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The year of professionalism



TEACHING COMES OF AGE

by Judith Turner

Few words are bandied about in talks about teaching as much as the word *professionalism*. The term is used by many other work groups, too: hairstylists, doctors, accountants, salespersons, mechanics, and hockey players. Indeed, the original meaning, "to declare publicly," is fulfilled in the wide use of the word today.

A teacher's personal definition has to do with the standards not only expected, but felt: adherence to a code of ethics, competence, and especially an inner sense of commitment to the primary goal of education: nurturing children. To realize the goal of professionalism is the reason teachers design, organize, and participate in *professional development*.

In 1981, the Flanders study examined the state of professional development within the B.C. Teachers' Federation. The report listed the deterrents to professional growth: extra duties and responsibilities, a general environment of negativism, and many conflicting, unrealistic expectations. Flanders talked about the classroom as a retreat, "a kind of with-

drawal from feelings of powerlessness in the education system." In the seven years since the report, a focus on life-long teacher education and an effort to provide programs based on teacher-generated needs have addressed several of those problems. Given the economic and political whirlwind of recent years, we have done well to muster as much as we have in the way of professional initiatives.

As professionals, we know that change and growth require the participation of teachers at all levels and in all dimensions of education.

Two things happened in the past year, however, to give teachers an opportunity to re-examine their power and professionalism. One, Bill 20, resulted in teachers' reflecting carefully on the type of organization they wanted to join. Being able to bargain professional rights

as well as working conditions was a strong factor in BCTF members' choosing to continue with the federation model. The type of federation, the model of a professional union, was described in another report a decade ago, made to the BCTF Executive Committee, entitled "Future Directions in Professional Development."

"The fundamental requirement is the development of a powerful professional body of teachers. Such a body would be heavily involved in the development of educational theory and in the professional education of teachers. It would have substantial control over certification and the quality of teacher practice. It would primarily have a client relationship with students and their parents rather than a public employee status. The establishment of such a powerful professional body is in the public interest because only through and with it can the public ensure that their goals for education are realized."

The second significant factor contributing to the development of a powerful professional body of teachers is the report of the 1988 Royal Commission. Consistent and telling commission themes were: public support for public education; a desire for high standards, good service, and excellence in teachers; and the realization that consistent under-

See "1989" page 3

Readers write

Talent taxed in B.C.

Re the *Student Debt*, page 9, of the October issue: It's very sad that bright students should be penalized with a heavy debt to complete their education. I was in England this summer past, and was told — university tuition is now free, and the means test is used for room and board. They use every brain; too bad we can't.

R. Rogerson
Campbell River

Peer consultation that works: PQT praised

Now well into the third year of working with the Program for Quality Teaching, the group members at Tsawwassen Junior Secondary School remain enthusiastic, active, and committed to the program. The initial feeling of "What shall I ask her/him to observe?" has given way to a pool of observation specifics from which members choose a focus: questioning techniques (teacher), ratio of speaking time, teacher vs students, types of questions (teacher and/or student), verification of student comprehension, clarity of instruction, use of audio/visual equipment, use of chalkboard, student on-task behavior, group dynamics, variety of activities, meeting of objectives . . . and the list goes on.

Teachers are the best critics of their own classroom performance and are, therefore, best equipped to know what they wish to have observed and how best to use the observation data for self-evaluation. For our PQT members, this has certainly been so.

"The program encourages me not to accept classes that aren't functioning well but to call for assistance and to adjust. It gives me a chance to reflect on my teaching and to learn from the experience."

Marni Mulloy

"Peer observation and consultation have given me a safe, supportive and caring environment in which to grow and develop as a teacher."

Irene Hoogstra

"This process enables teachers to learn new skills from their colleagues, and it is one way to give a school a common focus. It enhances the learning situation for teachers and students alike."

Jim Burnham

Need I say more? If you are not part of a peer consultation group, it's time to come out of the closet and make it happen. Teaching should stop being a private act.

Christine Johnson
Delta

We goofed

The Coquitlam teacher who appeared in the photograph on page 6 of the November/December issue, is Gerry Sieben not George Sieben. Our apologies!

clearly lag behind those of their Ontario counterparts and often trail those of other unionized occupations requiring less formal education.

John Malcolmson, George North
BCTF Bargaining Staff

Support rookie teachers

I look forward to every issue of your interesting and informative magazine. It is easy to read, and it portrays the ongoing issues. As a retiree, I empathize with the teachers' concerns.

I was particularly heartened by the article in the November issue indicating that different associations are taking steps to welcome and assist beginning teachers. Although I was a beginning teacher eons ago, I still remember the feeling when I faced my first class. It was during the war. There was a drastic shortage of teachers, and the Manitoba Department of Education deemed it expedient to issue teaching licences to senior matric students who were willing to teach in remote areas.

I was dispatched to a one-room school where I quickly discovered I was teacher, counsellor, nurse, and school custodian. I even had to straighten out the secretary's botched accounts before I could be paid. And my only guide to teaching was my recollection of how I'd been taught in a one-room elementary school. My only contact with any school administrator was a visit from the district inspector in spring after the muddy roads dried. I can still see him shaking his head, saying, "Ease up. You're assigning work that's much too hard for these children."

At Normal School, my language teacher wondered why I asked so many questions about teaching. But even as a certified teacher the following year I still had to learn by trial and error at the expense of the pupils.

A teacher's responsibility to the students is enormous, and it's only with careful guidance and encouragement that the task can be achieved.

Bertha Kwitkoski
Burnaby

"Teen dreams" rings true

I was particularly interested in Lisa Pedrini's article in the November/December issue concerning building awareness of future realities with high-school-aged women. It saddens me to see many of the bright young women I knew in my high-school teaching experience now working in low-paying, dead-end jobs. I think of one girl whose plans included university but who chose marriage instead. She is now a single mother working as a bank teller. Another girl with potential is a young mother of two working at Mr. Mike's to augment the family income. I could name several more. In a small town, we see our former students as adults within the community. I hope Lisa's work will continue helping women learn decision-making skills regarding the future. It seems to me that school counsellors throughout the province should be providing similar support for their students.

Dale Zinovich
Kimberley

Carpenters say thanks

At the 1989 annual convention of the B.C. Provincial Council of Carpenters, delegates endorsed a resolution supporting the work that the BCTF and the B.C. Federation of Labour had done to develop a labour studies curriculum for B.C. schools.

The materials were displayed at our convention, and 17 of the delegates took packages of materials home to work with teachers in their communities.

For a long time, the carpenters and other unions have wanted materials available in schools to teach our daughters and sons about their history. The materials are excellent, and you are to be commended for your efforts.

The carpenters in British Columbia look forward to working with teachers in local unions throughout the province on this program and other issues in the future.

On behalf of the carpenters of British Columbia, thank you for this valuable addition to the B.C. schools.

William Zander
President
B.C. Provincial Council of Carpenters

Deadline: UBC degree completion

The economic welfare of many teachers, particularly mid-aged and older women, is threatened by changes to degree-completion requirements made by UBC, and most of those affected are not even aware of the fact!

Those who have not yet completed degrees on the old four-year B.Ed. (elementary and secondary) and five-year B.Ed. (special education) have until August 31, 1993 to do so.

I urge all teachers possibly affected to contact the Teacher Education Office at UBC (228-5221) for course counselling.

While the prospect of return to university after many years away may intimidate many of us, there are dramatic implications for our salaries, pensions and perhaps even tenure if we do not do so. Good luck to all concerned.

Lynn Hampson
Coquitlam



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

Teacher will be published 7 times this year. Copy and advertising deadlines for the remaining issues are: December 9 (January), February 1 (March), March 17 (April), April 28 (May/June). We welcome your contributions.

1989 from page 1

funding of the system and the steady barrage of criticism against the teaching profession have alienated both practising teachers and potential teachers.

The commission devoted a chapter to the teaching profession, and a section of that chapter to "Lifelong Learning for Teachers". The section contains two recommendations. Recommendation 6.11 (agreed to in principle by the Education Policy Advisory Committee) proposes that the BCTF initiate relevant programs of professional development aimed at improving classroom instruction. The funding formula of the Ministry of Education is to provide the means for school boards, in negotiation with teachers, to develop creative ways to make regular, extended periods of time available for such professional development. Recommendation 6.12 focusses on the special needs of teachers in rural areas for professional development.

Implementation of these two recommendations could make a significant difference in what PD will become. As professionals, we know that change and growth require the participation of teachers at all levels and in all dimensions of education. We know, too, that

lack of control, lack of time, and lack of money mean lack of real professional development. The status quo of PD, described in editor Nancy Hinds's words as "rooted in good intention and reaction," in 1981 continued in 1988.

What is the situation in 1989? Will we move beyond good intention and reaction?

We have made a good beginning with our present PD credit programs such as Project TEACH and PRIDE, school-

Educational principles that help our children learn successfully, help teachers learn as well.

development and -improvement projects, and co-operative-learning and teaching-for-thinking workshops.



Staff members in the new BCTF Member Services Division, (Left to right, back row) Karen Harper, Virginia Anderson, Sandy Godard, Des Grady, Ralph Sundby, Verna Bender, Dawn Cleaveley, Bruce Watson. (Front row) Ken Smith, Piera DiTomaso, Jillian Harrison, Mohammed Shamsheer, Mary McClure. (Missing) Lou Aldridge, Angela Kysela, Rita Lal, Wendy Mortensen.

Tim Pelling photo

Government Division is the administration of the pension and salary-protection plans. MSD will be responsible for providing advice and assistance on pensions and benefit plans, developing policy, processing claims and paying millions of dollars of Salary Indemnity Plan benefits to teachers.

Administering the Code of Ethics and internal mediation and discipline procedures will be done by MSD. A major review of the code and procedures is to be undertaken by a task force slated to be appointed soon.

The Lesson Aids Service and services to unemployed and substitute teachers are the other components of Member Services.

When facility remodelling is completed, Member Services will be housed in the Seventh Avenue wing (ground floor) of the building.

While much of the division's work is providing advice and services to individuals, it will continue to have a sub-

stantial role in policy development and advice to the federation's decision-making bodies. Eight committees will work closely with staff in the Member Services Division. The Pensions Committee, the Income Security Committee, and the Teacher Personnel Committee are primarily advisory. The five other committees have specific process responsibilities: Investigation (ethics), Judicial (ethics), Ombudspersons (residual appeal), Professional Relations Advisors (mediation), and the Federation Appeals Board (ethics). Staff support is also provided to the BCTF Assistance Society.

Five administrative staff and 10 support staff are headed by the division's director, Mohammed Shamsheer. In addition to his responsibility for the overall administration of the division, Shamsheer provides general personnel advice and advocacy and specific support to the Committee of Ombudspersons, the Professional Relations Advisor Committee, and the Federation Appeals Board.

Teachers *do* want opportunities for in-depth seminars and workshops. They like summer institutes but would like to earn university credits in courses that would improve their teaching practice, *not* in degree courses that mean more dollars but have limited practical value. Teachers *do* want opportunities for paid sabbaticals, such as a number of Ontario teaching contracts offer. They *do* want opportunities for learning and reflection that would make a difference in their daily work.

Simply put, the educational principles of adequate time; opportunity for reflection, modification, and application of experience to theory; and opportunity for creative thinking — principles that help our children learn successfully — help teachers learn as well.

The Royal Commission, the research on teacher empowerment, and the commitment of B.C.'s teachers to their *Union of Professionals*, all indicate that a new professionalism is on the horizon in 1989. "The time has come, the walrus said. . . ."

Judith Turner, a second-year English teacher in Cowichan, is currently on staff in the BCTF's Professional Development Division.

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Des Grady, the federation's solicitor, provides general personnel advice and advocacy, administers legal-aid provisions and gives specific support to the Judicial Committee.

Bruce Watson provides counselling regarding pensions and income security and gives policy advice and support to the Pensions Committee to maintain and improve the quality of the Teachers' Pension Plan. Watson also helps administer the BCTF Assistance Society.

Ken Smith provides salary indemnity and income security counselling administers the Salary Indemnity Plan, and provides policy advice and support to the Income Security Committee. Smith will be moving to pensions when Bruce Watson retires in the spring, 1989. Karen Harper, currently working in the Bargaining Division, has been appointed to replace Ken Smith.

Ralph Sundby provides general personnel advice and advocacy, administers the Code of Ethics processes, and gives support to the Teacher Personnel Committee and the Investigation Committee.

Support staff supervisor Mary McClure provides administrative and secretarial support, assisted by Verna Bender and Lou Aldridge. Angela Kysela is work co-ordinator in the Salary Indemnity Plan area. Virginia Anderson, Dawn Cleaveley, Piera DiTomaso, and Jillian Harrison process SIP claims and give information on pensions, benefit plans, and the Assistance Society. Sandy Godard coordinates the Lesson Aids Service. Along with Godard, Lesson Aids staff Wendy Mortensen and Rita Lal (temporarily replacing Susan Waddington who is on leave), collect, reproduce, and sell lesson materials developed by and for classroom teachers.

There is a perception in some quarters that the BCTF is a large, anonymous, distant organization. Anyone who has dealt with the staff in the Member Services Division knows that perception to be false. As their name implies, these people work for you — the members. Don't hesitate to call them.

Our planet in jeopardy

SURVIVAL HINGES ON ATTITUDE CHANGE



by Elaine Decker

Earth has existed for 4.5 billion years. It has been populated by humans (*homo habilis*) for about 2 million years. Its future is uncertain. While the United Nations has not declared it so, 1989 will likely be the Year of the Environment, the year we make decisions that will guarantee a future for the planet, for ourselves.

In our brief tenure on the earth, we have precipitated a seemingly endless list of environmental disasters: flood, drought, destruction of the forests, desertification, damage to the ozone layer, acid rain, water pollution, famine, waste (toxic, human, non-degradable) disposal, smog, extinction of plant and animal species, depletion of energy sources, the greenhouse effect, overpopulation. Senator Albert Gore of Tennessee, in an address to a conference

on the environment, asked, "Did God choose an appropriate technology when he gave human beings dominion over the earth? The jury is still out." (p.57 *Time* magazine, January 2, 1989)

In the last decade, technological power and sheer numbers have intensified the destructive force of the human on the environment. Although environmentalists have expressed concerns for many years, the interrelationship of environment, politics, and economics has recently become clear. It is also becoming mainstream. The January issue of *Time* magazine names Endangered Earth as the Planet of the Year, replacing the usual person-of-the-year feature. The hundredth anniversary issue of *National Geographic* asks "Can man save this fragile earth?" and encloses a map outlining the hazardous state of the global environment. And *Our Common Future*, the report of the Brundtland Commission on Environment and Development released in 1987, is making its way into everyday conversation.

This international commission chaired by Norwegian Prime Minister Gro Har-

lem Brundtland was established by the United Nations in 1983, charged with developing "a global agenda for change." The Commission lays out the challenge with startling clarity.

Sustainable development

The commission explains that, for survival, all of our planning must be based on the central concept of sustainable development — development that "meets the needs of the present without compromising the ability of future generations to meet their own needs." (p.43) Nothing less than a "renaissance" in economic decision making will do. The fragmentation and compartmentalizing of responsibility must end, and a more equitable international economic system must be structured to wed sustainable development to economic growth.

The commission concludes that the pursuit of sustainable development requires:

A political system that secures effective citizen participation in decision making;

An economic system that is able to generate surpluses and technical knowledge on a self-reliant and sustained basis;

A social system that provides for solutions for the tensions arising from disharmonious development;

A production system that respects the obligation to preserve the ecological base for development;

A technological system that can search continuously for new solutions;

An international system that fosters sustainable patterns of trade and finance;

An administrative system that is flexible and has the capacity for self-correction. (p.65)

The issues

Population and Human Resources

Five billion people share the planet today; three billion more are anticipated by the year 2025. At least 1.7 billion people have no access to clean water.

Achieving Food Security

For the world to feed the 1.1 billion people that will be added to the planet by the end of this century, global food production must increase 3-4% annually. The commission reports that 730 million people do not eat enough to lead fully productive working lives. But mismanagement, overharvesting, soil erosion, soil acidification, deforestation, advancing deserts, water pollution, indiscriminate use of pesticides and chemical fertilizers, and inappropriate farm subsidies combine to put agriculture in serious jeopardy.

The Urban Challenge

Since 1950, the number of people living in cities has tripled. One in ten people lives in a city of more than a million. Health, education, sanitation, housing, and transportation systems are overtaxed.

The commission reports that one-fourth to one-half of the urban population does not have a stable livelihood. Addressing the needs of this "underclass" is an urgent priority.

Energy: New Choices — New Constraints

If per capita energy use remained the same, for the year 2030 we need to produce 1.6 times as much oil, 3.4 times as much natural gas, 5 times as much coal, and 30 times as much nuclear power as in 1980. Air pollution, acid rain, and climate changes resulting from the increased burning of fossil fuels and the risk of nuclear accidents are corollaries to our current energy choices. The commission specifically recommends that the "highest priority should be accorded to research and development on environmentally sound and economically viable alternatives, as well as on means of increasing the safety of nuclear energy." (p.189)

Industry: Producing More with Less

Industrial processes have consumed great quantities of the earth's capital (water, energy, natural resources) creating hazardous wastes and inflicting air and water damage. The commission argues that industrial enterprises must be based on the Polluter Pays Principle (PPP), which would incorporate the environmental costs into the price of the product, significantly changing investment decisions, and moving toward a more sustainable production system.

Species and Ecosystems: Resources for Development

Tropical forests support 80% of the earth's animal and plant species. Half of these forests have been cut down in the last 200 years. At current harvesting levels, the other half will be gone by the end of this century. Probably a million or more species of plants and animals will be lost, many before we have had a chance to study them. In South America, 10 trees are cut for each new one planted; in Africa the ratio is 29 to 1. Much of the South American forest is destroyed by burning, with accompanying damage to the ozone layer. Depletion of the major oxygen source of the planet cannot continue. Management of marine species and an end to the idea of the oceans as toxic waste dumps are recommended by the commission.

Conflict and Environmental Degradation

Environmental damage resulting in homelessness, landlessness, illness, and famine is a growing cause of social unrest and conflict. Some experts predict that the next major war will be fought over scarce resources. In the meantime, global military spending in 1985 exceeded \$900 billion — more than the gross national products of China, India, and the African countries south of the Sahara. (p.297) Many Third World countries use their scarce resources to feed their arms machines rather than their citizens.

The Brundtland Commission advises us to admit to ourselves that the earth is round, to stop "pretending that the environment is not the economy, is not health, is not the prerequisite to development, is not recreation." (p.38) In its powerful "Call for Action," the commission says the next few decades are crucial. "The changes in human attitudes that we call for depend on a vast campaign of education, debate, and public participation. This campaign must start now if sustainable human progress is to be achieved." (p.23)

In a future issue, we will feature the work of B.C. teachers in this campaign of education, debate and public participation to change human attitudes. If you have a contribution to make, please write to us.

For further reading, see World Commission on Environment and Development, *Our Common Future*, Oxford, Oxford University Press, 1987. Hinrichsen, Don, *Our Common Future: A Reader's Guide*, Washington, D.C., IIED/Earthscan, 1987.

"What on Earth Are We Doing?", *Time*, 2 January, 1989, pp. 18-65.

National Geographic, Vol. 174, No. 6, December 1988.

Elaine Decker is BCTF communications officer.

Awards for environmental education

In 1989, the Encyclopaedia Britannica Award of the Canadian College of Teachers will be made to classroom teachers who, through their teaching and/or related activities, are considered to have made an outstanding contribution to education in *preservation of the environment*.

Proposals are to indicate clearly the contributions, including length of time, number of students, grade level and any forms of recognition received.

Nominations of Candidates

Individuals, officials and administrators of schools, school boards, universities, departments of education, and other educational institutions can nominate teachers.

Criteria for Nominations

The nominating individual should include a *curriculum vitae* of the nominee, along with a rationale and appropriate documentation in support of the candidate. Letters of support from other professionals should also be included.

Deadline for Nominations

All nominations with accompanying documentation should be forwarded to the secretary-treasurer of the Canadian College of Teachers by February 28, 1989. Total weight of the submission is not to exceed 100 grams. Material submitted in support of awards becomes the property of CCT.

Awards Presentation

Awards in the form of a plaque and a sum of money will be announced and/or presented at the annual general meeting of the college in Burlington, Ontario, July 5-7, 1989.

Send requests for application forms and information to:

Ronald E. Johnston, Secretary-Treasurer
Canadian College of Teachers
7546 - 10 Avenue
Edmonton, AB T6K 2T6

Worth watching CLIMATE CHANGE: THE GREENHOUSE EFFECT

The Atmospheric Environment Service of Environment Canada will present a two-hour special, "Climate Change — The Greenhouse Effect," Thursday, March 23, 19:00-21:00 on the Knowledge Network. The show will feature a new, award-winning video entitled "The Greenhouse Effect" and will be followed by a panel discussion about the effects of climate change in B.C. and a phone-in segment. The show will be rebroadcast on Saturday, March 25, at 20:00.

Bargaining gains momentum

by George North

pre-Christmas bargaining spurt followed by a series of settlements in January has established a clear pattern in major areas of working conditions, salary, and term of contract. In only one case — Kitimat — was strike action required to achieve a contract, but as this issue hit the press, strikes were in progress in Terrace and Cowichan, with job actions threatened in several other districts.

There is a remarkable consistency in the salary figures for the two-year agreements — in all cases representing at least a 14% end rate. Three of the contracts — Coquitlam, North Thompson, and Victoria — have firm salary figures for 18 months, after which a variety of methods will be used to determine the salary figure for the final six months, including negotiation or arbitration in Coquitlam and catchup formulas in North Thompson and Victoria. Most teachers will get between 5% and 6% retroactive to July 1988, with a further 1% to 2% January 1989, with a similar formula for the second year of the contracts.

The long, difficult process of attempting to negotiate **duty-free lunch breaks** under previous legislation brought only incremental success in a few districts. In the dozen contracts settled in the current round, eight locals achieved the objective in September 1989 or earlier (April for Hope, Kitimat, and Mount Arrowsmith), three have a limit on supervision, and one (Fort Nelson) is looking at ways to reduce supervision in its one-year agreement.

Elementary preparation time ranging from 60 minutes to 120 minutes has been established during the terms of each of the agreements, expressed in minutes of maximum instructional time in Fort Nelson, Hope, and Victoria. No specific clause covering secondary teachers has been included in two contracts, but it is understood that the past practice of 12 1/2% preparation time will continue.

All contracts signed so far include clauses recognizing **extra-curricular** activities as voluntary, with some statement about their desirability in a few cases. Assertion of the principle that teachers perform extra-curricular activities of their own volition has been a major objective in this round of bargaining.

Again, in spite of concerted school-board opposition to the position, every contract signed so far provides for a **union shop**, with membership in the local and BCTF, and deduction and remittance of local dues to the local and BCTF dues to the federation. A "modified union shop" in North Thompson amounts to full-union shop, since all teachers currently employed are members of the local and the federation.

All locals have achieved clauses covering **misconduct**, with some variations in the provisions. For example, all but two provide for notice of investigation, with variations in purposes of pre-hearing but with a statement of the grounds specifically required in all but two cases.

Some variations also exist in clauses dealing with **evaluation of teachers**, with three reports required in a period ranging from 12 to 24 months as provided in previously-existing legislation. But differences exist in the others, chiefly in minimum time required for the three reports. Variations also exist in whether the reports must be successive, include plans of assistance, notice and meeting, end of term or at some other time, and whether the three reports are tied to a negotiated evaluation process.

"**Bridging**" — continuation of contract provisions after the date a contract has "expired" — has been established in all contracts negotiated so far.

A number of breakthroughs have been recorded. Of major significance is the Victoria Supplementary Unemployment Benefit Plan for teachers taking **maternity leave** — 95% of salary for 17 weeks.

Other locals have made progress in **SUB plans**: Maple Ridge, 95% for the first two weeks — top-up to 50% of salary for next 15 weeks; Windermere, 50% of salary for 17 weeks; Prince Rupert, 96% of salary for first two weeks of maternity or adoption leave.

Clauses recognizing the important issue of teachers' **professional autonomy** have been negotiated and signed in Maple Ridge, North Thompson, Delta, and Hope.

Some inroads have been made into the difficult **class-size** question in Victoria and Maple Ridge, with committees established in a few other locals to study and make recommendations on the matter for future negotiations.

Clauses providing protection in the event of **legislative change** have been negotiated in a number of cases.

In addition, clauses have been negotiated covering a wide range of important conditions, not only in contracts currently settled but also in those where negotiations are continuing.

A settlement pattern has been clearly established in 20 locals with a membership of over 8300 teachers representing about 30 percent of the B.C. teaching force. This in turn should have paved the way for other contracts to fall into place but negotiations in all districts continue to be marked by hard-line school board bargaining.

George North is director of the BCTF Bargaining Division.

Green Thumb photo

Curriculum implementation

by Ed Harrison
and Allen Wootton

It is a shallow and artificially injected program" responded one teacher when asked about B.C.'s new family life education program. Another said it was "juvenile in presentation." These comments and others lead us to ask some critical questions about this curriculum.

Attempts at establishing a family life education program in British Columbia can be traced back to the 1970s. Brian Smith in the late '70s and early '80s supported the concept. He formed a committee (1981) under Kathy Adams, which produced the *Family Life Handbook* (1986). A succession of ministers of education delayed publication, among them the current premier, who felt the topic was not important enough to warrant the document's publication.

High standards of personal behavior come from an open approach to the study of the family-life issues that surround us.

AIDS led to a change in perspective. Media coverage gave a sense of urgency to the development of programs dealing with the disease. In February 1987, Premier Vander Zalm indicated that a family life program would be forthcoming.

The perception that people are afraid of AIDS meant that a school program addressing its origin was good politics on the premier's part. But good politics does not necessarily make for good education or a good family life program. A hurried introduction has meant less than satisfactory development or implementation of this program.

The teachers of the province were not consulted as to the type of program that would be best for students. The timeline did not allow for this. Instead, the complete program was given to classroom teachers in mid-November with the intent that they would begin teaching it early in the new year. Little room was left for debate, discussion, or alteration. There were no provisions for adapting the program locally in an attempt to meet local needs.

Major themes such as abortion, birth control, and homosexuality are treated superficially. Each of these themes is a significant social issue full of emotion and passion; students need to be able to explore and understand these issues with respect to their own lives. Students' feelings are considered inconsequential. To do justice to these significant issues, ten to eleven hours is simply not enough time.

Yet even this limited time is too long when the rest of the curriculum has not been shortened to compensate for the introduction of this new material. The minister of education has indicated that schools may allocate time to Family Life as they see fit. But because the course materials are set up for 10 hours of instruction, this tacitly becomes the legitimated time frame for the course. Too much time, too little time — a double bind!

The guide says that "Family Life Education is a program that can support the efforts of parents, other family members, churches and other community organizations to guide adolescents in making responsible, ethical decisions and developing high standards of personal behavior by fostering mature and well-informed attitudes and reaffirming positive family values." (7-9, p.6) But high standards of personal behavior come from an open approach to the study of the family-life issues that surround us. They come from understanding, for example, homosexual lifestyles and their meaning to our society from many different perspectives; they come from a program that offers students the freedom to choose and understand, to realize that not all people feel the same way they do about a family-related matter; further, they come from recognizing that positive family values come not only from two-parent, but also, single-parent families.

While the guide also says "... it is necessary to avoid panic reactions to the disease and its victims, as well as the reactions of helplessness that occur if information concerning the threat were presented without preparation or context," the program itself results from the panic reaction to AIDS.

AIDS is a serious disease and students need to understand its social and moral significance; a panic curriculum will solve no problems. A year's delay in the implementation of the course would not make a significant difference in the spread of the disease.

Where are the legitimate school programs to address these vital issues and the society within which they, and AIDS exist? These would be the basis of a thoughtful and meaningful family life program. We look to the new Health Guidance curriculum to remedy some of the ills of the current Family Life curriculum.

Ed Harrison and Allen Wootton are teachers in the Terrace School District.



QUESTIONS TEACHERS MUST ASK

"Teachers without academic or professional preparation in new curricula or instructional practices are unlikely to have the commitment or capacity to implement the intended changes effectively." (*Royal Commission, page 91*) "... implementation remains the weakest link in the cycle of curriculum development and renewal." (*Royal Commission, page 92*)

The Royal Commission confirmed what teachers have long said about curriculum implementation. An effective implementation scheme would provide satisfying answers to most of these questions that teachers ask themselves about new programs.

History

How will this curriculum change be different from past ones? What will be done to avoid the pitfalls of the past attempts (eg. Consumer Ed., Family Life)? Who decided that this change was necessary at this time? Who will benefit most? How will my effort be rewarded? What good will it do me? What good will it do my students? Why do they spend so much money on 'new' packages with no assurance that they'll get used? Why don't *they* come to see what I'm doing right in the classroom instead of assuming change is needed? Why don't teachers get consulted? What is the source of my resistance to change? What responsibility do I have to my students, staff colleagues, community, to participate in this change?

Clarity of goals and means
What subject matter changes have been made in this new curriculum? Why? What are the underlying philosophical assumptions about the world, about school systems, about learning, about students, and about the discipline that are the foundations of this new curriculum? Who decided that 'this' should be included and 'that' should be excluded? How will these goals make a life better

for the students if they are realized? What will I be expected to *do* differently in order to use this program? How does this material match the needs and abilities of my students? Am I expected to change my teaching style? How much allowance for variation and/or adaptation of the materials and strategies is acceptable?

In-service training

What type of in-service has been planned to support the implementation of the new curriculum? Will I have an opportunity to determine the type of on-going help I want? Will I know where to get it? Will I be able to determine with my colleagues when and for how long the in-service will be provided? Will there be enough time and money for in-service? Will the activities be varied, including formal training, informal sharing personal or group problem solving, planning? Will the A.O. receive training too so that she/he can understand the program and support my classroom work? Will there be release time provided? Will the staff have time for discussion, reflection, planning? Will the staff develop the implementation plan together? Who will determine the success of the curriculum implementation? How will it be measured? Will it be used as an accountability technique to evaluate my teaching?

Local or alternative materials development

Will prescribed and authorized textbooks be the only material option provided by the ministry or the district? Where will I find funding to purchase alternative or supplementary resources? What provisions will be made to support development of additional materials by teachers? What supplementary aids will be provided to ease the transition from the old textbook to the new? What plans are there for exchange of teacher-prepared materials?

Change overload

If I agree to participate fully in this curriculum change what support will be provided through the implementation phase? What will be stopped, slowed down, or de-emphasized in order to implement this change effectively?

PSAs well positioned for Royal Commission recommendations

by John Hardy

If the Royal Commission has been welcomed by teachers for the new deal it offers in professional development, no PD group in the federation is better positioned to take leadership in the new role than the PSAs.

The groundwork for PSA participation had been laid from January to June of last year through the work of a BCTF/PSA task force that had sorted out problems and given a strong sense of direction for PSA Council. It considered, for example, ways to make the council a powerful voice in the BCTF; it recommended a council of presidents. That recommendation is being implemented this school year.

The task force took "The Dreamed Future of PSAs and Council," a brainstorming session at PSA Council in November 1987, and made it a reality. Most of the wish list is now well integrated into federation processes.

In July, the BCTF Executive Committee drew on the task force's report to give the PSA Council new terms of reference, essentially extending the council's advisory status in professional development matters within the BCTF.

(Task force members were **Soph Jeffrey** and **Ken Kuhn**, PSA Council; **Dale Zinovich**, Professional Development Advisory Committee; and **Ken Novakowski** and **Alan Crawford**, Executive Committee.)

With the Royal Commission report in August, provincial specialist associations took a leadership role in the federation. Most PSAs had submitted briefs to the commission. Now, they could respond to the recommendations, and at a special meeting of PSA presidents in October, they developed their response, which was reported to the Representative Assembly that weekend by PSA Council president **Sean McKierahan**.

McKierahan gave a professional and polished presentation that set the tone for the Representative Assembly's discussion of the Royal Commission recommendations. Most importantly, he brought a strong consensus on three recommendations that the BCTF had identified as high priority, particularly for recommendation 6.11, which recognizes the leadership role of teachers, through their federation taking charge of professional development.



At meetings such as these, representatives for Provincial Specialist Associations debated the commission ideas, advising the RA and Executive on priorities.

John Hardy photo

"I think you can say that PSAs came into their own from the work of the task force and the response to the Royal Commission," comments Soph Jeffrey.

Jeffrey, the past president of PSA Council and a long-serving member of the B.C. Primary Teachers' Association, says, "Today, PSAs are enjoying a new place in the sun. We feel part of the BCTF. You can credit the very fine report by Sean to the RA this past fall as one of the key indicators of our new-found status in the BCTF."

Anita Chapman, BCTF staff person responsible for assembling and distributing information on the Royal Commission, attended council meetings in October and November and reported that the many excellent response papers to the Royal Commission from PSAs had made her job a lot easier.

She gave council a comprehensive and thoughtful update on what had been developing at the Education Policy Advisory Committee, the advisory committee set up by the ministry to implement the commission's recommendations.

"We appreciated that you managed to rise to the occasion so quickly," she told council, adding that staff had been impressed with the thoroughness of the responses and the follow up in PSA journals. "Continue to forward responses to us for reply to the new School Act," she said.

Chapman also informed council of a new branch in the ministry, under **Becky Matthews**, formed for curriculum implementation. From the first meeting, BCTF representatives report a high degree of co-operation with the federation.

Ken Novakowski, BCTF first vice-president, told council that the BCTF had been very pleased with the role PSAs had taken in the Royal Commission. Council had also been represented, he said, by **Sean McKierahan** at a special meeting with the education minister in November regarding the PD recommendations.

Novakowski urged PSAs to continue working this way during what he called a period of opportunity in education for their participation. For **Sean McKierahan**, the test of PSAs' new-found role in the federation can be measured in council agendas. "You only have to look at the volume of work we now handle at a council meeting to realize the change that has occurred for us," he says. Fitting the tasks into a one-day agenda for a council meeting has become a major task.

"But we welcome the new status of PSAs; we welcome the work," he says. "All of us in council are looking forward to the new year and the continued

emphasis on professional development in the federation."

That will start with a strategy conference, January 19, 20, and 21, organized by the BCTF's Professional Development Division, where teachers begin taking charge of their own professional development. PSAs will be right in there leading the way.

John Hardy is a BCTF professional development staff person.

Substitute teaching

by Connie Trepanier

To choose substitute teaching is to choose a unique profession. It provides an incomparable wealth of experience.

As a substitute teacher, I have taught every Grade from K to 12. I have worked with profoundly retarded children; I've conducted a concert band. I have worked in a one room school with fewer than a dozen students; I have taught in special classes and in French-immersion classrooms. I have enjoyed many wonderful classroom environments, and I have been part of many unique moments, which I shall treasure. As a substitute teacher, I have seen the children's joy at seeing Rick Hansen go by; I have gathered the troops to share the Olympic torch. I have shared the joy of a mentally handicapped child's visit to a local mall at Christmas time. Unfortunately not all experiences are so positive.

The transient nature of the job means that substitute teachers may encounter opening-day disaster every day. We must not only be as knowledgeable as our regular-classroom colleagues, but also be prepared to adapt to strange surroundings and make a good first impression on students, administrators and others.

As substitute teachers, we do face specific difficulties. One of the gravest is the low regard in which the position has traditionally been held. Negative attitudes increase difficulties for substitute teachers. They feel very keenly their isolation and lack of acceptance. Parents, students, teachers, and administrators should support the substitute teacher as they would a regular classroom teacher.

Substitute teachers continue to provide professional service, sometimes against very difficult odds. School boards, principals, regular classroom teachers, and substitute teachers themselves must share the responsibility for improving substitute teachers' status — both professional and economic. Substitute teaching should be regarded as exceptional teaching, by those who do beat the odds and maintain academic and professional quality in the classrooms they visit.

The whole system benefits from quality substitute teaching, and a concerted effort by all participants in the school system is required to ensure that substitute teachers are able to make their valuable contribution, and are adequately recognized for doing so.

Connie Trepanier is a Kamloops substitute teacher and a member-at-large of the Provincial Association of Substitute Teachers.

College of Teachers 1988 Annual Meeting



The 1988 Annual Meeting of the College of Teachers took place Saturday December 10, 1988, at Churchill Secondary School in Vancouver. The council presented an annual report covering the first 10 months of operation of the college.

A copy of the report to the 1988 annual meeting is being sent to each public and independent school in B.C.

Highlights of Report

Bill Broadley, chairperson of the college, reported on the tasks the council has accomplished in its first 10 months. He highlighted the adoption of by-laws on certification, discipline, finance, and elections, and the establishment of the office in Vancouver and the hiring of staff, including the evaluators and the registrar. Broadley thanked former BCTF member **Jim Cairnie**, whom the council had employed to assist with locating office space and hiring initial staff.

Doug Smart, registrar, reported on the staffing of the college. The college currently has 12 permanent staff as well as 6 temporary employees working on membership data entry. Smart reported on the certification process and the number of certificates issued in the first 10 months of 1988, (1,873 in total), and also reported on the by-election in the North Coast zone, held to replace Joe Panichelli, who resigned from the council at the end of August.

Jim Killen, chairperson of the Finance Committee, presented the unaudited financial statements for the first eight months of 1988. Manning Jamison have been appointed as auditors for the college. The 1988-89 revised preliminary budget was also presented. The budget is based on projected income of \$1,950,000, which is based on an estimated membership of 33,000 as well as \$300,000 in fees for service for initial certification, reinstatements, statements of standing, and letters of permission. The projected expenses include a budgeted operating reserve of \$135,000.

Pauline Galinski reported on behalf of the Discipline Committee on the discipline procedures and the number of cases currently before the committee. The college has terminated the membership and cancelled the teaching certificate of three individuals under the new procedures. **Colin Scott** reported on behalf of the Qualifications Committee on the development of membership and certification by-laws and policy. The Qualifications Committee has heard 12 appeals of certification decisions and considered 39 requests from school boards for letters of permission.

Peter Ellis reported for the Professional Development Committee on the decision of the council not to set up a parallel professional-development structure but rather to encourage members to participate in existing professional-development structures. The committee also reported on its review of teacher-education programs. The requirements for initial issue of the Standard Certificate change, effective January 1, 1992, to a minimum of four years of post-secondary.

By-election

Greig Houlden, Terrace, is the new member of the Council of the College of Teachers for Zone 15. He won the election, which was conducted by mail ballot, over **Lorne Turner** from Prince Rupert. Zone 15 includes the school districts of Queen Charlotte, Prince Rupert, Terrace, Kitimat, Bulkley Valley, and Nisgha.

In Brief

A REVISIT TO THE WORLD OF SENATOR REID SCHOOL

by Melodie Brandon
and Fred Horton

In its submission to the Royal Commission on Education the BCTF encouraged people to *Celebrate the Diversity* in our schools and communities. Last spring, teachers at Senator Reid Elementary School in Surrey did just that, with a multicultural week celebration that was so successful they plan to do it again!

Senator Reid is well placed to celebrate multiculturalism. The school enrolls 600 students in an ethnically diverse community. At least 40% of the students have English as a second language. The staff planned multicultural week to assist the students to develop awareness and appreciation of the cultural similarities and differences in their school, in Surrey, in Canada, around the world.

A multiculturalism committee comprised of Karen Kilbride, Kay Roth, Anne Sall, Surrinder Singh and Melodie Brandon was established, and because all of the staff were not at the same level of awareness, staff education was addressed first.

At a special staff meeting Nora Greenway, Co-ordinator of the BCTF Program Against Racism, made a presentation of multicultural teaching materials available through the BCTF and Eric Wong from the Vancouver School Board led a workshop outlining the reasons for teaching multiculturalism. The workshop generated staff enthusiasm and gave new direction to the multicultural committee.

The committee proceeded with a brainstorming session. The teacher-librarian gathered and displayed additional audio-visual materials. Ideas and suggestions poured in. Everyone knew someone who might be willing to present a workshop.

Next, the committee sorted through all of the ideas and materials, identifying themes and determining appropriate grade levels. We didn't want to focus only on feasts and festivals. Racism couldn't be ignored. Our aim was to share our cultures with each other in such a way that students would learn respect for all people, have a feeling for the differences and similarities between cultures, learn some of the reasons why people immigrate to Canada, realize the benefits and problems associated with being a new Canadian.

We discovered a wealth of willing resource people among our staff and parents. Because we held our multicultural week later than the "official" week in February, the rich resources in our community were also available to us.

After several meetings and many hours on the phone, the multicultural committee had established concrete goals, tasks and timelines. Here is the list of steps we took to ensure a successful celebration.



The variety and breadth of activities that made up multicultural week at Senator Reid School, Surrey, were the result of a staff team effort. Here, Ruth Smith, Grade 1 teacher, is shown with some of the students who form the school's ethnically diverse population.

Karen Kilbride photos

- Compiled lesson plans and units for primary and intermediate teachers;
- Consolidated handbooks, teachers' guides, articles, and assorted notes in a resource binder kept in the library;
- Identified appropriate books, videos, films, pictures, and kits and gather them in one designated location in the library;
- Ordered supplementary films and videos from the district central library, NFB, and PEMC;
- Confirmed resource people;
- Kept staff informed about developments via newsletter;
- Prepared a schedule and a registration process. We designed a large chart which included the workshop title, name of presenter and appropriate grade level. Each class was able to participate in a minimum of 3 sessions. A lottery-style sign up procedure was used, with teachers registering their classes in the workshops.

- Included a social event to encourage informal participation. We had a pot-luck lunch on Friday. Parents provided a generous amount of wonderful food!
- Wrote thank you letters. Actually, our students wrote them.

Officially Senator Reid's Multicultural Week was April 19-22, 1988. In fact, it lasted much longer. Some teachers planned units of study on race relations, culture, or immigration in preparation for the week. Others continued the theme after the week with follow-up lessons, or field trips to such places as Vancouver's Sun Yat Sen Garden. Evaluations by both students and staff were extremely positive. Most common comment? "Next year the celebration should be longer than a week!"

Melodie Brandon and Fred Horton teach at Senator Reid Elementary School, Surrey School District.



A multicultural sampler

These are the workshops offered during Senator Reid's Multicultural Week.

Karina Wu, Surrey-Delta Immigrant Services, *Chinese calligraphy*
Inder Mahat, Surrey district multicultural helping teacher, *Simulation games exploring the world's power structure, and the characteristics of culture*
Allan Tsui, Surrey multicultural support staff, *calligraphy*
Jasbir Padda, Surrey multicultural support staff, *Diya clay lamps*
Gurdev Dosanjh, Surrey multicultural support staff, *Indian cooking*
Allison Wingen, Senator Reid staff, *world travel*
Graham Cooper, Senator Reid staff, *Australian culture*

Kay Roth, Senator Reid staff, *Japanese culture*
Surrinder Singh, Senator Reid staff, *Sikh culture*
Annie Miles, Royal Heights staff, *Phillipine stick dancing*
David Chudnovsky, Surrey Teachers' Association, *Jewish festivals*
Mrs. Matsumo, parent, *Japanese dance*
Rosa Cheng, STA executive secretary, *Chinese New Year*
Bob Rosen, David Brankin staff, *Multicultural choral performance*
Len George, chief, Capilano Indian Band, *Native dance performance*
Susan Olsen, Langley teacher on leave, *French music and culture*

• Calling all potential teachers of Latin

If you believe that the study of Latin has disappeared completely from the schools of British Columbia, you are mistaken. The values to be derived from the study of Latin are being rediscovered, and the Cambridge Latin Course, which is prescribed in British Columbia, provides access to those benefits.

The B.C. Association of Teachers of Classics of the BCTF would like to know the names and addresses of potential teachers of Latin so that information about the Cambridge Latin Course could be sent to them. This text, in its new and attractive North American edition, is an excellent resource, and is popular with both students and teachers in B.C.

If you would like to know more about this course, and if you might become interested in teaching it, you are urged to send your name and address to Frederick W. Cadman, 309 East 24th Avenue, Vancouver, BC V5V 1Z8. You will not be disappointed.

• Young artists' exhibition

British Columbia Young Artists, BCYA '89, is providing a prominent showcase for British Columbia's young artists in its sixth biennial exhibition.

"Call for Entries" information and entry forms for BCYA '89 has been distributed.

Emily Carr College of Art and Design (ECCAD) from March 1 through March 15, 1989.

• Creston schools reunion

Creston Valley Schools consolidated in 1938-39, have planned a school reunion for August 11-13, 1989. If you know the whereabouts of the following teachers of that day, please notify Mrs. Marj Gilmore, Box 182, Creston, BC V0B 1G0:

Baldwin, Mary	Burgess, Kathleen
Gautier, Tom E.	Fleck, Elizabeth
Hilton, Irma	McClure, Florence
Mitchell, Flora	McGregor, Lillian R.
Gilmour, Helen (Moore)	Rutledge, Irene
Pearce, Mable	Wade, Marjorie
Prisk, Evelyn	Wall, Rita
Thicke, Herbert	York, Glen
	York, Iris (Taylor)

• Canadian English teachers conference in B.C.

Mosaic '89, the annual conference for the Canadian Council of Teachers of English, scheduled for May 18-21 at the Hotel Vancouver, will draw English educators from B.C. and across Canada. As well, American teachers' spring conference of the Northwest Region of the National Council of Teachers of English has been folded into Mosaic.

John McGuinness, retired Delta English teacher, is serving as organizer. He is busy booking Canadian and American presenters and registrants, and international speakers coming from as far away as Auckland, New Zealand.

In preparing for his job, John has attended conferences in Newfoundland, Missouri, and Texas. "The key is organization and enthusiasm," he concludes, noting that the services of a computer and of a group of willing teacher-volunteers are making his task a pleasure.

Guest speakers include Andrew Wilkinson, a prominent British educator and teacher-mentor in methodology, and Mavor Moore, a well-known theatre critic and drama scholar from Toronto. An especially important focus will be on B.C. writers, a number of whom will be giving readings of both new and familiar work.

For information about Mosaic '89, contact John McGuinness, 12725 - 56 Avenue, Surrey, BC V3W 1G4, (604) 596-5315.

• Cancer society needs volunteers

The Canadian Cancer Society urgently needs volunteer teachers for preschoolers, pre-

teens, young mothers, and seniors within Vancouver. Training and all resource materials will be provided. Hours are flexible. Please phone 879-5736, and ask for Linda or Susan for more details.

• DND reunion

The 1989 DND teachers reunion will be in Vancouver this year, on October 6, 7, and 8. This annual get-together is a wonderful chance to get reacquainted with former colleagues and to relive some great times.

Send your name, address, phone number, and school district, by March 1, to: DND Reunion, c/o Georgina Kalmack, 249 Chester Court, Coquitlam, BC V3K 5C2, 931-5517.

• Teacher librarian awards

The British Columbia Teacher-Librarians' Association announces three awards: the TLA Award of Merit, the Distinguished Service Award, and the Ken Haylock Professional Development Award which recognize and support excellence in teacher-librarianship and library resource centre programs.

For further information and application forms, contact Patricia Finlay, Corresponding Secretary, BCTLA, 5649 Carson Street, Burnaby, BC V5J 2Z4.

• Calling retired industrial education teachers

B.C. Technology Education Association is looking for retired manual training teachers, shop teachers, industrial arts teachers, industrial education teachers, and technology education teachers. Anyone knowing the whereabouts of the above, please send their name(s) to Arild Dalsvaag, Member-at-Large (retired), B.C. Technology Education Association, Box 1539, Gibsons, BC V0N 1V0.

• South American tour for B.C. teachers

When: August 1989
Where: Peru and Chile
Organizer: Co-Development Canada
Co-Development Canada is planning a tour for three weeks in the summer of 1989 in order to allow B.C. teachers to meet with their counterparts in both the Colegio de Profesores in Chili and the Sindicato Unico de Trabajadores de la Educacion (SUTEP) of Peru and to become familiar with the current realities of both countries and BCTF supported projects.

Teachers interested in participating should contact Co-Development at 1672 East 10th Avenue, Vancouver, BC V5N 1X1, 873-5011.

• The Vancouver Community College Alumni Association membership drive

The Vancouver Community College Alumni Association wants to contact teachers who received education and training at VCC. All students of Langara, King Edward Campus, Vancouver Vocational Institute, and other VCC sponsored programs are eligible to join the alumni association.

To join the VCC Alumni Association, send your name, address, and phone number to Vancouver Community College Alumni Association, 1155 East Broadway, Vancouver, BC V5T 9Z9, or call 875-1131 (361).

• SFU writing and publishing program

Through the Writing and Publishing Program this spring, SFU offers courses in business writing, strategic communications, technical writing, professional writing, and publishing.

To receive a copy of SFU's Writing and Publishing Program brochure, call 291-5100 or 291-5077, or write Simon Fraser University at Harbour Centre, 515 West Hastings Street, Vancouver, BC V6B 5K3.

Your pension: how do you want it?

A CRUCIAL RETIREMENT DECISION

by Jim Rogers and David Chalmers

As a member of the Teachers' Pension Plan you face a crucial decision when you retire. Do you want your pension on the single life plan, on the 5-, 10- or 15-year guaranteed plan, on the joint life and last survivor plan, or on a combination guaranteed and joint life plan. You may also choose a temporary annuity option.

All of these options are explained and discussed at the Retirement Planning Seminars sponsored by the Retired Teachers' Association and the BCTF.

To assist you in choosing your retirement option, this article outlines the pros and cons of life insurance to provide or supplement survivor income, or choosing all or a portion of the joint life option available from the Teachers' Pension Plan.

Clip and save this article for future reference.

There is a saying that the biggest financial decision a person makes in a lifetime is buying a house. For many teachers, however, buying a house will be the second most important financial decision they make. Selection of the most appropriate retirement option under the Teachers' Superannuation Plan will, over the long run, likely be even more important.

Selection of a pension option is irrevocable. Once you have selected an option, that choice will stay with you for life. Most other financial decisions do create some element of choice after the fact. A house can be bought, sold, mortgaged, or rented.

Income Versus Survivor Benefit

How much income do you want for yourself, and how much do you want to leave for your survivor?

The greater the survivor benefit built into the pension option, the lower the starting income. The retiree is, therefore, faced with the choice of taking a lower income for the rest of his or her life in order to insure that the surviving spouse will be looked after. Or, the retiree can gamble and take a higher income hoping that his/her survivor will be okay.

Pensions and Life Insurance

The theory of matching a life-insurance policy against a pension plan is simple: the retiring teacher elects for a higher income (via a single-life pension option) and a lower survivor benefit. Simultaneously, he or she purchases a life-insurance policy in order to provide for the survivor.

Before embarking on this course of action, you should consider the following factors:

• *amount of life insurance*

Because future interest rates are unknown, it is virtually impossible to calculate correctly the amount of life insurance that must be matched with any pension plan in order to provide the correct survivor income.

The assumption is that a given amount of life insurance, when paid out to the surviving spouse, will provide a certain income. Typically, in converting the lump sum of capital from the life insurance to the potential stream of income, there is an assumed interest rate. But what happens if the retiring teacher dies 15 years from now and the surviving spouse must then invest the life-insurance proceeds in an economy where interest rates are only 3% or 4%?

While such a scenario may be unlikely, in comparing the life-insurance option to a continuing pension you must note that the pension amount at least has a known indexing formula, while there is some risk in choosing the "right" life-insurance amount.

• *age risk*

If life-insurance proceeds are to be converted to annuity income, the age of the person purchasing the annuity will affect the income level. If your surviving spouse receives life-insurance proceeds at age 55, he or she will be able to purchase a much lower annuity than if he or she receives those same proceeds at age 70. The life-insurance option, therefore, includes a risk both on the interest rate that will be earned and on the age of the person who will be receiving those life-insurance proceeds.

• *tax risk*

Pension income is fully taxable. A reduction in pension income, therefore, means a reduction in taxable income. Life insurance, on the other hand, is purchased with after-tax dollars. If you are presented with a scenario whereby the differential in income between two pension options is enough to pay a life-insurance premium, bear in mind that the differential between the two pension options is taxable; whereas the life-insurance premium must be paid with after-tax dollars.

On the other side of the coin, life-insurance proceeds are received by a beneficiary tax free. If the surviving spouse uses life insurance to purchase an annuity to replace lost pension income, he/she has an option to select a prescribed annuity that provides for a portion of the annuity income to be tax exempt.

Thus it can be argued that a lower income from life-insurance proceeds will replace the higher survivor pension benefit because of the tax advantage. There is, however, always the risk that Revenue Canada will remove preferential tax treatment (Income Tax Act Reg. 300) from prescribed annuities.

• *indexation*

The biggest single caveat in pension matching is the element of indexation. The Teachers' Superannuation Plan indexes in line with a contracted indexing formula. However, there is no absolute guarantee that the indexation will continue. We also do not know what future inflation will be. This means that it is impossible to quantify the amount of income that is lost when a pensioner dies.

As a general rule of thumb, the cost of an indexed income is one half to two times the cost of a non-indexed income. This means that if you take a life-only pension and simultaneously buy life insurance, you must have enough life insurance to replace not only the pension that will be lost at your death but also the indexation of that pension.

As well, the indexation in the Teachers' Superannuation Plan means that the

relative differences between the options will increase over time. In other words, the difference between a life-only pension and a full-survivor pension might be \$500 a month today, but 15 years from now, it might be well over \$1,000 a month.

Last but not least, you should consider the motives of the person making a recommendation to you. Advising a teacher to take a joint and survivor pension generally does not provide any remuneration to the advisor. On the other hand, showing a reason why the teacher should purchase a large amount of life insurance can mean a substantial commission to the life-insurance advisor.

• *flexibility*

Having pointed out all of these potential risks to the life insurance/pension arrangement, here is a substantial benefit:

At the beginning of this article, we stated that a pension option is an irrevocable choice. Once you have matched your pension with life insurance, however, you have built in a large element of flexibility.

If a retiring couple elects a joint and survivor pension and the survivor dies immediately, the retiring teacher is still "stuck" with that joint and survivor pension for his/her lifetime. If, on the other hand, the teacher had elected a life-only pension combined with life insurance, and his/her survivor died, he/she has the option of simply cancelling the insurance, which effectively restores the full pension to the retiree. A life-insurance policy can be cancelled or reduced to reflect changing circumstances.

Which Choice is Best?

Every retiring person's financial position is unique. One cannot, therefore, make a blanket statement that a certain choice of pension is best nor that the matching of a pension option with life insurance is best. Every person's financial situation must be examined in detail by a technically competent and totally objective advisor in order to make the most appropriate recommendation.

Other Assets

If the total family assets and income entitlements of a couple are such that the surviving spouse would be well looked after even if the retiring teacher died prematurely, then there is a greater ability to opt for higher pension income with a lower survivor benefit.

If the surviving spouse would otherwise have nothing other than Old Age Security and Canada Pension Survivor's Pension then there is a huge risk in impairing the pension entitlement. All of the family assets such as government benefits, pension entitlements, investments, the family home, have to be looked at together to make this assessment.

Investment Assets

If there is a rationale for taking a lower survivor benefit combined with life insurance, the investment assets of the family must be considered. It is possible for some forms of life insurance to be funded over a very short period of time and thus essentially paid for with "pre-tax" interest. This removes some of the tax risk from this arrangement.

Health of the Two Spouses

If the retiring teacher is in poor health, he or she will probably be unable to get life insurance. If he or she is in good health, there is a greater chance of getting life insurance, but there is also a greater chance of living longer. If the potential survivor is in poor health, then there is a greater chance of the spouse's predeceasing the pensioner. This might favour the life-insurance solution, thus giving the pensioner the choice

of cancelling the insurance if the spouse dies first.

Ages of the Spouses

The relative ages of the two spouses will have an impact on the differential between pension options. If, for example, a teacher is retiring and has a spouse many years younger, there will be a substantial difference between pension options. At the same time, if that individual replaces the survivor pension with life insurance, there is a greater risk to the spouse as he/she will have to have income for a longer period of time and thus must bear the interest-rate and inflation risk for a longer period of time.

Form of Insurance

Ideally, the life insurance will provide an absolute guarantee of the level of premiums and benefits to be paid. In many cases, life-insurance companies will offer products that do *not* have these absolute guarantees, in order to present more attractive prices. There is nothing wrong with this, provided that the teacher understands that the proposed product lacks guarantees.

A number of caveats apply. For example, the ultimate death benefit from a life-insurance product may depend on the dividends to be declared by the company. Canadian life insurance companies have had good financial success; therefore, many have paid handsome dividends for years. There is no guarantee that this trend will continue. Canadian life-insurance companies are also now facing a tax burden they have never previously had to bear. The life-insurance industry is also beginning to build up reserves as a contingency against the impact of AIDS. Factors such as these could affect future dividends and therefore the results of certain policies.

Further it may be more tax-effective to pay for a life-insurance policy over a short period of time. Unfortunately, our Canadian tax laws are such that this can be done only if some element of non-guarantee is in the life-insurance policy.

A Helpful Rule of Thumb

If you are totally bewildered by all of the points made in this article, here is one simple piece of information which might help:

You should *never* elect a life-only pension combined with life insurance. There is simply too great a risk to this choice. It may make sense, in certain circumstances, to take a life pension with a fairly long guarantee period combined with life insurance, or to take some combination of life pension and joint-and-survivor pension combined with life insurance. There are simply so many unknowns in the equation that the smartest move may be to hedge your bets. For example, if you elect one-half of your pension as a joint-and-survivor pension and the other half as a life pension with a 10- or 15-year guarantee, and you also purchase a small amount of life insurance, you may end up with a potentially higher retirement income than if you took a full survivor pension. At the same time, you are placing your survivor at very little risk.

The Best Advice

Select an *objective* advisor who will explain the impact of taxes, inflation, relative ages, relative health, changes in the benefits or premiums of the life-insurance policy, and the effect of all of your other family assets on the decision that you are making.

Jim Rogers and David Chalmers are principals in the James E. Rogers Group Ltd., an independent, Vancouver-based financial products and services company. They specialize in retirement income planning for professionals.

All retirement seminars announced in the last issue of Teacher, run from 09:00 to 16:00 each day.

PENSION PLANS, RRSPs, TAXES

by Bruce Watson

Since early 1984, the federal government has been discussing various proposals to amend the income-tax rules respecting savings for retirement.

The first detailed plan was announced in May 1985, to be effective in 1986. After further thought, the government announced in October 1986 that the changes would start in 1988. Then in June 1987, the effective date became 1989; however, draft legislation was so flawed and so complex that on August 19 the government announced a further delay to 1990.

Since, at time of writing, revised draft legislation has not been released, a discussion of the proposed changes as they may affect the tax treatment of monies saved for retirement and as they may complicate the application of certain provisions in the teachers' pension plan would be unproductive.

Suffice it to say that the Canadian Teachers' Federation has followed all these developments and has made many submissions to the Minister of Finance to protect the interests of teachers. The BCTF staff has worked with both the Superannuation Commission and CTF, sending submissions to both Ottawa and Victoria, to ensure the concerns of the participants in our pension plan are heard.

What will happen as the result of a new legislative program following the federal election is unknown. The following rules will likely apply for 1988 and 1989.

1. All contributions you are required to make to the Teachers' Pension Plan for current service will be tax deductible.

- Up to \$3,500 of contributions in respect to service prior to January 1, 1989 for leaves of absence, reinstatement of refunds, purchase of military service, and recognition of additional service under the portability agreements will be tax deductible. Any excess over the \$3,500 for these contributions may be carried forward to a future year(s).
- The limit on RRSP contributions will remain, i.e., the lesser of 20% of earned income or \$3,500 less contributions to the Teachers' Pension Plan for current and past service.
- The limit on RRSP contributions for persons not contributing to the Teachers' Pension Plan or any other employer pension plan will be the lesser of 20% of earned income or \$7,500.
- Up to December 31, 1989, the following may be transferred to your RRSP without affecting any other RRSP contribution limits: OAS, CPP, any monthly pension income from a registered pension plan (Teachers' Pension Plan).
- From 1989-1994 up to \$6,000 of pension income received from a registered pension plan (Teachers' Pension Plan) may be transferred annually to your spouse's RRSP.

For 1990 and subsequent years, teachers will continue to be able to deduct all the required contributions to their pension plan; however, more information is required on the tax treatment of payments made for leaves of absence, reinstatement, etc., in respect to pension service subsequent to 1988.

As soon as more definitive information on the proposals is received, you will be informed.

Bruce Watson is co-ordinator of pension and benefit plan matters.

Did you ever teach in Saskatchewan or Alberta?

NOTE NEW PENSION RULES

Saskatchewan

A former Saskatchewan teacher who participated in the Saskatchewan formula pension plan (a percentage x years of service x salary) may request a transfer of membership to the Saskatchewan Annuity Plan (contributions plus interest determine the pension) on or before June 30, 1991, provided the teacher meets the Saskatchewan requirements.

The Saskatchewan teachers' pension plan has a special provision for teachers with 20 years of service, who are 55 by the end of 1989, and who have taught in Saskatchewan since June 30, 1986.

Teachers who have not taught under contract in Saskatchewan since June 30, 1986, but who have 20 years of contributory service may be eligible for an allowance if they return to teach under contract in Saskatchewan prior to June 30, 1989.

Interested teachers should contact

the Saskatchewan Teachers' Superannuation Commission, 3rd Floor, 1870 Albert Street, Regina, SK, S4P 3V7 to determine their eligibility and benefits.

Alberta

Former Alberta teachers may now repay refunds of contributions from the Alberta Teachers' Retirement Fund at any time prior to retirement in order to come within the terms of the Alberta/B.C. pension transfer agreement.

Ex-Alberta teachers who want further information on repayment of refunds should write Teachers' Retirement Fund, 500 Barnett House, 11010 - 142nd Street, Edmonton, AB T5N 2R1.

Information on the Alberta/B.C. pension agreement appears on page 108 of the Members' Guide to the BCTF.

Personally Speaking

Timing it right



MANAGING YOUR TIME

Want to find more time for yourself to improve the quality of your life? If so, read on. Management of time should not be based on a desire to "get more done" — after all, most of us watched *A Christmas Carol* over the holidays, and witnessed Scrooge's elation upon finally sorting out his priorities. The important thing is to "get the right things done," based on your priorities.

To get started, you need to be clear about why you need more time. First, brainstorm all the things that you love to do and that you'd like to fit into your life. If you're a "list" person, make a list. If you're a less concrete-sequential type, you may find it easier to make a "mind-map" or to do some journal writing or drawing. Let your imagination fly.

Now that you know *what* you'll do with your found time, you're ready to begin managing your time to ensure that you can pursue these activities.

Set aside some planning time, with your calendar at hand, for the beginning of each week. Block out your work hours and any other non-negotiable time commitments. Decide on a time to leave school each day. Work expands to fill the time available, so limit the extra time you make available.

Before you make time in the week ahead for any of the "shoulds" aside from work (like doing the laundry or getting the car washed), make time for YOU. Choose a few activities from your "love to do" list, and begin blocking them into your calendar. Make appointments with yourself for the exercise classes, the reading, the people in your life, or even the "doing nothing" time. Keep those appointments; the chores will take care of themselves.

Try some time-management strategies that work:

- "TRAF" paper. You should be able to toss, refer, act, or file each paper you deal with. If you're not sure what to do with a paper put a check mark in the corner. If you've looked at any paper three times (three checks), then toss it. Aim to handle each paper only once.

- With large tasks, bite off a small chunk at a time. Don't feel you need to complete the whole project at once.

- Schedule an activity or make an appointment to follow a meeting. That way, you'll have to leave the meeting at a reasonable time, and the meeting won't eat up your time.

- With regular tasks, consider giving the task away, not doing the task perfectly, doing the task less often, finding a shorter way to do the task, hiring someone to do the task, or trading favors with a friend.

- Say no, and mean it.
- Use a telephone-answering machine.
- Set a regular weekly family-meeting time. Review the previous week, express appreciations. Look at the week ahead, and decide together who will take on which responsibilities. Discuss how you will spend special time together.

- Realize that human performance deteriorates after five hours.
- Do one thing each week that breaks your routine: a new restaurant, a new book, a get-together with a new friend. Spice up your life.

LA P215 How to Conduct an International Exchange, by Sharlene Lazin, 128 p. This book contains extensive resource material and contacts for a variety of exchange programs. It includes pen-pal correspondence, international student exchanges, video and audio tape exchanges, and organizations fostering intercultural connections among students. It provides a step-by-step approach for exciting global communication through the classroom. Suitable for intermediate and secondary students. \$13.00

Lesson Aids on global understanding

LA P103 Communication, Co-operation and Group Decision-Making, produced by United Nations Education, 48 p. Includes activities on affirmations, feelings, communication, co-operation, co-operative games, and group decision-making. Suitable for primary. \$3.25

LA P205 Co-operation and Consensus, produced by United Nations Education, 18 p. Includes activities on communication, sharing feelings, affirmations, and consensus decision making. Suitable for primary. \$2.60

LA P213 Creating a Caring Community by United Nations Education, 150 p. A booklet of exercises in conflict-resolution, providing a year-long program for understanding conflict and finding ways to change behavior to create a closer, more caring classroom community. Suitable for Grades 4 to 6. \$13.00

LA P309 Youth, Peace, and Power, produced by the Victoria International Development Education Association, 60 p. This unit outlines a workshop for secondary students on international power relationships. The plan can be used in entirety or in part. It is completely participatory, based on the idea that youth don't need to be told what to do, but can help to explore issues and solutions. \$9.10

Please include a cheque or money order with your order, and send them to BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6J 3H9.

Copyright law to balance rights of creators, users

and in North America in the restaurant and travel-industry music field and in Quebec's education system — allow users to copy parts or all of approved works in return for a set fee to the collective for a specified period of time, like one year.

Harris said the provisions of the old copyright law for individual permission every time a work was to be reproduced didn't keep up with new technology, like photocopiers and video-cassette recorders.

She acknowledged this led users, like teachers, to contravene the law by copying without permission or payment.

The new law, Harris said, will allow teachers to use the new technology, but within a pre-arranged agreement with a collective so creators will be paid for use of their works.

Harris hopes teachers will be able to assume all literary and musical works are covered under agreements between collectives and departments of education, except those few which will be listed for teachers to note.

She said a second phase of the legislation is now being drafted, with input from educators, to provide for exemptions for teachers and others from strict adherence to copyright compliance.

But she didn't promise educators will get much more leeway than the existing "fair dealing" provisions, which allow for copying of a work for "private study, research, criticism, review or newspaper summary."

Some music teachers complained they photocopy illegally because they're often stuck buying sheet music without enough parts for all their band or choir members.

Harris said that's the kind of situation the new law could overcome, by providing for an agreement between teachers and music publishers for limited copying of extra sheets.

She said an independent copyright board will arbitrate fees if collectives and users can't reach agreement.

The government copyright officer argued the lack of an effective copyright law hurts users as much as copyright holders because, by causing illegal copying, it prevents payments to authors and composers and thus inhibits the creation of the creative works that teachers and society value so much.

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Teachers retired

Alice M. Akins, Nanaimo
Patricia A. Andersen, Prince George
Peter R. Andrew, Vernon
Gary K. Armour, West Vancouver
Anneliese M. Arronge, Burnaby
Gary T. Barnhardt, Penticton
Vickie Bassewitz, Mission
Richard Baynes, Cranbrook
Hannelore Bergob, Fort Nelson
Raul G. Bernoe, Vancouver
Ada Louise Bordin, Cowichan
Beryl A. Borris, Greater Victoria
Dorothy M. Boyle, Shuswap
Joyce Bromley, Vancouver
Seeber B. Brown, South Cariboo
Ivan A. Button, Mount Arrowsmith
Raymond F. Caley, Surrey
Janette Camazzola, Kitimat
Ethel M. Campbell, Surrey
Bruce H. Carter, West Vancouver
Artoro G. Celli, Vancouver
Orval K. Chapman, Richmond
Eunice J. Chornomud, Vancouver
Joan E. Clark, Delta
George T. Cochrane, Comox
Shirley A. Cockroft, Vancouver
Richard Collins, Coquitlam
Gilberte A. Combs, Sunshine Coast
Myrtle E. Craig, Campbell River
Ebert J. Crossetti, North Vancouver
Barbara A. Dane, Cariboo-Chilcotin
Margaret R. Darton, Nanaimo
Lawrence T. Davies, Maple Ridge
Lyle L. Dean, Richmond
James J. Denholm, Vancouver
Edward De Paoli, Kimberley
Charles R. Dew, Lillooet
Beverly J. Dixon, Cranbrook
Joan P. Dmitrasinovic, Prince George
Douglas H. Dodginton, Surrey
Isla R. L. Draper, Richmond
Richard G. Draper, Richmond
George G. Duerksen, Cranbrook
Audrey E. Dunkley, Surrey
Walter H. Dunn, Coquitlam
Rudolph A. Dyck, Abbotsford
Pamela Edge, Gulf Islands
Mary E. Elson, Prince George
Josephine Falconer, Terrace
Margaret F. Farrington, Richmond
Jacob H. Fast, Peace River South
James R. Felling, Alberni
Robert M. Fergus, Richmond
Elizabeth E. Flemming, West Vancouver
John A. Forsyth, Vancouver
Dennis W. Franklin, Burnaby
Ethel G. Freer, Keremeos
Olga V. Frydecky, North Thompson
George A. Fyson, West Vancouver
Betty Gammie, Nanaimo
Kenneth Glancy, Vernon
Marion Gleason, Shuswap
Margaret Gnucci, Cranbrook
William P. Goddard, West Vancouver
Moonie Goordial, Burnaby
Carlyn E. Goulson
Charles E. Grant, Hope
James Gray, Cranbrook
George H. Greggor
John W. Grimmitt, West Vancouver
Ester L. Grindon, Bulkley Valley
Vernon E. Gummer, Cranbrook
William M. Haley, Greater Victoria
Kathleen P. Hall, Powell River
William Halyk, Grand Forks
Peter H. Hamilton, Greater Victoria
Enid B. Harrison, Nanaimo
Roderick Harrison, Coquitlam
Janet I. Hartford, Peace River South
Madeline Hawkes, Vancouver
John S. Heath, Vancouver
Robin C. Heron, Vancouver
Alastair T. W. Highet, Nanaimo
Towfeak Hosein, Coquitlam
Zorka D. Horman, Nanaimo
Patricia A. Horne, Burnaby
Geoffrey Horridge, Saanich
Roseliene H. Hosking, Surrey
Arthur H. Hoving, Terrace
Margaret B. Hunter, Langley
John D. Inkster, Greater Victoria
Geoffrey C. Jackson, Cowichan
Rita I. Jacobsen, Prince George
James T. Jickling, Cowichan
James A. Johnson, Coquitlam
Jacquelin Johnstone, Coquitlam
James Johnstone, North Vancouver
Patricia M. Joslin, Kamloops
Irene Kaye, Cowichan

Mildred Keen, Quesnel
Ruby M. Kerr
Frances K. Klyn, Richmond
Rienk Koat, Langley
Randolph F. Koenig, Central Okanagan
William Koochin, Princeton
Clare C. La Voie, Prince George
Kathleen E. D. Lancaster, Prince George
Kenneth A. Laycock, Kamloops
Lillian M. Lea, Prince George
Eleanor K. Lee, Vancouver
Maureen A. Legg, Chilliwack
John E. Lenzmann, Abbotsford
Kenneth G. Logan, Surrey
Jean C. Lunden, Prince George
Norman G. MacDonald, Vancouver
Helen E. MacKay-Smith, Summerland
Ruth W. MacKenzie, Vancouver
Beverly A. Maize, Nicola Valley
Betty-Lou Malpass
Patricia J. Marchi, Kimberley
Mary R. Marjoribanks, Central Okanagan
Beverly A. Mathews, Campbell River
George H. McCluskie, Burnaby
Edith I. McDonald, Richmond
Bruce H. Carter, West Vancouver
Marian E. McDowell, Surrey
James R. McKellar, Coquitlam
Gerald G. McKenzie
Ross McKinnon, Greater Victoria
Evelyn E. Michaloski, Agassiz-Harrison
Gertrude Y. Miller, Burnaby
Cyril I. Morgan, North Vancouver
Shirley B. Mortell, West Vancouver
James G. Myers, Surrey
George R. Nicolls, North Vancouver
V. Agnes Ninatti, Nanaimo
Mary J. Nishio, Nanaimo
Gloria M. Norton, Agassiz-Harrison
Florence M. O'Connor, Coquitlam
Doreen E. Odling, Vancouver
Nadia Olafson, Langley
Joyce M. Oswald, New Westminster
Thomas G. Pagdin, Comox
Harice Parkinson, Saanich
Beverly J. Patrick, Quesnel
Elizabeth J. Pearson, Vancouver
Ruth Percy, Burnaby
Joan M. Perkinson
Isabel Petch, Alberni
Robert N. Pickrell, Penticton
Ross C. Potter, Delta
Charles G. Powell, Surrey
Stanley H. Powell, Sooke
Vincent P. Rabbittie, Prince George
Rita Radzikowski, Coquitlam
Douglas B. Rathman, Prince George
George M. Ravenscroft, West Vancouver
John Thomas Jr. Rawlins, Richmond
Eugene V. Regier, Comox
Tiena Riediger, Chilliwack
Stanley J. Ritchie, Campbell River
Robert W. Robertson, Langley
Isobel G. Rose, Vancouver
Marjorie R. Ross
Vera M. Ross, Creston
Margaret E. Russell, Prince Rupert
Raymond L. Russell, Nanaimo
Henry Sayers, Abbotsford
Mildred M. Schupbach, Greater Victoria
Jean E. Serek, Fernie
Derek V. Shaw, Terrace
Kenneth R. Sheppard, Nanaimo
Arthur N. Skipsey, Mt. Arrowsmith
Jessie Smith, Vancouver Island West
Joyce Smith, Fort Nelson
Shirley J. Smith, Burnaby
William A.P. Sones
Alfred D. Speaker, Creston
John V. Spooner, Richmond
Earl R. Stanfield
S. Nyra Stangeland, Cowichan
Minnie A. Stevenson, Peace River South
Victor W. A. Stielow
Veronica A. Story, Vancouver
Terence L. Stride, Richmond
Donald M. Sutherland, Delta
Kathleen R. Tamboline, Greater Victoria
Jacob Teichroeb, Surrey
Cyril J.M. Tiernan, Sunshine Coast
James S. Todd, Nelson
Cornelius B. Toews, Kamloops
Felice T. Toneatto, Nechako
Dorothy M. Unrau, Penticton
Hendrik A. Vanessen, Comox
Hanny Von Meyenfeldt, Vancouver
Erich E. Walter, Vernon
Albert K. Ward, Nanaimo
Elizabeth B. Ward, Burnaby
Peter A. Warland, Cranbrook
Dorothy L. Wasylenko, Vancouver
Edward L. Watkins, Vancouver
Alice L. Watt, Vancouver
Ronald J. Watton, North Vancouver
Herbert E. Webb, Nanaimo

Catherine J. Weber, Vancouver
M. I. Ruth Weeks, Nanaimo
Eileen H. Wenaus, Penticton
Evelyn J. Wetmore, Sunshine Coast
Alan D. Willing, Alberni
John H. Wormsbecker, Vancouver

Mary A. Wright, Bulkley Valley
Patricia A. Wyder
Edward E. Yawney, Quesnel
Aileen G.F. Yip
Mary Yusko, Maple Ridge
Dale L. Zinovich, Cranbrook

Critical thinking, Creative thinking

by Roger Albert

Teaching critical and creative thinking results in more self-directed, independent, and self-confident learners. The power of critical thinking rests in the techniques it provides for determining for ourselves what to believe and do. The power of creative thinking rests in the techniques it embodies for combining and modifying existing ideas and techniques in new and previously unimagined ways, in finding solutions to problems, and in proposing alternative possibilities for thinking about the world.

The peril in teaching critical thinking skills and creative thinking skills is that students will want to exercise them, and if they do so consistently, they will inevitably turn them on us and place under systematic and unrelenting scrutiny all of the ideas, institutions, and values that we cherish so much and take for granted. We could have a lot of self-directed independent, and self-confident learners around giving us a hard time. Either we can accept and welcome the challenge that this implies, or we can appeal to authority and demand that students accept as absolute truth what we teach.

Is teaching primarily the transmission of existing social values, including skills, ideas, beliefs, and norms, or is it the development in students of consistently critical and creative ways of thinking that empower the individual? In other words, do we teach primarily to perpetuate our society, our beliefs, and our truths, or do we teach to empower individuals to think for themselves? Do we teach to impose our own morality, or do we teach individuals how to make their own independent moral judgments without prejudice? Do we then respect their judgments?

These are not idle questions. In answering them, we come face to face with the contradictory needs of society and the individual — of the need for social order and the need of the individual to exercise the mental skills that make humans unique among animals.

Some people would argue that we must perpetuate in our teaching the values, morals, habits of life, and thought of our society. Many teachers take this as a basic tenet of teaching. Some have resigned their positions in the public-school system and undertaken to teach in the private-school system precisely because they were not allowed to teach their own moral values. Some argue that moral degradation and anarchy or communism will result if we don't teach the values of democracy and Christianity. Others argue that in the content areas such as English and math, science and geography, what we teach is independent of political and moral questions.

Some might argue that our educational system is, by definition, a political phenomenon dominated by Aristotelian logic and the values of the free market, democracy, and Christianity; that the classroom is a model of industrial production and scientific management where value is added to human "raw material," making it more valuable on the job market; that our schools are slaves to the free market system concerned with the production of a docile labour force, primarily glorifying our existing social and political institutions while paying lip service to the notion of encouraging individual excellence and critical thinking; that English, math, science, and geography embody the values of capitalism, and that they are by no means objective.

What are we to believe? How are we to decide what to believe? Some of us will appeal to authority and tradition for our answer and demand the same of our students. Some of us will appeal to critical-thinking techniques and teach them to our students. What techniques does critical thinking offer us to help us decide which argument to accept?

Probably the most important technique is the question, consistently applied to every argument, statement, and behavior, even one we have long taken for granted. Given for example the statement that Canada is a democracy, some may say that the statement is true because conventional wisdom says so or because Brian Mulroney says so or because it's written in a textbook. Critical thinking demands that we ask, "Is Canada a democracy?"

The answer to this question can be found only by way of careful observation, evaluation of arguments to sort fact from inference, research, and the proof of evidence. Critical thinking demands that careful observation, research, and proof of evidence be the final arbiters in our decisions as to what to believe and do; nothing is taken at face value, and all arguments and statements are initially treated as inferential.

Finally, critical thinking demands consistency between what we say — what we profess — and what we do. This is probably its greatest challenge, because in everyday life what we say and what we do seldom mesh and children are very quick to pick up on this. How can they take seriously someone who tells them in class that drugs are bad, then goes outside for a cigarette as often as possible or heads for the nearest pub at the end of the school day?

If you decide to teach critical thinking and creative thinking, you must be prepared to live with self-directed, independent, and self-confident learners. If you empower students, you should be prepared for their creative exercise of power. Your actions must be consistent with your professed beliefs, and you had better develop effective listening skills, because you'll need them.

Roger Albert is an instructor at North Island College, Courtenay, B.C.

PD Calendar

February

February 3-5

"Tuning in '89," tenth annual conference of the Adlerian Psychology Association of B.C., Westminster Quay Hotel. Write the registrar, APABC, 201-2525 Manitoba Street, Vancouver, BC V5Y 3A7, or call 874-4614.

February 9-11

Who Owns Knowledge? Conference on the impact of intellectual property laws on teaching, research, libraries, and the technologies of education. Central of Law, UVic. Contact Conference Services Office, UVic, Box 1700, Victoria, BC V8W 2Y2.

February 10-11

Coming Together, a conference for teachers using co-operative learning. The Asian Centre, University of British Columbia. 17:30-22:00 Friday; 08:30-13:00 Saturday. \$35 fee includes Friday-night supper. Contact the B.C. Co-op Learning Group, PO Box 46198, Station G, Vancouver, BC V6R 4G5, Tom Morton (228-5759), or John Maschak (594-0491).

February 17

Language and Learning, a conference on how students use language to learn. Burnaby. Teachers outside Burnaby preregister at \$35. Contact Jon Terpening, Schou Education Centre, 4041 Canada Way, Burnaby, BC V5G 1G6, 437-4511.

February 17-18

Math Tech 89, a conference to explore the use of available technology in the secondary mathematics classroom, cosponsored by the B.C. Association of Teachers of Mathematics and Burnaby School District, Schou Education Centre, 4041 Canada Way, Burnaby. Contact Ken Mayson, 810 West 21st Street, North Vancouver, BC V7P 2C1, H: 988-6948.

February 17-18

Teachers of Home Economics Specialist Association convention, Exploring the Pacific Rim, Vancouver Trade and Convention Centre.

February 17-18

"Overture '89," B.C. Music Educators' Association annual conference, Churchill Secondary School, Vancouver. Contact Tom Koven or Dallas Hinton, PO Box 24717, Station C, Vancouver, BC V5T 4E7.

February 20-24 is Multiculturalism Week

February 23-25

"The Right to Education," Hospital/Homebound Provincial Specialist Association tenth annual conference, Nanaimo. Keynote speaker: Crawford Kilian. \$80. Contact Nancy Dalby, c/o 436 Selby Street, Nanaimo, BC V9R 2R7 O: 754-5521(349) H: 758-1675.

February 25

Woman to Woman: Your Health and Happiness, a one-day program sponsored by the B.C. Branch, Federation of Medical Women of Canada, Woodward Building, 2194 Health Sciences Mall, UBC, Vancouver. \$55 includes lunch and printed materials. Contact Ethel Jones, UBC Centre for Continuing Education, 222-5272, or Mardee Galt, 922-0334.

March

March 2-4

B.C. School Counsellors' Association conference, Hyatt Hotel, Vancouver.

March 10

Annual conference of Western Civilization 12 teachers, Douglas College, New Westminster. Contact John Collins, c/o Maple Ridge Secondary School, 21911-122nd Avenue, Maple Ridge, BC V2X 3X2, 463-4175.

March 9-10

Special Education Association conference, Richmond Inn. Contact Orest Pyrch, 8237-197th Street, RR 11, Langley, BC V3A 6Y3, H: 888-3240, S: 856-7775.

March 16-18

B.C. Teachers of English as an Additional Language (TEAL) conference, Sheraton Landmark, Vancouver.

April

April 6-9 SEATTLE

National Science Teachers' Association Annual Convention. The B.C. Science Teachers' Association encourages all B.C. elementary and secondary science teachers to attend. Contact Lon Mandrake, 591-6166, or Susan Slater, 420-3232 for information.

April 7-9

B.C. Teacher-Librarians' Association conference and AGM, Richmond Inn. Theme: Pacific Rim.

April 14

Regional Provincial Intermediate Teachers' Association conference, "Kids Are Special," Nelson. Contact Pat Dooley, 352-6681.

April 14-15

Environ '89, a conference and workshops presentation of Environmental Education Provincial Specialist Association, Tribune Bay Outdoor Education Centre, Hornby Island. \$50 includes workshops, materials, all meals, simple accommodations (bring sleeping bag), EEPsA membership, and a social. Contact Roger Hammill, Tribune Bay Joint Use Committee, Ballenas Secondary School, Box 1570, Parksville, BC V0R 2S0, H: 248-5347.

April 14-15 EDMONTON

Lifelong Learning: Guiding the Gifted into the '90s, Alberta Teachers' Association gifted conference, Edmonton Westin. Keynote: George Betts. \$70 members; \$100 non-members (before March 1). Contact Jim George, ERG III, 1123-87th Avenue S.W., Calgary, AB T2V 0W2.

April 22

B.C. Association of Teachers of Classics AGM and program, B.C. Teachers' Building, Vancouver. 09:00-15:00. Contact Fred Robinson, 605-2151 West 39th Avenue, Vancouver, BC V6M 1T6, H: 266-5287, S: 922-3291.

April 28-29

Annual conference, Association Provinciale des Professeurs de l'Immersion et du Programme Cadre, SFU. Contact Josette Desquins, 291-3628.

May

May 4-6

Blast off with Business Education: BCBEA spring conference. Renaissance Hotel, Vancouver. Contact Fred Brown, Kitisilano Secondary School, 2550 West 10th Avenue, Vancouver, BC V6K 2J6, H: 688-1942 S: 736-0344.

May 4-6

CASLT, Canadian Association of Second Language Teachers Inc., annual conference, "Second Language Teachers — Growing Professionally," Westin Bayshore Hotel, Vancouver. Keynotes are Stephen Lewis and Pierre Calve. Contact J. Daoust, SD 42, 22225 Brown Avenue, Maple Ridge, BC V2X 8N6.

May 11-13

Impact '89, the computer conference for all teachers and administrators, co-sponsored by Computer-Using Educators of B.C. and University of Victoria Faculty of Education. Contact Conference Services, UVic, Box 1700, Victoria, BC V8W 2Y2, Fiona Hyslop, 721-8475.

May 12-14 LAKE LOUISE

English Language Arts Council conference, "Clearing the Way," Chateau Lake Louise, Lake Louise, Alberta. Contact Ann Calverley, c/o One Kingsway, Edmonton, AB T5H 4G9.

May 13

Shared Visions, a mini-conference (08:30-12:30), sponsored by the Association of World Citizens for a Universal Curriculum, Vancouver. \$20 before March 31. To contribute to the ideas market, contact Melanie Zola, 5-1019 Gifford Street, Vancouver, BC V6G 2P1, S: 224-1392, H: 669-6701. Registrar is Janna Atkinson, c/o Hazel Trembath Elementary School, 1252 Paula Place, Port Coquitlam, BC V3C 2W2.

May 13-14

B.C. Primary Teachers' Association AGM, Victoria.

May 14-17

Focus '89, "One Destination — Many Roads To Take," the B.C. conference for those living and working with children and adults with severe to moderate disabilities, Victoria Conference Centre, Victoria. Contact Barbara Smith, Victor School, 2260 Victor Street, Victoria, BC V8R 4C5, 595-7511.

May 17-20

International Perspectives: Partnership in Special Education, an international conference in special education, University of British Columbia. Contact Marg Csapo, Department of Educational Psychology and Special Education, University of British Columbia, 2121 Main Mall, Vancouver, BC V6T 1Z5.

May 18-21

Mosaic '89, 1989 national conference of the Canadian Council of Teachers of English (to include Northwest Regional Conference of the National Council of Teachers of English), Hotel Vancouver. Contact John F. McGuinness, 12725-56th Avenue, Surrey, BC V3W 1G4, 596-5315.

May 25-27 EDMONTON

Canadian Guidance and Counselling Association annual conference '89, "Strategies for Wellness," Edmonton. Keynote: Jean Creten; other speakers: Jack Canfield and Dr. Donald Meichenbaum. Contact Garnet Millar, (403) 422-6326, or Gerald Cossitt, (403) 422-6326.

May 26 to June 4 is Canada's Fitweek

For further information on a program put together by the Canadian Intramural Recreation Association (CIRA) and the Canadian Association for Health, Physical Education, and Recreation (CAHPER) for schools across Canada, contact Diane St-Denis, CAHPER, C-6, 333 River Road, Vanier, ON K1L 8H9.

Notice of Retirement Send-off Party
for the
Fearsome Fabulous Five
BCTF Staff Bob Buzza, Des Grady,
John Hardy, Tom Hutchison & Bruce Watson

Saturday, March 25, 1989, 7:00 p.m.
Hyatt Regency Hotel, Vancouver
\$10.00 per person
(Includes gifts and snacks. No-host bar available.)

RSVP to Shirley Cox at the
BCTF by March 3, 1989

Classified

EVERYONE'S BUSINESS

March 6-10, 1989 is Education Week in British Columbia

The Ministry of Education, B.C. School Trustees Association, Canadian Union of Public Employees, Home and School Federation, and the British Columbia Teachers' Federation are co-operating in the celebration of Education Week to:

- proclaim the importance of education as the foundation of British Columbia's social and economic future;
- recognize the dedication of all school staff, both teaching and non-teaching;
- provide a forum in which teachers and students may inform all sectors of the public of contemporary teaching and learning activities;
- bring together all partners in education to reaffirm their commitment to the welfare of children and to a quality education system.

Education! everyone's business will be carried on a poster, bookmarks, notepads, letterhead, bumper stickers, and buttons. These promotional items will be provided free through a designated Education Week co-ordinator in each school district.

But you, the teachers of the province, have a key role to play. What's happening in your district that you want people to know? What do you and your students want to celebrate? What do you want to say about quality education? What do you want *everyone* to understand? How do you want *everyone* to make a commitment to the welfare of children?

The spotlight will be on you March 6-10. Consider an *Education Week* project. Don't miss this chance to give education the public profile it deserves.

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Primary teacher with family wishes to exchange for the 1989/90 school year with teacher from Maple Ridge or Coquitlam school district. Phone or write: Janet Townsend, 224 Sarsons Drive, Vernon, BC, V1B 2P2. Phone 545-7822.

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High Country Cycle Tours offers all inclusive 4 day bicycle tours of the Gulf Islands during Spring Break, departing Vancouver on March 28. Write to Box 20144, 205 - 5th Ave. SW, Calgary, Alta T2P 4H3.

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MISCELLANEOUS

Mr. Frank Mitchell, principal of Sparwood Elementary School, Sparwood, will be retiring this year after 42 years of service. A retirement dinner will be held for him on June 17, 1989. Out of town visitors wishing to attend this event are requested to call Jan, 425-7172, or Gayle, 425-6928, after school hours.

Wolfville Junior High School (Grade 9), Wolfville, Nova Scotia, wishes to plan an exchange trip with another grade 9 class from B.C. for the spring of 1990. If interested please write: J. Carson MacDonald, PO Box 790, Wolfville, Nova Scotia, B0P 1X0.

The Killarney class of '64 is holding a reunion at the school, May 19/20, 1989. We are most anxious to reach anyone who taught at Killarney from 1961 to 1964, and any former students of the class of '64. Please contact Morag Zimmerman at 588-9955, George Jacobs at 590-3431, or Merrilee Berg at 526-9822. Leave message.

Summer at the Lake! Enjoy your summer on a waterfront lot at Horne Lake near Qualicum Beach, Vancouver Island. Five year renewable agreement. Sites suitable for cabin, trailer or tent. For more information contact Texada Logging Ltd., 2 - 804 Broughton Street, Victoria, BC V8W 1E4. Phone 382-7522.

Parachutes — We have a limited supply of parachutes at \$149.95. In PE classes they are an interesting way to encourage co-operative play and develop physical fitness, particularly hands, arms and shoulders. We have a pamphlet on parachute activities available for a \$2 handling charge (free with parachute). We also have **BIG BOOK EASELS** for the primary Big Books. They are \$69.95 with a green, magnetic chalkboard. Brown chalkboard available for \$10 extra. We also have VHS video tape at \$2.95 per tape. Contact Alder Distributing, 2599 - 160 Str., Surrey, BC V4B 4Z5.

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The advertising in *Teacher* provides information to readers, and provides revenue that partially offsets the cost of the publication. Ads must reflect BCTF policy, and should be environmentally, politically, and professionally appropriate.

Classified ads are \$3.30 per line, with a minimum of 3 lines. Ads must be received in writing prior to each issue deadline.

An information sheet outlining sizes and rates for display ads is available on request.

ATLIN CENTRE FOR THE ARTS

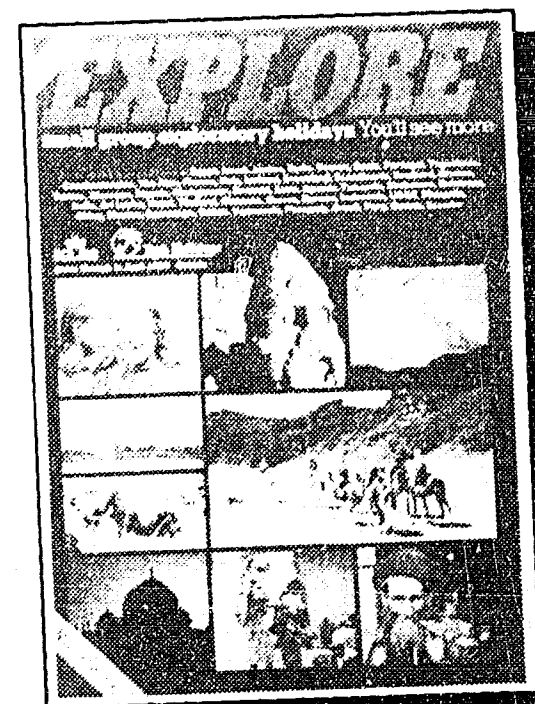
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and life. For beginners and advanced. Tuition and accommodation: \$700

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For information call or write to: **Atlin Centre for the Arts**, 19 Elm Grove Avenue, Toronto, Ont. M6K 2H9 (416) 536-7971 or UBC Creative Arts Program, Centre for Continuing Education, The University of British Columbia, 5997 Iona Drive, Vancouver, B.C. V6T 2A4 (604) 222-5254
After June 10th: Box 207, Atlin, B.C. V0W 1A0 (604) 651-7659.



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Labour firsts: Answers from page 20

1. The Trades and Labour Congress and the Canadian Congress of Labour.
2. William Lyon Mackenzie King.
3. A strike by voyageurs at Rainy Lake (Lac La Pluie), Quebec.
4. In 1872, when the government of Sir John A. Macdonald passed the Trade Unions Act.
5. 1940.
6. The Canadian Labour Union, founded in 1873.
7. A 1944 Order in Council, which, for

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- BCTLA Reviews

"A lively and marvellous collection of anecdotes and memoirs..."

- Ira Nadel, Afternoon show, CBC Radio

"... this profusely and amusingly illustrated book takes a lighthearted but factual look at the evolution of the Vancouver school system."

- Peter Wilson, Vancouver Sun

"Glancing Back" is available for \$24.95 from the Vancouver School Board, 1595 W. 10th Ave., Vancouver, B.C. V6J 1Z8. Call (604) 731-1131, local 247.

the first time, established union certification procedures and required employers to bargain with a certified bargaining agent.

8. A strike by the United Telegraphers of America in 1883. The main issues

were hours of work and a 15% wage increase.

9. 1894.

Source: *Labour News & Graphics Vol. 3, No. 4, April 1988, Canadian Association of Labour Media.*

"Glancing Back"



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- * school visits and teacher meetings

For further information call: **(604) 526-3111**

Canadian Cultural Exchange Society
302 Durham Street, New Westminster, BC V3L 1X3

TASK FORCE ON CODE OF ETHICS AND FEDERATION INTERNAL DISCIPLINE PROVISIONS



A five-member task force will be appointed to conduct a full review of the federation's internal discipline provisions.

The Executive Committee, at its December 2-3 meeting, gave the task force the following terms of reference:

1. To conduct a full review of the federation's code of ethics and related structures and procedures.
2. To report to the executive committee by December of 1989 with recommendations for consideration by the 1990 AGM.
3. To provide interim progress reports as deemed appropriate.
4. To address relevant issues including the following:
 - a. The appropriateness of establishing protocols, penalties, and procedures to deal with harmful member conduct in the context of union activities (e.g. job action).
 - b. Whether such provisions (a.) should be developed as an integral part of the code of ethics and procedures or as a separate conduct protocol with separate procedures for administering it.
 - c. The implications of legislation (including the *School Act*, the *Teaching Profession Act*) on the federation's ability to deal with deviations in member conduct.
 - d. How the code of ethics and its procedures, structures, and penalties should be altered, extended or shortened as a result of the changed status of the federation and the change of consequences which flow from suspension or expulsion of members.
 - e. Whether procedures should be differentiated to deal with various categories of member conduct, e.g. client interests, individual teacher interests versus organization interests.
 - f. How best to maintain the federation's role in ethics administration.

Applications from interested BCTF members should be submitted on the federation's curriculum vitae forms by February 8. Forms are usually available from your local association president or office, or call Jacquie Boyer at the BCTF office.

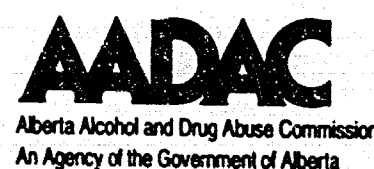
TEEN resources

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Fiona Hyslop
(604) 721-8475

TEACHERS: LEARNING OPPORTUNITIES FOR VISION WEEK -- MARCH 5-11

The B.C. Association of Optometrists is pleased to announce Save Your Vision Week, March 5-11, and to commemorate it, we've prepared three interesting learning opportunities for students.

The Week is led by Honorary Chairman Lynn Johnston, the internationally known cartoonist, creator of "For Better or For Worse" and is annually proclaimed by the premier and prime minister. This year's theme centers on the family aspects of vision care and stresses the need to know about good vision and how it works, healthy eyes, and preserving and protecting "our most precious sense". Our sub theme and motto is: Life is Worth Seeing. Resources available from B.C.A.O. are:

1. **A LEARNING MODULE ALL ABOUT VISION AND THE EYE.** (Includes pamphlets, videos, activities, schematic section of the eye, common refractive errors and diseases, optical illusions, and Lynn Johnston posters. Good for grades 3-12.)
2. **LIFE IS WORTH SEEING TV PROGRAM.** (Will air Thursday, March 9 at 1:30 p.m. on the Knowledge Network. Deals with vision and its development over a lifetime. Permission is granted to tape the 30 min. program.)
3. **VISION PROJECT CONTEST:** (B.C.A.O. will offer prizes for the 5 best vision projects received. Projects might explore how the eye works, optical illusions, eye health, how the world is seen through the eye using any medium, including video, or any creative approach to our themes. Participating optometrists will also provide local prizes. B.C.A.O. will award provincial winners.)

Interested teachers should contact Tom Little at the B.C. Association of Optometrists, 125 10451 Shellbridge Way, Richmond, B.C. V6X 2W8. Tel: 270-9909.

School Field Trip

SAN JUAN ISLANDS CRUISE WHALE MUSEUM—FRIDAY HARBOR (from Resort Semiahmoo, Blaine, WA)

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Cost per Student and Teacher: \$14.00 U.S.
10:00 AM Thurs., Fri., May 4 - June 9, 1989



Gray Line Water Sightseeing
Blaine: (206) 371-5222

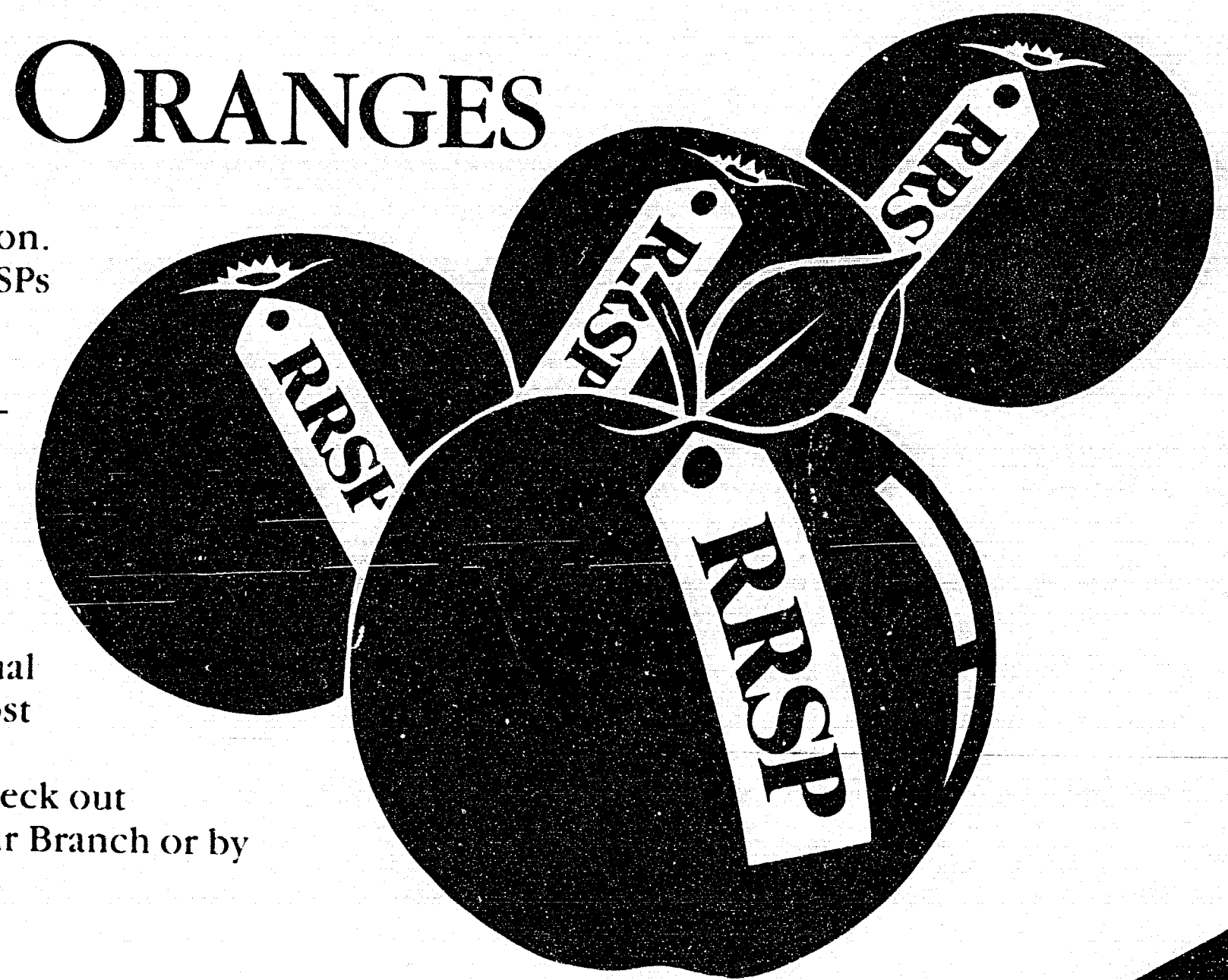
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The Kitimat strike

by Larry Kuehn

he silver sedan turned into the driveway of Kitimat's Mt. Elizabeth Secondary School, looking as if it were heading across the teachers' picket line. But before the car reached the row of warmly bundled figures wearing "On Strike" signs, the driver braked, rolled down her window and asked, "coffee anyone?" She was on the coffee run from strike headquarters.

The monotony of the picket line in the 10-day Kitimat strike was broken by the regular arrival of goodies and hot coffee. But the coffee run brought more than food and drink. It carried news of the latest events at other schools or strike headquarters.

It provided a way of squelching — or passing on — the latest rumors: who was seen exiting or entering the board office; the school trustee's yelling at the striking teacher whose freezing picket-line experience landed her in hospital.

With the coffee came the newsy strike bulletins with their announcement of \$1500 being contributed by the Coquitlam Teachers' Association and then of the flood of other contributions from many other teacher locals around the province.

While teachers in staffrooms throughout B.C. expressed wonder at the long-term resilience of the Kitimat teachers, teachers in Kitimat just got on with the job of picketing, waiting for the break in negotiations that would return them to their classrooms.

When BCTF president Elsie McMurphy visited Kitimat and joined the picket

lines on Day 8 of the strike, she wondered what she would find. Would teachers be ready to crumble under the pressure? After all, they had seen their board go to the Industrial Relations Council to have the strike declared illegal, and then they had held a second strike vote (a higher percentage voted Yes than in the first, "non-supervised" vote).

And enough time had elapsed that she might expect angry parents or students to start blaming the teachers — and pushing teachers to end their strike regardless of the board's offer.

McMurphy, however, found teachers quietly resolved to stay out as long as necessary. "Public support for us may have weakened a bit," teachers told her, "but most of the public is really blaming the school board." Everyone could see that Kitimat teachers were on the picket line for conditions similar to those colleagues in Coquitlam and Victoria had already achieved without having to strike.

What were the keys to the Kitimat success in keeping the teachers together and the public with them?

The three most important factors were probably communication, support from the community and colleagues, and communication.

The local kept the members well informed, clearly identifying the few key items at issue, distributing daily strike bulletins, operating a phone tree, holding frequent general meetings, creating a warm and welcoming strike headquarters (well-stocked with food), and maintaining the ubiquitous coffee run to the picket lines.

Kitimat teachers knew they were not walking those damp and cold picket lines alone. They had symbolic and tan-

gible support from colleagues all over the province through their local associations and the BCTF.

Support was expressed in the messages that clogged the electronic mail daily, in the visits by both McMurphy and first vice-president Ken Novakowski, and in the legal and organizational support from BCTF staff who traveled to Kitimat to assist.

Kitimat teachers also had financial support. When it appeared that substitutes would not receive their November cheques until after the strike was over, the BCTF arranged interest-free loans to cover the amount of their paycheques. Locals around the province contributed thousands of dollars to a Kitimat fund to help pay strike expenses.

With Christmas coming, striking teachers could feel confident that they would still have money for a celebration because of their strike pay — those dues contributions to the BCTF's reserve fund would pay off.

Kitimat teachers had support right in the community from the aluminum smelter workers' union, CASAW, which turned over an office for strike headquarters and from the Canadian Paperworkers' Union, which gave the local a key to its hall so it could be used for meetings at any time.

CUPE workers from the schools met the teacher picket lines, and most did not cross, despite the school board's threats that the picket line was not legal and that secretaries and aides would be replaced if they didn't cross.

How did the teachers maintain community support? Communications again.

For two solid weeks, KDTA President Rick Sullivan had a telephone glued to his ear. He gave daily interviews to the

CBC morning show in Prince Rupert, talked to a myriad of reporters from the local and provincial print and electronic media, and still found time for an extensive interview with PROVINCE feature writer, Lyn Cockburn.

Others were busy, too, preparing ads for the local papers and putting together leaflets which were printed in several thousand copies and delivered door-to-door by the strikers.

The KDTA executive met with a group of high school students worried about provincial exams coming up in January. The teachers explained their position fully and openly, in contrast to the school board which had stonewalled the students' questions, saying they couldn't cover those subjects because they were a matter of negotiation.

Finally, after two weeks of resolute walking and talking by Kitimat teachers, the school board returned to the bargaining table. Through mediator Vince Ready an agreement was reached.

Teachers happily exchanged the refreshments from the coffee run for a coffee grabbed between classes — and a new contract with prep time, a duty-free lunch break . . . and a healthy raise.

Larry Kuehn is director of BCTF's Organization Support Division.

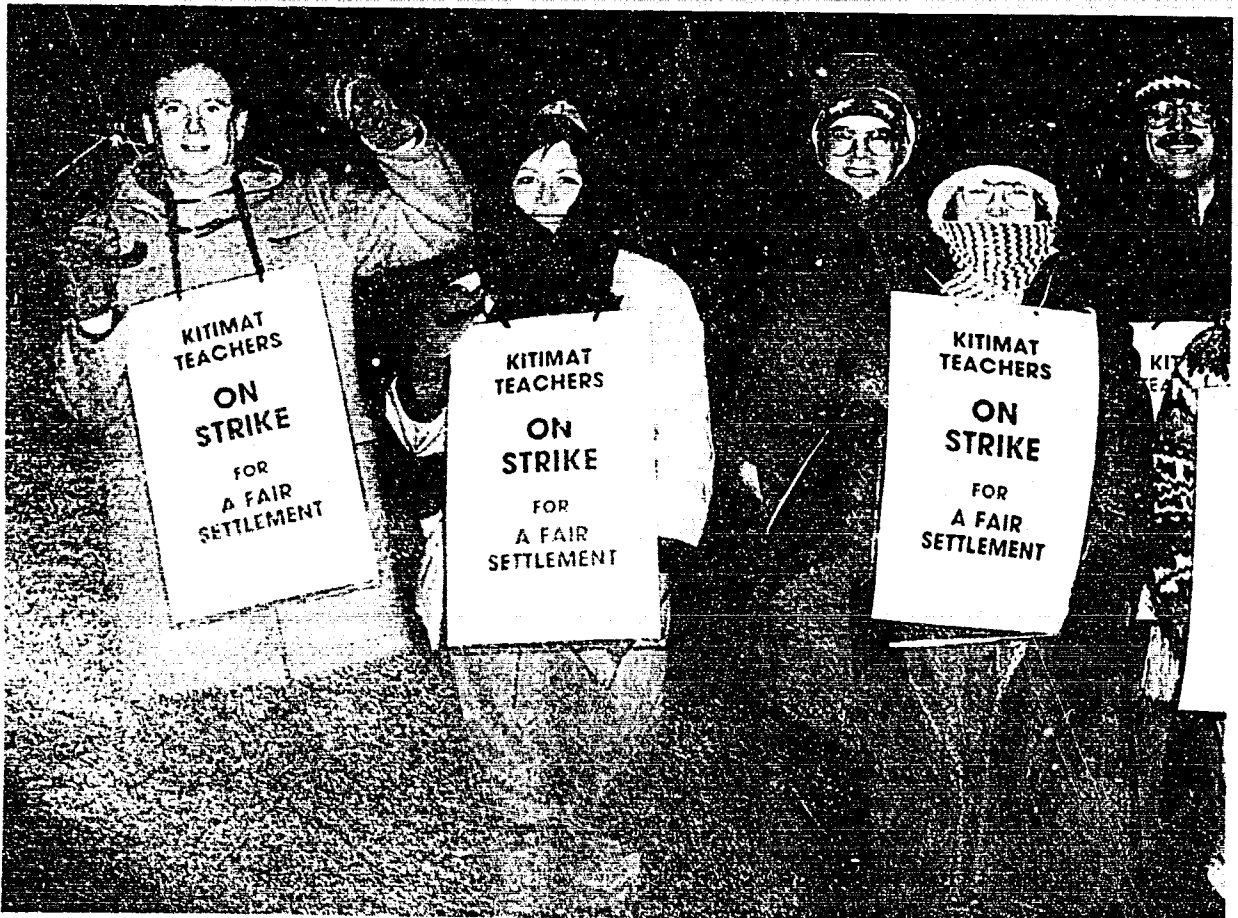
Other labour firsts

TEST YOUR KNOWLEDGE

Questions

1. In 1956, union delegates from across Canada gathered in Ottawa for the founding convention of the Canadian Labour Congress. What two labour bodies merged to form the CLC?
2. The first editor of the *Labour Gazette*, which was started by the federal government in 1900 to publish information on workers and working conditions in Canada, later became Canada's Prime Minister. Who was he?
3. What is believed to have been the first strike in Canadian history? (Hint: it took place in 1794.)
4. When and how did trade unions first become legal in Canada.
5. Was Unemployment Insurance first introduced in 1930, 1940, 1950, or 1960?
6. What was Canada's first national labour organization?
7. What was Privy Council Order 1003, and why was it an important first for Canadian labour?
8. What was Canada's first nation-wide strike, and when did it take place?
9. In what year was Labour Day first made a Canadian holiday?

Answers on page 16



Quiet resolve, good communication, and undying support characterized the Kitimat strike. The teachers pulled together and stood firm, even through torrential rain storms. Shown here: (upper left) Courtney Beck, Diana Blakie, Diana Griffiths, (lower left) Rick Sullivan, Lydia Picucha, Randy Smallburgge, Isobel Colebrook, Neil Worboys (BCTF staff), (above) Lynn Morgan.