

Gov't broadening of duties opposed

Teachers are more determined than ever to negotiate fair limits to their hours and workload following the ministry's unilateral change in regulations governing teachers' duties, says President Elsie McMurphy.

She was responding to Education Minister Tony Brummet's announcement February 24 of revisions to

School Act regulations. He described the changes as "consolidation and clarification," but in a scrum with reporters following the announcement appeared confused as to the impact of the changes.

"The duties haven't changed," said Brummet, "we've just had the duties of teachers include

tasks that are expected by the board as they always have been. Teachers have always been expected to participate in extra-curricular activities. When they work to rule and they say 'you can't make us do it' then they are correct; that [i.e., social, cultural and physical

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Signs of success favourable

BCTF in critical bargaining round

Teachers face the most critical round of bargaining ever this spring — but the signs for success are favourable.

Vitally-needed improvements in working conditions, salaries and rights protection can be won with solid membership commitment and skill in negotiating.

And it can be done without interference from the government-imposed Industrial Relations Council if teachers join the labour movement's increasingly successful IRC boycott with single-minded commitment to achieve freely negotiated settlements.

These three points sum up the central message keynote speakers brought to the February 20 opening plenary of the five-day Bargaining '88 training school.

President Elsie McMurphy told the meeting that the secret for success in this vital bargaining period lies in "our already demonstrated achievements, in the membership support we already have and will continue to build on, in the clarity and correctness of our objectives and in the results of our poll showing public support for bargaining such items as class size, professional development clauses and evaluation processes."

McMurphy said there was a critical need to protect and advance several aspects of the profession through good contract language. She said the BCTF must:

- negotiate protection of teachers' right to practise their profession;
- resist the drive to remove responsibility and control from teachers;
- protect teachers' right to determine their own pedagogical practices;
- ensure contractual protection for

teachers as employees and protection for the union and its ability to represent teachers' interests;

- achieve, as a priority, compulsory membership clauses;
- and, as one of the most important goals, gain improvements in teachers' working conditions and salaries.



Bargaining Committee Chairperson Don Walmsley tells the Bargaining '88 training school that with solid membership commitment the federation can make major gains in this critical round of bargaining.

"Your colleagues and the federation have recognized the seriousness of these negotiations by providing an unprecedented level of support for local bargaining," said McMurphy.

She said she was particularly pleased at the nomination of more women to participate in the bargaining training session. "If we are to build a strong base of negotiators and bargainers," McMurphy said, "we must take direct action to tap the other 56 per cent of our membership as a human resource for this important task."

Teachers are going into this round of bargaining with some important strengths, she said: "We have had years of experience and practice. We have some good existing contracts, we have existing traditions left from the School Act, we've lots of labour precedents for the kind of union and member protection clauses we need. We have an overwhelming mandate from our members. We have the stamina, the energy, lots of skill and expertise."

But after years of being frustrated by boards refusing to go beyond wages and benefits, she said teachers can now bargain all terms and conditions and achieve "the kinds of contracts that teachers deserve and need."

McMurphy concluded: "Pierre Elliott Trudeau once defined luck as the time when preparation and opportunity coincide. We're about to get lucky."

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Recommendations reveal concern:

AGM focusses on professional rights

The goal of teachers gaining greater control of their professional lives appears likely to be the main focus of the 1988 Annual General Meeting.

This theme runs through many of the recommendations and resolutions to be presented to the federation's 72nd AGM, to be held March 27-29 in the Hyatt Regency Hotel, Vancouver.

The goal is central to the Executive Committee's leadership report and recommendations to the AGM. The executive recommends the federation's priorities for 1988-89 be to:

- enhance the professional rights and responsibilities of teachers;
- reduce class size and teacher workload;
- support local achievement of contracts that include salary increases;
- strengthen membership control and knowledge of the BCTF;
- and to make any necessary organi-

zational changes to improve BCTF effectiveness following membership involvement in a review of budgetary and organizational needs.

As requested by the Representative Assembly, the executive is also recommending the establishment of a Task Force on Teaching Conditions and Professional Practice to "examine the job of teaching in today's classroom and establish a teacher view of the optimum teaching and learning situation." The proposed task force would review BCTF class size criteria and standards, teaching load criteria, requirements for professional development, curriculum assessment and implementation as part of teaching load as well as changes in professional practices and teaching styles.

A major topic for AGM discussion will likely be the report of the Task Force on the College of Teachers. The task force is

proposing a series of recommendations to ensure that the college council defines the structure and services of the college, establishes minimal membership and certification fees, maintains a policy of openness and develops a scheme of regular communication between college councillors and the BCTF. It also recommends that the BCTF develop a process for future college election campaigns that would involve the full membership in selection of federation candidates.

The withdrawal of administrators from BCTF membership has resulted in a series of recommendations from the Task Force on Membership. The key recommendations seek to prescribe what services affiliate administrative members are entitled to, the method of setting the affiliate administrative membership fee, the requirement that legal aid be provided only to active members and that

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Delegates to consider proposed AIDS policy

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only active members be able to participate in local association meetings and committees, or serve on a provincial PSA executive or local PSA chapter.

Another topic likely to receive considerable discussion at the AGM is the comprehensive policy on AIDS proposed by the executive. In the main, the policy recommends how the school system should respond to students and teachers infected with AIDS and how ignorance of the disease should be overcome.

Local resolutions that also seem sure to stimulate debate include motions that:

- the BCTF reduce all fees by 10 per cent;
- a BCTF bargaining goal be establishment of democratic staff committees in all schools;
- issues discussed at AGMs be directly related to education;
- and that all appointments to BCTF administrative staff positions be non-renewable term appointments.

Global awareness theme to peace ed conference

Youth for Global Awareness is the theme of a peace education conference set for May 6-8 at the University of B.C.

Discussion topics include: conflict resolution, youth leadership roles, human rights, development, environment, militarism and disarmament. There will also be social activities and co-operative games. Speakers include: Seth Klein, from the SAGE (Students Against Global Extermination) tour of 1986-87; Karin Peedo, Amnesty International; Mary Wynn-Ashford (Canadian Physicians for the Prevention of Nuclear War); Mike Wallace (UBC professor) and more. Sponsored by the Peace Education Centre of B.C.

Registration is \$70. For further information contact Helene Minishka at 321-1351 or write to the Peace Education Centre, c/o 2235 Burrard Street, Vancouver, B.C., V6J 3H9.

Ministry seeks applicants for curriculum committees

The Ministry of Education seeks applications from teachers interested in participating in curriculum development working committees.

Three additional committees are being struck under the auspices of the Health-Guidance Advisory Committee: Personal Safety-Accident Prevention; Healthy Living and Mental Health.

Committee participants are jointly selected by the federation and the ministry. Appointments to the working committees will be made by the Program Development Division of the ministry. Applications (covering letter, short resume) should be submitted to Dr. Brian Frankcombe, Director, Curriculum Development Branch, Ministry of Education, Parliament Buildings, Victoria, BC V8V 2M4.

The deadline for applications is March 25, 1988. For further information Susan Tickson or Lisa Pedrini at the BCTF.

Stonewalled on 1987-88 contract:

Vancouver Island West continues IOC

Sixty-seven teachers in tiny School District 84, on the rugged west coast of Vancouver Island, are currently the determined frontline in the BCTF's fight for fair bargaining practices.

The teachers are still teaching in the schools of Gold River, Tahsis, Kyuquot and Zeballos despite failure to obtain a 1987-88 contract from a stonewalling board.

In protest, they are waging an instruction-only campaign, as they have done since October 30. The protest escalated in December into a strike, which was ended after two days by a board-obtained court order. The BCTF has also declared the district "in dispute."

Barbara Preiss, Vancouver Island West bargaining chairperson, said the fight centres on members' job protection in the period between the end of the old legislative regime and the beginning of the new one in June, under the Industrial Relations Act. They have informed the board's negotiator that the local "is not interested in negotiating a 1988-89 contract" until the 1987-88 issue is resolved and job protection ensured for members between now and June.

"We are concerned that people are going to be let go or transferred for punitive reasons," said Preiss, adding that the board had an "unfortunate history" of unfair practices. "This is not paranoia, it's a real fear."

She said money was not the issue in bargaining for the 1987-88 contract, which began a year ago. The local's main aim, she said, was to achieve a roll-over of the 1986-87 contract with its seniority/severance clause.

The board used a variety of stalling tactics through the spring and summer, said Preiss, with the result that key deadlines were missed. Now the local finds itself caught in limbo between the old School Act and Bills 19 and 20, with the board claiming it cannot legally conclude a 1987-88 contract, an excuse she described as totally unacceptable.

She said the local has been pressing, with community support, for mediation since last May 9, but the board has consistently refused this request.

Preiss pointed out that "the battle really became hot" following the board's

October 24 contract proposal which stripped all seniority/severance clauses on the excuse that the local "had not bothered to show up for arbitration".

On February 15, the local and board negotiators met for the first time since December but failed to reach agreement. She said the board refuses to negotiate a seniority-severance clause (insisting on the local coming under the Bill 35 schedule), refuses to negotiate a membership protection package and refuses to roll over personnel clauses.

Vancouver Island West teachers are continuing the struggle, she said, aware that they have the "overwhelming support of taxpayers" and confident in the new strength conferred by union status.

"In a very short time, this local has moved from being apathetic teachers concerned exclusively with classroom work to becoming very aware union members willing to fight for their rights," said Preiss. "We're not willing to go begging to the board for what is rightfully ours."

Strike action, she admitted, is under consideration by the local membership.

Cariboo-Chilcotin local celebrates 50 years

Retired teacher Don Sale has vivid memories of the early days of the Cariboo-Chilcotin Teachers Association, now celebrating its 50th year.

From 1937-39 he walked 17 miles into Williams Lake from Springhouse where he taught grades 1-9 in a sturdy one-room school, still standing at Springhouse Trails Ranch.

In the pre-war years there was a large number of enthusiastic teachers who taught in one-room schools under local school boards, said Sale. Back then school houses were multipurpose — for Sunday school bands, all church denominations were welcome to use the building. During dances, babies were left to doze on bookshelves.

Sale recalled that his school was heated by an oil drum heater, lit by a mantle gas lamp and had outdoor plumbing, "complete with Eaton's catalogue."

He was one of a number of pioneer and retired teachers joining in the CCTA 50th anniversary party held in Williams Lake on February 16.

"The BCTF was my life, my big interest and hobby," said Hazel Huckvale, an honorary life member of both the BCTF and CCTA. She started teaching at the old Williams Lake school in 1943, retiring in 1978. "In the 1950s, education was not something to give to the elite to sever social classes. Education was to develop the whole manhood and womanhood of the nation."

In those days, teachers were workers



Five decades of teaching in the Cariboo were represented by (left to right) Hazel Huckvale, Don Sale, Martin Hamm, Quinton Robertson and Gary Roth, guest speakers at Cariboo-Chilcotin Teachers' Association's recent 50th anniversary celebration. Williams Lake Tribune photo.

in the true sense of the word, carrying wood and hauling water. Huckvale remembers squirrels and pack rats visiting her log school in Lone Butte in the 1940s.

Gary Roth, a past president of the CCTA, began his teaching career at age 18 near McAlister. He became principal of Riske Creek Elementary in 1970 and organized the Chilcotin Teachers' Association. He went on to earn a doctorate in education and is now superintendent of Lake Cowichan School District.

Roth said that the 1970s were high times for educators, who enjoyed both strong public respect and financial sup-

port. But this is no longer the situation, he said.

"We sold society a dream that we could do anything with their children," said Roth. "But we can't do everything, there are limits. You can't expect teachers to solve the health problems, social problems, psychological problems, all those problems children have in our society."

In addition to hearing the recollections of old-timers, another highlight of the meeting was the presentation to the CCTA of its charter as a BCTF certified union by Executive Committee member Ken Novakowski.

TEACHER QUALIFICATION SERVICE Director of Evaluation

The Teacher Qualification Service, a joint operation of the B.C. School Trustees Association and the B.C. Teachers' Federation, with its office in Vancouver, seeks applications for the position of Director of Evaluation. Duties to commence on July 4, 1988, following the retirement of the present incumbent.

The Director of Evaluation is a permanent officer of, and executive secretary to, the Teacher Qualification Service, who evaluates and assigns classification levels based on the academic and professional preparation of applicants holding valid British Columbia teaching certificates. Additional responsibilities include advising teachers of T.Q.S. policies; maintenance of correspondence, minutes of meetings, reports, etc.; supervision of support staff; financial administration of the Service; and liaison with other educational authorities.

Applicants must have a university degree and knowledge of university and teacher preparation programmes. Experience in the British Columbia public school system is desirable. Knowledge and/or experience in computer systems would be an advantage.

Attractive salary and benefits.

Written applications marked "confidential" and citing references must be received by March 18, 1988 by the: Chairman, Teacher Qualification Board, 402-1195 West Broadway, Vancouver, B.C. V6H 4A8.

Appeal court confirms arbitrator erred in upholding Callow firing

The B.C. Court of Appeal has confirmed an earlier B.C. Supreme Court ruling that arbitrator Louis Lindholm erred in upholding the Bill 35 firing of West Vancouver teacher Roger Callow.

The teacher had been terminated by the West Vancouver School Board in June 1985 under the provisions of the infamous "Bill 35 schedule." Arbitrator Lindholm upheld the dismissal, but that decision was found by Madam Justice Mary Southin in September 1986 to be "patently unreasonable." The school board appealed that decision.

The recent Court of Appeal judgment confirms that while the arbitrator found budget cuts and reductions in staff to have taken place in West Vancouver, he had not found that the lay-off of the teacher was actually due to either of those reasons. Mr. Justice Taggart, for the B.C. Court of Appeal, said:

"In my opinion, in matters such as this which vitally affect a teacher's ability to continue his occupation, an arbitrator must proceed step by step to pose and answer the questions raised in the proceedings before him. In this case it was essential for the arbitrator to answer the question whether the lay-off of Mr. Callow was due to [staff or budget factors]. Unfortunately, the arbitrator did not show by his reasons that he posed the essential question or that he answered that question."

At the same time, a cross-appeal by West Vancouver Teachers' Association on behalf of the teacher was also dismissed by the appeal court. The WVTA sought to have a new arbitrator appointed to re-hear the case. The court ruled that it had no power under the legislation to remit the case to anyone but the original arbitrator; the court termed this a "deficiency" in the law.

It is not known at this time when the resumed arbitration proceedings will take place.

Superannuation now has toll-free line

The Superannuation Commission now has a toll-free number — 1-800-663-8823. Persons calling this number will be asked to give their telephone number and the commission will then call them back immediately. The commission has trunk lines which they use which are cheaper than the toll-free system, thus the "callback" arrangement.

Solidarity makes IRC boycott succeed

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Don Walsmsley, chairperson, BCTF Bargaining Committee, agreed that with solid commitment from members the federation stood a good chance of making major gains in this critical bargaining period. He discussed the main elements of a good bargaining strategy.

Political action is the most important component in bargaining, he told the meeting. "By political action, I mean that your members have got to be committed to what you're going to get in contract. If you don't have membership commitment, you don't get it."

As part of this, he said, local leadership must work on developing membership understanding of and commitment to the bargaining objectives.

"But there has to be an understanding in your minds that to get what you're after, at some point, you're going to have to be willing to take job action," Walsmsley said. "That's why your members have to know that what they're after is absolutely justifiable."

Case preparation, he said, is another main element of bargaining that teachers have always excelled at. But he added that teacher-bargainers have been prone

to the tactical error of believing school boards will be convinced by such well-prepared arguments, while assuming the members understand the case. Bargainers, he said, must always ensure that members understand the issues in order to maintain commitment.

The third keynote speaker, John Weir, director of the B.C. Federation of Labour's community and social action department, outlined the success of the Fed's boycott of the Industrial Relations Council. He said the guiding principle is the labour movement's refusal to deal with the IRC on any matter except certification applications.

"Our object is to make the public aware that we're not going to accept this kind of interference in our collective bargaining rights," Weir said.

He said the Fed is encouraging unions to try to persuade employers at the outset of negotiations not to use the IRC and some major private sector industries have agreed to this in order to obtain settlements.

As an alternative to the IRC, he said they suggest using independent arbitrators not affiliated with IRC. "When looking at collective bargaining proposals,"

he said, "make sure the types of matters that could potentially go to the IRC can be remedied by giving jurisdiction to an arbitrator within your collective agreement."

Weir said union strategy must be to focus entirely on achieving a settlement and that the employer be made aware of this — and that the union would consider anything else a side issue.

"Our position is that, basically, you act like the IRC does not exist," he said. "Of course, there are the threats of the courts and the police out there, and contempt fines and everything else, and a lot of those things seem quite intimidating."

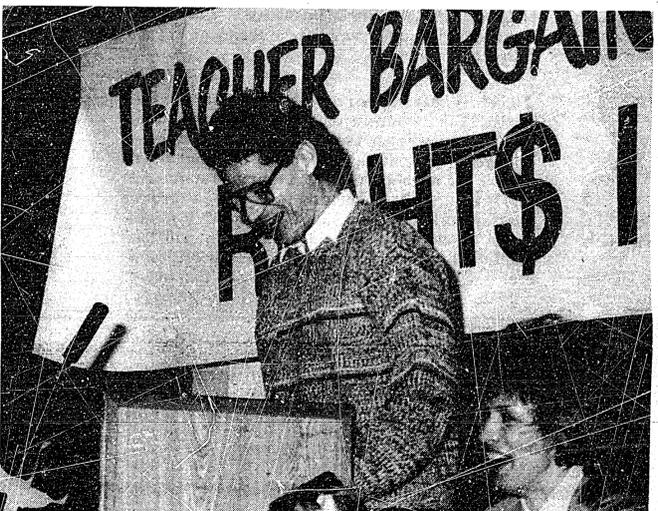
But he pointed out that by sticking resolutely to the IRC boycott, unions have been scoring successes despite these threats.

The recent tough BCGEU strike against Park Lane Private Hospital is a good example, said Weir. "They said we're going to get a settlement here before we go back to work, we're not going to go back to work over these other issues. So they ultimately got a settlement and raised the standards for a large group of low-paid workers; incidentally most of them were women, and in late January all of the contempt charges were dismissed. So by staying that course they succeeded."

A similar success was scored, he said, in the case of a small group of IWA workers seeking a first contract against the North Mitchell Company. "In the first week they had three cease-and-desist orders from the IRC and they basically said we don't care," Weir explained. "After about five weeks on strike, they got a settlement. The workers' wages were doubled to the industry standard, all the discipline and all the firings from the strike were removed and now the employer has agreed to instruct its lawyers to appear in court with the IWA lawyers and request that the contempt charges be dismissed."

He said the IRC boycott is successful because of the solidarity shown by union members.

"At the end of it, I think it really comes down to that single-mindedness, that no matter what the employer tries to do, you're going to get the settlement you want and you're going to ignore those strategies and those things will be settled later," said Weir, concluding.



John Weir, B.C. Fed social action director, tells BCTF trainee-bargainers that the IRC boycott is succeeding as unions ignore employer-obtained court orders, concentrating on — and winning — settlements.

New regulations spur bargaining resolve

Fair hours and working conditions demanded

From page 1

activities) has always been there — duties that are expected of them. To the extent that they have to do these or when they have to do them is up for negotiations."

McMurphy attacked the government's unilateral action, saying it had not only failed to consult with teachers but had also preempted its own Commission on Education. "Before the commissioner even completes his hearings the government has introduced major changes to the School Act and two significant revisions to the regulations," she said. She also noted the injustice of the process: "The duties of superintendents, boards and administrative officers are clearly delineated in the School Act itself, but the duties of teachers, central to the education process, are in the regulations, and can be amended on a whim by Order-in-Council even if the House is not in session."

Similarly condemning the unfairness of the decision, she pointed out that the changes in regulations appear to be an attempt to strengthen management's authority to determine, unilaterally, the terms and conditions of work for teachers. The changes, however, stop short of prohibiting bargaining on teachers' hours and duties. McMurphy vowed: "The announcement will strengthen teachers' resolve to negotiate with their local boards clauses in contract that define their working conditions."

The day before the changes to the regulations were

introduced, 180 teacher-bargainers completed an intensive five-day training program, preparing themselves to negotiate the historic first contracts for B.C.'s new teacher unions. The minister's announcement underscored the importance of the task.

The following are the changes and their implications. Regulation 83 now provides that teachers' duties "include" a shopping list of specific items:

- New Regulation 83 (1) (b) requires "keeping the parent apprised of the progress and development of pupils..." It is unclear what, if anything, this adds to the written progress reports still required in Regulation 89, which is unchanged.
- Supervision of school activities, already stated as a very broad duty, is now required when it is "considered necessary" by the board or the principal, as opposed to actually being necessary.
- A new Regulation 83 (1) (e) requires "assisting to provide a program of social, physical and cultural activities that will promote the development of pupils." It is unclear whether this describes elements of the regular curriculum, or whether it is aimed at making extra-curricular activities compulsory. However, the change clearly increases the scope of activity a board can assign, if no effective clauses are in local contracts. (See the minister's quoted comments above for additional lack of clarity.)
- Regulation 83 (1) (f) now requires "maintaining records" as required by the principal, in addition to the board and the ministry.

- Former Regulation 88, now Regulation 83 (1) (h), requiring evaluation of pupils at the request of the superintendent or the ministry, has been expanded by adding "educational programs for pupils."

- Former Regulation 87, requiring teachers' attendance at meetings "if practicable" has been removed, and replaced with new Regulation 83 (2) which require teachers' attendance at meetings with no qualification whatsoever. Regulation 83 (3) allows the teacher to be excused from attendance by the principal or superintendent.

- Regulation 85 requires a teacher to be in attendance "for sufficient time to enable the teacher to perform the duties set out in Regulation 83." This open-ended regulation replaces the "15 minutes before classes" rule of old Regulation 85. As well, attendance may be required not only on school days, but on any day a school function or activity takes place. This attendance requirement also replaces old Regulation 86, which ensured that any attendance for special purposes be "reasonable" and exempted attendance on holidays (eg. Sundays and statutory holidays). These limitations have been removed.

BCTF Bargaining Division Director George North said the government action "adds weight to the urgency" of negotiating collective agreements that limit teaching hours and maintain the voluntary nature of extra-curricular activities. "We are left with no choice but to go for it now," he said.

BCTF Newsletter

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CLIVE COCKING
Editor

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The BCTF Newsletter is published by the B.C. Teachers' Federation pursuant to policy statement 36.26 in the Members' Guide to the BCTF. The Newsletter Editorial Advisory Board, which reports to the Executive Committee, serves in an advisory capacity, assisting the editor in interpreting and implementing newsletter policy.

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For President

Elsie McMurphy

Congratulations, BCTF! The years of commitment to education and our organization made by generations of teachers have been overwhelmingly validated by our decisions over the last few months. We are stronger, with a more aware and committed membership than possibly we have ever been.

Our challenge now is to consolidate our gains and



press our obvious advantages of unity, energy and integrity; in establishing due representative processes with the provincial government over matters of educational policy and curriculum; with school boards in bargaining and in educational decision-making at the local level.

There can be no doubt now that the BCTF represents the teachers of B.C., and we must maintain our organization as one that is open to a wide range of teacher perspectives. Decision-making and processes that are member-based will further our ability to provide sound leadership and clear educational directions. We must provide better communication methods that allow information and opinion to move in many circles; we must support formal, democratic

decision-making processes with informal, innovative approaches that vest members with authority and responsibility in their organization.

Full collective bargaining, as well as a renewed demand for recognition of the professional aspects of the job we do, will cause us to examine new definitions of our work. Part of that examination must include an assessment of how we can assert our professional responsibilities and resist the de-skilling of teaching and of learning.

The new legislative framework for bargaining, the change in number and nature of our membership and the renewed sense of teachers' ownership of the federation are all circumstances that provide us with the impetus for change: change that is positive,

exciting and reflective of our organizational circumstances and members' demands.

I look forward to being part of an executive team that emphasizes a progressive, open federation; that can respond to the demands and opportunities of our new environment; that will provide leadership and initiatives in our public school system.

EXPERIENCE Provincial: President 1986-87; First Vice-President 1984-86; Second Vice-President 1983-84; Member-at-large, BCTF Executive Committee, 1981-83; AGM delegate 13 years; BCTF representative on Certification Advisory Committee. **Local:** President, Saanich Teachers' Association 1979-81; member, LC, bargaining, negotiation team; S/W member; Saanich GR 1977-79. **Education and teaching:** Educated in public schools of New Westminster, Clinton, Kamloops; B.Ed., M.Ed., University of Victoria; 18 years elementary classroom, teacher-librarian, curriculum coordinator; related teaching experience at UVic, also in Thailand and St. Vincent with CTF Project Overseas.

For First Vice-President

federation must place high priority on training and supporting staff reps and assisting in the development of effective staff committees. In exercising these leadership capacities at the school level, teachers build a base for meaningful involvement in the BCTF and responsible dialogue between the members and their leadership.

I believe that we must resist any temptation to turn the BCTF into a one-way service organization. At this juncture it makes good sense to assess our resources, analyze the effectiveness of our organization and to involve the membership in determining future goals and structures. Bargaining comprehensive collective agreements while maintaining a high profile in professional development and social advocacy will take careful allocation of energies and resources. However, I would urge us all to keep in mind that one of our major strengths has been the high percentage of teachers working in committees and networks at the local and provincial levels. Should involvement of that nature wither, we would risk becoming a paternalistic organization handing down programs to recipients, not participants.

The communications and decision-making vehicles within the BCTF certainly have room to grow in relevance. My strategies would include varying the media with which we communicate and arranging for greater opportunity for our members to speak through our publications. I would also propose that we invite the points of view of specific interest groups (PSAs, isolated teachers, small locals, Status-of-Women, etc., depending on the issues) in discussion prior to using our representative voting systems to conclude decisions.

I have outlined, in this limited space, some of my goals for the BCTF. As my overriding commitment, I am dedicated to helping to build a dynamic, democratic federation joining together our teacher unions in B.C.

EXPERIENCE Provincial: BCTF - 2nd Vice-President, 2 years; Member-at-large, 2 years; BCTF Executive Subcommittees (strategy planning, technology policy, building), rep to the Pacific Group Board; Co-ordinated Educational Leadership Planning; College 2 years WLC Co-ordinator, 2 years bargaining co-ordinator; 2 years Unemployed Teacher Task Force; Advisory Task Force. **Local:** Surrey Teachers' Association - President, 2 years; local executive, 8 years; LAR, 2 years; bargaining team, 5 years; AGM delegate, 6 years. **Education and teaching:** Born in Enderby, BC.; B.Ed. (History) SFU; teaching 16 years, K-4.

Ken Novakowski

Together, the teachers in this province have responded to government attempts to divide us by uniting behind the BCTF. We have successfully met the challenges to our organization posed by the advent of the Teachers' College and the loss of compulsory membership in the BCTF.



We must consolidate the membership unity and organizational strength that has been a result of our sign-up and certification process. Throughout the extended period of bargaining for our first collective agreements under the new legislation, we must ensure that the federation is able to provide the resources to adequately assist, co-ordinate and support the efforts of locals at the bargaining table, with their members and in their communities. This means we will need to consider and implement new and effective ways of

providing that assistance and support. Helping to achieve good collective agreements this next year is the single most significant way that the federation will be able to have a positive impact upon the economic welfare and working conditions of our members.

One of the challenges to our organization posed by the successful sign-up and certification by locals is to examine our structures and processes to ensure that whenever possible we are moving towards an open federation - a federation open and responsive to all members, groups of members, regions and persuasions.

At the same time the federation should continue to develop in the progressive tradition established over its long and successful history. But in keeping with the emerging progressive consensus in our organization we must ensure a broader involvement of our members at all levels of the organization.

In professional development, we need to orient our programs and efforts to the classroom and the work of the classroom teacher and seek to increase teacher authority and responsibility in school decision-making.

In curriculum development and education policy,

the federation now has a clear mandate to represent the interests of teachers in these matters and should begin to negotiate with the ministry the establishment of processes for federation input, involvement and participation in educational decision-making in this province.

We need to be receptive to making appropriate changes in our organization to reflect new demands from bargaining, an increased focus of our professional development efforts on the classroom and support for a provincial, local and school role in education decision-making. Any changes should occur with an enhanced sensitivity to on-going needs and programs, balanced with new demands and initiatives based upon the clearest understanding of membership needs and organizational imperatives.

EXPERIENCE Provincial: Currently Member-at-large BCTF Executive Committee; AGM delegate 6 years; BCTF Bargaining Division staff 1980-82; President, B.C. Social Studies Teachers' Association 1980-82. **Local:** President, Langley Teachers' Association, 1980-82, 1987-88; chairperson, bargaining team 1981-82, 1987-88; staff representative and chairperson, LTA Class Size Committee 1986-87; Local Association Representative 1982-86; local organizer, sign-up and certification 1987-88. **Education and teaching:** B.A. (political science), B.Ed. (social studies), University of Alberta; Social Studies teacher in Langley since 1971.

Moira Mackenzie

As a candidate for First Vice-President, I wish to outline my leadership proposals for the BCTF. Upon the base of a most successful sign-up campaign and the certification of all of our locals, I would place my first priority, which is ensuring that classroom teachers have ownership of the BCTF. As we move forward in this new era, classroom teachers must be holding the reins and guiding our way. To that end, I believe that our elected teachers should have recent classroom experience and should be committed to returning to the practice of teaching. The meeting of both these criteria by our leaders helps engender a greater responsiveness to teacher needs and keener accountability to the membership.



To further empower teachers within the BCTF, the

decisions, professional development and school governance. In this regard the BCTF and its 75 locals must work to:

- negotiate salary increases that will restore our economic position to its traditional level with respect to other Canadian teachers;
- negotiate class size and realistic teacher workload guidelines;
- negotiate comprehensive contracts including clauses pertaining to working conditions, economic welfare, professional development, rights of women and minorities, and all other expressed concerns of teachers;
- enhance and expand the school governance role of the staff committee;
- provide teachers with the opportunity to take a leadership role in curriculum development;
- maintain distinct and effective BCTF social programs and networks;
- enhance the ability of teachers to meet their individual professional development needs;
- emphasize the school staff unit and local association as the building blocks of the union;

• ensure a democratic and participatory union through term appointments to BCTF staff and through accessible BCTF leadership training programs;

• ensure that teachers see the BCTF as their organization, and ensure that all teachers have opportunities for significant input into its structure, programs, services and policies.

I am confident in the ability of teachers and the BCTF to meet the challenges before us. If re-elected, I will do my part to ensure that the BCTF continues to be a responsible and effective advocate for its members.

EXPERIENCE Provincial: Member-at-large, BCTF Executive Committee 1986-88; 5 years Fergusson Memorial Award Committee; 6 years AGM delegate. **Local:** 2 years president Burnaby Teachers' Association; 8 years local association executive council; 2 years Local Association Representative; 7 years negotiating teams for collective agreement (chairperson, chief negotiator) and W/LC contract; bargaining committee (chairperson); advocate to salary arbitration boards; grievance committee; staff rep; staff committees. **Education and teaching:** Born in Armstrong, B.C.; educated in Vancouver public schools; BSc. and professional year, UBC. Teaching: 15 years mathematics, computer science and English, grades 8-12, in Salmon Arm and Burnaby; currently teaching secondary mathematics in Burnaby.

Mike Lombardi

The successes of the past year should serve as a solid foundation for the BCTF as we move into a new era as a union of professionals. This new environment requires a federation executive that is strong, experienced, united and progressive.



Our successful certification drive re-established the commitment of the membership to the federation. We must build on this momentum and work to strengthen membership control and knowledge of our organization. The federation must develop better processes for the active participation of the membership in the decision-making of the BCTF. A variety of mechanisms to promote two-way communications between the federation and members must be developed.

Members want leadership from the provincial executive.

They want the assistance necessary for effective collective bargaining and the realization of better salaries. The BCTF must provide this support to ensure that comprehensive collective agreements are reached and enforced in every local.

The federation must direct its PD efforts at the school and classroom level by providing teachers with the skills and opportunities to exercise leadership and decision-making in schools. The PSAs, Status of Women, and other PD networks must be utilized to ensure that teachers have input and control of professional and curriculum development at the school, district, and provincial level. In order for teachers to carry out their professional responsibilities they must have smaller class sizes and reduced workloads.

The federation faces the challenge of providing leadership while ensuring it is responsive to the needs and aspirations of members. As part of our planning process we must review all programs and services in consultation with the membership and be prepared to make organizational and operational changes that will allow us to be more effective and responsive to external conditions and the needs of our members.

The BCTF executive must be able to bring teachers

together at the local and provincial level in order to meet the professional, economic, and social needs of the membership. I have a proven record of accomplishment at the local and provincial level and have demonstrated my ability to get things done in a democratic manner, while respecting diversity and differences of opinion within the membership.

My varied and extensive local/federation involvement attests to my commitment to our organization and the teaching profession. I believe that I have the experience, skills, and energy necessary to help provide clear, confident leadership as second vice-president of the BCTF.

EXPERIENCE Provincial: Member-at-large on BCTF Executive Committee 1986-88; assistant director in BCTF Professional Development Division 1985-86; Program for Quality Teaching Committee 1986-87; chairperson/member of Professional Development Advisory Committee 1982-85; PD associate 1982; numerous BCTF executive subcommittees and staff committees 1985-88; Local Association Representative 1978-81; AGM delegate 1973-88. **Local:** President CTA 1976-78, 1985-88; executive committee 1986-88; chief negotiator 1980-82; PD chairperson 1983-85; strike co-ordinator 1983, '87; numerous task forces and committees 1973-88. **Education and teaching:** SFU-PDP 1973; B.G.S. 1981; employed in Coquitlam as a teacher since 1973.

Notice of Meeting

As required by the Society Act, the following formal notice of the 1988 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1 by publication in this issue of the BCTF Newsletter.

The Society Act and by-law 8.1 require that the notice of meeting include: (1) notification of the time and place of the meeting, (2) notification of any special resolutions and (3) the audited financial statements for the year ended December 31, 1987. (The financial statements will be published in another Newsletter on March 11.)

Notice of meeting

The 72nd Annual General Meeting of the British

Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 27, 1988 at 19:00 and continuing to Tuesday, March 29, 1988.

Notice of special resolutions

The Annual General Meeting will be asked to consider 10 special resolutions in the form of 10 recommendations from the Executive Committee for amendments to the by-laws. The recommendations are:

- Recommendation 6:** That the final paragraph of by-law 1.6 be deleted and replaced by the following:
Persons appointed as principals or vice-principals

in a school district shall be eligible, upon application and payment of fees and levies in accordance with by-laws 8.4 and 8.6, for affiliate administrative membership which shall entitle the member to participate in the Salary Indemnity Plan established pursuant to by-law 8.6 and receive such other benefits and services as the Annual General Meeting may determine.

Recommendation 7: That by-law 5.9 be amended by removing the phrase "Labour Code of B.C.," and replacing it with the phrase "Industrial Relations Act."

Recommendation 8: That by-law 7.3 be amended by deleting the number 25 and replacing it by the number 12.

Recommendation 9: That by-law 7.3 be further amended by deleting the words "15 members" and replacing it with the phrase "two-thirds of its membership."

Recommendation 10: That the second paragraph of by-law 8.2 be deleted.

Recommendation 11: That by-law 6.10 be amended by rescinding the final paragraph and replacing it with the following:
The Executive Committee shall have prepared and shall adopt annually for the Salary Indemnity Fund, a statement of anticipated revenues and expenditures, a statement of cash flow and a statement of proposed capital expenditure. No expenditures in excess of the

budget so adopted shall be made except in accordance with by-law 5.16 except for those expenditures made with respect to member claims against the fund.

Recommendation 12: That present by-law 5.15 to 5.18 inclusive be amended by changing the numbers to 5.16 to 5.19 inclusive.

Recommendation 13: That the second and third paragraphs of amended by-law 6.10 be removed and renumbered as by-law 5.15.

Recommendation 14: That by-law 7.4 be amended by deleting the number 5.17 and replacing it with the number 5.18.

Recommendation 15: That by-law 8.6 be amended by removing the phrase "superintendent of insurance" and replacing it with the phrase "superintendent of financial institutions."

Election note: member-at-large

Members-at-large whose terms expire are Jan Eastman, Richard Hoover, Mike Lombardi, Peter Thomson and Jacquie Worboys, leaving five vacancies. Should the current president be re-elected, the five vacancies will remain. Should a new president be elected, the incumbent president would remain on the Executive Committee as past president and there would be four vacancies. (See by-law 5.1c.)

David Chudnovsky

Immediately after our successful sign-up and certification drive, I wrote the following to the members of our local association:



"During the debate which led to our certification as a trade union, many colleagues expressed concerns about the type of organization we might become. These fears were reasonable ones.

"Some unions are bureaucratic and authoritarian. They run from the top down rather than from the bottom up. They lack a sense and tradition of democracy and participation on the part of the membership. We have the opportunity to shape our new organization according to our needs and our desires."

The same is true of the BCTF. With the coming of a "new era" we must be vigilant — both in providing structures and processes for membership involvement and in encouraging individual membership participation. I believe the keys to this are strong staff committees in every school and aware, well-informed, powerful staff representatives at the school level.

I was among those who advocated union status for teachers in B.C. for many years. No one looks forward to our increased bargaining rights more than I. No one is more aware of the need to continue our fight against Bill 19 until it is ultimately wiped off the books. But we cannot let our federation become a mere "bargaining machine." Professional Development, Teacher Personnel Services, the Status of Women program, Program Against Racism and Peace Education are vital services to the membership and vital links to the community. They deserve our support at a time when it is all too easy to look for a "quick fix" for our fiscal challenges.

Our initial participation in the College of Teachers

teacher control of professional development will be an important first step in promoting teacher leadership at the local level. At the provincial level, a voice for teachers in developing education policy, curriculum and its implementation, and inservice training must be our goal.

We must capitalize on our successful fall membership campaign in three ways: negotiate compulsory membership in first contracts; provide for a greater degree of membership involvement, especially in the process of reviewing our present budgetary and organizational needs in light of our new environment; and elect an executive team which can both lead and listen.

Long-term planning is critical to our ability to meet the needs of teachers and to have a strong voice in public education. Teachers are faced with many questions about our profession, our role in education and about public confidence in education. New demands and the necessity of wrestling with potentially divisive issues related to the very heart of what we as teachers do and believe will test our strength

which developed can be left behind. Now is the time for united action.

We are now all democratic unions of professionals. We have earned the right to call ourselves certified unions under the Industrial Relations Act. We must remember, however, that the "equal" bargaining rights granted us under Bill 19 only entrench the CSP within the power of the Industrial Relations Council. The government provided us with "full collective bargaining rights" within the most repressive labour legislation in North America. The objectives of our bargaining and professional rights campaign are far from achieved. As such, we now face the ever continuing challenges to our federation:

- to negotiate our first full collective agreements which will provide fair salaries, job security, contract security and full professional rights and responsibilities;
- to act decisively in pursuing the goal to reduce class size and improve teacher workload — we must do more than the annual endorsement of the Declaration of Working and Learning Conditions;
- to realize our goals for full professional autonomy;

of the past. We now must learn to compromise to bring differing points of view together for the good of the federation.

The delivery of services and interaction between local and federation is the next issue. The majority of services on a daily basis are delivered by local presidents. Release time varies between zero and 100 per cent. Experience tells me that the more release time a local president has, the better the union is able to deliver the services. Membership strength is developed by direct contact between members and someone they know and trust. Therefore, I support an increase in the funding of president release time. To help offset the cost of increased president release time and streamline the method of communication between locals and the federation, I believe that the LAR system should be replaced by local presidents who are in close communication with the members. I believe the following would result:

- cost savings;
- improved communication;

Jan Eastman

The next new years are crucial to the federation's ability to address the real needs of teachers and of public education. Certification of 75 locals as locals of the BCTF by itself does not ensure that unity will prevail or that our strong voice will be heard. We must continue to address ourselves to new directions, to the issues of leadership initiative and responsiveness to members and to the great need for long-term planning.



New directions for the BCTF include the realization of both bargaining and professional rights. Bargaining now becomes a means by which we involve our members as well as the means of achieving our economic, social and professional goals. Gaining

John Eades

We, as BCTF members, have succeeded in organizing and certifying as unions all 75 teacher associations in the province. This is a great accomplishment and one of which all teachers, particularly those in local and federation leadership roles, should be proud. Our members pulled together and accomplished a goal which the government deemed impossible — the continuation through voluntary membership of a single, strong provincial voice for teachers and students.



The very process of organizing and certifying over the past year, however, has caused considerable debate over the eventual status of unions and associations in the new BCTF. Fortunately, this debate was, and is now, unnecessary and the unfortunate acrimony

Bill Fite

I have allowed my name to stand for the Executive Committee because I believe a united federation is our only strength against constant political change.



The first issue I must address is the political divisions that have developed within the federation. At a time when teachers must be united, these power struggles must cease. We have fought off the government's attempt to divide us, let's not do it internally. Remember that teachers through their locals, have a choice as to belonging to the federation or not! This choice factor alone makes a drastic difference in the political power structure of the federation. Each local association is now the important power unit, not the political organizations

— the election of BCTF candidates — has been positive. But we should not be lulled into a false sense of security. The statutory structures and functions of the college still pose dangers to the BCTF and its members. We must prevent the college from expanding. Costs must be kept to a minimum and the College of Teachers can never be permitted to parallel the BCTF in education, social, curriculum and fiscal policy matters. The College of Teachers should be a certification board and that's all.

I am proud of our federation and I welcome the opportunity to work on its Executive Committee.

EXPERIENCE Provincial: Substitute Teachers' Association, BCTF Committee Against Racism; member, Association for Community Education; Adult Basic Education Association; Board of Directors; Surrey-Delta Immigrant Services Society. **Local:** President, 2 years; vice-president; local association secretary; chairperson of anti-racism committee; working and learning conditions committee; bargaining chairperson; chief negotiator, bargaining committee; economic welfare committee. **Education and teaching:** B.A. (Honours) York University; B.Ed. University of Toronto. Taught at nursery school, elementary school, secondary school and university level in Ontario, England and British Columbia.

and unity. Gradual, planned change that enables this federation to best meet members' needs as we work to regain control of teaching is imperative, has already begun and must continue.

As an organization we will continue to face opportunities, challenges and difficulties. Perhaps the hardest work still lies ahead as we work toward a view of ourselves and our federation in which professional, social and economic concerns are intrinsically related. I wish to continue pursuing these objectives as an Executive Committee member and I ask for your support to do so.

EXPERIENCE Provincial: Executive Committee member-at-large 1987-88; PSA activity, LATA; labour history; English; special ed; Political Action Task Force; Labour Liaison Committee; S/W and Speaking for Teachers; PD Associate; Teacher Personnel Committee; Professional Relations Advisory Committee; Charter challenge plaintiff; Program for Quality Teaching (training facilitator); AGM delegate. 12 years. **Local:** executive and other committees in Kitimat, Langley, Delta; Delta staff rep, bargaining committee, teacher evaluation committee, advocate for teachers on transfer. **LAR, Education and teaching:** B.A., Dip. Ed. (Tasmania); M.A. (Ed) SFU. Teaching: 18 years in B.C., Kitimat (5), Langley (5), Delta (8), grades 7-12; 2 years SFU Faculty Associate.

- and to continue our fight to restore proper funding for the education system in B.C.

Within the federation, we will have many difficult decisions to make regarding policies, procedures and budgets in the face of reduced revenues and revised service and program demands. These decisions must be made on the basis of *real* rather than perceived concerns. We cannot make major policy and budget decisions based on assumptions! We must also be careful that the consultative process, essential in our democratic organization, be fair and purposeful and not be used to complicate issues, inhibit decision-making or compromise our duty.

We face an uphill battle in the months ahead — one which will require considerable commitment by all. You have mine!

EXPERIENCE Provincial: Annual General Meeting Delegate - 5 years; Local Association Representative - 1 year; alternate - 2 years. **Local:** President (full time) - 2 years; bargaining committee chairperson 2 years; negotiating team - 4 years; arbitration advocate - 2 years; W/LC Committee - 2 years; teacher advocacy team - 4 years. **Education and teaching:** B.Sc.Ed. University of New Mexico and University of California at Los Angeles; 15 years teaching grades K-5, currently learning assistance teacher K-3.

- retain representation by population; Budget restraint is a fact. There will be less money from fees next year. We therefore must set our goals in line with the priorities of the federation as established by the locals. Another fact is that some programs will need to be reduced. With changes we must insure integration of the strengths of all programs. We must remember that those programs which made the federation strong in the past, will serve us well in the future. In addition to changes in programs, we must develop a strike fund. The power of the federation is directly related to the funds available to protect members.

Finally I must state that I run with the wellbeing of all teachers in mind. Our strength has always been in our unity and we must remain united.

EXPERIENCE Provincial: AGM delegate 8 years. **Local:** President, 3 years; LAR, 3 years; Pro D, 2 years; bargaining, 6 years; staff rep, 8 years; staff rep trainer, 2 years. **Education and teaching:** B.A. (Education) Central Washington State University; post-graduate study, University of Washington, University of Victoria. Teaching experience, 20 years.

Andrew Krawczyk

Renewal has been a word heard a great deal this past year within our federation. It has come to mean a renewal of commitment of our members, through the successful sign-up drive. It has been a renewal of spirit as well as a desire for a strong provincial voice, as witnessed in the success of certification. It has also meant the renewal of activity to give clear direction and focus to the federation's activities for years to come.



A new, dynamic, open consensus is emerging within our federation. It features a positive approach to the future, a continuation of on-going objectives of the

federation, combined with a determination to, at all times, remain responsive to immediate members' needs.

We need a strong federation and union in order to achieve good first contracts, to continue and expand our work in professional support, through programs such as professional development, personnel assistance, benefits and advocacy. That strength will only come about through listening to members and allowing the federation the flexibility to meet changing members' needs within its own operations.

Renewal does not mean more of the same, with only a pause to mark the change. Renewal does mean a new energy achieved through involving all members in a process of discussion and decision. Renewal means an honest, open process for that decision-making, which would include a full review of our organizational structure in order to make decisions as to how best provide those services in the future. Renewal also means a renewed vigor to restore the

Any form of re-examination will require consistent, honest efforts to reach each member. We must do more than communicate. We must listen and then act on what we hear. This will necessitate using a process which profiles the services that have been provided in the past. Programs that have worked effectively and helped us reach our goals as educational leaders must not be stripped.

The new executive must be prepared to act as advocates, educators and promoters to determine a democratic consensus. We must continue our role as advocates for public education. Much ground will be gained from our strength as a teachers' union. As a caring group of professionals, we have a responsibility to defend every child's right to equal educational opportunity.

The recently created task force on teaching conditions and professional practises will be an exciting opportunity to focus on issues we face as classroom teachers. It will provide us with the necessary infor-

Cathy McGregor

We've come through the most difficult year the federation has faced, strong and ready to represent teachers in new ways. Yet greater challenges are ahead. Our members have rallied behind the image of a new, re-vitalized federation for all. We are now a united federation of 75 locals. However, we must recognize the nature of the work ahead.



It is time to re-examine our organization with all its services and programs. The procedure developed by the RA Budget Process committee is an example of the kind of full member involvement that is needed.

Alice McQuade

Teachers have a great deal to be proud of this year. We have met and triumphed over every challenge presented to us: 75 teacher associations have certified as union locals of the BCTF, our voluntary sign-up is over 95 per cent and we have elected 15 members to the college board. Our next challenge, bargaining 75 first collective agreements will be accomplished with the same determination and dedication. After years of demoralizing attacks on teachers and education, we are proud to be members of the BCTF.



Not only has our successful sign-up and certification drive given us reason for pride, it has also given

us an opportunity. An opportunity to revitalize, strengthen and refine our federation.

First, we can build on our successes this fall by ensuring our federation becomes more open, more responsive to all points of view and more trusting of our members. Voluntary membership forces us to listen and act on the needs of our members, we must elect an executive that is willing to do that.

Second, we will need to preserve our democratic traditions as we move into an era of unionism. We also must be open to critically examining our structures, programs and priorities, and we must ensure that members have input into this examination. There is a general frustration that many of the policies and programs we have in place do not impact the classroom teacher.

Finally, we must reaffirm our purpose, to address all teacher concerns, social, economic and professional, and to remain the one strong voice and advocate for public education. Our policies and programs must impact the classroom teacher.

Committee in its leadership capacity has a special responsibility. The present imperatives are:

- To ensure that the BCTF is relevant, accessible and effective for teachers in their day-to-day working lives. The BCTF must be a union of the workplace.
- To provide local associations with effective bargaining support. Although the basis of successful collective bargaining should be the commitment and skills of local teacher bargaining teams, bargaining support from the central organization must be on-going, flexible and integrated with all other field service needs.
- To be an advocate for quality public education. Yes, we have a vested interest... but we also have a duty to speak out. From curriculum to class-sizes, from professional development to privatization, our voice is important.

Peter Northcott

For the first time, delegates to an AGM of this federation are meeting as brothers and sisters in a province-wide teachers' union. Much as we opposed Bills 19 and 20, at least they provided the spur for teachers to certify as unions in every local in this province. We can be proud of our new status. We should also be ready for new challenges.



As I see it, there are four imperatives that face the BCTF at this time. Although they must be dealt with by the BCTF at all levels, I think the BCTF Executive

status of teaching in this province, by removing the present barriers to education. We must continue to speak up for more funding for education, for better services for children so that they may all receive the advantages of education and for full professional rights and responsibilities for teachers.

My experience as local president and association representative for a number of years, in addition to my experience in community advocacy organizations, provides me, I believe, with valuable experience to assist the decision-making of the provincial executive at this critical time. I will bring a new approach and an energized optimism for the future of our new unionized federation. I ask for your support.

EXPERIENCE Provincial: member, Federation Appeals Board 1986; chairperson, Representative Assembly Budget Process Committee 1987-88; AGM delegate, 8 years. **Local:** president, North Vancouver Teachers' Association, 4 years; LAR, 5 years; member negotiating team, 4 years; president, B.C. Multicultural Society; B.C. rep to CCMIE. **Education and teaching:** educated in Argentina and B.C.; B.A., M.A., UBC. Teaching: 10 years, grades 8-12 social studies. English, languages in North Vancouver.

mation to establish new goals and objectives for public schools in British Columbia. This demonstrates our continued commitment to professionalism for B.C. teachers.

The federation has been forced into a period of change. The challenge is to change and grow in new directions. This will require committed, effective leadership.

With the experience I have gained as a local president, I have developed the ability to be responsive to member needs. I pledge my experience, ability and commitment to create a revitalized, united federation that represents all teachers.

EXPERIENCE Provincial: AGM delegate, 3 years; LAR, 1 year. **Local:** currently president, Kamloops District Teachers' Association; 1st and 2nd vice president, member-at-large, chairperson of UTAC, scholarship committee, political action, public relations; member of bargaining team, 2 years; bargaining committee, 4 years; joint personnel policy, 4 years; sabbatical selection. **Education and teaching:** born and educated in Victoria; B.Ed. U.Vic; substitute, Victoria and Sooke; Kamloops primary teacher, elementary librarian, 11 years.

Electing an Executive Committee than can both lead and listen will be paramount this year.

I am putting my name forward at this time for the position of member-at-large because I believe I can fulfil that role. My broad experience both provincially and locally has proven to me that teachers want a strong federation but yet one that listens to their point of view and respects differences of opinion. I believe that we can emerge from this year strong, more united and more committed than ever and I pledge my time, energy and skills in order to accomplish that goal.

EXPERIENCE Provincial: pensions committee, 6 years; PD Associate, 2 years; labour education committees, 2 years; Labour Affairs Advisory Committee, 1 year; Status of Women facilitator for numerous workshops, 4 years; PSA executive, 4 years; AGM delegate, 10 years. **Local:** president, vice-president, secretary, treasurer, chairperson-staff rep assembly, public relations committee, WLC committee, bargaining committee, president LSA. **Education and teaching:** 10 years in Delta, Business Education and Social Studies, grades 8 - 12.

- To establish a formal partnership with the labour movement. No more kissing cousins. Let's move toward affiliation.

Our new status as a provincial organization of 75 certified teachers' unions was not attained smoothly. In my opinion, we argued unnecessarily over how best to accomplish that goal. As a Rupertite, I would have preferred not to have debated the drier qualities of the umbrella. However, we did argue — at length. Now, it's time to get on with union business. We are a democratic union of professionals and I very much want to be involved in that union.

EXPERIENCE Provincial: BCTF — 5 years Labour Affairs Advisory Committee, chairperson for last 2 years. 6 years AGM delegate. **Local:** 2 years president, 2 years LAR, 2 years labour liaison chairperson, 1 year WLC chairperson, at present bargaining chairperson, all in Prince Rupert. **Education and teaching:** 11 years as classroom teacher (1 year grades 4/5, 10 years secondary social studies); B.A. (Geography) SFU; Toronto Teacher College; PDP-SFU.

Gary Robertson

This government has imposed legislation aimed at creating a management-employee relationship in every school; it has gutted the School Act and Regulations, and formed a new governing body in the College of Teachers.



These changes were made by the government on the premise that teachers had not been, but would be forced to become, professionals. Teachers have acted decisively, with strength and unity, to ensure that education is protected from this imposed management structure. We have demonstrated not only unity, but true collegial professionalism while reducing the opportunity for the negative effects which are inherent in the imposed legislation.

We have been able to unite our colleagues in our

efforts to take advantage of the positive advancements gained in negotiating contractual rights. We also exercised positive control over the College of Teachers. These advancements are made at a price, the extent of which will be determined by the relationships we forge through our provincial and local organizations, at the bargaining table and within individual school staffs.

The legislative changes have been developed under a management, not a leadership model. Not only do we have the School Act and Regulations taking precedence over the Industrial Relations Act, but that which is left of the act and regulations are expressed in management terms such as "the principal shall..."

Bureaucrats use a top-down hierarchical flow to exercise power and control through dominance, direction and dictation. Conversely, leaders use a bottom-up approach to ensure consultative collegiality where the teacher is treated as a professional equal, with a great deal of emphasis on communication, equality and a recognition of competence.

The legislation has granted us some new powers but

done so with an increased responsibility. The challenge is now before us to use this new empowerment while recognizing our responsibility to continue to ensure democratic representation of member views.

Teachers deserve and expect a true democratic openness where each individual has the availability to open expression. I have demonstrated a strong leadership style, one that exemplifies this open democratic process, and the teachers of the third largest district in this province have responded in a show of faith as demonstrated by a 99 per cent sign-up and unanimous endorsement of my nomination for this office. I ask for your support to enable me to be a part of the team which leads us toward a deserved recognition of the teacher as a true professional.

EXPERIENCE Provincial: 4 years chairperson of curriculum revision team; LSA -- 5 years executive and as president; PSA - 9 years executive, president, representative to PSAC, 6 years as provincial workshop coordinator; alternate LAR and AGM delegate for 3 years. **Local:** executive committee, president GVTA 1985-88; chairperson, accreditation steering committee. **Education and teaching:** High school in the Okanagan, teacher training at UVic and UBC. Teaching: technology, science and mathematics in Victoria for 17 years.

Bob Taverner

In recent years, arguably the last 70, the school system in B.C. and its teachers have been under frequent attack. Through it all the BCTF has been there, providing for teachers the means by which they could fight back, with one united voice. In spite of the most recent threats to its survival, the BCTF is still there and remains strong. And there are good reasons for that.



As teachers, BCTF members are dedicated to a cause -- the cause of education. They have therefore needed more than simply a union to speak for them at the bargaining table. They have needed a professional organization which could speak for them also to the public at large and in the corridors of power. The

BCTF has been that organization, serving a diverse membership, in matters educational, economic and social.

The federation has been open and democratic. There has been room for those whose preferred approach to challenges is to crash down the barricades, as well as for those who prefer something more subtle. And while the majority's decisions have properly prevailed, there has always been room for minorities to express their views and to work -- internally -- for change.

The BCTF is clearly not about loyalty to some charismatic leader, or to an ideology to which its members all subscribe. It is, instead, an organization that enables members with a wide variety of personal philosophies to work together in their common cause and to act together in the face of a common threat.

Many of our members have rediscovered these things over the last year. In being reminded that the BCTF is not just its president, or its executive, or its buildings or staff, the membership has also been reminded that it is only when we identify our priori-

ties through democratic processes and act together to achieve our goals, that the federation has any strength.

Over the last couple of years the Executive Committee has attempted to encourage more membership involvement in determining federation goals and more recently has sought wider input into modifying programs and adapting the budget to our newly reduced revenues. If elected, I would work to continue that trend. While the executive must lead, it can only lead members, effectively, when they have agreed upon where it is they want to go and will work together, in unity, to get there.

EXPERIENCE Provincial: PSAs -- Social Studies (incl. local exec.); Teacher-Librarians (incl. local chapter president); Ministry Social Studies Advisory Committee; BCTF -- current PDAC co-chairperson and North Central PD Co-ordinator; College Advisory Task Force chairperson. **Local:** Prince Rupert district councillor; Fernie district councillor. LAR and local president; Prince George PD chairperson, local vice-president, LAR and currently president. **Education and teaching:** Born in Australia, educated there and in B.C.; B.Ed., M.Ed. from UBC. Teaching: South Australia (7.5 years), B.C. (18.5 years); Prince Rupert (1 year), Sparwood (4 years), Prince George (13.5 years), grades 3-7, Social Studies 8-11, Geography 12, teacher-librarian.

Jacqueline Worboys

Two years ago I expressed my concerns about the frustrations of teachers exhibited by our feelings of powerlessness: our lack of bargaining rights reduced our ability to negotiate; our inability to convince the ministry of our professional responsibility in curricular matters was heightened by having to teach inappropriate and outdated courses and our sense of helplessness increased as we saw B.C. losing its status in Canadian education. I spoke about teachers as victims of government in its relentless pursuit of battering the education system into submission.



How far have we come in two years? Today we enter a new era. We have gained the ability to bargain all terms and conditions of our working lives, a big step

by any measure. We must ensure that this new era does not bring mixed blessings. We must critically examine the relationship of the BCTF to the ordinary classroom teacher, decide what is important and look for ways of preserving the spirit of the federation that has nurtured teachers for more than 70 years. While teachers in B.C. were the last in Canada to gain full bargaining rights, we have been first in many other areas, and the BCTF has been an example, not only to teachers in Canada, but world-wide, of a highly democratic organization whose programs and services meet the needs of teachers and students, needs not addressed in provincial curriculum.

The BCTF's programs to promote the status of women, anti-racism, and quality teaching have been designed by teachers in B.C. and to think we can immediately bargain our wishlist into contract, especially our first one!

What's left? Why shouldn't we concentrate on bargaining and forget the other goals? The answer, of course, is that we as teachers have a larger role to play.

We must continue to advocate for those who have no voice: students whose educational and social needs are not being addressed, teachers who lack comprehensive contracts to protect their rights, and schools which will soon be museums of antiquity if they continue to be underfunded and ill-equipped to meet the needs of the students of the 1990s.

I seek re-election in order to work as part of the executive that seeks to help our schools become democratic workplaces, where we can teach progressive curriculum and where staff reps and staff committees are an integral part of the democratic process.

EXPERIENCE Provincial: Executive Committee member-at-large 1986-88; Professional Relations Advisors Committee; Teacher Personnel Committee, 1981-86; BCTF rep to Interministerial Committee on Child Abuse, 1983; BCTF rep to BCSTA Task Force on Child Sexual Abuse, 1985-86; PD Associate, facilitating workshops on staff rep training, stress, effective teaching; chairperson, Women's Studies Advisory Committee, Northwest Community College, 1980-83; member of NDP committee responding to "Let's Talk About Schools". **Education and teaching:** variety of elementary and secondary experience, including English, guitar, L.A., E.S.L. and Grade 6/7 in Kitimat and in Vancouver, E.S.L. and L.A.

AGM Agenda

Sunday, March 27

19:00

- Preliminaries (including recommendations 57,58)
- Report of President
- By-law amendments (recommendations 6-15)
- Organization of BCTF (resolutions 109,111, 119,120,121)

21:15

- Call for nominations
- Election statements: candidates for table officer positions

Monday, March 28

09:00

- Speaker: CTF
- Executive Committee leadership report, preceded by updates on: budget process, PD initiatives, bargaining (recommendations 1-5)
- Recommendations 56 re Task Force on Teaching Conditions and Professional Practice

11:00

- AIDS policy: recommendation 35
- Questions on committees' work

11:45

- Call for nominations
- Statements from member-at-large candidates.

14:00

- Speaker: B.C. Federation of Labour
- Bargaining-Working & Learning Conditions: (recommendations 22,23; resolutions 106,107, 108,112,113,114)
- Salary Indemnity Plan (recommendations 36, 37,38,39,40,41)
- Education policy (recommendations 24,25; resolutions 102, 110, 103)
- Program Against Racism (recommendations 54,55)
- Children and Poverty Study (resolution 122)
- Unfinished business
- Report of Executive Director
- Final call for nominations

20:00

- Candidates' forum

21:00

- Dance

Tuesday, March 29

09:00

- Report of nominating chairperson, balloting begins
- BCTF Membership Task Force report (recommendations 42,43,44,45,46)

- Provincial Specialist Associations (recommendation 56; resolution 101)
- Goals of the BCTF (resolutions 105,115,117)
- Professional ethics, rights and standards, (recommendation 53)
- Legal aid policy
- Unfinished business

12:00

- Hilroy Awards
- Speaker: Mario Souto, general secretary, ONP (Mozambique)

14:00

- Speaker: BCSTA
- Pensions (recommendations 47,48,49,50,51,52)
- College of Teachers -- speaker: council chairperson
- College of Teachers (recommendations 16,17, 18, 19, 20,21)
- Continuation of budget process report: finance and grants (recommendations 26,27,28, 29,30, 31,32,33,34; resolutions 104,116, 118)
- Unfinished business
- Late Resolutions
- New Resolutions

19:30

- Unfinished business
- Late Resolutions
- New Resolutions
- Adjournment