake-

Although this evidence is insufficient to abandon one's faith in the accreditation process...my optimism has been challenged this past year.

holders are party to how the money is allocated?

2. If school improvement is ongoing (as indicated by the fact that 24 of 36 items were already under way at our school prior to accreditation), what precludes a growth plan's (with its attendant funding guarantees) being stacked with planned changes that are, in reality, those already in progress?

Although this evidence is insufficient to abandon one's faith in the accreditation process (assuming one begins with a modicum of faith), my optimism has been challenged this past year. Our school survived accreditation through a combination of hard work and individual courage. It remains to be seen whether we will merely survive the implementation phase or be strengthened by it.

Marian Lowery teaches at West Whalley Junior Secondary School, Surrey.

Grievetalk

Investigators' reports

We negotiated a harassment/sexual harassment article that we have been implementing for over a year. One of the major differences between the BCTF and the BCPSEA about the article's operation has been whether the complainant and the union are entitled to a copy of the investigator's report.

A dispute arose in a case where a teacher alleged harassment by the superintendent. Upon receipt of the investigator's report, the school board decided that harassment did not occur and no remedy would be provided. The employer refused to provide a copy of the report to either the complainant or the union.

The BCTF and its local grieved the failure to provide a remedy and at arbitration demanded that a copy of the investigator's report be produced in full that the union could fulfill its statutory obligation to represent the member fairly by prosecuting the grievance. We further argued that an investigator's report is not the sole property of the employer as it arises out of a bilateral protocol agreement.

Arbitrator Don Munroe ordered the school board to produce a copy of the report to the union prior to arbitration, providing that suitable confidentiality provisions were in place. He also said, "...the proper investigation of a complaint of harassment under the protocol may necessarily involve various persons becoming acquainted with the substance of the complaint; the responses to the complaint, etc.... No doubt, Article A.5.1.d contemplates that a person having access to an investigator's report will 'respect confidentiality.' However, Article A.5.d.1 does not itself define or delimit the persons who may properly see the report."

Unfortunately, in spite of this ruling by Munroe, BCPSEA is still advising school boards not to provide investigators' reports. Stay tuned for further developments.

Posting and filing

Another major decision came down late last school year, regarding whether administrative officers could be "parachuted" into our bargaining unit without following the post-and-fill provisions of the collective agreement. Two teachers in Chilliwack grieved when a returning administrative officer was placed in a position for which they had applied. The union argued that the post-and-fill provisions had to be followed and that the administrative officer was an outside applicant. We further

argued that the collective agreement provisions should be harmonized with the School Act. The employer argued that Section 21 of the School Act overrode the collective agreement and required school boards to offer a teaching position to an administrative officer whose contract was not being renewed.

Arbitrator Allan Hope dismissed the specific grievance, but his decision provides significant guarantees with regard to post-and-fill provisions and seniority rights.

If a teacher applicant has more seniority than an administrative officer applicant, the teacher will be awarded the position.

In summary, Hope ruled that all vacant positions have to be posted and filled in accordance with the collective agreement provisions. Administrative officers cannot simply be placed into positions without posting and filling, and they must compete on the basis of their seniority with all other applicants for the position. Hope further ruled that when an administrative officer is one of the applicants for a posted position, the "priority bands" so common to teacher post-and-fill provisions do not apply. In other words, the most senior applicant who possesses the necessary qualifications will be awarded the position. If a teacher applicant has more seniority than an administrative officer applicant, the teacher will be awarded the position.

We believe that the Hope decision also effectively means that teachers cannot be given leaves of absence to be administrative officers, which has been the subject of numerous other grievances. Our position is that one cannot be a member of the bargaining unit and at the same time occupy an excluded position, particularly in light of the School Act, which defines the bargaining unit as not including administrative officers.

Class size and composition

Please ensure that you are aware of your contractual rights regarding class size and composition, and talk to your staff rep about any problems. Teachers have fought long and hard for class-size limits and for class-composition guarantees, so it is important that all of us do whatever we can to enforce them. Best of luck to all of you!

Lynne Sinclair is the BCTF's grievance co-ordinator.

Ministry for Children

Ministry for Children and Families—one year later

by Nancy Hinds

September marks the first anniversary of the B.C. government's creation of the Ministry for Children and Families (MCF), which launched the biggest change to the delivery of social services in North America.

Its mandate is two-fold: child protection and integrated, multi-agency service delivery close to the child and the family. Twenty MCF regional offices have been preoccupied with the internal matters of planning, structuring, staffing, reviewing contracts, and assessing needs. Child protection has also overwhelmed the provincial agenda. These are vital starting points, but as this ministry enters its second year of operation, those of us in education continue to press for delivery on another promise: the formation of a supportive relationship, a partnership, on behalf of children and families.

Through the BCTF leadership, teachers are poised in regions and locals and in PSAs to have more involvement in the development of this ministry: to assess existing school-linked programs that support children at risk and to link them to MCF services; and to create together practical, workable answers to the complex issues surrounding many of these children.

The following implementation themes and questions have emerged from the Federation's considerable internal discussion:

1. governance/roles/responsibilities
2. communication
3. service delivery—integrated/comprehensive
4. protocols, ethics, information
5. contract issues (work jurisdiction, working conditions)
6. resources/funding/training

This year, classroom teachers, counsellors, alternate-education teachers, inner-city-school teachers, etc., are seeking a role in redefining the roles and relationships for school-linked service delivery. There is a foundation in areas of the province upon which to build (see the Jensen and Preston articles in this issue). And, there is an eerie silence coming from the Ministry for Children and Families.

As Cynthia Morton, children's commissioner, reported to the *Vancouver Sun*, July 12, 1997 "Chebasco's Legacy," following two investigations by her office, the problems in the Vaudreuil and Flanders cases were similar: "People don't talk to each other, people don't plan together, people don't share what they know."

Talking, planning, and sharing are essential for the new ministry.

Education expects to be informed and involved so that everyone can support the growth and education of children and youth in B.C.

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

Schools can't do it alone

— African proverb

by Bill Preston

In November 1991, a forum was convened to address the increasing volume and severity of social-emotional problems and behavioural incidents at Georgia Avenue Elementary School, in Nanaimo. These issues were seriously interfering with teachers' ability to teach and students' ability to learn. People at the forum made a declaration: "We must develop a more wholistic approach to educating our students and to supporting their families."

In June 1992, administration, teaching and non-teaching staff, along with parents from the school, invited the director of student support services to join them in a year-end session to evaluate the year and to set goals and plan for the upcoming year.

The evaluation reaffirmed that "school personnel cannot do the job (of educating children) alone." We agreed we could no longer adequately meet the needs of many of our students. Too many of our students arrived at school with unmet physical, social, cultural, and emotional needs; too often resulting in significant delays in cognitive development, and in moderate to severe behaviour problems. The school staff, trying to be everything to everybody, were close to breaking under the pressure.

A clear direction was set that day in June 1992: first, to reach out and create links with the various human-service agencies within Nanaimo and, second, to reach out to the community to identify, and draw on its own unofficial resources, i.e., the special interests, knowledge, talents, and skills of all community members, young and old, from all ethnic backgrounds and from all walks of life.

An important partnership developed between Steve Hancock (Ministry of Social Services) and me (Ministry of Education, Skills and Technology) providing the necessary staff support essential to achieve our goals. With leadership from within two major human-service ministries, the creation of complementary job descriptions, use of an integrated

community-development philosophy and process, we worked with many people to facilitate *The Harewood Community Project*.

The Harewood Community Project

Three loosely defined complementary organizations have emerged:

- *The Harewood Community Project Society*, a non-profit society focussing on community issues, has a number of committees covering housing, zoning and planning, environment, community safety, economic development, and health co-op.

- *The Harewood Interagency Team* brings together statutory and non-statutory agencies, self-help and mutual aid groups to support relationship development at a multidisciplinary level, increasing direct sharing of information, reducing duplication of service, creating projects that fill identified gaps in service, and generally improving the quality of human-services delivery. A Case-Management Clearing House is being created where, with clients' approval, caregivers bring clients' issues to a multidisciplinary group who can then construct case-management teams, thus approaching a seamless system of care for the client(s).

- *The Harewood Family of Community Schools* wants to have all six Harewood schools operate as community schools. Community schools develop programs, activities, and special events for people of all ages and backgrounds, increase volunteer contributions and leadership, and, more fully utilize school facilities.

Most of the folks in Harewood are astonished that we could have accomplished so much in such a short time. Others feel that progress is too slow. All, however agree that there is much more to be done.

At Georgia Avenue Community School, we are sharing the responsibility of educating and caring for our children and their families with a network of human-services professionals and the Harewood community at large. It has required a paradigm shift from working in isolation to working collaboratively and working toward integrating some services. We give up some control and jurisdiction to create relationships with a wide range of professionals, paraprofessionals, and volunteers who have differing language and ideas of what and how things should be done. It is not always easy or neat and tidy—there is no blueprint—but it can be both exhilarating and productive.

Bill Preston, a counsellor/community-development worker at Georgia Ave. Community School, Nanaimo, wrote this in consultation with Steve Hancock, (MCF social worker) and Ron Sandland, principal, Georgia Ave. Community School.

- *All Together Now Violence Prevention*, Grades 5-7 students in various projects to reduce violence.
- *Barsby Female Mentor Program*, Community workers matched with students for group and individual social activities and discussion.
- *Explorers' Program*, Grade 7 age potential dropouts explore career choices.
- *Girls of the '90s*, Discussion group for Grade 6 and 7 girls.
- *Harewood Community Project Society*, Various collaborations with other projects.
- *Harewood Youth Accountability Board*, Children under 12, with consent of parents, are called to account for their actions and make restitution or explore the extent and implications of their actions.
- *Human Resources Development (HRD Canada)*, Funding for two students for playground and two summer students to pilot community school operations.
- *Malaspina Buddies*, Education Faculty students volunteer to act as big brothers/sisters to elementary-aged students.
- *Neutral Zone*, Connects youth with reliable adult volunteers for support and social activities.
- *Primary Enrichment Program (PEP)*, Kindergarten program for children needing a head-start approach.
- *Summer Program Planning Collaborations*, New summer programs; better use of resources and space; transportation; filling in the gaps of service to various age groups.

School and community connect

by Alba Jensen

One Monday at about 10:00, a Kindergarten child was found crying in the hallway. His mom had yelled at him to get up and go to school. He sobbed, "I'm hungry." The last time he remembered eating was Friday, in the after-school program.

Many students at Lord Strathcona Elementary School, in Vancouver's urban core live in poverty in a high-density area of violence and crime. For them, the school is a safe place. Strathcona has a history of community involvement.

In 1972, Strathcona became more strongly linked to its community through the development of the Strathcona Community Centre and the Vancouver Public Library on site. In 1989, the Vancouver School Board officially designated Strathcona an inner-city-project school.

Equitable educational outcomes for all students are pursued through additional staffing, preventative programming, and funding for special needs such as the lunch program. Our primary goals are language development, self-esteem, and parent and community involvement. The provincial Ministry of Education recognized inner-city schools in B.C. in 1994, making social-equity funds available to the project.

In 1995, Strathcona was selected as 1 of 12 provincial pilots of the "Kids at Risk" initiative to continue the development of a model for integrated service delivery. Our community steering committee was expanded to generate a cohesive services network with a commitment to sharing resources to meet identified needs. The Coordinating Resources Committee (CORE) now has 30 members who meet monthly. They represent parents, education, community services, health, human resources, mental health, the attorney general, the Ministry for Children and Families, and contracting agencies. CORE is committed to developing a full-service school by housing this multidisciplinary service team at Lord Strathcona and continuing to link to other services required by our students and their families. Working in partnership this way provides an expanded, coordinated response to the base range of needs in the community.

The Kids at Risk pilot ended in June 1997, and our application for designation as an inner-city/community school resulted in funding for a half-time community-school co-ordinator to continue our commitment to integrated service delivery. The new ministry now has the mandate for



Children and Families

the funding and evaluation of our inner-city programs. It is a complex change and challenge as five former ministries are integrated. It is expected that this integration will more effectively respond to the needs of our children and their families. The Vancouver MCF regional operating officer has visited our school and presented the draft plan to a group of interested staff and the Vancouver MCF regional manager sits on our CORE committee. With communication, consultation, and collaboration, we are working through changing roles and responsibilities to make our school a hub for integrated-service delivery. We share these objectives:

- Develop integrated case-management.
- Eliminate fragmentation and avoid duplication of services.
- Encourage interagency collaboration.
- Implement culturally sensitive services.
- Link students and their families to appropriate services.
- Promote early intervention.
- Provide preventive programming.
- Support and expand successful programs.

As June approached, teachers' concern for the safety of their students surfaced. Summer brings another example of the daily chal-

lenges in our community: lack of supervision, possible criminal activities, and the withdrawal of support services and food programs. Our existing partnerships help staff leave on vacation feeling that their students will be looked after.

We do need to work together to provide this safety net for children and promote the healthy development and functioning of families. Teachers, alone, cannot meet all the needs that children bring to school each day.

Alva Jensen is the Vancouver School District inner-city resource teacher, formerly the project teacher, at Lord Strathcona Elementary School.

B.C. Alternate Education Association

by Brent Herman

The B.C. Alternate Education Association (BCAEA) has been working hard to ensure that its teachers be considered vital team players in developing programming and services with the Ministry for Children and Families (MCF). With MCF regions still in infancy, there are mixed reviews about the efficacy of our actions. Some regions report good communication; others report that information is going forward to MCF officials and little or no information is coming back.

Here is a sketch of alternate education students, programs, and some questions we have for the Ministry of Education, Skills and Training (MEST) and the Ministry for Children and Families.

An alternate education student displays an intensity and frequency of social-emotional problems that place excess demands on the school and community.

Typical alternate education programs have been jointly funded by the ministry of education and the ministry of social services (now MCF). Districts have received additional funds for alternative program students by designating them as "rehab" category students. These additional funds have allowed for smaller classes, thereby giving teachers and MCF-funded youth counsellors/workers a chance to develop and manage IEPs with behavioural change as the primary goal.

B.C. has two main types of alternative programs: school-based (prevention for youth still in school) and community-based (intervention for dropouts).

Ideally, programming constantly provides a continuum of services to match student need with resources in the school and community. Teachers of correctional facilities, provincial resource programs, and severe-behaviour programs also look to the BCAA for support.

Although the BCAA hopes that the new MCF will improve service delivery for youth at risk and beyond, it still has many questions:

1. How will programs be implemented, developed, and evaluated?
2. Who is legally responsible for the child during the day—the teacher or the youth counsellor/worker?
3. How can alternate-program educators have input into the structure of new programs for youth at risk?
4. What are the plans to provide both prevention and intervention models?
5. Given that targeted funding for rehab students is going to be eliminated, will MEST and MCF provide funding and write new protocols to ensure continuity of service delivery for youth at risk? Who will monitor the integrated service model?
6. Who is responsible for youth not in school? How will they access services and schooling?
7. Who will manage and evaluate MCF personnel who are currently involved with alternative-education programs?
8. The MEST has now transferred all summertime educational funding responsibilities for provincial resource programs and corrections facilities to MCF. Will MCF continue to fund BCTF teachers to teach these youth? BCTF teachers could resent having to prepare programming materials to be used by non-BCTF "teachers"—doubly resent having to follow behind those

teachers in the fall.

9. Will there be a noticeable disparity of service delivery among regions?
10. How can MCF downsize and restructure at the same time, given that the client load is not diminishing? Are we expecting too much?

Brent Herman is past president of the B.C. Alternate Education Association.

One reasonable serving equals 10–12 students per teacher and youth counsellor/worker.

Ingredients

1. *Cognitive:* learning disabilities ADD/ADHD, FAS, FAE, giftedness
2. *Physical:* enuresis, hearing impaired, non-athletic
3. *Health:* addictions, promiscuity, undernourished, poor hygiene
4. *Emotional:* physically abused, emotionally abused, sexually abused, death of loved ones, developmentally delayed
5. *Long-term behaviour patterns:* suicidal, thrill seeking, peer pressure, suspended/dropped out
6. *Living arrangements:* on the street, foster care, moved many times, "normal" house, blended family, poverty
7. *Personality:* gets into fights, withdrawn, attention seeking, aggressive, disrespect for others
8. *Family:* see Oprah Winfrey for details
9. *Outside agency involvement:* Ministry for Children and Families, youth court, mental health agencies

Do schools have room for teacher-counsellors and the MCF?

by Susan Clayton

Since the first report generated from Judge Thomas Gove's inquiry into child protection services in B.C., teacher-counsellors have been asking where they will fit in the new scheme. The documents outlining the new *Ministry for Children and Families* (MCF) structure and partnership with other ministries have contained little information or reference to the school system. "Where is education in this partnership?" The B.C. School Counsellors' Association (BCSCA) keeps asking. Where does the teacher-counsellor fit?

The potential for the MCF to move into our schools without collaboration and appropriate protocols was an early BCTF

concern. The Federation formed a committee of teachers and BCTF staff to establish communication with the ministry to address issues that will arise when other ministries and community agencies come into the schools. The BCSCA is represented on the committee.

The new ministry appears at a time when education is facing severe cutbacks in its services to children. Non-enrolling teachers remain a vulnerable target of some boards and administrators. The combination is deadly for teacher-counsellors working in districts where they are not valued as integral to the education process. Some trustees and superintendents see the community counselling services as cheap alternatives to the trained, experienced teacher-counsellor. Many districts have cut back school counselling services; some have eliminated elementary counselling positions. How these districts will address not having educators with counselling qualifications when students' issues require them remains to be seen. One district served notice to its elementary counsellors in the spring, telling them they would be replaced with child-and-youth-care workers. This was a clear case of contracting out and quickly was dealt with through the local and the BCTF. Those counsellors are counselling in their schools this year. Other situations are not as clear cut.

At the BCSCA conference in February, in Prince George, Education Minister Paul Ramsey stated that teacher-counsellors are an important and integral part of the education of students. In May, Deputy Minister for Children and Families Bob Plecas was upset when it was brought to his attention that some school districts were eliminating school counsellors and hoping to hire workers from community-service agencies. He explained that the purpose of his ministry is to link with existing resources, not eliminate them. He wondered why people thought communities and schools could enhance services by reducing them.

The BCSCA has invited the MCF to the school counsellors' annual conference November 20–21, 1997. Penny Priddy is the opening speaker. Judge Gove, Joyce Preston, Cynthia Morton, and Don Avison are panel members. The conference theme is "Partners in a Process." Our goals are to provide good quality professional development for teacher counsellors, social workers, and community agencies and to establish links with MCF and community agencies, our partners in establishing services to the children and their families in our communities.

There is more than enough room for everyone! The needs are great. No one can do it all, and it all must be done.

Susan Clayton is president of the B.C. School Counsellors' Association.



Investigate First Nations issues through drama

by Susan Inman

The new IRPs have challenged us to include First Nations education in more of our curriculum. Last year, I decided to create a unit on First Nations issues for my Acting 11/12 classes. As I began to gather scripts, poems, myths, newspaper articles, videos, and other resources for the project, I became increasingly excited about the significance of this material for my students. The students, however, were initially very disappointed when they learned that our major project for the spring would focus on using drama to investigate First Nations issues. Helping them understand the value of this work proved to be more complicated than I had anticipated.

During our first class, when we discussed our knowledge and ideas about First Nations cultures, I was shocked at the strength of negative stereotypes among some of the students. The students in our ethnically diverse school in East Vancouver are usually quick to articulate the values of multiculturalism. Surprisingly though, in discussing First Nations culture, some students were sure we wouldn't discover anything that would be of real value to

them.

Our first work focussed on creating realistic scenes exploring episodes of discrimination against First Nations people that the students had either heard about or seen themselves. In each scene, at least one person had to portray a native character. Unfortunately, the few students who had been most vociferous in their negative feelings, were reluctant to assume and develop the role of a native character. However, the emotional climate in the class began to change significantly as the majority of students clearly began to draw on their own experiences in creating empathetic scenes dealing with discrimination. As the students showed their scenes to one another, their curiosity and interest in our topic began to grow.

Most of the students didn't understand the references to residential schools that a few of their classmates had included in their scenes and were now ready to learn more. The powerful NFB film *Where the Spirit Lives*, about life in a residential school, sparked intense reactions and discussions about the kinds of destructive experiences that occurred in these schools.

Under the enthusiastic leadership of my SFU student

teacher, Barbara Crosby, the students explored contemporary native poetry and myths from numerous tribes. As students selected pieces to develop and stage, their growing familiarity with and respect for First Nations history and issues became increasingly clear. The classes began to accumulate moments, shared experiences bonding us to one another and the work we were doing.

The most substantial work from the students occurred when we began to explore scripted literature. I put the students in small groups and assigned a play for them to

As students selected pieces to develop and stage, their growing familiarity with and respect for First Nations history and issues became increasingly clear.

analyze in front of the class. They also showed staged readings of selected scenes. From the annotated bibliography I provided, the

students then selected their own group and chose a play to develop into a fully staged performance piece.

Some of the most popular scripts:

- *Wheel of Justice*—A humorous depiction of a trial of Christopher Columbus.
- *Toronto at Dreamer's Rock*—Drew Hayden Taylor's vivid exploration of the teenage search for identity through visits from native young men from the past and the future.
- *The Occupation of Heather Rose*—depiction of a nurse working on a reservation.

As the students worked on enacting the play of their choice, they became increasingly articulate in their written work about the nature and value of the experiences they were having. A recent immigrant from North Africa wrote, "In the past, my ignorance of the native culture restricted such a wealthy culture to mere cries of anguish and old tales of drunken people." A group of Indo-Canadian girls worked on *When the Fire Dies*, a play about an Apache girl who returns from a residential school to her reservation and initially feels contempt for her family. "I felt that the play is a

play which our class and I can relate to," wrote one girl.

Many of the plays we explored conveyed the struggles people have in negotiating between their culture of origin and a more powerful mainstream culture. My students were better able to analyze their own situations as they became more knowledgeable about a key cultural group in their new, or relatively new, homeland.

As we concluded our unit, the students seemed surprised when I asked them to consider honestly whether or not we should include this material in future Acting 11/12 courses. It's important for everyone in Canada, they said, to understand First Nations cultures better.

When Vincent Gogag, a First Nations colleague, spoke with our students, he noticed their focus on and genuine interest in his account of the history of the Gitskan people and his journey to become a teacher.

We in the class knew what a complicated journey we ourselves had made to get to that moment.

Susan Inman teaches at Windermere Secondary School, Vancouver.

Annotated bibliography is available on request or on our Web site. Contact the Teacher newsmagazine.

Cross-city tutoring program

by Janet Nicol

Students from Prince of Wales Secondary School, on Vancouver's affluent West Side, assist children attending East Side elementary schools in a unique cross-city tutoring program. "I saw teenagers wanting to go to third-world countries to help out," said school counsellor Donna Pearson, "when there was also a need to assist people in our own backyard, so to speak. There are children in our community who need our support and care."

Pearson developed the tutoring program six years ago in conjunction with Yvonne Jones, an organizer with a local church. The church, in the heart of the city, is the gathering place for about 60 tutors and students every Tuesday after school. Volunteers provide rides home at 17:30. The tutors, in Grades 11 and 12, pair up with the children to help them with homework, play on the computers, enjoy light snacks, and have fun.

Bryan has tutored for almost two years. He says the program has exposed him to "life in the inner city." "I've seen a lot more kids from minority racial groups," he said. "But all kids are similar...they act the same and have the same energy."

Ursula has also been tutoring for two years. "The program brings the city together," she said. Ursula sees an improvement in the students' academic performance because of the extra help they



Students from Prince of Wales Secondary School volunteer once a week to tutor elementary students.

receive. "Students admire the tutors and pay attention in ways they might not with an adult," she said.

Karen has tutored for five months. "...I'm not uncomfortable here," she said. Karen tutors Farah, a Grade 5 student. Farah says she's gotten better marks in school because of the tutoring. "I plan to keep coming here right up to Grade 7," she said.

Cody, another student of the

program, says she gets help with her math. "The worksheets are good too," she said. And Abraham thinks he'll probably attend the program next year. "It has helped with my marks," he said, "and I like playing basketball and floor hockey afterwards."

Pearson said not all the students who are tutored are experiencing economic hardship at home. But many parents of the children who

attend the program are new Canadians, single parents, or living on low incomes. "Prince of Wales students' eyes are opened to the kids coming from different backgrounds," she said.

Many West Side students have tutors easily available to them, Pearson said. But many East Side students do not necessarily have this opportunity. Parents and teachers speak positively of the program's effect on students and believe the extra help has made a difference. The tutors also provide important role models for the children, she said. They see these teenagers staying in school and planning their future. "The program has helped some 12- and 13-year-old girls 'going on 40'," she added. "I see a lot of talking between the children and the tutors, who are like big sisters, helping them sort out personal problems."

A pre-Christmas skating party at Trout Lake Community Centre and an end of the year barbeque at Prince of Wales Secondary School have become traditions.

The program has expanded as more people learn about it and "teachers in the community are encouraged to come and see what we do." All students in Kindergarten to Grade 7 attending school in the area are welcome to participate. Contact Donna Pearson at Prince of Wales Secondary, (604) 736-2661, for information.

Janet Nicol is currently teaching at Sir Charles Tupper Secondary School, Vancouver.

One school's opening

by Sylvia Bishop

Like many Lower Mainland schools, Beach Grove Elementary, a school of 316 students, faced uncertain openings in September. Class sizes for each fall are projected in June, additional enrolments over the summer are inevitable, and reassignments are made in the fall with additional staff confirmed as late as mid-October. Anxiety of staff, students, and parents grows, as all await the reshuffling of students.

Staff at Beach Grove decided to take advantage of a usually disruptive situation and turn it into a positive experience.

initiative adopted after five teachers from the school took part in a district workshop in the fall of 1996. Workshop facilitator Mickey Garrison presented research supporting the need for children to be deliberately taught the desired behaviors and expectations of the school. "You can't just tell kids what to do," says Vanessa Morrell, special-education assistant. "You have to teach, to model, what you want and reinforce it over and over and be consistent."

Primary teachers also received their previous year's class, taught the same topics but did not rotate through the classes. Grade 2 teacher Judy Nelson states, "The needs of the primary children are different. Too many teachers rotating through their classrooms would have created too much confusion."

Outcomes for these two days were varied. The teacher "experts" engaged the classes in brainstorming, mapping, webbing, creative writing, and illustrating. The students work is still displayed in the classrooms and hallways as a reminder of the topic discussed.

Beach Grove undertook this different opening to avoid disappointing students who would otherwise have found themselves switched to another class after already settling in to one. Last year there was a lot of upset when students were moved in the intermediate grades. Every intermediate student has now met every intermediate teacher, thereby developing important connections. And, by teaching school expectations and values, teachers have set the tone for the school year.

Our opening was generally more relaxed than usual. Next year we will plan for the entire week and not just opening Tuesday and Wednesday. (Confirmation that we would not receive additional staff was not made until late Friday.)

Sylvia Bishop teaches at Beach Grove Elementary School, Delta.

Teachers retired

As reported by locals, the following teachers retired during the past year. We wish them a healthy and happy retirement.

Abbotsford Ann D. DeLair B. Faye Hansen Josephine J. Haste Olwyn E. Irving Maureen Kresfelder Marie A. Lange Rudolf Meyer Betty-Jean Richmond Eleanor E. Toews Betty M. Tough E. John Tucker Lois A. Wilson	Alberni Kathleen Danelluk Dianne Elmes Robert Herblison Robert L. Hudson Ernest Jaggassir Robert M. Jones Mary M. Loughheed John D. Parker Ian A. Robinson Gordon E. Scofield	Armstrong Jessie Ann Gamble	Arrow Lakes Nina Ewings	Bulkley Valley Ron Burger Walter Gatzky	Burnaby Dena K. Alden Harold B. Brown Judith A. Burn Elaine Chang Hita S. Dixon Patricia Dunsmuir Graeme L. Evans Pauline G. Hall Kyn Hashimoto Valri M. Heise Sharon Henderson Ivan L. Johnson Sharon M. Kelly Samuel Kennedy Ida A. Kergan John W. Korda James W. Lauck Joseph Lee Lorraine Marshall William Meyerhoff Carol M. Miller Anne-Marie Onarheim Edward A. Palmer Norma E. Reid Fred W. Rezanson Harry A. Seddon Harold Skidmore Joyce Slaney Donna J. Stainsby Marjorie Tosdevin Gerald Weslowski Jack R. Whitten G. Shirley Wilson Stanley Yee	Burns Lake Julie Fortin Peggy Simpson	Campbell River Norman A. Bunz N. Monica Hempell Gunhild Herman Deane Hutchinson Peter A. Johnson	Cariboo-Chilcotin Harvey J. Canning	Central Okanagan John K. Clark G. Jean Daniels Barbara Dapavo Alfred C. Davy Robert A. Fowler Edward Goodman David R. Grigg Gordon H. Jewitt Thomas Malcolm Adwin Maleschok Ruth Milbradt Diana Murray Gloria J. Pada Elgin R. Parker Helena Pol	Chilliwack Leonard V. Braun David F. Lamson	Coquitlam Effie Axelson Claudia Belter Jeanette G. Gacina Katherine Ferguson Carol A. Jamieson David R. Kearns Erna Kirsche Jacqueline Laker Arle O. Purser James W. Wilson	Courtenay Harry L. Amsden Josephine Amsden Robert G. Argall Neil W. Brodie Sally F. Englund Nicholas Guthrie Leslie E. Handley Edna M. Knights Valerie G. Pearson Wayne R. Perret Lawrence Peterson Eileen B. Reilly Dorothy M. Salter Jill Tantrum Paul J. Wilson	Cowichan Anna Beketov Victor J. Cowan Lavern Dempster Godfrey Ferguson Max R. Geisthardt Herbert H. Hlady Gladys J. Johnston Harold Kellogg Gwyneth Kingham William Pope Roger Sandford Pauline Skolos Michael Wagg	Cranbrook David Mann Anna M. Sandberg Jack C. Sandberg	Creston Mike Dennison Robert Ferguson Katharine Knox Mary Martens Rose Simmons Don Waddie Harriett Wynnyk	Delta Sheelagh Magee Marion Thiessen Delise Tucker	Fernie Pauline Cibulka Karen Mader Fae Hickerson Anne Beurskens	Golden Art Martens Doreen Stephenson Marg Telford	Grand Forks Erna Gobbett	Greater Victoria Michael A. Antolin Robert Cameron Adelle A. Clements John Cobb Peter C. Denby Mavis DeGiralamo Shirley Fairbairn David Flanagan Stan Gill Gloria Griffiths Robert Huddleston Garnet Jackson Roberta Johannessen Barbara Knight Edward Kowalyk Anne E. Lansdell John D. Latta Jack L. Lusk F. Ron Magel Shelby McCorquodale	Langley Judith A. Ferris Kiyoshi Hamada Ronald C. Hill Peter Holuboff Ernie MacLaughlin William MacDonald David J. McClean	Maple Ridge Carol Botel John E. Hale Shirley Hathway N. Marvin Owen	Merritt Ardele Cates Annappa Kamath Penelope Robinson William Robinson Denise Williams Howard Williams	Mission Lois Grant Yoshi Hashimoto Maureen Kresfelder Emily Marples Russ Savage Barry Smeeth	Nanaimo Leslie K. Annesley Georgina Bonkowski Mary J. Cummings Carol A. Ell John N. Follett Sally A. Forde Ann Marie Hewer Marie J. Hutton Lynne Ikeda Sansar K. Johal Margot Poznecov Larry C. Smith Robert F. Thomas Shawne Wasiloff Pamela White	Nechako Monte R. Olson	New Westminster Adrienne Graham William Humphreys Donna M. Neufeld Erika Robertson Thoraleen Wheatley Alan S. Wilson	North Vancouver John B. Bennett John L. Graber Marion J. Halford Brian T. Hodgins Judith M. Jackson Jeanne Mawdsley Gretchen Mustardi	Peace River North James R. Andrews Carla Armstrong David L. Bennett Barrie Golden	Richmond Richard McDowall Peter McGill Margaret McKee John E. McTaggart Angela D. Newton Donna Ridley Yvonne J. Riehl Marion Ross Mary Jean Smith Ken Strong Anthony Toogood Ivabelle E. Wilson D. Keith Wilson R. Gary Wilson Terese A. Woychuk	Gulf Islands John Beardsell Jacquie Severn	Howe Sound D. Jane Burrows	Kamloops/Thompson Paymond Arcand Louise M. Baisi Robert Chenoweth Anne R. Delaney Lawrence Edwards Charlene Erbach Elizabeth Echeverry Robert C. Forbush Victoria M. Frasch Jean M. Keltie Helen M. Kroeker Jane S. Lindsay Mary E. Patterson Donald N. Rodgers Arthur J. Roode Clifford A. Russell R. Douglas Smith Shirley J. Smith Gail A. Tulloch Marion J. York	Kettle Valley Carol Floyd	Kimberley Bill Olmsted Roger Rye	Kitimat Margaret Irvine	Lake Cowichan K. Val Calleberg	Langley Judith A. Ferris Kiyoshi Hamada Ronald C. Hill Peter Holuboff Ernie MacLaughlin William MacDonald David J. McClean	Maple Ridge Carol Botel John E. Hale Shirley Hathway N. 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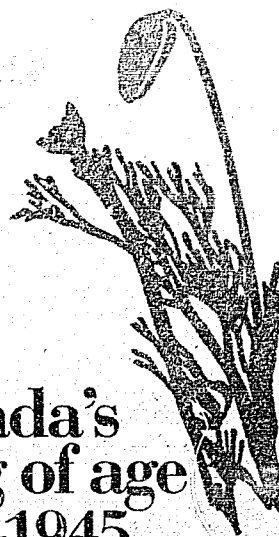
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REMEMBRANCE DAY



Canada's coming of age 1939-1945

by Kaethe Clarke

Canada's Coming of Age 1939-1945, a resource produced by Veterans Affairs Canada and sponsored by Canada Post, highlights Canada's role in World War II and assesses the impact of the War on Canada. The package includes five videos and a book with background information and key articles by Canadian historians including J.L. Granstein and Desmond Morton. It also includes four water colour posters artistically interpreting Canada's contribution to the war effort, and a comprehensive teacher's guide. Three of the five videos are in a documentary format chronicling the events of the war and Canada's participation. Within the documentary, veterans, both men and women, share their memories. The fourth video depicts 10 Canadian teenagers who accompanied a veteran's pilgrimage to the Netherlands in May 1995. This video highlights the bond created between Canadian soldiers and Dutch civilians during World War II, and it commemorates the anniversary. It has accompanying music and live clips of the ceremonies; it is quite moving. The fifth video

includes a music video clip about a teenager who discovers the role his family played in the war, and it also includes five short vignettes with themes of remembrance, friendship, and pride in Canada.

Overall, *Canada's Coming of Age* is an excellent resource. The teacher's guide is full of ideas for lessons. The book *Canada Remembers* provides background information in the form of dates and specific contributions Canadians made to the war. The guide contains detailed descriptions of each resource, and although the resource is thin in some areas, e.g., internment camps in Canada, immigration laws, anti-Semitism in Canada, the unity issue, it does include a list of other resources to be used in conjunction with the package.

This representation is clearly written by the "winners" of the war and depicts Canada in an exceptionally positive light. It is extremely patriotic, and goes to lengths to honour the veterans. Having said that, it is definitely worth the purchase, if presented in a critical light.

Kaethe Clarke is a teacher on call in West Vancouver.

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Answers: Women's history quiz

1. d. Helen Battle was the first woman to obtain a Ph.D. in marine zoology from the University of Toronto in 1928. Dr. Battle had a successful career at the University of Western Ontario and her work in the area of experimental biology was honoured by scientific communities in Canada and throughout the world. As well, Dr. Battle was committed to improving the place of women in universities and encouraged women to undertake careers in science.
2. a. & d. Marie-Henriette Lejeune Ross distinguished herself as an exceptional healer when she provided care to victims of a smallpox epidemic in the early 1800s in Cape Breton. In her role as both healer and midwife, she served her community tirelessly, reportedly traveling

to her patients on foot, on horseback and on snowshoes. Stories about Grannie Ross have become part of Nova Scotia folk history.

3. c. In 1994, women accounted for 232 of the 876 undergraduate diplomas and certificates in engineering and applied science. This is an 8% increase from 1990.

4. d. In 1909, Alice Wilson joined the Canadian Geological Society of Canada and in 1938 was elected to the Royal Society of Canada. In 1991, the Royal Society of Canada established the Alice Wilson Award in her honour, recognizing women of outstanding academic achievements.

5. c. Ruth Addams invented a cook stove in the 1850s, making her the first woman to receive a patent in Canada.

Everyone's culture has its beauty—

by Valerie Dare

Visiting musician Qiu Xia draws a map of mainland China on the blackboard and marks the site of Xian, the ancient capital. "It looks like a chicken," she laughs, and then asks the English-as-a-second-language class to name the two islands that are its "feet." Once Haikow and Taiwan are correctly identified, Qiu Xia points to Xian. "I come from here," she tells the students. She offers the chalk to three boys who, in turn, mark on the map their places of origin. "Now I will play the music from these places and tell you how they are different." And Qiu Xia extemporaneously plays on her pipa (like a folk melody from Shanghai and a love song from Shaanxi province, explaining and demonstrating the regional differences in musical styles. The students are awed by her superb musicianship and captivated by her personality and teaching skills.

Qiu Xia's personal story is equally inspiring: she came to Vancouver to perform with a group of Chinese folk musicians in 1989 and decided to make Canada her home; how she spoke no English but, through her music, made friends and became fluent in just a few years; she now is in great demand as a professional musician and has music especially composed for her

Below and right: Qiu Xia performs for ESL students at Britannia Secondary School in Vancouver and has the students act out the songs.



Interacting with musicians in classroom-based workshops gives students insight into cultures they might otherwise only read about.

The personal stories of musicians lead to cultural appreciation and understanding among those they meet. Interacting with musicians in classroom-based workshops gives students insight into cultures they might otherwise only read about.

The K-12 program offers many curricular opportunities for including world music: building instruments in woodwork, dancing in fine arts/P.E., researching cultures in social studies, investigating sound and harmonics in science, examining social customs and celebrations in home economics, and analyzing lyrics in English/language arts. World music instruction can complement and enrich the educational program. In music classrooms, the study of music in its cultural context is identified as a key concept in the K-12 music curriculum, and through performance many students can experience musical traditions from around the world.

Charles Dickens Elementary School music specialist Paul Nicholls teaches West African drumming rhythms and Brazilian samba in his program. Students as young as Grades 3 and 4 play complex polyrhythms in instrument groupings that include *agogo* bells, and *kpanlogo* drums from Ghana, and *djembe* drums from Guinea. Nicholls' acquired techniques for teaching non-Western music, by taking lessons from master drummers, bringing them to the school as artists in residence, and learning from them the non-Western teaching techniques that are appropriate to the music.

Samba classes are a feature of the music programs at both Charles Dickens and James Cook elementary schools thanks to teachers Nicholls and Eric Hartman, who work with local musicians Celso Machado and Joseph "Pepe" Danza. The music programs at Dickens and Cook are the subject of a video documentary now in production.

At the secondary level, world music is part of the programs of at least four Lower Mainland schools, including Britannia, Gladstone, Windermere in Vancouver, and Hugh Boyd in Richmond. Lynn Price's Music 11 program at Windermere runs for five months, backed to CAPPA 11. Beginning in 1996



with one class of 30 students, her program has become so popular that the number of students registering has doubled and two classes will be offered in 1997-98.

Hartman, Nicholls, and Price will be presenting workshops on their programs at the February fine arts conference *Crossing Boundaries: Passport to Possibilities*.

As well as promoting multiculturalism from a local perspective, world music offers schools opportunities to participate internationally through links with non-governmental organizations and artists on tour. Britannia has been visited twice by Black Umfolosi, a performing group from Zimbabwe. Impressed with the community

school aspect of Britannia, Black Umfolosi suggested possible ties with the cultural centre they are building in Bulawayo and with the secondary school they attended as students after the *Chimurenga* war of liberation ended in 1980. Britannia is exploring possibilities for students in the International Baccalaureate Program to communicate with those at George Silundika Secondary School and provide information about Britannia. In return, learning resources sent from Zimbabwe will support the study of development in the Social Studies 11 course.

"Culture knows no barriers and where words no longer communicate, music and dance take over."

Wherever they tour, Black Umfolosi seek to establish contacts with schools and community centres that will lead to cultural exchange and

promote understanding between peoples. Lucky Moyo, spokesperson for the group, puts it this way: "Culture knows no barriers and where words no longer communicate, music and dance take over. If there is to be understanding in this world, it must surely come through cultural exchange. Only in this way can people begin to understand each other a little better."

Cultural understanding is perhaps the primary reason for advocating world music as a teaching strategy. Giving students personal experience of cultures through their music, involving artists from those cultures in workshop presentations, and providing a curriculum context that relates to classroom work are practical teaching techniques for connecting students with the larger world and making it familiar to them. Teachers will know that this objective has been realized when they hear a comment like this Britannia student's: "Now I know how everyone's culture has its beauty."

Valerie Dare teaches at Britannia Secondary School, Vancouver.

Lower Mainland teachers, parents, and artists have formed a group, The World Music Continuum, to advance the teaching of world music in schools. Anyone wishing information can contact Valerie Dare (604) 255-9371, loc. 227, Eric Hartman, (604) 713-4828, or Paul Nicholls, (604) 713-4978.



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Mrs. Lynn Reader, Professional Programs
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8888 University Drive
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Telephone: 604-291-4213

Completed applications, together with supporting documents, should be received by the Faculty of Education no later than DECEMBER 1ST, 1997.

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ing Capable People (Canada) Inc.
Leadership Training Program, Stay &
Save Motor Inn. \$495 plus GST. Contact
1-800-327-1090, F: (250) 545-1270.

1 Burnaby. Crime and Science '97, a
day of forensic investigations. Registra-
tion \$55 adults, \$35 students. To regis-
ter, BCTF (604) 432-8761.

3-4 New Westminster. Harassment,
Discrimination, and Human Rights Pol-
icy and Legislation (CP 400), Justice In-
stitute of B.C. \$220. To register, call
(604) 528-5590. For program informa-
tion, contact Mark LaLonde (604) 528-
5624, or mlalonde@jibc.org

4-8 Ottawa. Teachers' Institute on
Canadian Parliamentary Democracy. For
teachers of Grades 4 to 12. Application
deadline is MAY 15. Contact Public In-
formation Office of Parliament, (613)
992-4793, www.parl.gc.ca

6-8 Victoria. Congrès national de
l'ACPI en collaboration avec l'APPIC.
Pour de plus amples renseignements,
Centre des Congrès de Victoria. Con-
tactez: Jacqueline Gaudet, (604) 431-
8047, télécopieur: (604) 431-8047, ou
par courrier électronique: acpi@magi.com

7 New Westminster. Taking Back the
Schoolyard, A Bully Prevention Work-
shop (CP 210), Justice Institute of B.C.
\$125. To register, call (604) 528-5590.
For program information, contact Mark
LaLonde (604) 528-5624, or
mlalonde@jibc.org

7-9 Victoria. TESL Canada/B.C. TEAL
Conference, World Skills: Language &
Living. University of Victoria. Contact
Maggie Warbey, Department of Lin-
guistics, UVC, Box 3045, Victoria, BC
V8W 3P4, or TESL Canada, P/F: 1-800-
393-9199, teslcan@unixg.ubc.ca

13-14 Richmond. The Return on Re-
lationship. Growing Healthy Teams in
Education, 5th annual OHPA (Organiza-
tional Health Partnership Assembly)
wellness forum for B.C. education work-
places. \$104. Contact (604) 538-7637, F:
(604) 541-8870, vansand@direct.ca

14 New Westminster. Enhancing
School Safety (CP 100), Justice Institute
of B.C. \$125. To register, call (604) 528-
5590. For program information, contact
Mark LaLonde (604) 528-5624, or
mlalonde@jibc.org

14-15 Saskatoon. Teaching Children
with Autism: Strategies To Enhance
Communication and Socialization. Pre-
sented by Dr. Kathleen Quill and Dr. Diane
Twachtman-Cullen. \$180. Contact

Mary-Jane Cavello, 1-888-288-4767 (as
of July 15).

14-15 Vancouver. Our Other Youth, a
seminar with Jerry Condon on develop-
ing responsibility, respect, and resili-
ency in discouraged, disadvantaged,
and disengaged youth. Best Western
Sands Hotel, \$275. Contact Edizbeth
Chandler, Associates for Professional
Development, Box 1527, Eugene, OR
97440, (541) 687-2924, F: (541) 687-
2059, elizabeth@nrg.org

17-18 New Westminster. Interview-
ing Parties Involved in Harassment
Complaints (CP 500), Justice Institute of
B.C. \$220. To register, call (604) 528-
5590. For program information, contact
Mark LaLonde (604) 528-5624, or
mlalonde@jibc.org

17-18 New Westminster. Risk-Man-
agement Planning: Strategies for Pre-
venting Negligence in the Workplace (CP
600), Justice Institute of B.C. \$220. To
register, call (604) 528-5590. For pro-
gram information, contact Mark
LaLonde (604) 528-5624, or
mlalonde@jibc.org

20-21 Vancouver. B.C. School Coun-
sellors' Association Conference, Part-
ners in a Process, Sharing Responsibility
for Children and Youth, Coast Hotel
at Stanley Park. Contact Dianne Noort,
(250) 398-7915, F: (250) 392-6226,
dnoort@roden.sd27.bc.ca, or Susan
Clayton, (250) 787-0518, scelayton@prn.bc.ca

20-21 Boston. Mentoring the New
Teacher, an ASCD institute. PDI code:
P09SGC006S84, \$299 ASCD members;
\$349 non. 1-800-933-ASCD, ASCD, 1250
North Pitt Street, Alexandria, VA 22314-
1453, F: (703) 299-8631,
member@ascd.org, www.ascd.org

21 New Westminster. Classroom Man-
agement Techniques: Dealing with Inap-
propriate Behaviour. (CP 110), Justice
Institute of B.C. \$125. To register, call
(604) 528-5590. For program informa-
tion, contact Mark LaLonde (604) 528-
5624, or mlalonde@jibc.org

21 New Westminster. Personal Safety
for High-Risk Front-line Workers (CP
350), Justice Institute of B.C. \$125. To
register, call (604) 528-5590. For pro-
gram information, contact Mark
LaLonde (604) 528-5624, or
mlalonde@jibc.org

27-28 Vancouver. Career Education
Society of B.C. Fall Conference. Beyond
the Classroom—Enhancing Student
Transitions. CAPPE, career counselling,
career centres, K-7 career develop-
ment/personal planning, career and
labour-market info, parents as partners,
equity, articulation/laddering, university
transfer models, advance credit, leader-
ship strategies. Hotel Vancouver. Con-
tact Kathy Moscrip (604) 929-3289, F:
(604) 929-8066

28 Burnaby. Partnering with Students:
Building Healthy School Communities, a
one-day forum on involving students in
health education, presented by the Di-
rectorate of Agencies for School Health
(DASH). Clarion Villa Hotel. Contact
Diane Mazzei, DASH, 3562 Glenview
Crescent, North Vancouver, BC V7R 3E8,
(604) 987-2720, F: (604) 980-2499.

1-3 New Westminster. Resolving Har-
assment Complaints: The Role of the
Investigator. (CP 750), Justice Institute
of B.C. \$275. To register, call (604) 528-
5590. For program information, con-
tact Mark LaLonde (604) 528-5624, or
mlalonde@jibc.org

**In accordance with BCTF proce-
dure statement 30.A.14, the Octo-
ber PSA Day will occur on these
dates:**

1997-1998:	October 24, 1997
1998-1999:	October 23, 1998
1999-2000:	October 22, 1999
2000-2001:	October 20, 2000
2001-2002:	October 19,

Teachers control professional development

by Maureen Dockendorf

...action research helped us through reorganization by giving us time to stop and reflect on what was happening, how we were being affected, and what we could do. We were able to adapt our expectations...and that flexibility kept us hooked into the action-research process and continue the investigation. Action research was the bright spark this year. I crave the opportunity to continue my involvement next year."

—Junior secondary school teacher

Teachers at grassroots of district-wide action research

Action-research groups are groups of teachers meeting regularly to solve mutually agreed-upon problems.

An invitation from two Coquitlam intermediate teachers to all intermediate teachers in the fall 1995 *Coquitlam Teachers' Association Bulletin* was the beginning of what is now a district-wide approach to action research. They formed an action-research group and lobbied the district administration to fund the group by providing teacher release time. The connections between a grassroots teacher movement and the senior staff's support for teacher-centred professional development resulted in action-research groups involving more than 150 teachers.

The Coquitlam School District allocated funds to support action research, and it invited individuals, organizations (local specialist associations), and schools to apply. The senior staff designated a

portion of the Ministry of Education's implementation funds. The sole purpose for the funding is to provide release time for teachers to meet in action-research groups. The goal of action research is clear: to make a positive difference to student learning.

Coquitlam's action-research groups:

- meet for half a day once every four weeks over an eight-month period.
- receive one-half-day release time for each teacher to meet for three hours in either the morning or the afternoon.
- meet between meetings on their own time.
- decide on their meeting schedule at the first action-research meeting.
- work collaboratively with a partner or in a triad.
- meet at locations other than school sites to focus on action research and inquiry into their own practice.
- include teachers from elementary schools, senior secondary schools, junior secondary schools, middle schools, and teachers on leave. (Although most of the participants were teachers, there was one administrator and several support staff.)

Personal reflections

Action-research groups are one of the most powerful approaches to professional development because teachers own the process, the questions, and self-efficacy. Teachers are very effective at taking control of their professional development. Action researchers are not driven by IRPs, brain-based



Participants in action-research groups come together to share and explore projects developed over the year in Coquitlam.

research, or criterion-referenced assessment. Rather, we are driven by teaching and learning questions while being simultaneously influenced by the needs of the children in our classrooms. In our action-research groups, we begin with those inside questions and use outside information to inform our practice—not drive it.

The future of action-research groups in Coquitlam

This fall, there will be 14 or so action-research groups—teachers meeting once a month to discuss ways to improve classroom practice and to design action plans. The Coquitlam Teachers' Association and the Coquitlam School District are exploring ways to share the funding for action research, thus giving teachers ongoing support from year to year. In Coquitlam, action-research groups have created better places for students to learn. This year, I was one of the 150 teachers focussed on becoming better at the art of teaching.

Action-research questions:

- What are the effects on student learning when I as a teacher am explicit about what I am doing and why I am doing it?
- In what ways can I support my students to become more effective writers?
- What are the effects of changing my teaching strategies with Grade 10 students to make a passive class more active and excited about learning the fundamentals about automotive, teamwork, and attitude?

- How can I promote task independence among Kindergarten and Grade 1 students?
- How can I be effective in integrating a student with special needs into my classroom?
- In what ways can I increase students' reading comprehension and their ability to demonstrate that comprehension?
- In what ways can we effectively integrate science and Internet learning?

Reflections from action-researchers:

"Trying to be an effective practitioner can be overwhelming, especially if you

When many minds are put to a question, the answer can be amazing and the benefits to students outstanding.

work on your own. When many minds are put to a question, the answer can be amazing and the benefits to students outstanding."

"Action research gave us the time to learn and discuss with colleagues the questions we have about teaching. It also gave us a chance to question our own teaching practices and help us develop better teaching strategies."

Maureen Dockendorf is an action-research group facilitator and a teacher at Seaview Elementary School, Coquitlam.

