

# Teacher

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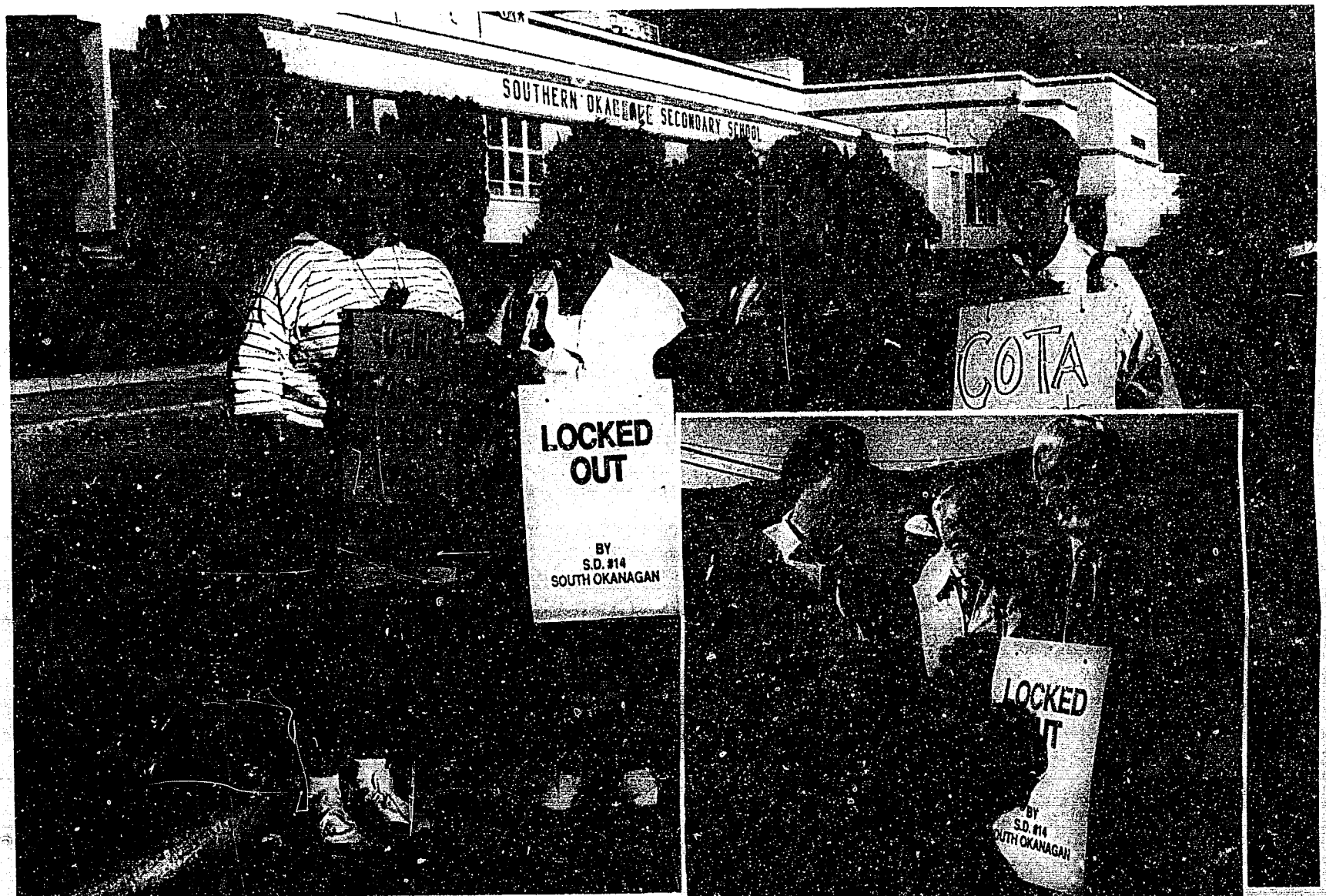
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## Standing firm



## THE SOUTHERN OKANAGAN LOCKOUT

by Sharon Yandle

Teachers in Southern Okanagan scored a clear victory in knocking out the school board's lockout on October 1. After 50 days of almost continuous bargaining and 21 days of school closure, the longest teacher lockout in B.C. history was over. Southern Okanagan teachers did not cave in to the board's demands for a substandard collective agreement. Supported by teachers across the province, and buoyed by CUPE solidarity, they held firm.

Misusing its powers of lockout (both strike and lockout are universally recognized as the weapons of last resort in a dispute), School District 14 changed the locks on every door of every school in Oliver, Osoyoos, and Okanagan Falls. The last resort became the first resort.

Teachers were furious. They had been harrassed by the board with registered letters threatening lockout all summer. Many had attended summer institutes in their

disciplines. Primary teachers especially were trying to gear up for the immediate effects of the Year 2000 and dual entry, and other teachers, like their colleagues everywhere, were preparing for the extensive changes that currently challenge the teaching profession.

But the teachers quickly learned that the board, instead of viewing the teachers as the professionals they are, were seeing them as a potential band of thugs, if not thieves. To justify changing the locks on the doors, board officials explained they were concerned about possible teacher vandalism.

Teachers responded to the locked doors by reporting for work every morning and waiting for 45 minutes to be allowed entry. Southern Okanagan Teachers' Association (SOTA) president George Taylor repeated each day that teachers were ready to teach. Even after teachers set up picket lines in response to the board's attempt to use administrative officers to

teach, SOTA maintained its position — open the schools. But the board was intransigent — sign the collective agreement we want, or the doors will remain closed. In response, SOTA members clearly, unequivocally, and unanimously instructed their bargaining committee not to capitulate.

Last year SOTA withstood a lockout and subsequently took strike action to conclude a first collective agreement. Still, the board appeared astounded to see SOTA remain steadfast as the lockout deadline drew near. As Labour Day came and went the board blamed teachers for its own refusal to open the schools and launched a barrage of press and radio ads against Greedy Teachers. One letter to the editor characterized teachers as the "serious greeds."

But the issues the board consistently identified at the bargaining table as THE

See "Southern Okanagan" page 3

*Southern Okanagan teachers received many messages of support during the recent 21-day lockout. Some delivered their support first-hand. (Above, left to right: Karen Kilbride (Surrey), Lorraine McCarthy, Roxie Lee (Oliver), Carol Taylor (Kelowna). (Inset, l-r: George Taylor (Southern Okanagan president), Al Forsey (OK Falls), Ray Worley (BCTF First V-P).*

*Karen Kilbride photos*

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## Readers write

### AIDS article overdue

Thank you for the article on AIDS in the September edition of *Teacher*. Discussion on this topic helps educate us all.

Particularly useful were the frank comments by the Grade 10 students on what they want from their teachers. This is valuable not only to Nanaimo, but to students and teachers everywhere.

It is refreshing to have our newsmagazine reflect the needs of teachers by focussing on topics like AIDS. In the light of reaction to family-life curriculum in many areas of the province, it would be helpful to expand the discussion to homophobia. It is impossible to address AIDS and not also address the problems homophobia creates.

**Peter McCue**

*BCTF Executive Committee  
Nanaimo Resource Teacher*

I read your timely (dare I say overdue) article "AIDS and Education" in the September issue of *Teacher*.

Local film-maker and Genie Award winner Peg Campbell has made a film/video, *Too Close for Comfort* on AIDS and homophobia for Health and Welfare Canada. It should be available early in November.

**Dan Blake**

*Surrey*

### Teacher informative

I have just completed the perusal of the latest issue of *Teacher* and found it most interesting and informative. There are so many changes in our educational system, and I find your magazine helps the likes of me — retired — keep abreast of them to some degree. Keep up the excellent work, your staff is to be commended.

**Margaret Wilson**

*Vernon*

### Revisiting Korea

In perusing the September issue of *Teacher*, I was drawn into the narrative of the article, "Return to Korea" Carol Taylor, in revisiting South Korea under the Pacific Rim initiatives, dwelt in the difference between her first visit to Korea in the early '60s as an American attached to the U.S. army and her 1990 visit as a Canadian educator from Central Okanagan. Her portrayal of how, in Seoul, she called upon her maple-leaf lapel pin to help re-orient the Oriental (Korean) in his view of Carol and her colleagues reminded me of my first visit to Korea (1982) when the first question asked me was, "Are you Japanese or are you Canadian?" Carol, true to her theme that a destination is not so much a place as "a new way of looking at things," has, through her article, urged us to be mindful of how others help us to open ourselves to who we are as Canadians.

I was delighted to read about Carol's conversation with Dr. Seho Shin, president of the Korean Educational Development Institute, which, as I understand it, is the national curriculum development and research arm of the Korean government. In June, I, too, had the pleasure of re-meeting Dr. Shin at KEDI. He recalled warmly his participation in the Pacific Rim Social Studies Conference (1988) held here in Vancouver (co-sponsored by the NCSS and the B.C.

Social Studies Teachers' Association), of which Rick Beardsley, now on staff at the BCTF, was program director. I am sure that Dr. Shin will be delighted to read Carol's article, as I was.

As a regular reader of *Teacher*, I appreciated very much Carol Taylor's thoughtful, inspired narrative.

**Ted Aoki**

*Vancouver*

### Affirmative action: it's time

When I read David Danylyshyn's opinion on affirmative action, which appeared in the May/June issue of *Teacher*, I wondered what motivated him to write that mean-spirited letter. It was obvious from his remarks that the concept of affirmative action comes wrapped in its own myths and fears.

Affirmative-action programs are undertaken by progressive employers, unions, and governments to address real and obvious discrimination in society.

The Canadian Charter of Rights has given the nod to "any law, program, or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, color, religion, sex, age, or mental or physical disability." (Section 15-2)

We do not need to look very far in the education system to find subtle and not so subtle examples of discrimination. Look around your school, your staffroom, your district. How many teachers are disabled? How many female teachers in secondary schools teach science or math? How many female teachers are in the secondary school? Why are fewer female students enrolled in higher-level science and math courses? Are sports budgets evenly distributed? In your district, how many administrators in the schools or in the board office are female, visible minorities, or first nations?

If Mr. Danylyshyn really believes that "individual merit and drive are the things that matter," what does he think of collective bargaining or the concept of seniority?

If he really believes that equal treatment leads to equality, how would he receive a hearing-impaired student into his classroom?

If he really believes that "gender and race are not hiring and placement considerations," how does he explain that in a system that is 58% female, only 12% are in positions of administration and that in 1987, 24 of our 75 school districts had no female principals?

The BCTF has had pertinent policy and procedures in the *Members' Guide* since 1973. They have been reviewed and reaffirmed at subsequent AGMs. Teachers in this province democratically support not only the concept of affirmative action but also specific plans for implementing it (pages 23-24, *Members' Guide to the BCTF*).

Having affirmative-action programs in place recognizes that injustices have occurred and are probably still occurring. B.C. is certainly not on the leading edge with affirmative action. Ontario, Quebec, Saskatchewan, and Nova Scotia have all undertaken affirmative-action programs and/or information booklets. It is time for us to become more educated, too, and to realize the policies that have been inactive for more than a decade.

**Kathleen L. MacKinnon**

*Sooke*

[Editor's note: A two-hour presentation on affirmative action is available to teachers. Call Debbie Omand, BCTF Status of Women Program.]

### Get involved in trustee elections: November 17

On November 17, B.C. voters will decide which 523 people fulfil the roles and responsibilities of school trustees for the next three years. Everyone of voting age should get involved, because our future is at stake. It can be "total commitment" — seeking a seat on a school board — or it can be the equally important action of exercising an informed vote.

Parents have an obvious interest in trusteeship, but people without children in school must understand why education is important to everyone and why all community members have a responsibility in the election of trustees.

Consider that:

- B.C.'s 75 school districts spend about \$2.5 billion tax dollars annually.

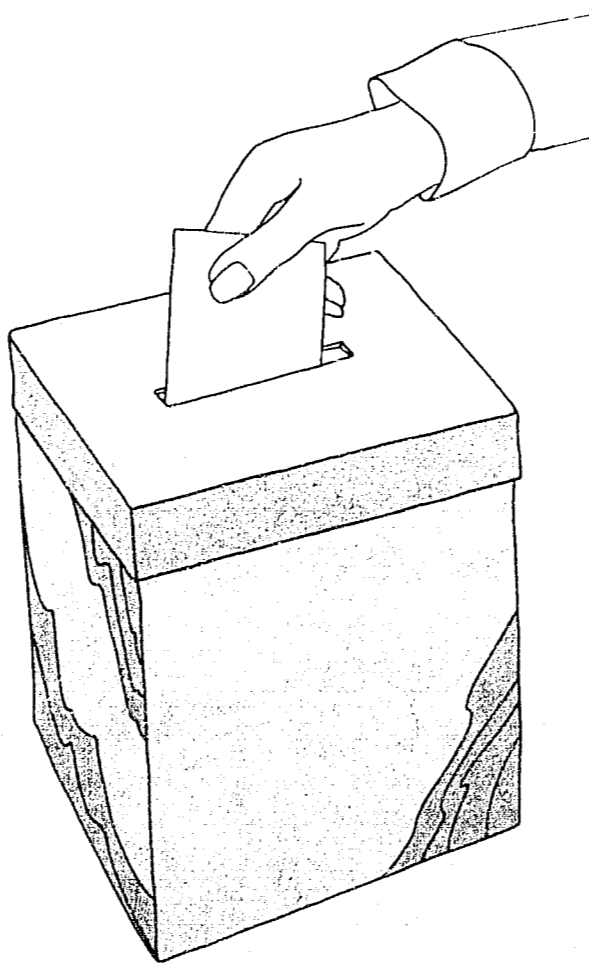
- All of our democratic institutions benefit from the involvement of intelligent, committed people from all walks of life. Diversity of opinion, expressed constructively, can contribute to better decisions about complex issues such as curriculum, values education, personnel practices, and collective bargaining, as well as education finance and law.

- Today's students will shape our social and economic futures within two decades.

- Secondary school graduates are more employable, contribute more through taxation on earnings, rely less on social assistance programs, and are less likely to place additional stresses on an already overburdened legal and corrections system.

- A quality learning environment today will be reflected in a more tolerant and vibrant society in the near future.

The list of reasons why the coming elections are important to everyone could go on at length, but it should be clear to anyone who thinks for a moment, that today's half a million students are all our



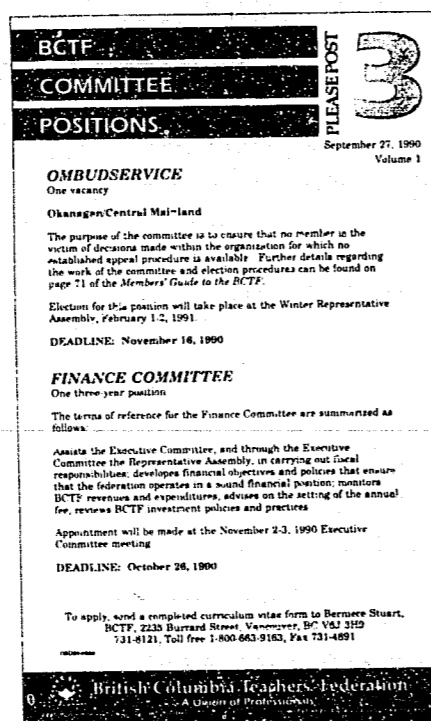
heirs. We owe it to them, and to ourselves, to do everything within our power to see that our schools do their part in ensuring that young people are well prepared for life.

There are two important dates everyone should remember in the coming weeks:

1. October 29 — Trustee nominations must be filed (information packages on the roles and responsibilities of school trustees, relevant sections of the School Act, etc. are available at all B.C. school board offices and the B.C. School Trustees Association); and

2. November 17 — election day in B.C. — We can all decide what kind of leadership to give our schools for the next three years.

**Donna Jones**  
*BCSTA President*



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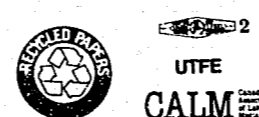
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### Southern Okanagan from page 1

issues have nothing to do with money. Nothing at all. In August the board negotiator identified the issues it "was prepared to take a lockout over" (!) as transfer rights, temporary assignments, access to positions, and protection of teachers' jobs. Not a dollar sign among them.

Small wonder that teachers around the province ask incredulously, "What on earth is going on in Southern Okanagan?"

Traditionally, SD 14 school trustees have involved themselves in school and staffing decisions to an extent unheard of in other school districts. Trustees directly determine such personnel issues as whether a particular teacher's transfer request will be approved or which teachers will teach what grade and where.

Educational and professional decisions made by non-educators didn't, and don't, stop there. One parent reported that the board had met to discuss her child's truancy problems. Parent and child sat in attendance while the trustees pored over the student's file, contemplating expulsion. In what will surely become a legendary comment (remember, this is the school district that shut down schools to avoid a disruption to education), one trustee leaned over to the child and asked, "But if we don't expel you, how do we know you'll go to school?"

Issues of staffing and control assume enormous importance to the board. These are not only *personnel* issues; they are *personal* issues to a board used to hands-on, proprietary control. One long-time school-board employee, a CUPE member, explains, "the trustees have nothing else to do. They have to justify their existence."

There is much to be said for this view. Southern Okanagan's seven trustees govern a school district consisting of four elementary and two secondary schools located in three towns (officially, villages) linked by a major highway, a 20-minute drive from one community to the next. The entire district is an easy drive from the adjacent larger district of Penticton, with which, some say, SD 14 should merge. Maintaining Southern Okanagan as a separate entity, it is suggested, fosters empire-building.

Empire builders, wherever possible, expand their empire, and SD 14 may be no exception. With six schools, a combined teaching and non-teaching staff of fewer than 200, trustees have hired a management team consisting of a superintendent, an assistant superintendent, a secretary-treasurer, an assistant secretary-treasurer, a payroll supervisor, a maintenance supervisor, a director of special education, and two confidential secretaries.

Surely the electorate would have something to say about the costs of maintaining such a top-heavy regime. The problem is that the trustees of SD 14 are rarely elected.

## Quotes of note

"That the Retired Teachers' Association Executive expects its members and advises all retirees to honour local association picket lines and to refrain from engaging in any educational or teaching assignments with school districts and community colleges during a teachers' strike."

*Retired Teachers' Association  
Executive meeting,  
September 26, 1990*

The school board that locked out teachers as a first resort, closed down the schools for a month, allowed (and perhaps encouraged) the exodus of students to other jurisdictions, split up families, pitted parents against teachers, drove native parents and students to form their own band school, launched a vicious campaign against teachers in the community, and plunged the district into a possible financial crisis, was not elected by anyone. In a district where individuals declare themselves candidates, are unopposed, become trustees, and remain trustees until they decide to vacate the position, accountability derived from getting elected and staying elected just doesn't exist.

In this context, trustees saw teachers acquiring collective bargaining rights and seeking to assume participation and control over working and learning conditions as tantamount to insurrection. According to Frances Bula, of the *Vancouver Sun*, trustee Walter Davidson observed that that sort of thing was all right for "teacher-friendly" boards. But it's not all right for the Southern Okanagan.

*The issues the board consistently identified at the bargaining table as THE issues have nothing to do with money... but, transfer rights, temporary assignments, access to positions, and protection of teachers' jobs.*

After a month of lockout and intensive bargaining, the board seemed to realize just what size tiger it was riding. Having vowed it would never open the schools until the contract had been settled, its lockout became a "lock-in." The board was locked into its own ultimatum, unable to force a collective agreement through the lockout, unable to lift the lockout without a collective agreement. Hoisted on its own petard, it faced with every passing day, fewer and fewer students in the district, threatened decline in revenue, and a SOTA bargaining team that would accept no contract unless it guaranteed no layoffs.

As well, SOTA would not back down on such key issues as class size, contracting out and restrictions on teachers' assistants. By October 1 the SOTA team learned that board negotiators didn't want to be first after all. They wanted to be last. Finally, overruling its own bargaining committee, the board announced the lifting of the lockout. Teachers responded by doing exactly what they said they would do — they met to arrange the return to school to begin the school year.

Teachers returned to work on October 3 as united as they were throughout the lockout. They had not wanted to be "first" in the province, but they were, and are, determined to negotiate nothing less than a fair collective agreement.

The board's misuse of its lockout powers may result in a significant loss in student enrolment. Faced with the spectre of layoff, the SOTA membership unanimously passed a motion the day before returning to work: "That if any SOTA member is issued layoff notice, SOTA will strike as soon as legally possible."

If anything is clear from last month's ordeal, it's this: *When the teachers of the Southern Okanagan say something, they mean it.*

*Sharon Yandle is a BCTF bargaining staff person.*

## Considering Nicola

Perhaps the best illustration of the kind of employer the teachers of South Okanagan are up against is the district's treatment of one teacher who applied for a position in School District 14.

Nicola, a 22-year-old teacher with one year's experience in the Fraser Valley, received a verbal offer of appointment on August 30 to the South Okanagan School District for the 1990-91 school year. She was assured by a school-board official that although lockout notice had been served on the teachers, the chances of a lockout's occurring were remote and she should prepare her new classroom at Osoyoos Elementary School.

But the first day of school, the board locked out the teachers and refused to let the new school year begin. Faced with a verbal job offer but locked school doors, Nicola accepted the offer of a position in the neighboring district of Penticton, which confirmed the offer in writing.

Then the trouble began. When Nicola told School District 14 she had accepted an appointment in Penticton, she was met with the news that despite the board's refusal to open the schools, she was *required* to accept the position offered in the South Okanagan. By Nicola's account to SOTA President George Taylor, the assistant superintendent didn't mince words: *You teach here or you teach nowhere.*

Later, at the SOTA office where Nicola had gone to seek help and advice, the superintendent appeared with a lecture on ethics and a written contract of employment, which Nicola was told to sign — now.

At about the same time, she was also informed that the Penticton School District had apparently withdrawn its job offer.

Not surprising, Nicola was upset beyond measure. She had moved to the Okanagan, where her fiancé is employed. She'd had a verbal job offer but faced locked school doors. Still another,

written, job offer, which seemed to have disappeared. School-board authorities were implicitly telling her to sign on the dotted line or be unemployable throughout the province. The first day of school had come and gone.

SOTA quickly called for assistance from the BCTF bargaining staff and legal services. In response, the federation staff lawyer reminded the Penticton School District of the legal obligations inherent in a written offer of employment, and prepared to inform the South Okanagan School District that any attempt to interfere with a lawful contractual obligation between a teacher and another school district would be met with a lawsuit.

Penticton District Teachers' Association President Dave Swanson then picked up the ball.

To its credit, the Penticton district lost no time in honoring its obligations. The next day, Dave met Nicola for breakfast, and after a meeting with Superintendent Stewart Ladyman, escorted her to a welcoming Naramata Elementary School.

Although a substitute had been arranged to allow her time to prepare for her new position, Nicola chose to start teaching immediately — not surprising for someone who, in acknowledging the flowers and well wishes SOTA sent to her, enthusiastically replied, "I'm going to work so hard this year, I'll be the best teacher ever."

Small wonder that SOTA's bargaining team members shake their heads in disbelief at the board's stated reasons for rejecting employment rights for current teachers: "We will never agree to anything that prevents us from hiring the best teachers."

How establishing a reputation as the worst school district in the province is going to attract the "best teachers" is a mystery to SOTA. But, considering Nicola and the way she was treated, one thing is clear — *The teacher who wants to become "the best teacher ever" won't be teaching in the Southern Okanagan SD.*

*Sharon Yandle*



*Financial support for the SOTA teachers has been generous. Shown here, Carroll Whitwell (Vernon president) makes her local's presentation to Joe Konkin and George Taylor (SOTA) at the September 29 RA.*

*Alistair Eagle photo*

# Highlights of the Representative Assembly

Major decisions of the fall Representative Assembly held in Vancouver on September 29, 1990:

**SOTA Lockout**  
Several motions were passed in support of the teachers locked out in South Okanagan, and the delegates demanded that the Minister of Education refrain from partisan involvement in the South Okanagan lockout.

**Political action**  
A motion was passed encouraging teacher involvement in school-board elections, recommending that teachers support candidates who support BCTF policy on education change, the mandate for public education, education finance, and bargaining rights.

**Reserve-fund charges**  
The delegates approved an additional \$90,000 to cover support for locals in excess of the amount approved at the May 1989 RA. Delegates defeated a motion that up to \$150,000 to pay for public-relations activities related to the fall strategy be charged against the reserve fund.

**BCTF building report**  
A full report was authorized on renovations and other options to meet BCTF facility requirements for consideration at the November 30-December 1 Executive Committee and for a report to the winter RA, February 1-2, 1991.

# BCTF strong three years after Bills 19 and 20

ust three years ago, the teachers of B.C. withstood a major attempt by government to divide the BCTF — we organized to stay a united body of teachers in all our areas of concern: professional, social, and economic. So how are we doing? Five significant organizational themes/directions tell the story.

**1. Strong locals**  
The annual BCTF spending on president-release-time grants to locals has increased from \$275,000 (1987-88) to \$1,200,000 (1990-91), allowing more time for local association presidents to do local business. An annual seminar for presidents and an ongoing Local Presidents' Advisory Committee have also increased support to presidents.

**2. Increased training and services**  
Local associations have been further strengthened by significant increases in our resources for training local officers. This year, for example, we will provide training through provincial conferences or schools more than 1,000 BCTF members compared to about 600 in 1987-88.

In staff-representative training, we have increased our number of trainers from 25 in 1987-88 to 55 this year, and we have

budgeted twice as much money for this training than three years ago.

**3. Increased membership involvement**  
We have changed and adapted our committee structures and our training programs, increasing the level of membership participation in federation committees and training programs from 244 members in 1987-88 to 413 this year.

**4. Enhanced role for PSAs**  
We have brought our provincial specialist associations into the mainstream of the political life of this organization. With a stronger, more active council of PSA presidents, new PSAs every year, and increasing voluntary membership, PSAs have been playing a vital role in our education-policy work, including work on interministerial protocols and teacher education.

**5. Financial and organizational stability**  
After five or six successive years of deficit budgets, we are moving toward a balanced operation, taking a major look this year at our service levels and local and member expectations.

The BCTF remains ready to respond to teachers' issues and to adjust services to meet needs. Watch for information in the November *Teacher* on how you can participate in the *BCTF Service Levels Review*.



Ken Novakowski  
BCTF president (at September RA).

# Year 2000 knocks at Intermediate and Graduation classroom doors

by Brent Hocking

he recent publication of the new primary program documents moves the Year 2000 initiatives another step closer to final implementation. The December 31 deadline for responding to the intermediate and graduation program drafts represents another major challenge in the process. Unless some of the questions nagging teachers are addressed, the school programs currently being overhauled at Victoria's drydock may not get under weigh.

Some teachers have found the government's tight scheduling to be "too much too soon." Others have found the Year 2000 paper to be overly ambitious. Yet, change goes on. The opportunity to help shape events is before us.

We teachers are being asked to imagine the long-term effects of our actions on the children of tomorrow. Taking that long-range view is difficult with days packed with lesson planning, professional development activities, and microwave lunches.

Formulating thoughtful responses to the new program draft requires time. But what are the alternatives? Aside from the ories of social responsibility, our experiences as professionals should be clear enough to keep us from remaining silent or falling into complacency. More reassuring is the fact that responses to the primary-program documents were all read by ministry teams and helped to produce a number of positive changes.

Following the example of our primary colleagues and being mindful of the December 31 deadline, different groups of teachers around the province are already studying the intermediate and graduation programs. A committee of teachers was formed in my district, Richmond, to address questions raised by the new documents and to provide a support network for school-based activities. Other districts are taking a more formal approach to program implementation and are including members of the public and administrative personnel in planning and work teams.

Discussions generated by such committees bring to the surface vital concerns about public schooling. While intermediate and secondary teachers do share with their primary counterparts many common experiences, they identify other issues pertaining to specific grade levels. Reflection on these items will require particular attention when writing to the Ministry of Education.

What will the new curricula look like? How will continuous learning be extended to the intermediate and graduation levels? Will this be compatible with the proposed provincial exams and the five learning options available to graduation students?

Answers will also require decisions about school organization and pupil evaluation. How will integration of subjects affect student and teacher roles and responsibilities? Will such changes compromise the integrity of each subject? What organizational strategies can ensure a smooth transition from one program to the next?

As far as assessment and evaluation are concerned, how will the absence of letter grades affect student motivation? Is it necessary to standardize ways of collecting observation data among different teachers at the same level? How will parents, universities, and school systems outside our province respond to such evaluation procedures?

Many of these questions are complex and may require creative solutions. As teachers responding to the new programs, we must keep an open mind and be prepared to offer choices that may have seemed impractical when we attended school. We must also respect the diversity of human thought and recognize that consensus may not be possible in all areas.

Analysis of the Year 2000 programs should be thorough but systematic. In addition to writing notes in the documents, you may also wish to record the highlights of your findings on forms of your choice with categories such as *strengths, concerns, and recommendations*, when focussing on the language and concepts of the program drafts. When it is time to collate your reflections into a final response, be sure to follow the ministry's outline for that purpose. Specific examples, cross references, recommendations, and a terse writing style will all help to clarify your comments.

The process of change before us now will take more time, careful planning, and adequate support services to be successful. The ongoing participation of teachers in this process is essential. I am encouraged by the affirmative actions and communication among our colleagues, developing a broader view of education beyond their own classrooms. Although the last few weeks before December 31 will be busy, we may be able to prepare the new programs for their maiden voyages after all.

*Brent Hocking, a teacher at James Whiteside Elementary School, Richmond, is currently serving on the district's intermediate and graduation implementation committee. He is also a member of the Teacher Advisory Board.*

# VIGNETTES FROM HISTORY

# Canada's separate schools

by Mary Ashworth

Father Lejeune, supervisor of Jesuit Missions in New France, to his superiors, 1632: "I have become a teacher in Canada: the other day I had a little savage on one side of me, and a little negro or moor on the other, to whom I taught their letters . . . The little negro was left by the English with this French family which is here." That young Madagascan boy is believed to have been the first to live in Canada. He was brought to New France in 1628 when about seven by privateer David Kirke and sold for 50 half-crowns to a French clerk, who, in turn, sold him to Champlain's master-builder. He was named Olivier after New France's chief clerk and Lejeune after Father Lejeune, who baptized him. In 1637, he became a freeman, and he worked as a domestic until he died in 1654.

Slavery grew slowly in Canada, since no large plantations required year-round intensive labour. One of the first recorded slave sales took place in Halifax in 1752. Advertisements such as the following appeared in local newspapers:

James Flay  
Has for Sale  
A BLACK BOY, fourteen years of age, in full vigour of health, very active, has a pleasing countenance and every ability to render himself useful and agreeable in a family. The title for him is indisputable. [*The Royal Gazette*, Saint John, NB, September 19, 1786].

Five waves of blacks have entered Canada: those brought as slaves; black loyalists from the American War of Independence; refugees from the war of 1812; fugitive slaves prior to the American Civil War; and, after World War II, blacks from Third World countries, particularly the West Indies.

Canada discriminated against adults in employment and housing, and against children in education. In 1784 a philanthropic organization, known as The Associates of the Late Dr. Bray, began opening schools in Nova Scotia in order for black children to be "properly instructed in the principles of Christianity and that the great and necessary duties of obedience and fidelity to their masters and humility and contentment with their condition" would be impressed on their minds.

In 1811, the Nova Scotia Assembly passed an act to provide grants to communities that had built a schoolhouse, found a teacher, and raised £50 through taxation. Most black communities were too poor to obtain the grant. The school act was amended in 1832 to allow grants of up to £70 a year to districts that could not afford to open their own schools. In 1836, the Board of School Commissioners used some of the money to open the act to open schools for black children, even in places where a common school already existed through the act.

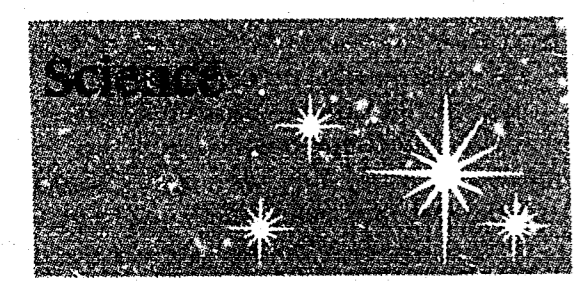
was now segregated. The abolition of slavery in the British Empire in 1833 did not necessarily mean that children of slaves were to receive an education equal to that of the children of their former masters. During the late 19th century, the Nova Scotia government denied petitions presented by blacks against segregated schooling. The Nova Scotia Education Act of 1918 allowed school inspectors to recommend separate schools for different races, but where black schools did not exist, black children could not be excluded from the public schools.

Segregated schooling was well established in Ontario by 1850, when the Ontario provincial legislature passed the Separate Schools Act. Egerton Ryerson had suggested in 1847 that blacks have separate schools because of the intense prejudice against them. He reported that in spite of efforts he had made to change people's attitudes, "the prejudices and feelings of the people are stronger than the law."

Segregation became the topic of editorials in 1862. *The Leader* used the following quotation from a report drawn up by the London Board of School Trustees to make its case: "When educated apart, they [black children] will not be educated for evil; they will not have some of the worst passions of the human heart called daily into play and thus strengthened by exercise; they will have no taunts and insults to remember; and when they enter life as men, they will be enabled to meet their white fellow-citizens without a single acrimonious feeling, arising from the recollections of wrongs suffered or injuries retained." A member of the black community replied early the following year in *The Globe* by saying, "It is a fine singular man in Toronto, where we have a much larger population, and one, too, I have no doubt, quite as intelligent and refined as in London: the coloured and white children go to the same schools together, and we hear of no such complaints and bickerings here. The very reverse is the case."

Some blacks brought court cases on behalf of their children against various boards, but often they had neither the money nor sufficient knowledge of the law to bring them to successful conclusions. But as the years passed and public opinion slowly changed, more and more black schools fell into disrepair. In Nova Scotia, the reference to race was finally dropped from the Education Act. In 1954, ten years later, Ontario's *Education Act* was amended to allow black children to attend public schools. In 1963, Ontario's *Education Act* was amended to allow black children to attend public schools. In 1963, Ontario's *Education Act* was amended to allow black children to attend public schools.

# Curriculum currents



Twelve space-science educators from Canada recently participated in a 1990 Space Science Seminar at the Johnson Space Center in Houston, Texas. B.C. educators selected for the 1990 Space Science program were Gary B. Crawford, principal of Seaforth Elementary School, Burnaby; William C. Ferraro, science teacher at Seaquam Secondary School, Delta; and Audrey H. Lundie, teacher-librarian at Seaforth Elementary School, Burnaby.

At the seminar, sponsored by NASA and ICASE (International Council of Associations for Science Education), Canadian teachers were joined by 12 space science educators from the United Kingdom and the southern United States for an intensive week-long aerospace workshop.

It is the only international educators' group given a workshop by the Johnson Space Center. The group had presentations and tours of the Johnson Space Centre, NASA's main astronaut training facility and the focal point for the U.S. manned-space-flight programs. Participants talked with NASA engineers and scientists about the latest research and development in the U.S. aerospace program. The workshop included, touring Mission Control Centre, the Lunar Sample Facility, Ellington Airfield and full-scale mockups of space station *Freedom* and the space shuttle orbiter. The group had briefings by experts in spacesuit design, the Canadarm technology, space food, crew health, and

the physiological training of the astronauts.  
*Audrey Lundie, teacher, Burnaby*

## Music

B.C. Music Educators' Association is entering this school year full of anticipation. Many projects and new developments are under way.

1. The association hopes committed, willing, and dedicated people will seek positions on the fine arts advisory committee.

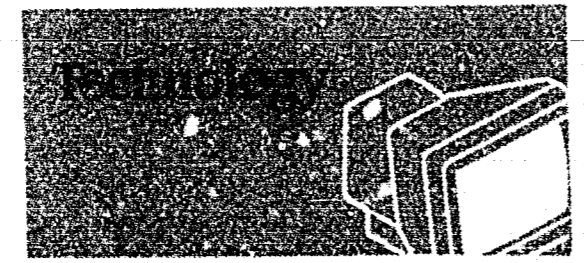
2. Responding to the Teacher Education Review is an opportunity for input to the training of teachers in the arts.

3. With the implementation of the primary program, BCMEA is looking for teachers who have begun integrated music programs. The association wants teachers to evaluate the results. Let BCMEA know how you are doing; integration is a key issue. Also, through curriculum grants, the BCMEA wants useful materials prepared for teachers to use in integration and other areas too. New resource materials from last season's grants are available from the BCMEA resource center. Contact Brenda Wallace (985-5722), or check the latest BCMEA newsletter.

4. Each chapter has been requested to discuss and prepare a response to the new intermediate and graduation programs, focussing on the fine arts and particularly, music. The BCMEA executive will also be submitting a response.

5. Ensemble '91, BCMEA's February conference, is in the final stages of organization, and the association urges participation from teachers Year 1 through university.

6. Another exciting professional development event, the biannual Canadian Music Educators' Conference, Pacific Sounds '91, is being held in May 1991 at UBC. The theme is multiculturalism — past, present, and future.  
*Brenda Wallace, BCMEA*



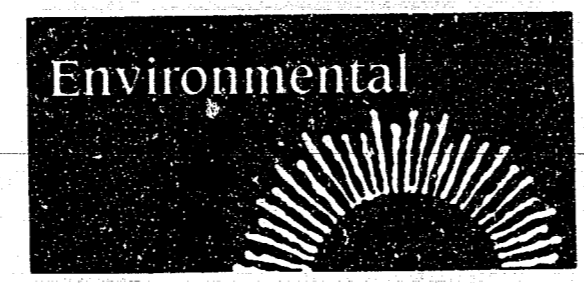
The B.C. Technology Education Association (BCTEA) is happy to announce that revision of the industrial education curriculum is under way. A committee of 10 was jointly selected by the ministry, the BCTF, and the BCTEA.

The committee will be guided by Jack Miller, Practical Arts Strand co-ordinator, Ministry of Education. Committee members are Steven Anderson, Kaslo; Chris Bastone, North Vancouver; Judith Doll, Surrey; Dave Fraser (Chairperson), Burnaby; Les Hall, Kamloops; Tim Kenyon, New Westminster; Ken Kiewitz, Quesnel; Andy Kovich, Revelstoke; Peter Trant, BCIT; and Graeme Wilson, Chilliwack.

The committee met in August to meet members of other curriculum committees and to discuss aims, philosophies, objectives, and attributes of technology education. Meetings begin again in October to develop new curriculum for Primary and

Intermediate, and to draft new curriculum for upper intermediate this year. The following year the committee will continue developing curriculum for the Graduation Program.

The response draft will be mailed in February to all teachers, and it will be rewritten in May.  
*Les Hall, president, BCTEA*



The Environmental Education Provincial Specialist Association is calling for submissions. The environment is in crisis; education is the key. What are you doing in your classroom and school to support a healthy planet? Tell EEPFA about your recycling efforts, awareness campaigns, field-trips, outdoor adventure programs, outdoor-school experiences, enhancement efforts, environmental-studies courses, or what you are doing in your classroom to make the earth breathe easier.

Cite the age or grade group, the duration of the experience, the goals or aims, the type of site used, how children, parents, teachers, and the public are involved, and anything else you'd like the association to know.

Address a short one-page summary to Roger Hammill, Box 149, Errington, BC V0R 1V0, or contact Roger Hammill by phone, 248-5347, or through SFU Net.  
*Roger Hammill, president, EEPFA*

## Quotes of note

"No education is worthwhile if it does not enhance the quality of life — give more people a chance to live more decently in a more decent world."  
"Unless teachers are genuinely

convinced that they are being shown a better way of meeting the needs of their students, no attempt at reform will succeed, or will it deserve to succeed."  
*Norm Goble*

Second in a series of articles on education and the future of the intermediate and graduation school population.

## John Goodlad, educational traveller

### RETURN TO UBC

by John Hardy



## College of Teachers

### Review of teacher education

The teacher education review is proceeding quickly. After the favorable response to Forum I held in June 1990, where representatives of the Faculties of Education, the BCTF, and other interested groups discussed major issues in teacher education, the college is planning Forum II, to be held on October 27, 1990. At that forum, representatives will discuss key issues for B.C. and the collaboration between the faculties and the profession that needs to be encouraged for teacher-education programs to prosper.

As part of the review, the college is sending a questionnaire to thousands of B.C. teachers in October. The survey gives practising teachers an opportunity to comment on their teacher preparation, including the academic, professional, and practical elements of their programs. If you receive the questionnaire, complete and return it to the College of Teachers. We will make the survey as broad and reliable as possible.

### 1990-91 Fees

The 1990-91 college membership fee is reduced to \$40. You are encouraged to have the fee deducted from payroll on October 31, or you will have to make direct payment to the college.

Your membership in the college is suspended if you haven't paid the annual fee by December 31.

If you receive long-term-disability benefits through the BCTF (or equivalent) plan as of October 31, 1990, the 1990-91 fee is waived.

### Reinstatement fees

The College Council has again reviewed reinstatement of membership fees. If you automatically became a member of the college but did not pay membership fees in 1988-89, you will be placed on the college register when you pay the current year's membership fee and a \$50 processing fee in lieu of outstanding fees. If you had a reinstatement processed for the 1989-90 membership year and paid \$150, you will be receiving a refund of \$50 from the college.

— Doug Smart, Registrar

In the manner of the ancient mariner, John Goodlad came home to UBC this month carrying an albatross.

It is called teacher education.

Goodlad has been in teacher education since 1939 when he was a 19-year-old student at Vancouver Normal School. As a graduate of UBC, he was invited to participate in the university's 75th birthday celebrations this October.

"UBC and I are close in years," he told an audience of 500, most of them teachers, who had come on a wet evening to hear this eminent educator. He didn't dis-

*There is a low cloud of what Goodlad termed "prestige deprivation" over the teacher education enterprise... It shares the history of "Second-Hand Rose" with the occasional "Yankee Doodle Dandy" thrown in.*

appoint, giving the audience a summary of five years of research into United States teacher-education programs and providing a glimpse of his impressive plans for the renewal of those institutions.

He may well succeed with his reform movement. He appears healthy, alert, enthusiastic, full of piss and vinegar, giving his talk with the aid of notes.

So while he sketched a distressing picture from his travels through the academic wasteland called teacher education, stabbing his finger into the air all the while for emphasis, he also offered hope to teachers. He has a strategy he is even now implementing for change. Or, as he would call it, renewal.

Renewal starts this year at the University of Wyoming and at the University of Washington. Twenty school districts will reconstruct teacher education, with funding and technical support from Goodlad at the University of Washington.

The object is to build bridges between school and university; for Goodlad and his research team found in their travels across the United States that teacher education exists as shadow faculties of adjunct, part-time professors who give the bulk of their attention to graduate work.

A low cloud of what Goodlad terms "prestige deprivation" hangs over the teacher education enterprise. In most prestigious universities, teacher education is held in low regard. In talking with 30 university presidents, Goodlad found not one who saw teacher education as anywhere near the top of program priorities. The history of teacher education, he says, is the history of *Second-Hand Rose* with the occasional *Yankee Doodle Dandy* thrown in.

Students drift with little peer socialization, little coherence in their program, and little commitment to teaching. In other professions, Goodlad notes, class is very important. In law, for example, students will already be identifying themselves as class of '93, or '94, and later people will ask what class they graduated in. Not education. "No class," Goodlad commented.

"We discovered students two weeks into their program who did not have a placement yet. Students were literally driving up and down the highway, going to schools and saying, 'will you take me?'"

Why is teacher education so poorly regarded? Goodlad offers a number of explanations. Teaching from the beginning was identified as a female occupation, at a time when females were not regarded as intellectual. As well, there was no passing along of a body of law, of understanding, and normal school was viewed as a place to supply quantity not quality.

But teacher education may have languished over the years because of another finding by Goodlad: Not one single report on education since 1892 has tied schools and reform of teacher education together.

Put another way, no educational reform movement in the past 100 years has touched teacher-training institutions. Accordingly, Goodlad decided early in his research that it would be fruitless to try to determine how well teacher-education institutions were fulfilling their mission. Teacher education does not have a mission. It is not tied to schools.

If education-reform movements have left the faculty of education untouched, they have certainly touched schools and not always for the best. Goodlad spoke of a profession shackled by state regulations difficult to deal with but not so tyrannical as district bureaucracies.

Competent teachers, he found, were having to cheat to perform as they thought they should. One of the more discouraging findings, he said, for both Canada and the United States, is that schools operate within a technocratic model of education. "Much of what is going on is how to get through Monday morning. There's little discourse at the level of how to assure equal opportunity for every child who comes into the school."

Indications are that the technocratic structures will pinch even further. Goodlad predicts that by 1993, U.S. teachers will be declared professional after three years when they reach a certain standard on a national test. "I wonder what my performance would have been if I had come out of Vancouver Normal School and seen that test hanging out there. How would I have spent my time in the first three years?"

"I think I would have spent my time preparing for that test, rather than embedding myself deeply in the complex layers of teaching diverse young people, getting to know their parents, getting to know their problems, their capabilities."

Here in B.C., where the Ministry of Education increasingly enters the

management of teaching, his warning is timely.

How will Goodlad offset these ominous trends? His National Network of Educational Renewal begins this year with the work in Wyoming and Washington. His renewal will create a centre of pedagogy in the universities, staffed by committed professors, who choose to spend more than 50% of their time preparing teachers.

Included in the faculty is a critical component from the surrounding school where students are placed. There is an identifiable faculty, an identifiable point where students declare themselves committed to teaching, an intensive selection and interviewing process "which surely allows us to select our future teachers as carefully as we select our babysitters."

Goodlad defends this centre of pedagogy saying: "If there are people in the audience who think the only thing you need in order to teach is a degree in the subject you are going to teach, then I sentence you to six weeks in a first-rate classroom!" There, he maintains, you will see the enormous complexity of what is called upon in teaching, and you will realize that we haven't really given pedagogy its due, have never given it a chance.

We have long maintained, through BCTF Professional Development that good theory will give good practice, and good practice will influence theory. We should monitor Goodlad's program carefully to help us influence our own universities. We

*One aspect of Goodlad's teacher education renewal involves the creation of a centre of pedagogy in the universities, staffed by committed professors, who choose to spend more than 50% of their time preparing teachers.*

should seize the current opportunity as the College of Teachers reviews teacher education in B.C.

John Goodlad understands teachers, the constraints they live within, their hopes, and their satisfactions. He has kept the faith with classroom teachers, throughout his distinguished career, which includes nine honorary doctorates, more than 200 articles, and 11 books. Those who came to hear him appreciate not just his ideas and insights, but the human conversation that he insists schools and teachers and students are all about.

John Hardy is a retired BCTF staff person and former teacher.

## BEHIND THE HEADLINES

# The First Nations' story

by Maxine Pape

Information about First Nations' people and our goals has been presented to government over and over again by our leaders since the first European contact. Why, then, does little information about first nations' people (from our point of view), reach teachers and students?

The government sees itself as the colonial administrator over a dying race that refuses to die. Government policy minimizes our rights to the degree that they don't infringe on existing Canadian institutions. There is no place for first nations' people in Canada except to be excluded this way.

First nations' people are understood through anthropology and museums. The arts recognize some carvings, drawings, crafts, and an occasional dance group. First nations' voices are not heard in Canada. The Honourable Prime Minister and the Honourable Premier of Quebec both honored the Oka crisis by taking their holidays.

Right now, all our institutions gain their legal status from the Indian Act, a piece of colonial legislation. What future does colonial law offer our people?

What is at stake at Oka? Our lives! Not just the Warriors' lives. Our lives and the lives of our children and grandchildren are at stake. This political neglect sets the stage for Canada to legally avoid the real solutions. In the absence of sovereign first nations' institutions, we suffer the consequences of bending our nationhood out of shape. It is legal to remove our babies from their families and withhold resources from first nations' institutions that could

prevent this disaster. It is legal to educate the cultural values out of a people, and not extend resources to deal with our 80% secondary school dropout rate and 75 to 90% unemployment level. It is legal to put welfare in the place of land and resources for food, shelter, and livelihood. It is legal to copyright our names, our crafts, and our stories, from which we gain our identity. It is legal to desecrate the graves of our ancestors for freeways and golf courses. In Canada, we do not recognize first nations' ceremonies as legal for naming, marriage, burials, and educational degrees.

It is important that educators in this country know who first nations' people are, what our situation is, and how we define justice for ourselves.

Every educator I have ever known who has learned anything of the lifestyle, values, and culture of first nations' people, has always asked, "Why is this such a well-kept secret?" The power and beauty of our ways and beliefs speak for themselves, and they speak for us. They are us. This is who we are.

We struggle to make a place for our people and our institutions, to put in place what we need to survive, to flourish as a people who live with the values of our ancestors, to flourish with institutions that answer your questions:

What do you mean by first nations' education? What do you mean by first nations' laws? What do you mean by first nations' government, and what would be the jurisdiction of that government be?

What Oka represents to me and to many other first nations' people is NO. We cannot go on this way. We cannot continue to be adversaries with everything around us all the time and in every way. NO! NO! NO!

Many quote Chief Seattle: "What happens to the land will surely happen to us." Do we say things like: too bad, he's gone now or all those values departed with Chief Seattle? First nations' people still live by those values. We walk in the footsteps of our ancestors.

Have Elijah Harper or the Mohawk Warriors made a difference in this country? First nations' educators and parents wonder. What have you learned about Canada, about first nations, about yourself? Behind those headlines, behind the politics, invisible from your view, are our lives, our families, our social order, our sacred land — all subjected to legal attack at worst; relegated to museumry at best; and ignored as illegitimate, most of the time, by Canada's laws.

Many well-meaning teachers in B.C. want to help their first nations' students, but they don't know how. In order to understand this problem, it is important to understand the issue of appropriation first. Appropriation is an issue on the rise in Canada. It is defined as the absence of our identity in the institutions and cultural definition of our country. Our identity is replaced with studies by outsiders who define us and feed this image out to the general population usually for profit. Appropriation effects every child, every parent, and how they feel toward school. Remember, ALL your curriculum was designed without first nations' children in mind. Almost all important first nations' values are excluded from the school experience. Why is there no validation for people of color in this country's expression?

Assume that the answer to educational problems for first nations' children are best given by first nations' people. Assume that information about first nations' culture for the school system is best given by first nations' people themselves.

Witness the small first nations' child, that smart, thriving, open little person when he/she goes to school expecting to love school, expecting to make new friends, expecting to find a person of knowledge and skill to educate. What happens?

You teach to the norm. You know nothing of this child's culture, that carefully placed inner identity that is ready to flourish in your surroundings. In the world

where you are boss, where you have the authority over every inner crevice of being, this child is small, this child was my father, my cousin, my daughter — it was me.

What fear we felt! Write this . . . Draw that . . . What is this? Read this . . . What does it mean? *What does it mean? I don't know. I don't know, it has nothing to do with me.*

*No, I don't want to go to school anymore. You have to, everybody goes, it will be all right. You'll see.*

Didn't you do your drawing? Here let me show you. See this picture? Isn't it nice? Sammy tried, colored in the lines.

Do you know the five food groups recommended for a good diet? NO. You are not paying attention. You have to listen. You cannot learn if you don't listen.

Well, I know you can do better on your next report card if you just try. I can't ask you to do any more than just try.

*What does it mean? I don't know, I don't know, it has nothing to do with me. What has happened to me? I can't help it, I drag my feet. I don't rush out the door to school, I feel bad. I think maybe I'm dumb. No, maybe the teacher doesn't like me. I can't seem to do anything right.*

*Mommy, I don't like school. My teacher doesn't like me. She always gets mad at me . . . Did you have a bad day? Here, help me with supper, we're having duck soup tonight with nice hot bannock, your favorite. Tomorrow it will be all right. You'll see.*

This is not simply an issue of racism or cross-cultural programs. It is an issue of self-determination. We will not survive with your system alone. Sovereignty means controlling our lives, using our share of our natural resources. We invite teachers to reinforce our efforts in communities everywhere.

Maxine Pape, a native educator and member of the Nanaimo Band and Saanich Nation, is currently working at En'owkin International School of Writing in Penticton. She recently spoke to the Program Against Racism Summer Conference.



# Pedagogical silence as a mode of being with students

by Jack Law

Will Rogers once said, "If you're talking, you're not learning." A slight exaggeration but what makes listening so important to learning? The true meaning of listening suddenly surfaces — it is silence, the silence necessary truly to hear the self and others.

We talk to express ourselves — to help me understand who I am, and to tell others who we are. If we are constantly talking to self and others, however, who is there to listen? How can we know if we are making any sense? Often, as we talk with others, we hear only the words that they are saying. In listening, we suddenly think of something we wish to add to the dialogue, or some point with which we find fault. In this thinking of what to say there is a not-listening to the other. Similarly, in reflecting on our own motives, thoughts, or actions, we interrupt our reflections to accuse another or to add a point to justify an action. Again we are not truly listening to the self because we are also talking. None of this talking/non-listening is wrong necessarily, as long as we do not think of it as truly listening. Silence allows us to make sense of the talking. Silence allows us to learn of ourselves and of others. Silence is the foundation of being, the essence of self.

This self does not respond, but allows us the time and space to make our own responses. Yet, it is not a passive silence; it is a very active voice. As we question who we are, what we think, and what we do, this silence is our guide. It is our line of self truth drawn through struggle and time. It will accept no lie. But to neglect this silence is to do ourselves and others a great disservice. For if we cannot hear ourselves, can we truly hear others?

I had occasion to re-learn the value of silence several years ago when I gave my English 12 class a public-speaking assignment. Lorna was a top academic student, a basketball star, and an excellent horsewoman with honors in several competitions. She was always talkative and animated, and it was with genuine surprise that I received her request to be let out of the public-speaking assignment. Quietly, nervously she came after school to make her request. She said simply, "I can't." I laughed and said I'd always had a problem with public speaking, too, and the fact that I did it every day made it no easier. It was her turn to be surprised. So we talked about what made public speaking so difficult and how we might accommodate some of her concerns. I gave her all the reasons for seeing public speaking as a valuable experience — she said seeing her throw up wouldn't really be a valuable experience for the other students. After considerable discussion (we both

talked — who was listening?), we decided that Lorna would give her speech privately after class, with three friends she would choose. I was puffed with professional pride. I felt I had given where needed and had gained a great deal for Lorna. But in reflection, Francis Bacon echoes soundly: "Be so true to thyself, as thou be not false to others." In listening to Lorna, I had broken this cardinal rule of pedagogy. I had not listened with true silence and did not hear what Lorna truly said. In telling my own story instead, I was "false" to Lorna. I had imposed my needs on her. My need to tell her it was all right to be afraid superseded my hearing the true expression of her fears. Matthew Arnold's words also ring clearly in reflection. In *The Buried Life* Arnold wrote:

"And long we try in vain to speak and act our hidden self, and what we say and do is eloquent, is well — but 'tis not true."

In talking to Lorna, I forgot to listen silently. I talked as I listened and although I heard her words, I failed, in the chaos of my own words, to hear her true meaning. I was too busy telling my own story. My words and actions were "not true."

Next morning, Lorna arrived early to class — something out of character for her. Again, I ignored my inner self, my true silence. She said she had decided to do the speech in class after all. I hailed myself a hero for my good work. I magnanimously allowed her to do the speech that day, but the next day she came to class early, this time to say again, "I can't." I was not ready to lose my hero status and refused to listen silently. I chose to make light of her anxiety. She persisted, talking as quickly as she could and giving all her reasons in a rush of words, and I could see in her eyes that nothing I could say would change her mind. The mantle of hero fell. Without thought or tact, I flipantly called her "wimp."

The silence that fell was a silence of no sound, of no breath. It was the silence of time stopped, a silence of pain. Tears sprang instantly to Lorna's eyes. She had asked me to listen and I had insisted on talking. I had not allowed her to be heard. As Lorna rushed from the room, silence remained.

My failure to be silent (to listen truthfully) was jarringly apparent. From the very beginning I had refused to be silent. When I had laughed at Lorna's fears, it was a laughter out of tune with my inner self. It should have been my first warning that I was listening not to Lorna but to me, and remembering my struggles with public speaking. I was listening to my story, not to Lorna's. She had asked not for answers, but for time and space to find her own understanding. All her previous experiences with public speaking had been negative (some violently so), and she needed the thoughtfulness and tacit support she felt I would offer.

## Silence as true pedagogical being

What then is the silence that is true listening? It is the silence of the inner self, the silence that knows. "This is who I am. Beyond this point I will not go." It is the self that needs no expression because it has been forged through daily struggle. It

is not a hidden self, but one which, although it needs no expression, is the expression of the very essence of *who I am*. It is the self that in silence can truly listen to the questions of the outer self — that self which must face the world and respond. By truly listening in silence, this inner self allows us to be heard as we struggle with our daily thoughts and actions. It does not offer answers; it simply is. This silence as a mode of being allows the outer self the time and space to find the answers to the questions it posed. The two selves, perhaps only briefly, become one as the outer self resolves the conflict of daily struggle through the silence of inner self, and comes to know that what is said and done is, in Arnold's words, "true."

It is this listening in silence that Lorna trusted I would offer. In reflection on what I had done, I saw that I had told of my own experiences with public speaking rather than let experience and my struggle to understand it be the empathy with which I silently listened to Lorna's story. By failing to provide for Lorna's needs, I re-learned the harsh lesson of how difficult it is to hear the silence of true listening. In the chaos of daily life, this silence is often elusive and we must make a concerted effort to stop talking and truly listen through the silent self.

It is the strength of this silence that allows us to respond with thoughtfulness and tact in what some call the pedagogical moment. We can respond to others immediately, instinctively knowing that what we are doing is right for the moment. At this moment, we are no longer struggling with our own dialogue and can, therefore, truly hear the needs expressed by others and seize this moment of expression and revel in the power and joy of learning.

Lorna's story has a happy ending, however harsh the discord preceding it. Having re-learned the value of silence, I was able to hear Lorna's real concerns more clearly. Lorna truly wanted to complete the public-speaking assignment for herself. Her struggle was with how to overcome her fears. In listening silently, I was able to help Lorna thoughtfully question the language with which she expressed her fears, to hear more clearly what she was truly saying. In the time and space my silence provided, Lorna was able to find her answers. Perhaps what she said was not so *eloquent* but she had found a way to speak to her inner self and hear what was "true." In the silence which followed her public presentation, Lorna and I could share a smile and know in that moment at least, for each of us, our inner and our outer selves were silently one.

I often see myself standing in front of my class watching Lorna's retreat. I am thankful for her patience and her willingness to try again. And in remembering Lorna's story, I call a question to my inner self, and reassuringly it responds — in true silence.

Jack Law is a Social Studies and English teacher in Smithers, B.C. (formerly of Quesnel and Revelstoke).

Source: *Voices of Teaching Monograph, Volume 1*, a BCTF publication.

## Education for liberation IN BLACK SOUTH AFRICA

by Larry Kuehn

While Nelson Mandela was receiving accolades as he travelled through Europe and North America last summer, two stories were competing for attention in the South African press.

One was the continuous debate taking place in the country about the *new South Africa*. The other was the disaster and chaos that characterizes the black education system.

Although the direct connection between these stories is seldom made, they are linked in an integral way. The new South Africa incorporates black people as full citizens of the country only if there is a fundamental improvement in the black education system.

Political deals, such as *one person, one vote*, will only give the illusion of equality if nothing is done about the breakdown that produces what black leaders describe as a "lost generation" — young black people raised in poverty with almost no education and a burning anger at authority.

The significance of this becomes even more obvious when we discover that about 42% of black South Africans are under age 15.

### Principals expelled

The symptoms of education chaos are pervasive. In June, the students' organization in Soweto expels the principals from the schools. Students tell them not to come back until they convince the government to provide enough textbooks. Parents stage a sit-in for days at the ministry responsible for black education, also demanding textbooks for the schools. Thirty thousand Soweto pupils are said to have no textbooks.

A student writes to the SOWETAN newspaper saying, "I am a worried black pupil who senses a high failure rate at the end of the year." High failure rates on the matriculation exams have become a pattern and the ministry itself predicts that not more than 10% will pass this year.

Many teachers in the black schools, particularly in the rural areas, are under qualified. Even those with full qualifications are educated in the black universities, which themselves have inadequate facilities and programs.

The white universities in Johannesburg have libraries equivalent to those of Canada's universities, while the new "Vista" black university in Soweto has a collection smaller than most Vancouver high schools.

The student organization in Soweto decrees a new school calendar, telling teachers and students to be in their classrooms during the ministry declared June holiday and then to take holidays in July. The government ministry tells teachers they can teach during their June holidays if they want, but if they aren't in their classrooms during July they won't be paid.

### Seventy-five students in a class

A teacher in the Ciskei homeland describes his first day of teaching as he walks into a class of 75 students packed so tightly into the room, that he has only a small space at the front of the room to walk, and cannot reach the students at the back.

The schools are caught up as well in the ANC/Inkatha conflict. On March 27 in a township at Peitermaritzburg the principal receives a call to send all the students home because the township is about to be attacked. The school never reopens for the term.

Even the government's ministry of national education "has admitted that the present education system enjoys little support among most South Africans," according to a report in the SOWETAN newspaper.

The roots of the crisis are in the apartheid system itself. Separate and unequal education is one cornerstone upon which apartheid was built. In the system designed in the 1950's, each designated racial group was to have not only a separate, but different education.

While *Christian-national education* was created to nurture nationalism among the Afrikaners, *Bantu education* was designed, according to the Carnegie report, "to ensure that in line with apartheid policy, the vast majority of black children would receive a schooling that did not equip them for anything other than unskilled manual labour."

Eighteen different education ministries exist within the country, each running a separate system — white schools (divided between Afrikaner and English), Indian schools, colored schools, black schools, and homeland schools. Each ostensibly independent country has its own ministry and system.

### Schools as battlegrounds

Probably no regime anywhere in modern history has used the state education system so ruthlessly for carrying out a political and social agenda. So it shouldn't be a surprise that uniquely among political and social revolutions, a prime battleground in the fight against apartheid has been the schools, and the warriors have been children.

The long march toward the unbanning of the ANC and the opening of negotiations began in the schools of Soweto in 1976. And, in varying degrees, the battles have continued in the schools ever since.

During much of the 1980's, school boycotts were the protest tool. The slogan of the day was *liberation before education*. Then, last year, when the first round of the older generation of ANC leaders like Walter Sisulu were released, the tactic changed.

Sisulu and others wanted to get the students back to school. They saw nothing but disaster in a generation of uneducated young people, and they reversed the slogan and began a campaign for *education for liberation*.

This created new problems. Black teachers were already working in impossible conditions, with expenditures for black students being only a fraction of those for white students. The facilities are terrible, average class sizes are over 50, and there are no textbooks.

Students flooding back into the schools just exacerbated these situations. Teachers, many themselves the products of the post-1976 struggles, had their own response: *chalks-down strikes*.

Is there any hope in all this situation? Clearly, apartheid will not end until there is a single non-racial education system, with the same resources spent on every child.

The South African government's tiny moves in this direction are the type rejected by everyone. They have proposed opening government white schools to all races, but only if 80% of the white parents approve.

Of more immediate promise is the creation of a non-racial teachers' union in early October. It will have a unitary mem-



This cartoon, from the black newspaper, the SOWETAN, reflects the concern in the townships over the breakdown of education for black South African youth.

bership, with the expectation that all the separate unions based on racially-separate school systems will eventually dissolve (except the Afrikaner union) and leave the teachers working together.

The political and social divisions and conflicts created by apartheid will not be easy to overcome, but if a healthy, new

non-racial society is to be created, it must encompass the schools and it has to start with the teachers.

Larry Kuehn is director of the BCTF's Organization Support Division. He worked in South Africa for four weeks this summer on a CTF communications project with the black teachers' union, ATASA.

## Peaceful reminders

## RESOURCES

The end of the cold war or at least the easing of tensions between the super powers may have diminished the urgency of teaching peace if our primary concern is nuclear holocaust. But while the ultimate nightmare of nuclear war seems less likely, the issues of war and conflict are still alive and the necessity of preparing a new generation to live in peace remains critical.

A relevant way to address teaching peace, given current events, is to view the matter as conflict resolution and co-operative living. This places peace education in a global context and moves it beyond a concern for the avoidance of war to an approach to learning which will help students develop the skills, knowledge and creativity they need to live peacefully in an interdependent, increasingly complex world.

We are teaching a generation that is going to have to live more co-operatively than those before them. Diminishing resources and an exploding global population make co-operation imperative if they are to avoid conflict and recurring war. Our role as teachers is clear. We have a professional and social responsibility to prepare children to live in their world — the 21st Century. We have to accept the challenge of teaching in a way previous generations of teachers did not, for they lived in less ominous times.

Remembrance Day provides a starting point for addressing the issues of conflict and co-operation. For several years now many teachers have taken the approach of marking Remembrance Day in their classroom by introducing the theme of peace as well as remembrance of war.

Getting started is always the most difficult part but as far as teaching peace and conflict resolution are concerned we have good materials which are current

and classroom friendly. Here are some examples of materials that will help.

1. *Alive in the Nuclear Age*. National Film Board. For students ages 11 to 16. This is an anthology of films from the NFB which consists of 12 short programs. It is designed to address the disturbing and complex issues surrounding nuclear technology, modern warfare, the causes of war, and effects of war. An excellent series, it is designed for classroom use and is particularly useful in initiating classroom discussions and in beginning student research. There is an accompanying teacher guide which is full of practical ideas for classroom use. Available from PEMC, 7351 Elmbridge Way, Richmond, B.C. V6X 1B8. Phone: 278-4961.

2. "Conflict and Change," a peace education curriculum. Public Education for Peace Society (PEPS). This is appropriate for Grades 7 to 10. In a series of 14 lessons students explore causes and results of conflict at personal and international levels. The intent is to show that conflict need not lead to violence. The lessons also address global issues such as hunger and the inequality of the distribution of resources and how these become conflictive situations. The curriculum uses resources such as films and videotapes and includes activities such as role-playing, brain storming, and co-operative group work. Available from Public Education for Peace Society, 208 - 1956 West Broadway, Vancouver, V6J 1Z2, 736-2918.

3. *The Friendly Classroom for a Small Planet* (Children's Creative Response to Conflict Program). New Society Publishers. Suitable for primary and young intermediate children. A handbook of teaching techniques intended to help teachers create a classroom which models peaceable behavior. It offers approaches to co-operative planning, facilitation techniques children can learn, activities which help create a sense of community and bring the class as a group together. Also there are classroom exercises for improving verbal communications skills, enhancing self image and affirmation.

This book, a practical guide for teachers, shows us ways we can encourage children to create their own co-operative environment, and see for themselves, the advantages of co-operation and peaceful conflict resolution. Available through Spartacus Books, 311 West Hastings, Vancouver, B.C. V6B 1H6. Phone: 688-6138.

Patrick Clarke, Global Education Project

## ANOTHER IN A SERIES OF TEACHING STORIES

Jack Law recalls his experience with a student in a Grade 12 English class and as he dwells in his story, he deepens his understanding of silence as true pedagogical being.

# Integration: that "I" word

## THE McKECHNIE MODEL

*"Consultation is a strategic problem-solving process that allows individuals with different talents, knowledge, and experiences to work together to develop effective intervention strategies to achieve common goals."*

Anita DeBoer,  
Collaboration Models, 1990

by Joan Storlund

Across B.C., teachers are integrating students with varying special needs into their regular neighborhood classrooms. In one corner of Vancouver, McKechnie Elementary School has been taking a new approach that is meeting the needs of these challenged learners.

That all encompassing "I" word *integration* triggers a multitude of emotions for each of us in education. That "I" word touches on the philosophical essence of education. That "I" word requires a shift, in your perspective in the educational process. That "I" word creeps into every nook and cranny of your school, from the boiler room, to the bathrooms, from the playground to the principal's desk. That "I" word philosophically requires the *most appropriate placement* without any explanation as to how to accomplish it.

In education, the "I" word has been hypothesized, analyzed, scrutinized, criticized, and, by some, even spiritualized. The "I" word is here to stay, and for you to stay in education means to surrender yourself to the "I" word and start training for the marathon ahead. After all, integration is similar to the Nike promotion: *Just Do It!*

For many, integration has not yet appeared. For us at McKechnie, it has arrived in full regalia. We support the education of learners who have historically been bussed to separate classes away from their neighborhood friends and activities. Today, we are including all our students in the age-appropriate classroom. How do you go about taking this new direction? This is the essence of The McKechnie Model.

The first step is to guarantee enough qualified support personnel and allocation of time to ensure win-win. This administrative task requires fearless leaders who identify what their needs are and are unafraid to state them. The issue of support is important, and attempts are being made (even now) to secure in contract the required structure that makes total inclusion succeed. Credit must be given to the Vancouver School Board for the success of The McKechnie Model. Student Services at the district level responded to the needs addressed by the parents and teachers by establishing a unique role for the special-education teacher that is school based,

and provided enough para-professional supports.

The next step is to identify the team players for each learner, clarify roles and responsibilities, and begin to learn about collaboration and consultation to problem solve collective needs. The resource teacher is the case manager for the student. He/she co-ordinates the dimensions of the integration process, to keep the team informed and communication open among all players. The general educator (teacher) is the key member responsible for the delivery of daily instruction for emotional, academic, and physical needs. The special-education assistant provides direct in class support as determined by the teachers on the team. The parents identify the needs of their child and channel this information to the team. The principal, a valued team player, handles any administrative issues (release time for consultation, professional development, and in-service education on the learners' needs, as well as funding for equipment, supplies, and building modifications). Various personnel may join the team at different times depending on the team's needs. Once established, the team collaborates to meet the multitude of challenges. This is the essence of The McKechnie Model, and it is by collegial problem solving that total inclusion can work.

A collaborative-consultation model helps us stay client-centred, and teaches us to interact with equal status. It helps us establish a non-judgmental format that promotes the sharing of honest dialogue and facilitates the never ending communication and active listening among team members. The resource teacher initiates the building of rapport and trust among members and facilitates problem solving. Trust must be felt by all team members if the model is to succeed and the new relationships of the members are to occur. Time is required for the communication to begin and for the collaborative process to work. The problem-solving model begins with the establishment of this trust and rapport. The problem then needs to be identified and analyzed, and outcomes targeted. The various options to be implemented are shared and then a decision is made and agreed on by all members. At this point, an action plan is outlined, a monitoring system designed, and a follow-up date agreed on. Sound simple? It is when the time is available, the will is strong, and the vision for the learner is shared.

McKechnie has tackled many unique problems. Some we were unsure we could resolve. A couple of examples include a parents' wish for their child's total inclusion in the primary class for the full day and the teacher's judgment that the learner was not ready for a full-day program. Another problem was a student's non-compliance in the regular setting, which interrupted the instructional process. A problem The McKechnie Model has been able to identify and resolve, was the total inclusion of a very physically challenged learner into the regular intermediate class. Through the collaborative process the team has been able to tackle the "I" marathon and ensure all learners daily opportunities to encourage their physical, social, and cognitive development. This is no easy task.

We are up and running at McKechnie for our third year. We've discovered

through our trials and tribulations that there is no single performance-enhancing solution. There's no secret trick to make the running any less painful. The challenges continue to arise, yet now, we are less afraid. Parents, teachers, special-education assistants, and our administrator can approach any school related problem from a new direction and solve it together. We have learned new communication skills to facilitate listening and allow the process to occur. The whole school has acquired a new sense of insight and a process to assist them in teaching the whole child. This year we are beginning the process of terminating the resource teacher's role, because the players are capable of independent problem solving.

At McKechnie, we have discovered that by collectively problem solving for our students, and by running as a truly collaborative team, we share responsibilities and continue to pass many incredible milestones.

We now believe and act as if there never were another way to educate our students with special needs. In chorus, we say, "Do we educate the mind or the body? If we're here to educate the mind, then no matter how challenged the learner, that person deserves an integrated education." — special-education assistant

"The main challenge is to maintain the dignity of the integrating student, and to make sure that dignity goes hand-in-hand with social and academic achievements." — enrolling teacher

"Integration is real life!" — special-education assistant

Joan Storlund is a Vancouver School Board resource teacher at McKechnie Elementary School.

## Teachers' assistants A SUPPORT ROLE

by Ray Worley

Teachers have always welcomed auxiliary personnel in the schools, recognizing that there is a valid role for them. Over the years, the BCTF has developed policy on auxiliary personnel, excluding them from any form of BCTF membership. In the wake of the new School Act provisions, the BCTF re-examined its policy on auxiliary personnel, reaffirming our membership policy. (See pages 34-35, and 70 of the *Members' Guide to the BCTF*.)

There are two sound reasons for our position. Full active membership in the federation requires that a person have a valid teaching certificate and be employed as a teacher in the public school system. Teachers' assistants meet neither requirement. Also, auxiliary personnel are already members of other unions, most in CUPE.

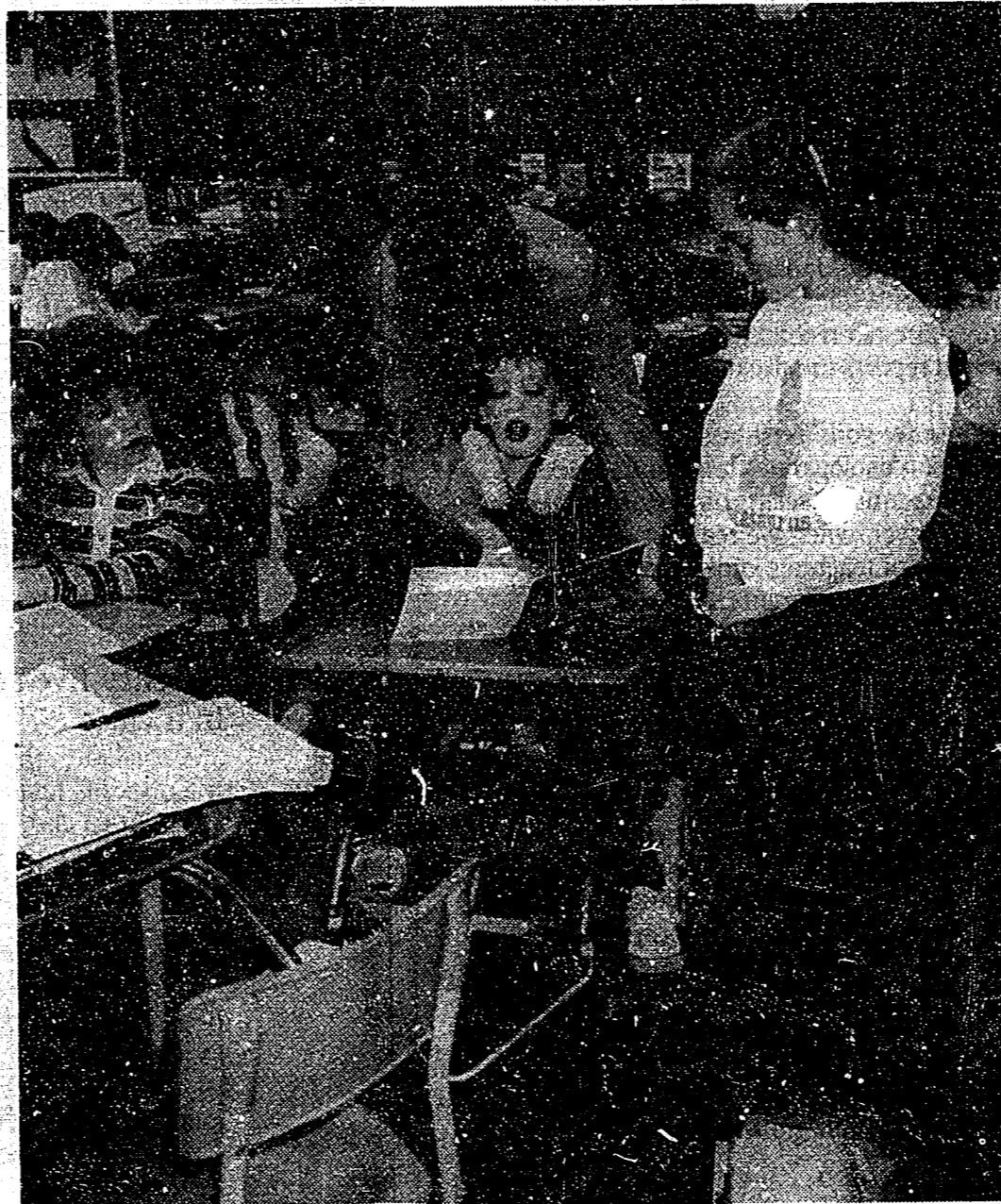
The BCTF and provincial CUPE have had extensive discussions on the appropriate job description for teachers' assistants. The groups share the concern that teachers' assistants not usurp the role of teachers. Both agree that teachers' assistants are to be employed to assist, not to teach. To preserve this distinction and to prevent blurring of roles, local associations will be negotiating provisions into collective agreements that will delineate the functions of teachers' assistants, emphasizing that they are assistants, not teachers.

The new School Act's specific provisions on teachers' assistants carry a clear threat: the "de-professionalization" of teaching. The minister suggested using

teachers' assistants to offset the impending teacher shortage. Retired superintendent John Wormsbecker sees a school board replacing five teachers with ten teachers' assistants.

As teachers, we will continue to welcome auxiliary personnel, appropriately employed, into our schools. Achievement of clear language in the collective agreement will remove the potential for confusion and tension over the use of teachers' assistants and will ensure that only trained professionals are employed to teach in B.C. public schools. Our students deserve no less.

Ray Worley is the BCTF's first vice-president.



## Paraprofessionals in special education

by Ken Pawlak

The use of auxiliary personnel is an option for extending and enriching services to handicapped students. However, confusion exists as to the role assistants will play in the classroom. What is their mandate? What tasks are required of them? To whom are they accountable? Where will the time and energy come from to train them as to the present manner and methods of the classroom? How does a teacher manage another adult in the classroom? How did this auxiliary personnel position develop?

The role of paraprofessionals (i.e., auxiliary personnel or teachers' assistants) in North American education has been rapidly changing. The National Resource Center for Paraprofessionals and Related Services, City University of New York, says that policy makers have changed their attitudes concerning roles paraprofessionals should assume. The estimated 150,000 paraprofessionals in the U.S. "participate in all phases of the instructional process and support and enhance the programmatic and administrative functions of teachers" (Pickett, 1986, p. 4).

According to the recent review of B.C.'s health and social services (1990) conducted by the Ministry of Advanced Education and Job Training, 41 Lower Mainland special education co-ordinators

*The non-teaching support personnel, whatever their title, are not meant to alter or take away the authority of the teacher, they are to support the teacher.*

reported over 1,630 paraprofessional employees. Thirty-seven of 41 districts estimate an increase in the number of paraprofessional positions over the next five years, and 29 of 43 districts strongly

agree that the demand for trained workers is increasing.

The position of teacher assistant (TA) resulted from a formalization of the assistance offered by parents and other community volunteers. The special-education assistant program at Vancouver Community College's Langara Campus characterizes the changes in the formation of the teacher-assistant position. The program began two decades ago to train staff assistants for clerical support in the schools. As the demands for trained support in the emerging LAC classes increased in the mid-70s, the program took on a special-education emphasis. With continued demand from all areas of special education, the special-education assistant program now is a one-year full-time program that prepares individuals to work in a support capacity in a variety of special education school settings.

We can see, with the implementation of the Year 200 changes, additional support may be needed to address the already burgeoning workload of teachers. The new School Act and the Inter-ministerial Protocols for the Provision of Support Services to Schools also direct that all students be fully integrated with their home-school peers into regular classes. To enact this policy, the regular classroom teacher will rely on the teachers' assistant for some degree of specialization and proficiency. "All indications are that paraprofessionals will be called upon to serve as liaison between special and general education, to facilitate (re)entry of students with special needs into general education programs" (Pickett, 1986, p. 16)

### Clarifying new roles and relationships

As the system increases its expectations of the teachers' assistant, there is a fear that they will receive an increased professional mandate that will erode the professional authority of the teacher (Sundby, *Teacher*, 1989). Neither literature nor observation supports this fear. The instructional outcomes in education programs remain the responsibility of the teacher, not the paraprofessional. (Vasa & Steckelberg, 1987.)

Teachers' assistants are not to replace the educational decision making or to make plans; they are to assist the teacher in enacting plans. They are not to teach, but to tutor and reinforce previously taught material. The non-teaching support personnel, whatever their title, are not meant to alter or take away the authority of the teacher, they are to support the teacher.

The diagnosis of educational needs, the planning and design of programs and procedures to meet those needs, and presentation of new lessons or concepts are the responsibility of the teacher. It is productive to plan co-operatively, but the final decision is the teacher's. The assistant should be employed not to make the teacher's job any less responsible, but to improve the quality of the education program for students.

Rather than eroding the mandate of the teacher, the inclusion of the teacher assistant results in greater responsibilities and authority for the teacher.

Given the changes that have been imposed on the public education system in the shadow of the Royal Commission (Langemaier, K., 1990; Miller, M., 1990), and given what influences the role of teachers across the continent (The Carnegie Forum, 1986), we cannot expect the roles of educators to remain constant. Pickett (1986) states that the term *classroom teacher* no longer accurately represents the expanding responsibilities of teachers in education.

The Carnegie Forum on Education and the Economy argued that, among other roles, teachers are managers of multiple human resources. Boomer (1980) claims that the teachers' role is expanding to include planning and organizing education, managing resources such as parents and paraprofessionals, establishing program goals, and co-ordinating resources to reach goals. In addition to these programmatic duties, their responsibilities now include supervising and co-ordinating the work of paraprofessionals and other support staff. They must (1) set goals and plan for other adults in the classroom, (2) schedule and co-ordinate the activities of professional support and resource personnel, (3) direct and assign tasks to paraprofessionals, (4) use problem-solving techniques to improve the collaborative efforts of the team, (5) assess on-the-job performance of paraprofessionals, and (6) develop techniques and procedures to improve the skills and performance of paraprofessionals (Pickett, 1986).

To use a paraprofessional effectively, teachers must first have a clear vision of their own role as teacher. They need to understand the hierarchy of the instructional tasks and then decide which ones best use teacher time and which ones should be delegated to the assistant. The amount and quality of professional supervision given is crucial in deciding what duties paraprofessionals perform.

If teachers are accountable for the actions of both themselves and the other adults working in their classroom, they need to give clear direction to those adults. Teachers therefore need to learn how to train and supervise adults. Programs must be organized to allow for necessary, regular, and systematic

Continued page 12

*The McKechnie model of integration is working for all students. Co-operative support of all kinds makes it happen, from special education assistants, older student buddies to resource teachers, classroom teachers, parents and principal.*

Joan Storlund (VSB) photos

communication of the climate, tasks, philosophy, discipline, teaching methodologies, etc., they wish to foster in their classrooms.

Few teachers initially feel comfortable having another adult in their classrooms. Despite our co-operative planning and peer coaching, teaching has been typically a solo profession. However professional one might be, it is often frightening to share one's daily manner with another adult. This sense of being looked at or judged is common and can be alleviated through in-service education, but mostly through daily communication with the other adult.

This communication is not at all easy. It requires clarifying and defining what has perhaps effectively occurred in a habitual manner for years. Researchers claim that there is a lack of both pre-service and in-service training to utilize paraprofessionals effectively (Vasa, Steckelberg & Ronning, 1982; Vasa & Steckelberg, 1987). Most training for teachers rests with local specialist associations, college continuing education courses, conference organizers, or individual schools.

The time and energy to develop the teacher/assistant team is well worth the investment. The advantages to having teacher assistants in the classroom are many. Teachers' assistants free teachers for more instruction, offer help in personal care, and allow for more observation of student behavior. Teachers' assistants can present another perspective, which can enhance instructional creativity and add emotional support.

#### Support must exist

The training required for special-education assistants or teacher assistants is not uniform throughout the province. Many community colleges have training programs for prospective teachers' assistants. To account for the lack of local training resources and/or their geographic remoteness, some districts have one- or two-day workshops on specific topics; to orient teacher-assistant teams to their respective roles, responsibilities, and expectations; on behavior management, etc. These topics often remain as issues which require occasional clarification, input, and practice.

All levels of the educational system can ease adjustment. At the district level, interpersonal conflicts between teachers and their assistants can be alleviated by reviewing placement procedures to match the needs of the teacher and the skills of the assistant, and by allowing ownership in selection/placement by those involved (McKenzie and Houk, 1986). Administration and unions can co-operatively publish district teachers' assistant handbooks to clarify guidelines for policies, procedures, job descriptions, and working conditions. Individual schools and teachers develop specific policies regarding teacher-assistant deployment (Vasa & Steckelberg, 1987).

The use of teachers' assistants appears to be an enduring, workable option for extending and enriching services to students with special needs. Teacher assistants free teachers from routine tasks of the classroom, and serve as effective members of the educational team. With differentiated responsibilities, they carry out the programs developed by the education professional. With continued clarification of roles and with acceptance of responsibilities pertaining to teacher assistants, the quality of services to children will be enhanced.

Ken Pavlak is a former Surrey special-education teacher who is currently co-ordinating Langara's special-education-assistant program. A bibliography and workshop information are available from him, (604) 324-5511.

# Communicating with parents

## Evaluation: it's a whole new game

by Norma Mickelson

valuation is on everybody's mind. Because approaches like whole language are changing the way we teach, we must change the way we evaluate. We cannot have one philosophy of education and curriculum development, and an evaluation program predicated on a completely different rationale. Put another way, there must be coherence across the system. Take whole language, for example. Unless our underlying philosophy of education, our curriculum, and our evaluation are consistent with one another, the program will not succeed.

A nagging, small voice of reality pushes itself into our conscience. What will this mean for classroom practice? How will we evaluate the children's progress? And what about parents? Will they understand? Will they be supportive?

Communicating with parents is an important aspect of all whole-language programs, especially with respect to assessment and evaluation. Parents must understand the philosophy underlying the program, the curriculum as it is translated into classroom practice, and the system of assessment and evaluation. Parents must know, for example, why children are more active in our classrooms than children were when they went to school and why they cannot expect a report card similar to the ones they have come to know and accept as appropriate. Report cards may resemble friendly letters rather than score cards.

The first task in interacting with parents about evaluation is clearly explaining the program goals and the implementation of those goals in the classroom. It can be done in several ways: home visits, newsletters, classroom visits by parents, parent-teacher meetings, and volunteer help in the classroom.

Once parents are familiar with the program and with their child's classroom, we can expand our focus to include assessment and evaluation. The model my colleagues and I have developed, emphasizes the following sequence: clarity about stated goals, curriculum implementation, assessment, and evaluation.

Assessment in this context means the gathering of information to create a profile of accomplishment for each child. Several kinds of information should be included in the profile. As facilitators of learning, we must focus on both process and product.

The gathering of information to document progress is not separate from instruction. To use Yetta Goodman's idea, as we "kid-watch," we are assessing and evaluating, and it does not take Herculean efforts to organize ourselves so that we can collect and file appropriate material. We need not file everything the child does. We keep only examples that signal accomplishment and progress. The same goes for observation and anecdotal com-



ments; after noting beginning levels we need document only demonstrations of growth.

#### Parents as partners

Interacting with parents is a continuous process. If we use parent volunteers to assist us, if we make parents feel welcome in our classrooms, and if we interpret what we are doing as we proceed, we can keep parents informed.

Furthermore, we can ask parents to become partners in evaluating their children's progress. How? In several ways:

- We can ask parents what goals they have for their children. Many teachers have done this and the information is often enlightening.
- We can ask parents to observe their children to help us understand the home and community. We should communicate specific ways of doing this early in the year.
- We can invite parents to parent-teacher-child conferences as we discuss mutual goals for the children, our progress toward the goals, and our plans for the future. Many teachers now are using parent-teacher-child conferences in reporting progress, and they report satisfaction with the results. Children usually know their capabilities and progress, and where the atmosphere is open and non-threatening, they are willing to comment about themselves. Sometimes, all we have to do is ask.
- We can negotiate with parents by informing them about our reporting procedures and asking them their wishes as to the kind of information they would like

to have. We can send home a letter about a month before reporting time detailing possibilities and asking whether or not parents would like an in-depth analysis for any one particular part of the curriculum. For example, parents concerned about their child's progress in arithmetic, might request detailed information on the arithmetic program, on the progress their child is making, and on activities they might use at home to further their child's interest in, and understanding of, arithmetic. While this "negotiated report" takes more effort than simply "sending home a report," the dividends are worthwhile.

When we consider assessment and evaluation as separate from instruction, the time required seems almost impossible. However, when we realize that the processes of teaching, of learning, of communicating with parents, and of assessment and evaluation are *not* linear but are recursive and are part of everything we do on an ongoing basis, the lines of demarcation disappear, and the educational experience of the child becomes integrated and holistic.

It is a wonderful time to be a teacher. Teachers have led the way in curriculum innovation and in bringing education into the 21st century. Together we can do the same with evaluation.

Norma Mickelson is a professor at the University of Victoria, and is known internationally for her work on language education.

## Eduspeak: a lesson in fog

by Tom Spears

A group of Ontario trustees recently asked their colleagues to call the chairman a chair. Chair, they said, is more *inclusionary*. In their zeal to make English *inclusionary* isn't a word. They mean inclusive, and since they are in charge of 42,000 students, they ought to have the basic points licked. The board's *Guide to Inclusionary Communication* warns against, you guessed it, *exclusionary* language, and that isn't a word, either.

Does this matter? You bet it does. Schools have somehow trained themselves to shun plain English in a mad rush to everything that is baffling, vague, and pretentious. And they pass on to the community a foggy-minded style they present as educated.

The catch is that much of this verbal assault is aimed at parents, who are unprepared for it.

Report cards may rate students on applying appropriate decoding skills and recognizing relevant sight words. Grade 1 children marked on something may be called *seriating*. It's no surprise that report cards carry warnings that parents should try to understand them only after talking to the teacher, who acts as a kind of high priest to interpret the mystic runes on the report card.

Here, then, is a brief guide to some of the words and phrases the average parent is likely to run into in encounters with a school, all taken from real life, sort of a *Brief Glossary of Eduspeak*.

**Access an occupation:** Get a job. **Community and educational services segmentation:** List of different things the schools do.

**Create an accurate understanding of the effects of dividing the student population for program delivery:** Figure out what happens when you move students to a different school.

**Decoding:** Understanding what something means (usually reading or listening).

**Facilitator:** Someone who explains things.

**Gifting:** Giving (money).

**In-service:** Training session for teachers.

**Learner ownership:** The idea that the student is responsible for his or her own learning.

**Metacognitively oriented instructional units:** Training children to be conscious of how they learn.

**Prioritize:** Set priorities; decide what to do first. (If you change your mind later, that's deprioritizing.)

**Problem-solve:** Solve problems. Similar reverse constructions include *in-class programming* (teaching in the classroom), *at-risk children* (children at risk) and so on.

**Program:** Anything that anyone teaches.

**Program delivery:** Teaching. (Also: Range of delivery models: Different ways of teaching.)

**Resources:** Things. Can mean staff, money, books, buildings, test tubes, school buses, or chalk.

**School attenders:** Students.

**Seriating:** Help me, I've checked with four teachers and school administrators, and I still don't know. It's on the Grade 1 report card in an Ontario school district.

**Skills:** Just about anything children learn. Spelling skills, motor skills, interpersonal skills, and so on.

**Strategies:** Anything they learn that isn't a skill.

Put it all together, and you get something as incomprehensible as this item from an Ontario district: "Core programs and program delivery should meet the needs of learners from all forms of family structures and other societal stressors." What is a societal stressor? Why is the structure of my family a societal stressor? It sounds ominous.

Teachers are a special breed. They show endless ways to entice and cajole children into learning when the children don't particularly want to learn. But in dealing with the public, schools spout programs and learner needs and relevant sight words. Maybe it's because we expect our teachers to answer to the community, and this has driven them into a fog of bureaucratic language, in which many words say nothing (or, worse, have shifting meanings). If so, we have done the teachers themselves a disservice. As they show every day in countless classrooms, they are capable of better things.

Tom Spears is a staff reporter with The Ottawa Citizen.

Source: *The Ottawa Citizen*, January 28, 1990.

## The basics

Gerunds, clauses interjections, participles, verb inflections, nouns and

What's that, Mr. White? Yes, it's sad that kids can't write.

Pi, percent and numerator, dividend, denominator, subtrahend and

What's that, Billy? Balance cheque books? Don't be silly.

Fugue and rondo, treble clef, scale, chromatic, key of F, chords and rhythm.

Question, Pat? Sing? We don't have time for THAT!

Synonyms, syllabication, roots and blends, pronunciation, speed and phonics.

Whatnow, Corey? Well, we MIGHT soon read a story.

Testing: Stanford, diagnostic, comprehensive, hearing, optic, verbal, motor.

Learning? No, that's not required.

Cheryl Miller, *Thud-ton*.

Source: *Learning*, September 1983, p. 144. Reprinted from B.C. Association of Teachers of Modern Languages newsletter, September 1990.

# Women's ways of knowing

## SIGNIFICANT FOR EDUCATIONAL PRACTICE

by Joan McLaren

eminist research is changing the frontiers of our research models. Until recently, women played a minor role in the social sciences, not only as theorists, but also as subjects. The omission of women from research populations has been universally ignored when conclusions are drawn or theories constructed. When the theories are applied to women, scientists typically report on ways in which women conform to or diverge from the *norm*, often to the detriment of women.

Feminists have long contended that women learn differently from men and have special learning needs that the educational system fails to address. Ground-breaking but provisional research by Belenky, Clinchy, Goldberger, and Tarule, reported in *Women's Ways of Knowing: The Development of Self, Voice, and Mind* (1986), validates this point of view. It contends that women go through a sequence in intellectual development different from that of men, and have different needs in terms of educational institutions and approaches. The authors set out a theoretical structure of women's cognitive development along with proposals for practices to help women develop their intellectual capacities. On the basis for their findings, the authors wonder whether women learn because of, or in spite of, standard educational experiences.

#### Research design

*Women's Ways of Knowing* focusses on what women have to say about the development of their minds and about their experiences as learners. Combining intensive interviews with case studies, Belenky and her colleagues drew on a wider population than that used by earlier researchers in intellectual development. They studied 125 women from various ages, ethnic backgrounds, and social classes; 90 drawn from the traditional pool of students in formal educational institutions and 45 from "invisible colleges" (family agencies that provide information about or assistance with parenting). The reason for the second group was the contention that formal educational programs take little interest in preparing students for roles (such as parenting) that are traditionally occupied by women. "By exploring how women learn and think about learning in the invisible college," say the authors, "we hoped to cast light on less well-known strategies for promoting women's education and development that are practised in out-of-school settings." (p. 13).

#### Voice as metaphor

Before asking a woman to participate, the researchers explained they were interested in women's experience because it has so often been omitted from efforts to understand human development. This point is a key one — feminist research has proceeded only by listening to women's voices and by giving credibility to women's experiences. The researchers found that the term *voice* emerged as more than shorthand for a person's point of view. It is a metaphor that applies aptly

to many aspects of women's experience and development: "In describing their lives, women commonly talked about voice and silence; speaking out, being silenced, not being heard, really listening, really talking, words as weapons, feeling deaf and dumb, having no words, saying what you mean, listening to be heard, and so on in an endless variety of connotations all having to do with sense of mind, self-worth, and feeling of isolation from or connection to others" (p. 18). Developing a sense of voice, then, is connected to developing a sense of mind and self.

#### Stages

Belenky, *et al.* proposed a different sequence for women than William Perry did for men when he mapped their intellectual development in 1970. Their five major categories are *silence*, in which women experience themselves as mindless and voiceless and subject to the whims of external authority; *received knowledge*, a perspective from which women conceive of themselves as capable of receiving, even reproducing, knowledge from the all-knowing external authorities but not capable of creating knowledge on their own; *subjective knowledge*, a perspective from which truth and knowledge are conceived of as personal, private, and subjectively known as intuited; *procedural knowledge*, a position in which women are invested in learning and applying objective procedures for obtaining and communicating knowledge; and *constructed knowledge*, a position in which women view all knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing.

The authors explore these five stages, illustrating them richly and compellingly with excerpts from their interviews. They suggest that in considering how to design an education appropriate for women, we begin by asking, "What does a woman know? Traditional courses do not begin there. They begin not with the student's knowledge but with the teacher's. The courses are about the culture's questions, questions fished out of the mainstream of the disciplines: If the student is female, her questions may be different from the culture's questions, since women...have had little to do with posing the questions or designing the agendas of the disciplines" (p. 198).

What are the needs of women in education, and how can we structure experiences to meet these needs? The authors have provided suggestions.

The next step is to validate and extend their research, which, while valuable in providing a possible new paradigm for women's development, is still provisional.

Joan McLaren, director of Program and Staff Development at Winnipeg's Red River Community College, has given numerous workshops on this research.

Source: *Education Manitoba*, May/June 1990.

# Teacher development EDUCATIONAL CHANGE

by Peter Grimmer

are seeing unprecedented change taking place at an alarming rate. Totalitarian states are breaking down, technological advancement is accelerating, and globalization of the world economy is forcing business communities to transform their approach. Saddam Hussein's Iraqi army has invaded Kuwait, and George Bush and the United Nations are determined to bring the aggressor to his knees. The world stands poised on the brink of a "holy" war.

In Canada, the first ministers made an abortive attempt to bring Quebec into the constitution through the Meech Lake Accord, and the country has since experienced a summer in which the issues of human rights and aboriginal land claims have become important items on the national agenda. The Prime Minister has taken the unprecedented step of stacking the unelected Senate in Ottawa to ensure that the less-than-popular Goods and Services Tax legislation is passed. B.C. has not been without its share of turmoil. Political scandals continue to dominate the news, and the timing of the next provincial election has become the all-consuming question of speculation.

Within this tumultuous context, education is facing unprecedented and rapid change. B.C. has undertaken considerable change through the ungraded primary innovation and the Year 2000 curriculum document aimed at integration in Grades 4 through 10. Many meetings and orientation sessions have been held to introduce districts, schools, and universities to the proposed curriculum of *enabling learners*. Questions about integration have been posed, and discourse about implementation has begun. In all of this activity, teachers' perspectives can sometimes be overlooked. How do teachers handle these changes? How do teachers develop their knowledge, expertise, and practice in the midst of this whirl of innovative pursuits?

Teacher development essentially represents an emerging focus on questions and issues pertinent to teachers. It is not to be confused with supervision or staff development. Both functions are based on two inappropriate assumptions: (1) that teach-

ers need professional personnel who are removed from the immediacy of classroom teaching to help them change their curricular and instructional practices, and (2) that these outside experts have access to a knowledge base and set of analytical skills beyond the orbit of the regular classroom teacher.

Supervision and staff development are typically *done* to teachers rather than the outcome of carefully nurtured teacher development. By contrast, teacher development values and taps into the vast repertoire of experience, ability, and practical knowledge teachers possess as a way of bringing about educational change. It focusses on those questions, issues, dilemmas, and meanings about instructional innovation that are relevant to teachers. It places teachers and their development at the heart of the implementation of education change (Fullan & Hargreaves, in press; and Hargreaves & Fullan, in press).

Teacher development is seen in sharp contrast to attempts by legislators to mandate school improvement under hierarchically differentiated supervision. It represents, as Hargreaves points out, a humanistic and critical focus on the learning perspective of teachers: "Humanistic in the sense that it attempts to understand how teachers ascribe meaning to their work and its context, and critical in the sense that it uncovers the co-optation of the development of teachers (through supervision and staff development) in ways that essentially deskill and disempower the professional workforce" (p. i). Teacher development is therefore more concerned with the teachers' purpose, the context and culture of teaching, and the professional lives of teachers than it is with external directives designed to restructure the educational system.

In February 1991, representatives from each of the BCTF, the B.C. College of Teachers, the B.C. Principals & Vice-principals' Association, the B.C. School Superintendents' Association, SFU, UBC, and UVic, is putting on an international conference, *Teacher Development: the key to educational change*. The conference, framed around the current context in B.C., will grapple with questions and issues relevant to teachers. Each of the seven conference themes contains within it a number of highly pertinent questions. The following constitute the conference themes and questions:

## Theme I: The uncertainty/opportunity of change

- How do teachers handle/transcend the uncertainty, pressures, and contradictions of teaching and the accompanying press for improvement?
- How do I, as a teacher, change when I have taught successfully all these years and continue to grow with integrity and authenticity?
- How do teachers *know* they are developing? How do they know when they have changed their practice?
- How do teachers transform mandated change into opportunities for professional renewal?

## Theme II: The purpose of change

- Why do I have to change?
- Why are we so preoccupied with change?
- What are the ethics of change?

## Theme III: Rethinking change and the conditions of change

- How can we conceptualize *time* as a resource?
- In what sense does rapid, enforced change lead to the creation of teacher powerlessness?
- How can the concepts of *power* and *change* be reconceptualized to enable teachers "to take charge/be in control of" their professional practice?

## Theme IV: Changes in society and their impact on education

- What changes in society relate to changes in teaching practice?
- Multiculturalism — How does the curriculum reflect the multicultural aspects of society?
- How do we communicate change with differing clientele in a multicultural society?
- How does the changing nature of the family structure in society affect classroom teaching and teacher development?
- How do changes in technology affect teaching and teacher development?
- How do the changing needs of students in an information age affect teaching and teacher development?

## Theme V: Change and teacher education

- What is the link between pre-service and in-service teacher education?
- How do faculties of education change?
- How are researchers teachers?
- What is the relationship between individual and collegial development in a context of change?
- What changes in knowledge affect teachers and their development?

## Theme VI: Changing politics in education

- How is teacher development affected by the combined trends toward greater centralization and decentralization of political power?
- What could be the effect on teachers and their development of the political empowerment of some groups, e.g., in B.C., the empowerment of the College of Teachers in Bill 20, the empowerment of parent advisory groups in the recent School Act, and the potential disempowerment of other previously powerful groups, e.g., trustees?

## Theme VII: Change and teacher development through reflection

- How do policy-makers/administrative officers encourage reflection?
- How does one create an *enabling* culture?
- How does one encourage creativity and resourcefulness in teachers?
- How does one create an environment conducive to change?
- How does one create conditions of learning and development for parents and community, as well as for teachers and students?

This conference promises an exciting dialogue between practice-oriented researchers and research-oriented practitioners. Half of the presenters are practicing teachers reporting on their efforts to implement change and integrate curriculum. The other half are practice-oriented academics, e.g. Ted Aoki, Michael Fullan, Kieran Egan, etc., addressing the vital questions of teacher development. The Ministry of Education has made available a subsidy for classroom teachers wishing to attend this international conference. For further details see registration information below.

Peter Grimmer is an associate professor, Faculty of Education, Simon Fraser University.

## Key readings on teacher development

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- Lieberman, A., & Miller, L. (1984) *Teachers, their world, and their work*. Alexandria, VA: ASCD.

## TEACHER DEVELOPMENT: the key to educational change INTERNATIONAL CONFERENCE February 14-16, 1991 Vancouver, BC CANADA

This international conference features speakers from Britain, Australia, Africa, the USA, and Canada. It also showcases leading British Columbia practitioners as they grapple with teacher development in a context of curriculum change. The fee of \$350. Includes two breakfasts, two lunches and a wine and cheese reception in addition to five sets of concurrent sessions (eight in each) and four keynote addresses by Ann Lieberman, Milbrey McLaughlin, David Hargreaves, and Andy Hargreaves.

For further details or to register, write to:  
**TEACHER DEVELOPMENT CONFERENCE  
Conference Plus, 188-2619 Alma Street, Vancouver, BC V6R 3S1  
Voice or Fax (604) 737-7371**

## PART II: SURREY'S INVERGARRY LEARNING CENTRE

by Pat Rigg and  
Francis Kazemek

Whole-language classrooms typically use student self-evaluation. Because students themselves establish their goals, students themselves monitor progress. Informal assessments are various: keeping descriptive records of what students do in particular reading and writing situations; listening to how students read different texts; having adults listen to themselves read on tape; conferring about difficulties, efficient strategies, personal goals, types of texts to read and write, and so on; preparing a checklist of specific things that teacher and students want to accomplish; collecting samples of an adult's reading (perhaps on tape, using some type of miscue analysis); and writing and charting growth. Writing conferences and writing portfolios help students and teacher keep track of progress.

The instructor can develop strategy lessons based on the students' reading, writing, speaking, and listening on specific aspects of reading and writing. For example, the instructor might model how background knowledge, context, and understanding of sound-symbol correspondence, used together, can help a reader guess an unknown word. Or the instructor might demonstrate how reading in *chunks* instead of word by word improves comprehension. Or the teacher might explore with the students how a sketch, a map, or an organizer can help us gather and arrange our ideas before we begin to write or to read. Strategy lessons follow from, and build upon, what adults are actually doing with language, and the lessons introduced only when needed.

## A model whole-language program: Invergarry Learning Centre and VOICES

One program for adults learning English language and literacy models the whole-language philosophy in practice (although the term is not much used there): it produces the marvellous *VOICES*. *New Writers for New Readers*. *VOICES* is a magazine of adult student writing, and it is much more. It is a demonstration that the newly literate have a great deal to say, and have the ability to say it, to write it, and to read it. Unlike adult programs that require hours of drills on skills before allowing authentic interaction with the written English, this program has the student writing from the first day, making clear that the instructors believe that the new student — whether a native or non-native speaker of English — has something important to say and has the ability to say it in writing.

The Invergarry Learning Centre is in Surrey, a suburb of Vancouver, B.C. The area in which Invergarry is located is a high-density area. People with various educational needs use the centre including families who speak English as a second or an additional language.

The centre offers childcare, so that young mothers who cannot afford a babysitter, can attend classes. The

childcare is both inexpensive and professional.

About half the adults in the program speak English as an additional language, with proficiency ranging from beginning to near-native fluency. Literacy ranges from no apparent knowledge of the alphabet to fluent reading, though not fluent writing in English. The age range is 17 to 80, with the majority of students 20 to 40.

Invergarry Learning Centre welcomes any adult who wants help with reading or writing. Often the first contact is a phone call from the adult seeking information. A trained interviewer talks with the newcomer to discover the newcomer's background and to establish the newcomer's goals and expectations. The new student identifies what he/she wants, and the interviewer clarifies how the program works.

During the first session, the student tours the centre, finding out what is available, from a variety of classes and a variety of reading materials. The students are encouraged to try reading whatever interests them: "Try three or four pages; see if you want to continue," they are advised. Teachers and tutors may recommend a book, story, or poem once they know a student and feel that this material matches the student's interest, but no one tells a student what to read and what not to read. The library is supplied primarily through a book distribution warehouse; the centre spends up to \$3,000 Canadian a year. The library is as eclectic as possible, containing literature by Atwood, Dostoevsky, Garcia Marquez, and Steinbeck, and it also contains Gothic romances, Western novels, and choose-your-own adventures.

The new students are handed a blank, lined notebook and asked to write whatever they want, or if they feel unable to write, they dictate what they want to communicate using standard Language Experience Approach (Rigg, 1987) procedures. The notebook is the student's text, to fill with writing that will serve as reading material. The first writing sample may be marked a bit, if the student has made it clear that he/she expects this to happen, and it will be praised. Students are told about the creative-writing group that meets in the evenings, and they are invited to join the group. Evening and day students nurture each other, say Lee Weinstein and Gary Pharness, two of the people who started *VOICES*. Students choose a seat at a round table at which three to four other students and their tutors or teachers are sitting — writing, reading, and talking. The conversations that take place occur naturally and focus on literacy and its connection to each student's life.

The teachers and tutors (some of them volunteers) move from table to table frequently so that every student works with more than one person. Students select the people they want to work with, and they select different people at different times, sometimes asking another student to respond to their writing, sometimes asking a teacher or tutor. The sense of community is strong because each person — student, teacher, or tutor — is a writer discussing writing with the others. Each person who responds to a piece of writing offers a different perspective, thereby expanding students' views of their writing. This contrasts with volunteer adult literacy programs that join one tutor and one student in a donor-receiver relationship (Kazemek, 1988), and thus build student dependency.

What Lee Weinstein calls a *compassionate style* characterizes every staff member and volunteer. The volunteers receive both formal and informal training. As observers at the round tables, they see and hear how the teachers nurture the students' writing and reading, and learn partly by example.

Teachers and tutors focus on the meaning of the students' writing, which is often autobiographical. Australian A.B. Facey (1981) became literate in order to write his autobiography. His *A Fortunate Life* is not only a grand book to read, but also a testimonial to adults' becoming literate as they find their voices as writers and finding their voices as they tell their own stories. To help new writers feel comfortable telling their stories, teachers and tutors share their own stories, giving something of themselves in order to get their students' stories. This is the whole-language ideal of teacher and students learning with and from each other.

The students soon discover for themselves by rereading what they have written that they are sometimes unclear, and they begin to ask how to change what they had been comfortable with. An ESL speaker from Brazil, for example, after six months of writing in his new language, now is concerned with points of style. His notebook testifies to his progress. Student self-evaluation is both constant and easy. The students focus on telling their stories as clearly as possible, therefore they are continuously reworking their material.

Students publish *VOICES* magazine, and their involvement gives authentic reasons for both revision and editing. More important, when new writers see their work in the magazine, perhaps with photographs alongside, their view of themselves is changed forever. They are authors, published authors, not really different from the people whose books are on the library shelves.

## Summary

The Invergarry Learning Centre does not use the term *whole language* to describe its approach, but the whole-language perspective pervades the programs there. Gary Pharness says, "Our way is too simple for many people; we believe that we learn to read by reading and we learn to write by writing, and we have to pursue both aggressively." (Pharness 1989). The result is a community of writers and learners. Students not only articulate their own goals, but also select the materials, activities, and even the people they will work with. Teachers and students continually evaluate their own work and collaborate to make it better. No wonder we find the program a model.

Dr. Pat Rigg has taught both first language and ESL literacy with adult students. Francis E. Kazemek, a professor of education at Eastern Washington University, collaborates with Rigg especially on matters of adult literacy.

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## Personally Speaking

## Tips for beating the GST

Beginning January 1, 1991, most goods and services in Canada will be hit with the 7% Goods and Services Tax (GST). The GST bill is now before the Senate. Unless the Senate stops the tax, you are well-advised to time major purchases around the introduction of the GST.

Since the GST replaces the existing federal Manufacturer's Sales Tax (MST), don't buy goods which are subject to the old tax (like cars and fridges) until next year.

Here are some suggestions for how you can plan ahead:

- **Home renovations:** This year, the MST hits goods like lumber and drywall. Next year, the GST will hit everything, including bills from tradespeople. Do as much home renovation, painting, and landscaping as you can right now.

- **Travel:** Personal air travel in North America will be subject to the GST, as will hotel and motel bills. Take your Canadian holiday now. Air fares outside Canada and the U.S. will not be subject to the GST.

- **Bicycles:** Bicycles are currently exempt from the MST. Next year, the GST comes on, and the price of bikes will go up by 7%. Buy this year.

- **Clothing:** Clothing is also free of federal sales taxes right now. Buy clothes this year, and beat the GST.

- **Housing:** Tenants will feel no direct GST impact. The GST will not be charged on the resale of homes, but it will be charged on new housing at a rate of between 4.5% and 7%.

Financial advisers are saying buy your new home now, to avoid the GST. However, given the current high interest rates, the GST isn't your only consideration in making your decision. If you think the rates will stay high, then buy now. If you think they're going to fall substantially within the next year, maybe you should wait.

- **Cars:** Assuming that the industry passes on the difference between the MST and the GST, a new car will be cheaper next year.

This year a car sold to the dealer for \$15,000 sells to customers for \$21,145. That price includes 13.5% MST (\$2,025), dealer mark-up of 15% (\$2,554), and provincial sales tax (8% or \$1,566 in Ontario, more or less in other provinces).

Next year, assuming the same dealer mark-up, the price should be \$20,286, resulting in a savings of \$859.

These are just some of the ways to beat it — if only for a little while.

Source: TCU Canadian Interchange/CALM.

### • CUSO seeks seasoned pros, not novice teachers

Have you ever thought of taking a CUSO posting in the Third World? You may think you're too old, that CUSO is for young teachers, just out of university. Well, think again, because CUSO has changed as has the developing world.

CUSO, at work in over 40 countries in Asia, Africa, Latin America, the Caribbean and South Pacific, sends overseas far more experienced teachers than recent graduates.

Many CUSO postings, such as those in Southeast Asia, include curriculum development as well as teaching. CUSO teachers in Africa and the South Pacific organize and lead life-skills workshops as well as more conventional classes. Current jobs range from teaching Laotian Ministry of Foreign Affairs staff English as a foreign language, to teaching hearing-impaired children at a nursery school in northern Nigeria, and chemistry at a wildlife management school, also in Nigeria.

The average age of a CUSO co-operant (the term *volunteer* has been dropped, as CUSO workers are paid at local salary) is now 37, reflecting the organization's preference for experience over youth. Average contracts are two years.

For more information, contact CUSO, 135 Rideau Street, Ottawa, ON K1N 9K7.

### • Teacher bargaining concluded

Saskatchewan Teachers' Federation President Rudy Schellenberg and Bob Thompson, chairperson for the government/trustee bargaining committee jointly announced a tentative provincial collective agreement for the province's 12,000 teachers. The deal, which covers teachers employed by all provincial boards and the government of Saskatchewan, covers salaries, superannuation, group insurance, sick leave,

and principals' allowances. Details of the two-year deal will be released following ratification.

### • Call for papers — *Historical studies in education* — special issue: "Teachers and Unions"

*Historical Studies in Education* is planning a special issue for the fall of 1992 entitled "Teachers and Unions." The scholarly papers in the issue will reflect teachers' struggles, often within the milieu of their own gender and status, to organize and maintain protective associations, and attempt to improve their own lot and that of schooling generally. Specific topics might include struggles over salaries/pensions, working conditions, control of curricula and textbooks, training and certification, job evaluation and tenure, and social relations in the classroom and the community. Papers addressing the historical development of teacher unions, their internal relations, the effects of teaching profession acts, will be welcome. Emphasis is placed on ensuring that the overall collection provides a broad Canadian and comparative international perspective on the theme, with papers in both French and English.

People interested in contributing to the issue are encouraged to submit an abstract of a proposed paper by December 1, 1990, to any one of the editors listed below. Deadline for submission of papers is May 1, 1991. In keeping with the mandate of the journal, papers will be reviewed by external readers.

Rebecca Coulter, Faculty of Education, University of Western Ontario, London, ON N6G 1G7. Ruby Heap, Département d'histoire, Université de Ottawa, Ottawa, ON K1N 6N5. Harry Smaller, 125 Concord Avenue, Toronto, ON M6H 2P2.

## Take aim for environmental education

by Roger Hammill

The earth is bleeding from its skies, rivers, oceans, and forests; yet Canadians use the most energy, drive the greatest distances, and create the most garbage on a per capita basis.

The solution? According to "The Green Plan: A Framework for Discussion on the Environment" from Environment Canada, the solution lies in effective public education programs.

"The aim of environmental education is no less than the reclamation and preservation of our vital environmental heritage for future generations, in other words — to save the world." (The Green Plan, 1990) However, public education cannot afford to ignore students in our schools now. These students will inherit a degraded earth, and they must be equipped to make the difficult decisions necessary to restore it to health.

The alternative to "sustainable development" is gradual but inexorable deterioration of the planet into an uninhabitable wasteland.

Respect and concern for the environment are goals for the new Primary, Intermediate, and Graduation programs. The BCTF has expressed concern for the environment and a commitment to environmental education as a component of educational policy. As president of the Environmental Educators' Provincial Specialist Association (EEPSA), I receive, almost daily, calls from schools, teachers, and administrators asking for information on how to develop environmental-education programs. How can teachers tap the concerns and idealism of students by incorporating environmental education into their classrooms? Three essential objectives must be achieved:

1. Students must gain *awareness* and *appreciation* of environmental issues.

2. Students must gain sufficient *understanding* to be able to make rational decisions on the resolution of environmental issues.

3. Students must have the means to take whatever *action* is required to resolve environmental issues.

For example, an outdoor adventure program might emphasize awareness and action, but it *must* also include some component of understanding if the activities are to be meaningful. The study of ecology in a secondary school *must* start with an appreciation of the unique position of every organism, and that appreciation might then lead to efforts to improve the balance in a local environment through a composting program.

Resources are not easy to obtain. EEPSA is working to produce an inventory of the most useful resources for each level and to assist in the development of new materials. We are also working to have environmental education incorporated into the new Intermediate and Graduation programs so that it becomes the responsibility of the Ministry of Education to set environmental learning outcomes, to specify and provide appropriate resource materials and to provide the funding necessary.

You can write letters to the Minister of Education, and ask administrators, parents, and trustees to do the same, join the EEPSA to learn more through the excellent publications and conferences offered. We all need to do our part to save the environment — and you can do it in the classroom, doing what you do best: teaching!

Roger Hammill is a teacher at Ballenas Secondary School, Parksville, and the president of the Environmental Educators' PSA.

## Income security

### Housing



by Mike Grenby

Buying housing can be frustrating. Usually, what we want we can't afford. And what we can afford, we don't want.

We spend so much money on housing over the years that a little planning can go a long way toward ensuring we get the most value for that money.

#### Buy vs. rent

Buying and owning your own home is one of the best investments you can make. Over the long term, the value of property tends to keep up with inflation. While rent is money out the door, at least some of the money you spend on your own home stays there.

And when you sell, under present rules, you pay no tax on any profit you make. That means, for example, if you spend 100 hours to modernize a kitchen and add \$10,000 to the value of your home, you have, in effect, earned \$100 an hour tax free.

But owning your own home does tie you down. And owning tends to be more expensive in the early years, especially when you have high mortgage payments, most of which are going to interest. In general, you need to stay at least five years in a less expensive home and ten years in a more expensive place before owning becomes cheaper than renting. In any case, plan to stay at least ten years — to give prices a chance to recover if you buy at or near the top of the market.

"What about renting and investing?" you ask. The problem is you pay rent in after tax dollars and must pay tax on your investment income. "Rent and invest" makes sense only if you are a successful investor — able to keep well ahead of inflation and income tax — and/or can count on paying below-market rent most of the time.

#### Check priorities

Where does housing sit among your (and your family's) priorities? If your home is the focal point of your life, you can justify putting most of your disposable income into your place. But you don't want to spend so much on the mortgage, maintenance, renovations, and the rest that you can't go out for dinner or take a holiday.

Buying a home — whether your first or a new, larger place — is a major commitment. Invest some time and effort before you come to your decision. A wrong move can be expensive when you add up the real estate commission to sell again, the provincial home purchase tax you paid, other buying and selling costs, moving expenses, and so on.

#### Get the figures right

Always list estimated costs — or the financial pros and cons of buying vs. renting.

Assuming you will buy your first or next home, make sure you can afford the move. Write down your down payment. Then, allowing for additional maintenance costs, look at the maximum monthly payment you can afford. How large a mortgage (amortized — paid off — over 20 years at current interest rates) will that monthly payment finance? (Make sure

you have a budget that spreads your 10-month income over 12 months of expenses.)

Add the amount of the mortgage to your down payment. Then subtract the B.C. home purchase tax, legal costs, moving expenses, and immediate expenses at the new place (new roof or furnace, for example). Reduce this total by 10%: the realtor always seems to find a place about 10% more than the maximum price you say you can afford.

This final figure will determine the price range for your home hunting.

Warning: If you live with a partner and one of you will be quitting work to raise a family or for other reasons, will you still be able to afford the mortgage, property tax, maintenance, and other payments on one income? Write down how you will manage when one income stops.

#### Raising the money

Before you rush out to your friendly mortgage lender, see if you could borrow any money from a family member. Or might a family member buy the home with you, or buy it and then allow you to buy it from him/her over the years?

Make sure such financial arrangements don't cause any family fights. And document the deal carefully for the protection of all concerned.

If you do take out a normal mortgage, shop around ahead of time. You want the mortgage with the lowest rate, longest term (to protect you in case rates rise) and most flexibility with low or no penalties to pay off faster or refinance (if rates fall).

Be creative. Perhaps you can buy a place and rent part so the tenant(s) can help you pay off the mortgage.

Mike Grenby writes a nationally syndicated money column and is an independent personal financial adviser associated with The Rogers Group, Vancouver. His most recent book, *The Best of Mike Grenby: A Year-Round Guide to Managing Your Money*, (Self-Counsel Press, \$7.95), was published earlier this year.

## What's in a pension plan?

To exist, pension plans must meet many different requirements.

For your pension plan contributions to be tax sheltered, the pension plan has to meet many specific requirements established by Ottawa and applied by Revenue Canada. For example, pension benefits must start no later than the year of your 71st birthday, the benefit cannot exceed 2% per year of service, or restrictions on what constitutes pensionable service. These rules, best considered the *maximum* limits on pension plans, were recently amended by the government (Bill C-52). More information on how recent changes will affect you will appear in future articles.

In most of the provinces (except B.C., New Brunswick, and P.E.I.) legislation governs the *minimum* provisions that a pension plan must contain. The federal government also has legislation affecting pension plans under its jurisdiction. These minimum standards are usually contained in pension benefit standards acts.

The B.C. government recently introduced a pension benefits standards act (Bill 44) for discussion and response. The bill died on the order paper, but it is to be reintroduced in the spring, improved by the responses received from the community. Both New Brunswick and P.E.I. have approved pension benefits standards acts awaiting proclamation.

B.C. workers will be pleased that the government has finally decided to imple-

ment legislation, much like the employment standards act, that primarily protects pension rights.

Minimum standards legislation creates rules governing plan membership, minimum rights to a pension, minimum rights for surviving spouses, minimum interest on employee contributions, funding levels, use of pension-plan surpluses, etc.

The B.C. proposal is a word-for-word copy of the Alberta legislation and is not as progressive as some, such as Ontario's. For example, the B.C. proposal calls for five-year vesting (time required to become eligible for a pension). Currently the Teacher Pension Plan has 10-year vesting. But in six of eleven Canadian jurisdictions, two-year vesting is the minimum standard. The BCTF, in its brief to government on changes to the Teacher Pension Plan, called for two-year vesting.

The proposed legislation neither requires employers to have pension plans nor contains any minimum inflation protection for pension benefits. These important areas are not covered by any of the pension benefit acts, although Ontario has proposed minimum inflation protection.

Another interesting section of Bill 44 requires pension plans in B.C. to be fully funded. The teacher plan is approximately 74% funded; therefore it will not meet the solvency requirement of the proposal law. This section of the act does have a provision exempting public sector (B.C. government) pension plans.

Your BCTF pension's committee has reviewed the bill and is preparing a response for the Executive Committee to endorse and submit. If you have any thoughts or concerns about the bill, send them to the Minister of Labour,

Parliament Buildings, Victoria, or to the BCTF.

#### Pension-fund investments

At June 30, 1990, the teacher pension fund stood at \$2.7 billion. With poor performance in the bond and stock markets over the first two quarters of 1990, the fund earnings stood at 7% for the preceding 12 months. This is in sharp contrast to the 19.1% return for the 12-month period ending June 30, 1989.

Diversified investment is proceeding cautiously, with progress reports provided to the federation regularly. The investment plan is to have, by the end of next June, an asset balance of 46% bonds, 26% money market (t-bills), 22% stocks, and 1% real estate.

#### A reminder

A reminder to teachers 64 years and older: Enrolment in the BCTF Salary Indemnity Plan, Long Term is optional.

If you are 64 or older and wish to withdraw from the long-term part of the plan, write or telephone the BCTF Income Security Department for withdrawal application forms.

#### Need more life insurance?

Do you need more life insurance for yourself, your spouse, or your mortgage? Are you interested in accidental death and dismemberment insurance also? Discover the competitive rates of the BCTF/Seaboard Optional Group Life Insurance Plan, available to teachers in participating districts by payroll deduction.

Ken Smith, BCTF pension plan administrator and Karen Harper, salary indemnity plan administrator write this column for Teacher.

## Your child is one in a million.



Every year, over one million children help UNICEF. Make sure your child helps this year. Remember the UNICEF box.



Last year, more than two million Canadian children and youth helped to raise over \$3.5 million during October — UNICEF month!

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\$1,000 will equip a village health centre with basic tools to help a health worker detect and treat the majority of simple illnesses among rural children.

\$285 will provide a hand pump sturdy enough to give an entire village

clean water.

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20 cents provides a vial of penicillin to treat a child's infection.

With the support of Canadian children and youth, UNICEF was able to help millions of children in developing countries. This year, UNICEF asks for your continued help and support during October.

UNICEF British Columbia, 439 West Hastings Street, Vancouver, BC V6B 1L4.

### November 8-10 VANCOUVER

Congres de l'ACT 90, Hotel Vancouver and Hotel Meridien. Contact Lionel Daneault, Winslow Centre, 1100B Winslow Avenue, Coquitlam, BC V3J 2G3.

### November 8-10 RICHMOND

Annual conference of Association for Educators of Gifted, Talented, and Creative Children in B.C., "The Key to Quality Education: Meeting the Special Needs of the Gifted Learner." Delta River Inn, Richmond. Features Dr. John F. Feldhusen. Contact David Halme, 5391 Hillson Road, Duncan, BC V9L 4B1, H: 748-1955, S: 749-6634.

### November 19-23 WHITE ROCK

Glasser workshop: Control Theory in the Practice of Lead Management, intensive basic week. Contact Shelley Brierley 536-4200.

### 1991

### FEBRUARY

#### February 1-2 SQUAMISH

A Universal Curriculum, Shared Visions Networking Retreat, North Vancouver Outdoor School, Paradise Valley, Squamish. Registration and information from Melanie Zola, Vancouver School Board, 731-1131, local 275.

#### February 8-9 VANCOUVER

B.C. Music Educators' Association conference, "Ensemble '91." Hotel Vancouver. Contact Brenda Wallace, 1734 Evelyn Street, North Vancouver, BC V7K 1V1, H: 985-5722, Fax: 985-5770.

#### February 14-16 VANCOUVER

Second International Conference on Teacher Development, "Teacher Development: The Key to Educational Change." Hotel Vancouver, Vancouver. Contact Conference Plus, Box 188 — 2619 Alma Street, Vancouver, BC V6R 3S1.

#### February 15-16 SURREY

B.C. Art Teachers' Association conference, "ART-iculation 2000 — Connecting Through Art." Semiahmoo Secondary School, Surrey. Contact Ms. Chris McQuaig, 590-2255, Fax 590-2588.

#### February 15-16 VERNON

North Okanagan Neurological Association conference, "Together We Can — Parent/Professional Relationships." Vernon Lodge Hotel, Vernon. Workshops of interest for parents and professionals working with children with special needs who are under seven years of age. Contact NONA Child Development Centre, 2802 34th Street, Vernon, BC V1T 5X1, 549-1281.

#### February 17-19 WHISTLER

"Bridging the Millennium," a national conference jointly sponsored by B.C. Teacher-Librarians' Association and Association for Teacher-Librarianship in Canada, Whistler. Contact Yoskyi Webb, 2215 Connaught Avenue, North Vancouver, BC V7K 1Y3.

#### February 21-23 VANCOUVER

Hospital/Homebound Provincial Specialist Association conference, "The Interdependency of Health and Education." Broadway Holiday Inn, Vancouver. Contact Leyanne Burchell, 146 West 22nd Avenue, Vancouver, BC V5Y 2G1.

#### February 22 VERNON

North Okanagan Teachers' Convention '91, Vernon. Contact Vernon Teachers' Association, 203-3306 32nd Avenue, Vernon, BC V1T 2M6, 542-0456 or 542-0564.

#### February 22-23 RICHMOND

Teachers of Home Economics Specialist Association annual conference and AGM, Airport Inn Resort Hotel, Richmond. Contact Joann Langdale, 4711 No. 4 Road, Richmond, BC V6X 2M5, H: 278-4805, S: 274-7258.

#### February 27-March 1 VANCOUVER

B.C. School Counsellors' Association annual conference and AGM, Sheraton Landmark, Vancouver. Contact Roz Atherton, 412 East 34th Avenue, Vancouver, BC V5W 1A3, H: 327-5700, S: 255-2644.

### MARCH

#### March 7-9 RICHMOND

Special Education Association conference, Airport Inn Resort Hotel, Richmond. Contact Sue Ferguson, Box 5608 Station B, Victoria, BC V8R 6S4, H: 642-7870, S: 598-3361.

#### March 14-16 VANCOUVER

Canadian Association for Young Children's national conference, "Meaningful Connections: Professional Connections, Curriculum Connections, Community Connections." Hotel Vancouver. Contact Arlene Kasting, CAYC Conference Committee, c/o Child Study Centre, UBC, 2881 Acadia Road, Vancouver, BC V6T 1S1.

### APRIL

#### April MONTREAL

Canadian Council of Teachers of English national conference, Montreal. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

#### April 16-18 VICTORIA

Fourth Annual Energy Forum, "Electricity, Education, and the Environment," sponsored by B.C. Hydro, Victoria Convention Centre. Contact 663-3389.

#### April 22-23 NORTH VANCOUVER

Learning Assistance Teachers' Association conference and annual general meeting, North Vancouver. Features Anita De Boer on consulting. Contact John Battaler, Box 132, Saanichton, BC V0S 1M0, H: 652-2787, S: 652-4401.

#### April 26-27 VERNON

B.C. Teacher-Librarians' Association "Story '91." Silver Star Ski Resort, Vernon. Contact Evelyn LeRose-Tull, c/o Kidston Elementary School, 7857 Kidston Road, Vernon, BC V1B 1S1, H: 545-6666, S: 542-5351.

#### April 28-May 1 VICTORIA

Focus '91, "Integration: A Shared Responsibility," a conference emphasizing a co-operative approach toward the integration of children with disabilities into regular school settings, sponsored by Greater Victoria School District and the Ministry of Education, Special Programs Branch, Victoria Conference Centre. Contact Barbara Smith, c/o Victor School, 2260 Victor Street, Victoria, BC V8R 4C5.

### MAY

#### May VANCOUVER

B.C. English Teachers' Association spring conference, University of British Columbia. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

#### May 2-4

B.C. Business Education Association spring conference.

#### May 2-4, WINNIPEG

The Canadian Association of Second Language Teachers conference, "The Multilingual Child: Today's Dream Tomorrow's Reality," Downtown Holiday Inn Convention Centre, Winnipeg. Contact Josue Bensimon, CASLT/ACPLS, 369 Montrose Street, Winnipeg, MB R3M 3M1.

#### May 12-18 VANCOUVER

Canada-wide Science Fair, Vancouver. Of interest to intermediate, science, computer teachers. Contact Patti Leigh at Science World, 687-8414.

### JUNE

#### June 20-23 MIAMI

Second International Social Studies Conference, "The Caribbean: Cradle, Crossroads, and Crucible of the Americas," Miami Intercontinental Hotel. Submit proposals by September 6, 1990. Contact Dr. Donald C. Wilson, Social and Educational Studies, Faculty of Education, UBC, 2525 Main Mall, Vancouver, BC V6T 1W5, 228-2291, or Rick Beardsley, BCTF staff.

### OCTOBER

#### October BURNABY

B.C. English Teachers' Association conference, SFU. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

#### October 17-19 RICHMOND

30th Northwest Mathematics Conference, Richmond, B.C. Contact Ian deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

### NOVEMBER

#### November SEATTLE

National Council of Teachers of English national conference, Seattle. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

#### November 21-23 VANCOUVER

B.C. Science Teachers' Association/National Science Teachers' Association regional conference, Hotel Vancouver and Hyatt Regency Hotel. Contact John O'Connor, 4250 Mahon Avenue, Burnaby, BC V5G 3R2, H: 299-4166, S: 261-7825 or Steve Cardwell, H: 943-8584.

### 1992

### MAY

#### May CALGARY

Canadian Council of Teachers of English national conference, Calgary. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

Compiled by Debby Stagg, PSA Services Co-ordinator, Professional Development Division.

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OTF Status of Women Committee  
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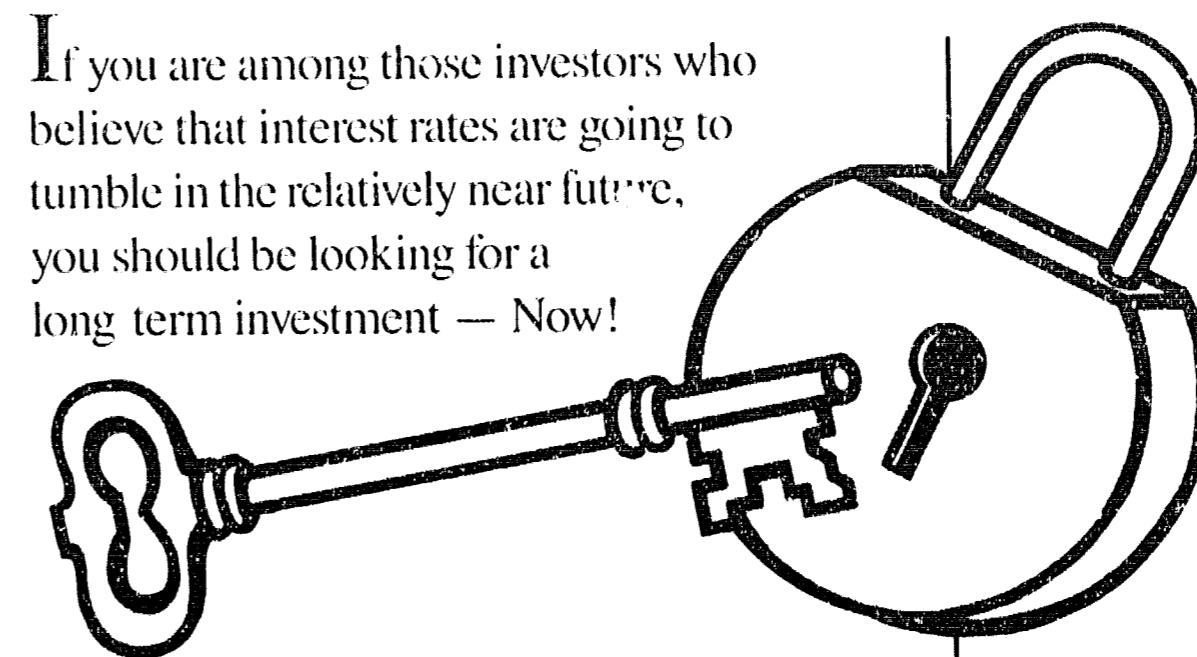
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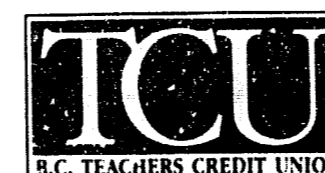
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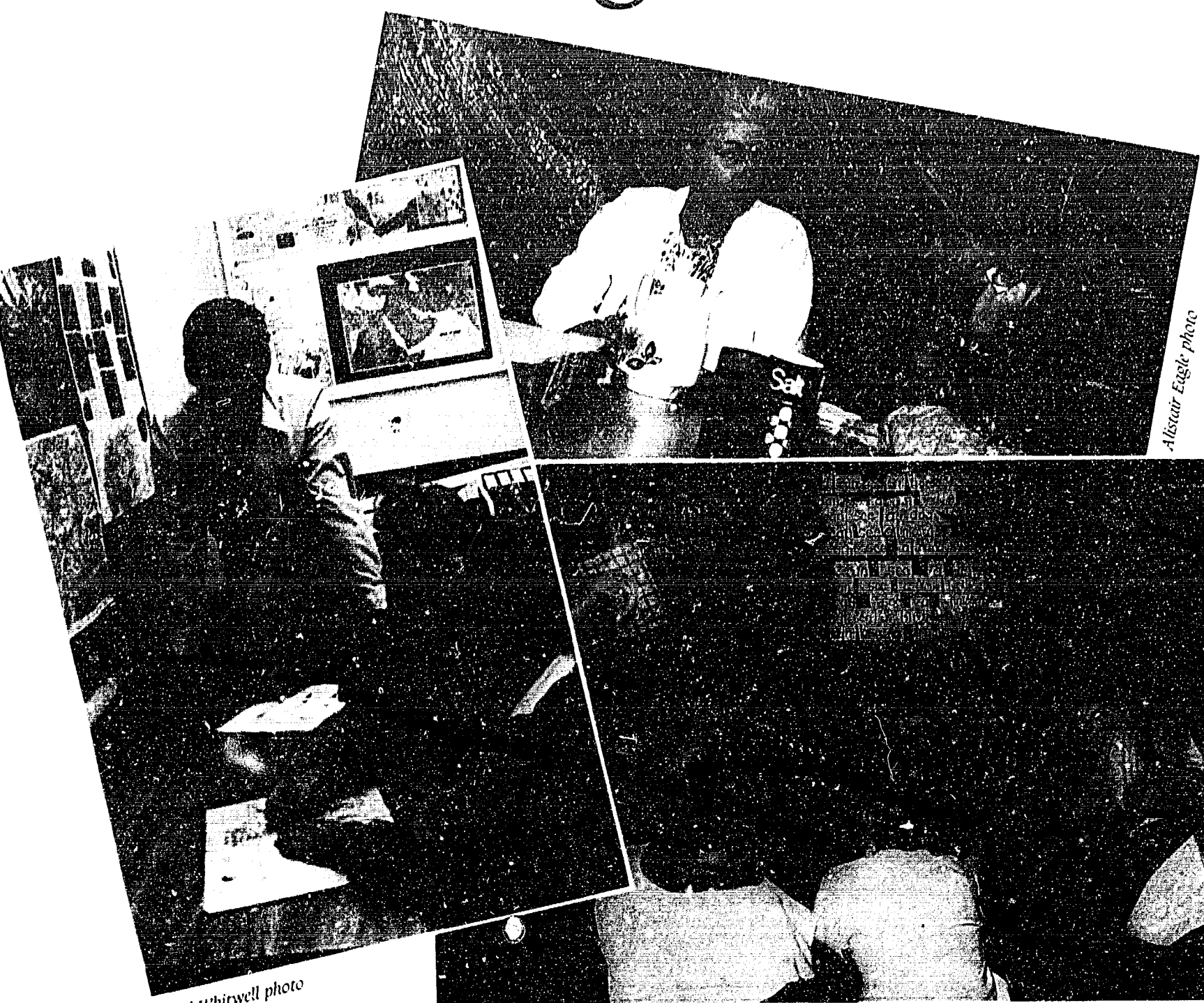
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# Contracts bring educational dividends



(Clockwise from top): Marilyn Vesely (centre) (North Vancouver), Mary Parks (Cranbrook), Ken Robson (Vernon) speak up for the tangible benefits of good contract language.

## In Cranbrook: smaller classes

From 1980 to 1990, Mary Parks primary teacher in Cranbrook, has seen Grade 1 (Early Primary) class size drop from 38 students to 17. That's progress.

The differences smaller numbers have made to the learning environment are numerous.

"When I had 38 kids in a rural school in Alberta," says Parks, "there was no room for anything but wall-to-wall desks. Now, I can do a more individualized program, with more centre activities, and more special projects, like baking. Everybody gets a turn more often in this small class."

Parks is one of the Cranbrook teachers benefiting from some of the best contract language on class size in the province.

After years of effort and continuous research on the value of smaller classes, numerous presentations to the board by the local's very active Working and Learning Conditions Committee led by Chris Johns, and a relentless public education campaign, the local succeeded in negotiating firm class-size limits during the last bargaining round. The numbers set for grades/levels (e.g., in elementary, K: 20, P: 24, I: 29), as well as multiage classes or splits (e.g. K/1: 17, P/S: 22, I/S: 26). This forethought has helped in planning the entry of Kindergarten/P1 children in January under the dual entry.

The contract also allows for an "exception of 2" to the limits, under certain circumstances, such as the arrival of a student after September 30 at a school where grade-level maximums exist. In addition, students with special needs are placed following consideration of class size and composition by a District Assessment Council.

In Parks's case, where the class size is noticeably lower, the contract has already made a real difference to the quality of her interactions with children. Says Parks, "I get to reach each student in a personal way each day. I can zero in on any difficulty because I see it at a glance. I am able to make notes on each child every day because I have the time. Observations, for evaluation are not a chore with 17."

Parks is feeling energetic and, therefore, risking new activities and teaching strategies. In her own words, "It is a pleasure to go to school each day. The day seems to go better."

Keeping this good contract language is a priority for Cranbrook's teacher bargainers. "We do not take class size lightly in this community," says Doug Hogg, teacher association president. "It was a key issue in our 11-day strike last year, important to both parents and teachers."

Hogg believes parents are still with the teachers. "At 9:01 on the first day of school this year, I received a call from a concerned Cranbrook parent asking why there were 31 students in her child's Grade 1 French-Immersion class, and what could she do about it," says Hogg.

Class size will remain a high priority in Cranbrook until Parks's experience exists for all.

- Nancy Hinds

## In Vernon: professional influence

Professional development has always been a priority for Vernon teachers, and the collective agreement has served to make a good thing better. Coldstream Elementary School teacher **Ken Robson** says, "We see professional development as a pillar of our professionalism. Having good PD clauses in our contract means professional recognition. The board provides the time and resources and acknowledges that teachers know how to use them."

Resources, time, and trust that teachers know what they need — how do Vernon teachers put these pieces together to grow professionally?

Robson, a former local association president, reports that a district committee with a majority of association members, chaired by a teacher, oversees the PD section of the contract. They meet five to seven times a year to allocate funds to schools and local specialist associations, to advise the board on PD matters, and to provide training for PD representatives.

Each school has a PD committee that administers school PD funds and plans in-service activities at the school level in consultation with the staff. At Robson's school, each teacher is guaranteed a base amount of money (this year, \$140), and the school-based PD committee approves individual teacher expenditures.

Robson is quick to point out "that PD is not just going to conferences. Teachers spend their money on professional books, short courses, or school visits to observe other teachers." And because there is a monthly accounting of what was spent and how, teachers are always thinking of PD. It is visible; it seems important."

The contract also provides the time. Each teacher is entitled to two paid-leave

*The Daily Townsman photo*

days, to attend a conference, or to act as a presenter at a conference. Robson says these days are well used. "There's a developing sense that we have the expertise right here in our district, in our region. We're relying more on our own resources."

Robson credits the board and the district administration for understanding the importance of professional growth, and he says, President Carol Whitwell, former PD chairperson Bev Gess, and present PD chairperson Clara Tees are key leaders, facilitating teacher involvement in PD.

Robson concludes, "Time, resources, and teacher leadership. It's a powerful combination."

- Elaine Decker

## In North Vancouver: freedom from supervision

For 31 of Marilyn Vesely's 33 years of teaching, noon-hour supervision was in her job description. She calculates that until the North Vancouver Teachers' Association negotiated the end of all assigned supervision, she had spent roughly 1,500 hours patrolling hallways, playgrounds, and cafeterias. Her employers ensured that Marilyn had opportunities to hone her supervision skills. Over those years they gave Marilyn twice as many hours of supervision as paid professional development.

All 75 local associations negotiated clauses in their first contracts that provided some relief from assigned supervision. Most contracts gave teachers the right to duty-free lunch hours. A number of contracts set limits on the number of minutes of supervision required of teachers. Marilyn Vesely's North Vancouver contract says that teacher supervision is *verboten*.

Vesely has no nostalgia for her past life as teacher supervisor. "Recess supervision is inhumane. There is no break. Even a teacher with a placid disposition turns grumpy with recess supervision. The kids are ready for a break, and so are you."

Linda Watson, now local president and a member of the bargaining team that negotiated the North Vancouver contract, recalls that by the second week in a supervision-free school, teachers were bounding down the halls of her school shouting, "Lunch hour is mine!"

Vesely admits without apology that she was one of those teachers. "At lunch time now, you feel like a real human being — like someone who has a real break. You can go out to lunch with colleagues, read, mark papers, or make calls to parents."

Vesely agrees with Linda Watson's statement that supervision time is unproductive time for teachers. According to Vesely,

"Supervision precludes child-time. Teachers need time quietly to observe the students. If you are in the classroom ahead of time, instead of rushing in at the last minute after supervision, you can observe and visit with the students. I often find a good idea and make some last-minute changes to a lesson. In the days of supervision, reflection and adjustment just didn't happen."

The supervision clauses bargained in the first union contracts signify a dramatic change in the lives of teachers. Prior to 1987, teachers had virtually no control over their working conditions. The teachers' tasks were determined by tradition and the demands of the employer. Now all the things teachers do are subject to discussion and negotiation.

- Kit Krieger