

One thing you
 would like to
 change about
 your school:
 speaking
 personally

New assessment
 practices not
 based on
 whimsy:
 why teachers
 change?

Education
 finance
 made easy

April 22 is
 Earth Day:
 renew your
 environmental
 citizenship

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Teacher

EDUCATION CONTROVERSY

Reality or rhetoric?

by Charlie Naylor

If the media were your only source of information, you'd think that much is wrong with our education system. TV, radio, newspaper, and magazine coverage touches a sensitive nerve with taxpayers and with parents at a time of change in education. They are persuaded by calls for greater accountability of the education system.

Corporate and university involvement in the K-12 education debate is questionable. The generally pathetic Canadian corporate investment in training ought to limit the credibility of their views on education.

What does that mean to teachers? If we can learn from other jurisdictions, public demands can lead to significant changes in classrooms: more limited curriculum, increased testing, exclusion of students unlikely to pass tests, and teachers becoming technicians rather than professionals. Such changes have happened in some British or American schools.

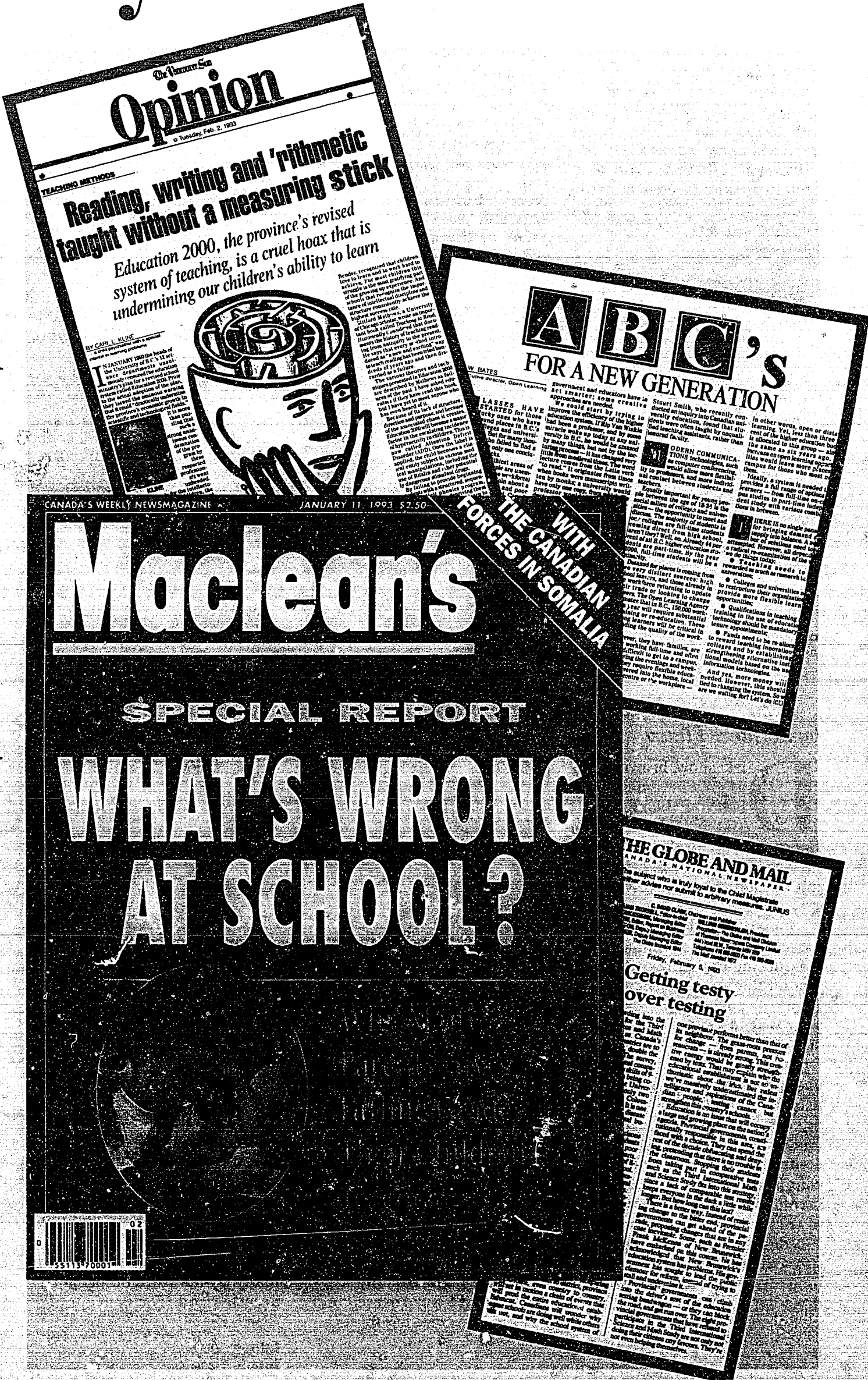
The demand here for increased accountability for public schools was initiated by the federal government, corporate Canada, and senior university administrators. Corporate Canada is arguably the driving force for increased accountability. Titles of their reports appear innovative and forward-looking ("Reaching for Success," Conference Board of Canada; "Focus 2000," Canadian Chamber of Commerce). They call for improved performance by the education sector. Reports sponsored by the federal government similarly intimate that a prosperous future can be reached through appropriate educational reform, with titles like "Learning To Win," "Canada at the Crossroads," and "The Prosperity Initiative." University presidents' contributions to such reports reflects the increased corporate control of Canadian

universities—discussed by McMurty (1991): "It is important to remind ourselves just how far the basic research and teaching process has already been subordinated to corporate control. Academic awards and grants are now so universally trade-named by multinational corporations that few remain which are not dependent for their survival!

on business or business foundations." (Journal of Philosophy of Education, 25,2) Corporate and university involvement in the K-12 education debate is questionable. The generally pathetic Canadian corporate investment in training ought to limit the credibility of their views on education. Universities, becoming more

dependent on corporate sponsorship, also appear increasingly and alarmingly autocratic. In the UBC vs. Berg case, UBC says that the Human Rights Act does not apply to the university with respect to its treatment of students. Does an institution with this view of human rights also have the right to

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Attention Teachers from Ontario

Prior to September 1, 1976, Ontario-educated teachers received credit for Ontario Grade 13, as equivalent to first-year university in B.C. From that point on, TQS has not recognized Ontario Grade 13 for salary categorization of any subsequent applicants, whether they completed Grade 13 prior to this date or not.

I am trying to acquire data on the difference(s) in evaluation by TQS with a view to equal pay for equal work and qualifications.

Please return the following to Peggy Bareham, Nootka School, 3375 Nootka St., Vancouver, BC V5M 3N2.

When were you evaluated by TQS? What is your current level of evaluation? How many years at secondary school? How many years at university? How many years of teacher training?

I would appreciate your input and suggestions regarding the above.

Peggy Bareham
Vancouver

Burnaby teacher grateful for SIP

Just a brief note of appreciation for the continued support of the Burnaby Teachers' Association executive and all BTA members for the SIP long- and short-term disability plans. One never dreams of becoming disabled, but it is a very real possibility for anyone these days.

Without the plan I would be unable to afford the medical treatments I require, not to mention the daily costs of living. The plan is the only difference between dignity and destitution for many members. Often disabled members are never seen, but they're still out there struggling with difficult circumstances. It's wonderful to know that our colleagues are still out there for us.

Anonymous
Burnaby

(Note: the Salary Indemnity Plan is administered by the BCTF.)

W/S Attacks teachers PD

W/S on Sunday, November 8, 1992 aired a show on teachers' professional development days. They stated that B.C. has fewer PD days than any province in Canada.

New Brunswick had 13 days. The government has reduced this number by five days. The logic was that so many days were a burden on single parents and working mothers because of the lack of adequate care for these days. Ontario has also made moves to reduce the number of PD days followed by a reduction of storm days and administration days.

The report went on to show some sample PD activities. They chose to show ski trips, tours of Montreal, and a dance demonstration. They did not indicate if the participants were of a particular interest group. The intent was to reinforce parent group contentions that teachers do not need PD days.

The following items were not mentioned in the report:

1. Teachers are often involved in PD activities after school and on holidays.

2. Teacher stress has increased because of integration of students with special needs, increased class sizes, reduced class support, reduced library time, and reduced learning assistance support.

3. The increased number of mandated programs from the Ministry of Education.

4. School boards attempting to strip teachers' contracts.

5. Teachers performing many hours of volunteer service to schools and students.

This is a signal of the times. As teachers, we must make the best use of the PD days that we have, and we must protect those days from misuse as administration days, parent interviews, or curriculum in-service education days.

Marg Eagle
Sooke

Dental fee "guides"

I read with some interest the letter entitled, "Check your dental fees," (*Teacher*, Nov./Dec. '92) and would like to offer a few comments in response.

CU&C, and also MSA, are not-for-profit health benefit insurance organizations. Because the dental profession acquired control over setting their own

charges for services many years ago, the only mechanism CU&C and MSA had to try to keep some limits on those charges was to develop their own fee guides. Thus, today, CU&C and MSA are doing something that benefits every insurance organization and every plan sponsor and members.

CU&C has saved hundreds of thousands of dollars for plan sponsors and members each year as a result of the development of a CU&C Dental Services Fee Guide. When a dentist charges beyond the fee schedule, he or she is not breaking the law, as the guide is simply "a guide." However, if your dentist wants to charge more, you can do something. You can threaten to leave and go to a dentist who charges the fee schedule for services. You will find that most dentists want to keep their patients. If CU&C did not publish its own schedule, it would not be long before dentists would push the costs for services beyond the limits of the groups' affordability to pay.

Patti Jukes
Burnaby member,
CU&C Board of Directors

Hi, from the Netherlands

I enjoy keeping up-to-date on the news from B.C. via the *Teacher*, which arrives regularly! Thanks BCTF, I am enjoying my stint with DND, teaching at Afcen in Brunsum.

Cheryl Dewe
Sunshine Coast

Classes that jell

I was a teacher for 40 years and most of those years I taught six-year-olds.

From day one each September, my first priority was to have my class *jell*. That was how I thought of the working relationships I wanted. I always hoped to have reached my goal by Thanksgiving.

Halfway through my career a young woman asked if she could visit my classroom. I readily agreed. She was a consultant from a not-too-distant district and also a person who had suffered discrimination.

After introductions she sat quietly at the back of the room for a couple of hours. When the children had gone and it was time for her, too, to leave, she said something that warmed my heart, something I will never forget.

"Never before have I been in a classroom where there was such respect of teacher for children, children for teacher, and children for children."

Jell was my word for respect and that, to my way of thinking, is much needed not only in the classroom but also in the wider world.

Anonymous (by special request)

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



Surrey teachers take their concerns about the underfunding of their high-growth district to the public.

Vancouver contract survives Bill 82

Arbitrator John Orr of Victoria has found that the grievance procedure of the collective agreement between School District 39 (Vancouver) and the Vancouver Teachers' Federation applied retroactively to cover the period of time during which that agreement was rolled back by then-Compensation Fairness Commissioner Ed Lien.

The legal status of the Vancouver agreement was brought into doubt when Arbitrator Allan Hope ruled in December that the agreement had been rendered "null and void" on July 19, 1991 when Ed Lien found that the compensation package of the agreement exceeded the guidelines set out in Bill 82 (the "Compensation Fairness Act"). Hope said the agreement had no force and effect between July 19, 1991 and December 19, 1991 when the agreement was finally approved by the new "fairness" Commissioner after the election of the NDP government.

The Vancouver Teachers' Federation grieved the Board's failure to implement the maternity plan provisions of the agreement in a timely fashion. In rejecting the Federation's grievance, Hope said the Board was not obliged to implement the plan because the agreement had been rendered void by Lien.

In a subsequent grievance, dealing with discipline of a teacher which had occurred in October 1991, the Vancouver Board argued that the VTF could not grieve the discipline because Hope had earlier ruled that the collective agreement was not in force at that time. However, Arbitrator Orr, while not disagreeing with the earlier decision of Hope, found that the grievance procedure covered that period

retroactively after the contract was reinstated in December 1991. Orr said:

"The question before me is whether the grievance procedure in Article 12 of the collective agreement can apply retroactively and in my opinion I can find no logical reason to suggest that it would be impractical, unfair, or unintended to apply these provisions retroactively. To find otherwise would in effect leave the Parties without an effective dispute resolution for any issue which arose during the five months wherein there was no agreement in place... It is clear from the actions of the Parties that they at all times assumed that the grievance procedure would be in place despite the temporary illegality of the compensation provisions of their agreement."

Randy Noonan, BCTF staff lawyer who argued the case in front of Orr, says the decision is important because the Vancouver Board was attempting to have all grievances which arose at that time dismissed on the basis of the earlier Hope award. "We can now get on with cases held in abeyance and have them determined on their merits," he said. The Orr decision also has application to other districts, as Lien found many collective agreements "exceeded the guidelines" during his short tenure as compensation commissioner.

Bargaining roundup

Of our 75 teacher bargaining units, 28 have now reached agreements after some eight to ten months of tough negotiations. Of these, six were one-year agreements effective July 1, 1992 to June 30, 1993. These districts must now, unfortunately, gear up to start bargaining again in a rapidly deteriorating economic climate. The other 19 districts

reached two-year agreements effective to the end of June 1994. Two agreements were three-year carry-overs, which expire June 30, 1993.

Negotiated salary increases have been approximately 2% a year for those who have settled to date.

Currently, 48 locals are at the table, and 14 are on strike or are taking some form of job action. Strike votes have been scheduled in two other locals. A lock-out of the 230 Fernie teachers ended successfully, after teachers spent 19 working days on the picket lines.

- Mavis Lowry

Provincial bargaining: Think twice

by Lorraine Chasson

At first, provincial bargaining seemed like a good idea but then I thought about the reason why I had moved to B.C. In Quebec, I wasn't able to have a permanent contract because the provincial seniority list was so long that I wasn't able to build up enough work seniority and even qualify. There was no guarantee that I would teach at the same school because the government had the right to transfer you within 50 km of your home without any reimbursement of costs. One couldn't consider taking a leave of absence to try in another district; with the same employer, the provincial government, you either took the transfer or quit.

After talking recently with a teacher in Quebec, I really knew what was best for me. Claudette Gruay, a teacher in Montreal, reminded me that in 1986, when Quebec's teachers went on strike the Ministere de l'education legislated them back to work with a 25% salary decrease and more teaching time. The teachers who refused to return from

the strike were penalized; it cost them one year of seniority for each day of continued strike action. Claudette mentioned that one good thing about provincial bargaining was that the salary in isolated regions was initially increased to equal the city teachers' salaries, but personally I wouldn't like to see a decrease in my salary so that there would be equity with Metro in an initial leveling.

Please think twice about provincial bargaining. Don't just take the easiest way right now because when you realize the mistake you have made, it will be too late.

Lorraine Chasson teaches at Marie Sharpe Elementary School, Williams Lake.

management board, composed of pension-plan beneficiary representatives and government/employer representatives. This committee would become the "board of directors" for the pension plan.

The concept provides meaningful teacher input and control while government retains the ultimate authority and responsibility for the pension plan. "It's a good intermediate position between where we are now and full equal partnership and full responsibility," says Worley. Talks are continuing on improving plan benefits.

- Ken Smith

Pension fund grows

Your pension fund grew by 7.5% in the 12 months ending September 30, 1992.

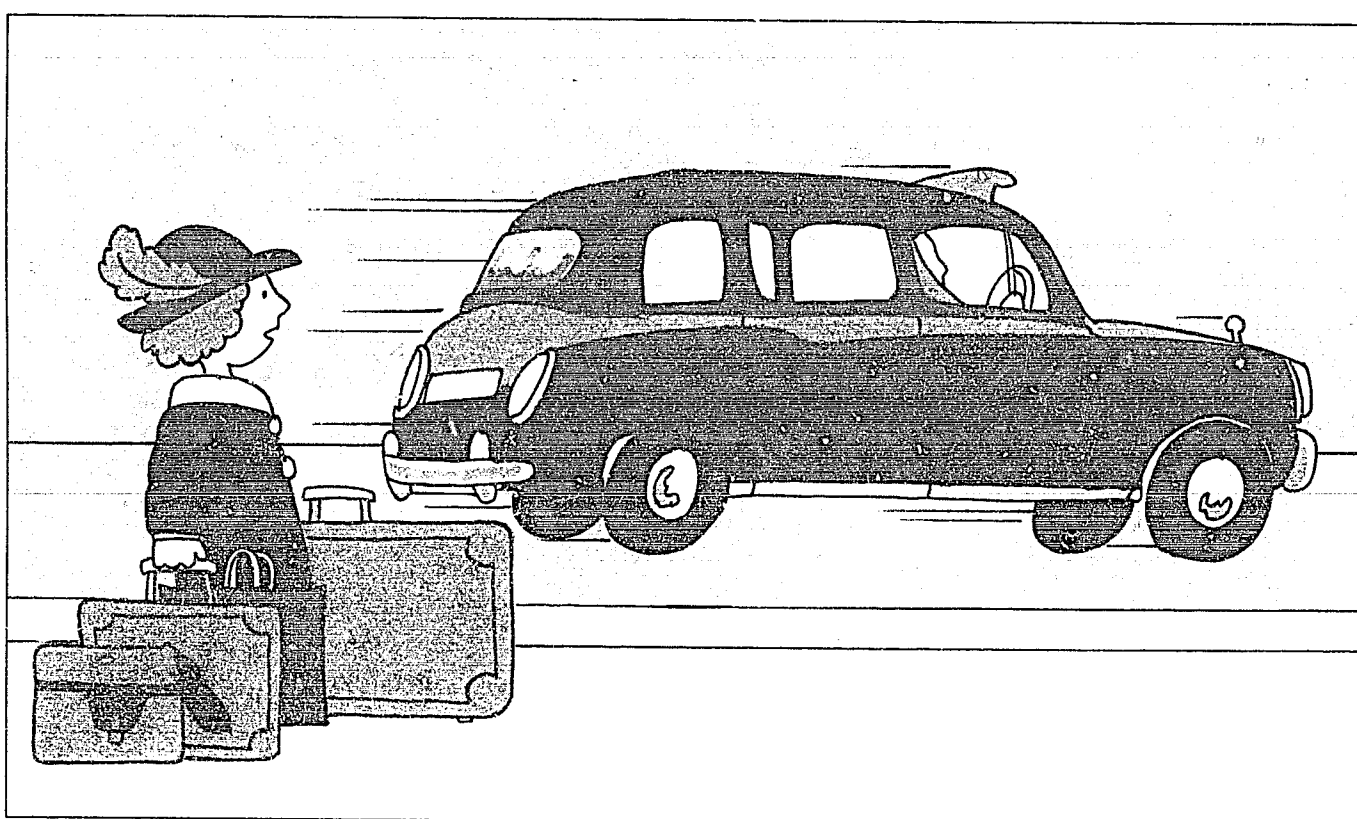
This increase was 0.1% below the benchmark established to measure investment performance. During the same period, your inflation account grew by 11%, riding on the gains of falling interest rates.

The pension fund is well positioned to take advantage of the economic growth projected for 1993 and 1994.

BCTF task force on violence

What is the extent of violence in B.C. schools? What current initiatives prevent, reduce, or eliminate violence in schools? What

Our federation, inside out



I was at the airport recently, watching my lucky sister-in-law being forcibly put on to her return flight to Calgary, and the sight of a really bad toupee took me back to my first trip to Europe.

On board our 747, my friends and I were seated

across the aisle from two men obviously heading for a bad-hairpiece convention in London. After a few nudges and snickers, we settled into comparing wardrobe notes to reassure ourselves that our many outfits were all properly accessorized. The concept of

travelling "light" hadn't occurred to us, and appearing two nights in a row in the same outfit was unthinkable. And, thank goodness, one of my friends had a travel iron, so we would not only be properly accessorized, but wrinkle-free as well.

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Time to start daydreaming

by Berniece Stuart

Dirty snow, brown grass, Christmas bills, February blahs, March doldrums. Hopes for a reconciliation between Chuck and Di becoming more and more remote. Not a great time of the year is it?

Time to start daydreaming.

Picture yourself sipping cappuccino in a little bistro just off the Via Veneto, in Rome, or perhaps yachting your way through the azure, sun-dappled waters of the Greek islands. The smell of chalk-dust replaced by the aromas wafting from that little bakery across from the Jeu du Palme in Paris, or memories of contract disputes erased by the sounds of a mariachi band serenading outside the window of your Manzanillo villa.

It doesn't cost to daydream (providing it doesn't go on too long, and you get some work done between scenes).



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short- and long-term actions are appropriate for the BCTF to address violence in schools? These are questions to be tackled by the recently appointed task force on violence in the schools.

So the setup is, Eldon Cameron (Kamloops), Louise deBruijn (Richmond), David Jones (Victoria), Kay Kennedy (Vancouver Island North), and June Metcalfe (Delta) will report to the Executive Committee by the end of June.

Staff person Lisa Pedrini says the task force will review the literature, study initiatives in other areas, conduct research with B.C. teachers, students, and parents, and hear from experts in education and community services as they prepare their recommendations. They would like to hear from both individuals and groups of teachers about violence in schools and to collect papers, studies, or theses that members have done. If you have something to contribute, forward your one-page submission to the BCTF, attention Lisa Pedrini, by March 31, 1993.

Kudos for BCTF

Each year the American Education Research Association publishes a *Review of Research in Education*. Its half dozen articles discuss the range of work being done in an area.

One of the articles in the most recent edition focussed on "craft knowledge," particularly the action research by teachers that is key in defining/describing what the craft knowledge of teaching is.

The authors of the review (Grimmett and Mackinnon) say "In a similar vein, the British Columbia Teachers' Federation in Canada has instituted The Program for Quality Teaching, designed to encourage teacher inquiry in the practice setting, and *Voices of Teaching*, a series of monographs edited by Ted Aoki that provides opportunities to share their 'lived memories of teaching' (Aoki, 1990, p.1) with their colleagues far and near."

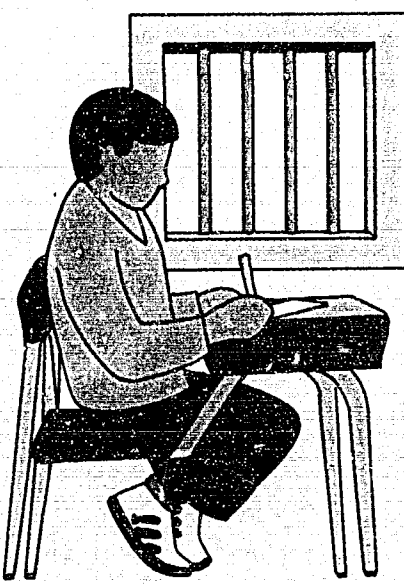
For more information about *Voices of Teaching* and/or The Program for Quality Teaching, contact Mohammed Shamsheer, BCTF.



Jacqui Birchall, Surrey teacher, receives her CIDA Development Education Award from the Hon. Monique Vezina, Minister for External Relations and International Development on February 1, 1993. She will use her award to develop a school twinning program with schools in B.C. and Malawi. Congratulations Jacqui.

Speaking Personally

What one thing about your school would you change?



Does any other public school in B.C. operate in an old RCMP headquarters with the cells intact and bars on the windows? In spite of the physical environment of this facility, our students are meeting with remarkable success, but if I could change one thing about my school, I would change the facility.

This facility, located in an old building above the Post Office, is a maze of small rooms, the largest being 3 m x 8 m. Poor air quality is due to improper ventilation. The public often interrupts teaching to find the secretary's office. The secretary travels 146 steps return along a narrow, winding hallway to the photocopy room. There is no staffroom. For privacy, we often confer in the bathroom. (On the lighter side, we have twice as many bathrooms as student workrooms.) No one room is comfortably large enough to assemble an entire class for a group activity. A pillar in the library (once a narrow kitchen) requires that you turn sideways to pass it. In this rabbit warren, you can go from one end of the building to the other, missing the person you were looking for

because they have taken a different route. Communication is hampered by the layout of the facility. Because of lack of space, students are forced to work in a room away from the teacher. Supervision is difficult, time consuming, and exhausting. Because this is a public building, with the Canada Employment Centre on the same floor, students are continually being hushed up. They have no place of their own to go. Despite the best efforts of the staff, the message that they are society's outcasts is reinforced. An old RCMP barracks does not make for a comfortable learning environment.

In the afternoon, the facility is used for adult upgrading and literacy groups; therefore secondary school classes are held three blocks away, at the church hall. Students have arrived at 13:00 to find a funeral reception in progress. Often scheduled events such as a student Christmas luncheon are cancelled because the hall is suddenly unavailable. All this is unfair to our learners.

It is necessary that this school be independent and physically separate from the regular secondary school. This is important as many of our learners, both adult and youth, would be unable to fulfill their educational goals and would drop out.

The absence of some decisions concerning funding, e.g., adult education, has impeded long-term planning. We, staff and students, need an adequate facility. How do we get one?

**Arlene Ridge
Kimberley**

The only time, during all my teaching duties, when I feel free from obligations for students' welfare and educational growth is when we are aboard a bus, destined for a field trip. Only then, when the safety and well-being of these youngsters is in the hands of the bus driver and when there is no homework to check, no lesson to teach, no discussion to facilitate, no dispute to help resolve, can I truly relax and observe them. And what a joy it is to see them break into spontaneous song or do clapping rhythms or just chat with friends and classmates. "A time for labor and thought" (A.C. Swinburne)—we make time for the former, but run out before achieving the latter.

If I could change one thing about our school, I would provide more time—time for quiet and unhurried observation of our students; time to note their puzzlement at a problem and then their illumination at discovery; time to see them guiding each other; time to talk with each one of them every day; time to enjoy them.

In that ideal educational world we would have time, not just to observe individuals, but

also to reflect on their struggles, their growth, and their relationships; further, we would have time to deliberate about our teaching, the curriculum, or the direction of education. Perhaps by recognizing the need for time for observation and reflection, we can begin to create it, in small but significant ways; for, "What is this life if, full of care, we have no time to stand and stare?" (W.H. Davies)

**Dina Hanson
Bulkley Valley**



If I could make one change in my school, I would encourage team teaching at every grade level.

Team teaching eliminates isolation. Three years ago, our neophyte teaching team of three teachers met weekly to plan for our 90 students. As we have grown in experience and understanding of the potential for team teaching, these formal meetings have provided only the starting point for the informal communication we share spontaneously each teaching day. We now feel like a real school family.

Team teaching has contributed to our professional

growth. We continue to plan our team's professional development, and after three years, we are refining our ideas on effective integration. We encourage each other to take risks within our individual subjects. Yet, because we are privileged to view our students from a broader perspective, we develop a better understanding of them.

Team teaching benefits our students. Together we tackle students' problems, recognize their successes, and communicate with parents. Developing common expectations in our three classrooms has practically eliminated late work and missing assignments—a consummation wished by all.

Flexible timetabling allows us large chunks of time to enrich our programs. We frequently bring our 90 students together for guest speakers, field trips, and special events without being constrained by the standard period length and without affecting other teachers in the school. Recently, one of our students who had transferred to another city wrote that her one regret was that she could not finish her Grade 8 year with "the team." From the students' point-of-view, team teaching is simply fun.

I know that team teaching has enriched my teaching career and that it can provide the most satisfying and pleasurable context in which to do our jobs. Would that the school timetable could accommodate more of us in that happy state.

**Suzanne Duke
West Vancouver**



TEEN WOMEN FOCUS OF CTF PROJECT

"A Cappella" The second verse

"Equality lies at the heart of violence against girls. As long as girls are treated as less than equal, they are designated as second-class citizens who are safe and willing targets for sexist jokes, harassment and abuse. School systems that promote equality in all its public statements, policies, hiring and promotion practices, and funding of programs, empower all staff and students to demand that equality in each school."

— Peter Jaffe,
University of London, Ontario

"I believe I am responsible, creative and an individual." "I am always worried about my reputation." "Sexual pressures are a big thing for me right now." "Why are we told to act like adults and then treated like children?" "I want to be successful but I don't know what I'm interested in or which way to turn."

The Canadian Teachers' Federation heard these comments when they opened a conversation with 1,000 teenaged girls in 1990. CTF published the results in a report called *A Cappella: A report on the realities, concerns, expectations, and barriers experienced by adolescent women in Canada*. This fall, CTF launched "A Cappella: Phase II," a project to promote changes leading to better lives for girls across Canada.

Jointly sponsored by Women's Program, Secretary of State; The Family Violence Prevention Division, Health and Welfare Canada; AIDS Education and Information Services, Health and Welfare Canada; Women's Programs, Sport Canada; Youth Affairs, Employment and Immigration Canada; Education and Training, Health and Welfare Canada; Tambrands Canada; and CTF member organizations, the Phase II project is an ambitious attempt to effect social change. It's a smart one, too.

The statement of commitment recognizes that what is required is not a change in the behavior of an individual, or of one group in society. It realizes that no agency or sector can go it alone in accomplishing real change. It acknowledges the concurrent tasks of prevention and intervention. And it says that young women are entitled to and must be encouraged to, speak for themselves, to name their issues and goals.

Self image, confidence, and self-esteem
Concerns include physical appearance, popularity and body image.

Quality of school life
Dissatisfaction with the school system, a lack of relevance of schooling to their lives and futures and inadequate opportunities to discuss issues were among the concerns identified.

Love and sexuality
Concerns included dating, romantic relationships, pregnancy, AIDS, STDs, sexual assault and emotional pain.

Physical and sexual abuse, violence
Violence by family members, date rape, strangers, assaults and physical abuse by boyfriends were all of concern.

As women: Equal rights, discrimination
All of the respondents detected unfairness in how they were treated, particularly in areas such as sports or in freedom boys were given at home.

Career and future plans
Uncertainty about future choices, and the pressure of making the "right" choices, were felt strongly by the respondents.

Six strategic approaches

Involving young women in action
Ways to empower young women to take action to change conditions affecting their lives.

Building school-community partnerships
Partnerships with women's, community, business, and labour organizations.

In-service for teachers and administrators
Increasing teacher awareness and skills to assist young women.

Providing administrative leadership
How can school principals and district administrators provide leadership in changing conditions for young women?

Raising the priority assigned to gender equity
Awareness and advocacy activities.

Supportive school cultures
Creating and maintaining school climates supportive of young women.

Opinion

Salary Indemnity Plan needs rethink

by Pat Robertson

A few months ago, I was shocked to discover that my Salary Indemnity Plan deduction had jumped to over \$900 a year (that's after-tax dollars). Upon investigation, I learned that at the 1992 AGM, the delegates had voted to increase the SIP deduction for a variety of reasons. (I know that; I had just forgotten.)

One of those reasons is the removal of the \$50,000 cap on yearly salary. Apparently many teachers, because of personal decisions, could not live on less than the prorated \$50,000 because they spend all the money they earn, and more. In other words, many teachers out there just don't know how to manage their finances. Another reason the SIP deduction has increased is the heavy use of the plan. Plan use has a direct correlation to age. As the teaching population ages, the use of the plan increases. On the basis of statistics used by SIP, one in three teachers will use the plan. Presumably, we face even higher increases in the future.

A recent provincial study undertaken by two professors, Rona Jevne and Harvey Zingle, at the University of Alberta for the Alberta Teachers' Association found that more than 600 of the 20,000 teachers surveyed were on long-term disability leave with a doctor's certificate, and the majority of them said the leave was stress-related. The study has been published in a 300-page book, *Striving for Health: Living With Broken Dreams*.

One glaring fact revealed by the study is that administrators play a key role in the experience of teachers who develop disabling conditions. The lack of decision-making authority for teachers and the feeling of not being valued by the administration are major causes of stress by teachers on long-term disability.

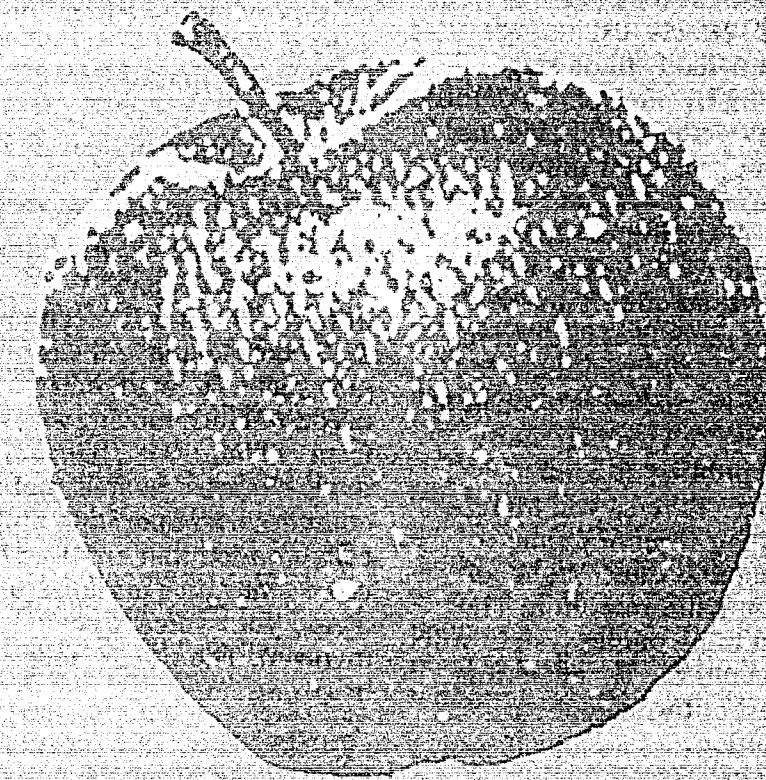
In addition, the *Berkeley Wellness Letter* (volume 6, issue 9) states that individuals whose lives and jobs make high demands on them, yet allow little latitude for decision making, have two to four times the risk of any type of illness over those not in the same situation.

In light of this research, I am concerned about the amount that I pay into the SIP. First, most experts agree, we should be concentrating on wellness, not on sickness. We should develop wellness courses to teach teachers how to manage stress through various steps such as understanding stress, managing time, setting realistic goals, eating properly, and being physically and mentally fit. We also need to develop financial-management workshops so teachers can make better living and investing decisions.

Because of the effect of poor personnel practices on teacher wellness, an obvious step for the federation is the promotion of more collegial organization models through teacher education, administration education, and bargaining. Second, I'm concerned about the lack of control I have over the coverage I need. My insurance needs are far below my current coverage because of my financial and personal wellness. It is unfair to force an extremely expensive plan upon teachers who have been financially prudent and have made personal decisions to be physically and mentally fit.

I am displeased with being forced to pay over \$900 a year for salary insurance. I'd pay \$400 a year for a salary indemnity plan but not over \$900. Our plan should allow participants to choose for themselves what their appropriate coverage should be for their particular life situation. And if the "pat" answer is that it is too much bookkeeping or too difficult to administer, then perhaps we shouldn't be handling our own salary indemnity plan.

Pat Robertson teaches at Fernie Secondary School, Fernie.



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dominate aspects of senior-secondary education?

There are two basic threads to the case presented by corporate Canada, university administrators, and the federal government: one, that schools consume enormous investment while offering poor returns; and two, that the national interest will be best served by schools' improving their productivity by emulating corporate concepts such as "transferring to schools the organizational, management and free market strategies that have proved successful in business". (James Downey, President & Vice Chancellor, University of New Brunswick). Organizational change and accountability linked to outputs are based on strong belief in hierarchy, as described by Richard Daft in his (1990) book, *Management: "Accountability is a mechanism through which authority and responsibility are brought into alignment."*

In the current debate on educational accountability, corporations, government, and universities represent authority. Their view of the education system serves their vision of the national interest.

Corporate or conservative sources strongly support a concept of market forces: educational outputs can be measured, and productivity checked in the same way that business measures inputs, outputs, and profits. Measuring outputs by imposing uniform standards means more mandated standardized testing in schools, with teachers being required to teach to the test, something common in many American schools, with disastrous consequences for developing higher-order skills or for recognizing individual students' needs.

Increased testing is already approaching in B.C. with the province's participation in the School Achievement Indicators Program (SAIP), aimed at testing 13- and 16-year-old students' ability in reading, writing, and math. Five thousand B.C. students will be tested in the math SAIP in April 1993.

Reliance on standardized tests as measures of educational outputs is troublesome. In the U.K., tables report the aggregate student test scores of schools. A recent *Times Educational Supplement* also reports some public schools' excluding students likely to damage their standing by poor performance in tests. Substantial evidence also suggests that more students will drop out of school if testing is expanded, particularly at Grade 12.

Increased adherence to market models of education emphasizes competition and implies increased privatization, in the wake of which many partly publicly funded "private" schools will maintain both their level of public funding and their "right" of selection and retention. The accountable public system will be responsible for educating the rest of the school-age population.

The growing influence of post-secondary institutions on

schools' assessment strategies is also a concern, one stressed by secondary teachers at a recent BCTF focus group on assessment. Such an influence directs both assessment and curriculum, pressing schools to suit post-secondary priorities rather than the needs of the individual learner.

What should teachers and teacher unions do?

Faced with a barrage of data that purports to show a failing education system, most teachers read the press, shrug, and carry on teaching

But teacher unions can and should counter the current corporate and conservative agenda for Canadian education...

to the best of their ability. But teacher unions can and should counter the current corporate and conservative agenda for Canadian education, or face the possibility that teachers will work in an education system increasingly controlled by non-educators. How might they do that?

- By utilizing public media to communicate the vision of a good and accountable education system.
- By demanding greater respect from a corporate body that assumes much, but understands little, of the reality teachers face in schools.
- By emphasizing that teachers have always been, and are, accountable to students, parents, and taxpayers, and by more clearly articulating what that accountability entails.
- By continuing to monitor current research on testing and indicators, and promoting the development of appropriate assessment methods and strategies.
- By communicating more effectively with parents concerning the education system in general.
- By demanding greater accountability from government and other educational stakeholders to the students and parents of B.C.
- By initiating genuine dialogue and collaboration with all parties in the interests of improving the education system.
- By participating in innovative ways of educating students so that teachers are seen to be pro-active in educational change, and by telling the many stories about teacher-led projects undertaken in B.C.'s schools.
- By developing and sharing new visions of work and accountability, moving away from old industrial, hierarchical models toward models that emphasize co-operation and collaboration and are used by more innovative organizations.

Add your voice. Get involved. The public needs to hear our story.

Charlie Naylor is a researcher in the BCTF Research and Technology Division.

YEAR 2000 REFORM

Trustee challenges Ungerleider

by Jack Finnbogason

I read with interest Dr. Ungerleider's article on Year 2000 in the October 1992 issue. He believes that the Year 2000 confuses training with education; that it foolishly assigns curriculum interpretation to teachers and students; that it has an atomistic conception of the individual; and that its reforms will engender greater inequalities, undermining our democratic society.

Ungerleider states that Year 2000, as an education reform, emphasizes procedural knowledge (defined by him as knowing how to perform in certain situations) over declarative knowledge (defined as concepts, principles, and theories). This is simply inaccurate. Year 2000 seeks to broaden learning to include critical-thinking abilities and the practical application of knowledge. Year 2000 thus enables students to make sense of the vast array of information they will encounter at school and beyond.

Ungerleider charges that Year 2000 undermines democracy. The change is based on his misinterpretation of a learner-focused system. In his eyes, the learner focus is a devolution of responsibility for curriculum interpretation to individual teachers and their students, resulting in unchallenged student perceptions of the world. Combined with what he views as a lack of specified outcomes,

he believes the system will lead to greater inequalities in student outcomes, and thus to an erosion of democracy.

A broader range of student outcomes will not necessarily reflect different standards of achievement for a given outcome. Rather, it will reflect different ways of demonstrating achievement of that outcome. Further, the provincial curriculum guides are still in place, ensuring that standards are not lost in the reforms.

Surely, any objective reader of the Year 2000 documents would agree that they prize group learning and co-operative learning as highly as they prize individual learning. The stated goals of the Year 2000 program emphasize respect for others, mutual understanding, working together, and other values intrinsic to democratic perspectives and processes. It is difficult to understand Ungerleider's assertion that these reforms "work against the achievement of a socially just, democratic society."

Trustees have been consistent and strong in their support for education reform. They support Year 2000's focus on the needs of the individual learner. They believe in the need to create a lifelong learning culture. Trustees believe that the classroom is the primary focus for education change, and the current reform depends heavily on teachers. Teachers, with their experience and wisdom, will implement, refine, and adjust reform as the process unfolds. I trust their cumulative professional knowledge and skills in making this reform work in terms of its originating vision—and so, I think, should Ungerleider.

Will we never learn?

by Bernard Gillie

Judging by the news media, the evidence indicates a negative answer. Having watched attempts to introduce significant change in public education, most of the time as a participant, I must come down on the no side for at least five such attempts. Since the days of John Dewey's efforts in the '20s to the present dilemma over Year 2000, it all sounds so familiar.

In every case, the changes sought and the objectives outlined have had much to support them. This is still true, in my opinion, for the *2000 plan*. Perhaps it's too early to toss the program into the garbage can—but perhaps we could learn much from what is happening. For what it's worth, here are some of the mistakes we've made over and over again:

1. We have never been willing to prepare those most concerned with education for the new ideas—teachers,

parents, students, and most of all, the public. They find the new ideas simply too confusing—inscrutable, if you like, for acceptance, let alone practice. The alibi, "We sent out all kinds of material to prepare them" simply won't wash. Hundred-page directives achieve very little. I know because I've tried it. A year's preparation is hopelessly inadequate.

2. We have never been willing to set up a number of test schools to see if the ideas really are workable before subjecting the whole system to an array of new practices. This takes years to achieve and there are no short-cuts. And they cost money—a great deal.

3. Direction from the top down in such matters doesn't work. Our ministry ought to know this by now. Past experience has been so devastating that most of those concerned tend to write off the whole thing as someone's nightmare.

4. Subjecting such a system as public education to this kind of treatment borders on

irresponsible. Too many people have too much at stake to accept such a procedure that almost guarantees failure or, at best, chaos. We wouldn't dream of attempting such a process with, say, the practice of medicine.

5. Keep politics out of it. Too often political parties have urged the introduction of such new ideas just to demonstrate how *with it* they are. By the time the chaos has arrived, said politicians have been relegated to the opposition, where they use the situation as evidence that the new party is too stupid to govern.

6. Finally, if such far-reaching changes are to be introduced, let all concerned take note: (a) it will cost a great deal of money, (b) there is no guarantee of success, (c) it will take at least 10 years to provide reliable evidence as to the success or failure of the enterprise, and (d) much of the population will hate you.

Bernard Gillie currently living in Victoria was BCTF president in 1945-46.

Where there's a will, there's a burnout

by Lynne Terlinden

This is my account of what it's like to teach in a junior-secondary school that has adopted many innovative policies and strategies. I love it, and I hate it. It's wonderful, and it's awful. Let me tell you what we do, then I'll explain why I have such mixed feelings about it.

Outcomes-Based Education: Each subject and grade level has a set of objectives that each student must complete to pass the course. Tests and assignments are criterion-referenced (Does the student know the information?) rather than norm-referenced (How does this student compare with the other students?).

Mastery Learning: Each objective must be mastered at the 80% level to be considered complete. This high standard of mastery was adopted because in the work place, we expect a higher level of accuracy than 50%. We would not accept having doctors, accountants, bus drivers, or even garbage collectors to do their jobs at only a 50% level



of competency. The 80% level is for each objective, so if a comprehensive test is given, each objective for which the exam is testing must be achieved at the 80% level. The student may pass some sections of the test but have more work to do on other sections. Student marks are recorded as A (excellent work at least at the 90% level) or B (quality work at the 80% level) or I (not yet achieved mastery at the 80% level) or E (no apparent effort to achieve mastery). If a student does not achieve mastery, then he/she is expected to do more work, practise more, study more, etc., until he/she can pass a retest with 80%. The terms *complete* and *incomplete* are used to describe students' progress. **Continuous Progress:** We all acknowledge that students learn at different rates. Many claim that the old way of marking recognized the fast students as the smart students. In our school, we provide opportunities for students to get extra help and take extra time to learn. A student who needs it:

1. May attend Saturday school (mornings only, two Saturdays per month). A teacher is hired to tutor, test, and supervise these sessions. Attending Saturday school is the student's choice.
2. May stay after school in a supervised room to write tests. A teacher's aide is hired to supervise the tests (he/she also supervises students sent for detentions). Writing tests after school is a student's choice, although some teachers use the detention to motivate a student to get homework done.
3. May attend a daily 20-minute tutorial block. This is built into the timetable so that it is part of semestered subjects every four days and non-semestered subjects every eight days. Students whose progress is incomplete are required to attend the tutorials to get extra help, work on assignments, do retests, etc. Complete students are expected to work somewhere

The workload is horrendous. As I see it, this is what will cause Year 2000 to crash—teacher burnout. If teachers are expected to do a lot of extra work, they are going to need extra time to do it. Time is going to be the key issue.

time for incomplete students to be at school while the complete students may choose whether or not to attend (for extensions or enrichment). At semester end in January, the complete students usually go skiing.

summarize the work accomplished in one term. *Each objective* needs a mark. Depending on how general or specific you are when stating your objectives, you may need to record 10 to 30 marks per term for each student. To do this is extremely time consuming, and there seems to be no easy (or fast) way. If you think that stating your objectives in a general way will save you time, remember that it takes time to group smaller marks together to get one general mark. But wait, there's more. We also are expected to write anecdotal comments about each student's progress. If you think that there is a computer program that will make this whole process nice and easy,

complete it. This creates a huge amount of extra work for teachers. Instead of making up one set of work sheets, or learning activities, and one test, I must make up at least one more (and often two, sometimes even three more) set of practice exercises and test. I also have to mark the work, keep records updated, give extra help and support to the incomplete student, administer the tests, mark the tests, do the paperwork for students to attend Saturday school, etc. I am doing about twice as much extra prep work as I did in the old days. Also, I am spending a lot of extra time (before and after school and at noon hours) working individually with students, helping or retesting them.

The workload is horrendous. As I see it, this is what will cause Year 2000 to crash—teacher burnout. If teachers are expected to do a lot of extra work, they are going to need extra time to do it. *Time* is going to be the key issue. (I just realized I haven't even mentioned all the time we spend meeting with other teachers to plan and integrate courses, to develop strategies and policies, to share ideas and concerns!) The present practice of giving secondary

I love the rapport and the team spirit of guiding and leading a class of students together through a year of learning experiences. I've tutored students as they toiled through individual work packages—that's not what I enjoy about teaching.

think again. Computer technology has not kept pace with educational innovations. Our administration and staff were dismayed to discover that no program exists to expedite our reporting process. Producing my first-term report cards was akin to the labour of child birth.

Continuous Progress: I particularly like how continuous progress is organized at our school; students are still kept in grades and class groups, rather than all working individually. Call me old-fashioned, but I like working with a whole class of students. I love the rapport and the team spirit of guiding and leading a class of students together through a year of learning experiences. I've tutored students as they toiled through individual work packages—that's not what I enjoy about teaching. I can't even handle the *idea* of having 25 or 30 students working individually and each requiring me to prep his/her lessons.

However, continuous progress and mastery learning at the 80% level mean that students have to keep working at an objective until they

teachers 0.125 time for prep won't work if we're being asked to work 2.0 times harder. I would say that we need 0.25 prep time in order to survive and do a good job. Is the ministry prepared (or capable of funding us to that extent)? No. What will be the result? I'm not sure, but I caution you to take care of yourself and speak out against educational innovations that will create an unreasonable workload.

On a positive note—even after the 10- to 14-hour school days, weekends spent doing school work, tears of frustration and fatigue, and being sick and stressed out, I'm glad to be in my school doing what I'm doing. I believe in our policies and practices—we just need to find a way to do them without killing the teachers.

Lynne Terlinden teaches at David Thompson Secondary School, Invermere.

New assessment practices not based on whimsy

Teachers are making changes in how they assess, evaluate, and report on student learning, and they're doing so for sound professional reasons.

by Sharon Jeroski

Classroom assessment is a compelling topic for teachers today. Professional programs are stacked with sessions about portfolio assessment, performance assessment, outcome-based assessment and self-assessment. Journals and associations consider what should be assessed and how it should be assessed. New resources flow from publishers, school districts, the ministry, networks, and consortiums.

But, most important, teachers are talking to each other about assessment—about what they value, how they assess student learning, what they are changing, and what they will *never* change.

Whence comes all this interest? Why are so many teachers changing how they assess and evaluate students?

Contrary to what has been written/broadcast elsewhere, teachers don't make changes whimsically. They're also not compelled by perverse needs to lower standards, find out less/inaccurate information about their students, reduce student motivation, abandon the basics, or doom Canada to

third-rate economic status.

Why would anyone, let alone a group of people who have chosen to spend their professional lives (and in many cases a large chunk of their personal lives) educating young people, want to compromise the future?

Teachers are sensible people—working with children and adolescents is a daily, hourly antidote against losing touch with reality.

Teachers change their classroom assessment practices for the same reasons they make any other change in their teaching: they believe the change will help their students, and they believe they can make it work.

Changing with purpose

B.C. teachers who are reviewing and changing the ways they assess and evaluate student learning are motivated by a number of sensible, down-to-earth concerns about teaching and learning in their classrooms.

- They are dissatisfied with the information they receive from their current practices. They believe they are not finding out what they need to know to work

effectively with their students.

Much of the interest in performance assessment and self-assessment has come from teachers' frustration in not knowing how and why individual students are achieving in a particular way.

Oral examinations, science performance tests, and student reflection and self-assessment illuminate the processes students are using so that teachers can adjust both group instruction and individual help.

Assessment sends powerful messages to students about what is important in their learning and where they need to focus their attention. For many teachers, outcome-based assessment's strongest appeal is its emphasis on "mastery, not mystery, learning." Those exploring ways to involve students in assessment through portfolios, setting criteria, and self-assessment techniques are similarly motivated.

- They're dissatisfied with aspects of their programs.

Teachers make changes to solve problems. For example, many teachers are exploring goal-setting to deal with a variety of issues, from

classroom behavior to a lack of involvement in journal writing.

Sometimes changes in assessment result from larger areas of dissatisfaction. Effective teaching and learning requires commitment and energy, so most teachers consider changes when classroom assessment has become routine and tedious for them or the students. They look for ways to re-engage students, to combat the empty-eyes syndrome. For example, a French teacher who discovered that many of her students could not remember the letter grade they had received on their report cards the week before began systematically considering ways of including self-assessment to increase their engagement.

- Assessing/marking is taking over their lives.

When I was a secondary-school English teacher, the strongest motivation for changing how I assessed student writing came from the frustration, fatigue, and guilt I felt about getting all my marking done, about marking everything I needed to mark, about responding to everything the students wrote. When was I supposed to teach? to plan? to think? to read? My efforts to read, red-pencil, and grade everything the students wrote were not substantially changing their writing. I began looking for alternatives that would address both problems.

Many teachers continually explore ways to make assessment more manageable, whether they are concerned with how to observe/confer with 25 students or how to respond to 200 History 11 and History 12 essays, without decreasing the benefits for themselves or the students. At least some of the interest in portfolio assessment has come from teachers who see potential for using their time more effectively as they view, respond to, and confer about a body of work, rather than one isolated piece at a time.

- Teachers have changed parts of their programs, and their former assessment practices don't make sense anymore.

Changes in assessment come as logical extensions of other changes in the classroom. Just as painting one door in a house leads to a massive renovation or reconstruction, making one change in a classroom leads to others.

For example, when students have choices about which novels they will read or about how they will represent their understanding of a particular concept or body of information, tests—appropriate when everyone read the same novel or created the same form of representation—no longer work. There is nothing inherently wrong with the test; it just doesn't fit anymore.

Similarly, when teachers try to accommodate different kinds of intelligence or different learning styles, or to focus part of their programs

on co-operative learning, they extend the kinds of assessment they use to reflect classroom learning.

- They are responding to changes in policy.

Changes in school, district, or ministry policy also prompt teachers to consider changes in classroom assessment. Policy change is not the major factor motivating teachers to change their day-to-day assessment practices; however, changes in policy lead to changes in classroom practice because of the discussion and debate they elicit. Conversing about such topics as provincial examinations, anecdotal reporting, grade-wide testing, or letter grades causes teachers to reflect on and articulate what they value in student learning and what classroom practices might best reflect their values.

Making it work

When teachers see purpose in changing their classroom assessment, what makes it possible for them to change?

Sometimes, they find support in what they read. For example, mathematics teachers see the National Council of Teachers of Mathematics standards as validating their own practice. English teachers see their own goals and concerns reflected in the portfolio projects described by Dennie Palmer Wolf and others, elementary teachers identify with the *Tiger's Kiss*, described by Terry Johnson, Norma Mickelson, and Allison Preece.

Sometimes, support comes from within a school or department as teachers share ideas and techniques or undertake joint projects. Other teachers work as part of teacher-research groups to explore particular issues or practices. Teachers in professional organizations, in formal and informal networks and consortiums, or in PSAs are stimulated to consider and explore changes in their classrooms.

Teachers changing classroom assessment talk about the importance of knowing that they are not the only ones dissatisfied with parts of their programs. Others, whom they may or may not know, are engaged in similar questioning and problem-solving. The information-age opportunities for conversations and networks beyond the staffroom have opened up avenues for exchanging views, information, and resources that were simply not available 20, 10, or even 5 years ago.

But most often, the ideas, encouragement, and questions that support teachers who are making changes come from the teacher down the hall.

Conclusion

For me, the critical factor in changing assessment is that everyone seems to be talking about it—debating, discussing, collaborating, and exploring a wide range of beliefs and practices. And as teachers talk, they develop the increasingly strong sense of professional community that makes change possible.

Sharon Jeroski is an education consultant with Horizon Research.

Getting started resources

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Ministry of Education. *Thinking in the Classroom: Resources for Teachers* (Vols. 1 and 2). FCG 165, 1991.
Davies, Anne, Caren Cameron, Colleen Politano, Kathleen Gregory. *Together is Better*. Peguis Publishers, 1992.
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How are B.C. teachers involved in education change?

What are teachers doing in their classrooms?

- Using daily experience, reflection, and research to change their practice as the needs of their students and society change.
- Taking part in school developmental sites, both provincially and locally funded.
- Taking part in action research, assessment projects, focus groups.

What are teachers doing in their locals?

- Negotiating contract language to secure their professional rights in such matters as professional autonomy, curriculum implementation, education change processes, resources, and timelines.
- Serving as staff PD contacts and local PD and curriculum chairpersons, making education change part of their agendas.
- Participating in education change committees at the school and district level.
- Continuing to use professional development opportunities to determine their own professional needs.
- Participating in local specialists' associations and local chapters of PSAs who deal with change in practice and philosophy in specific areas.

What are teachers doing at the provincial level?

- Serving on BCTF advisory committees and councils such as the Professional Development Advisory Committee and the Provincial Specialists' Associations Council which include education change as part of their mandate.
- Serving as BCTF representatives on ministry committees such as

Curriculum, Assessment and Program Steering committees.

- Volunteering their skills as BCTF teacher consultants for short-term ministry contracts.

What is the BCTF doing as an organization?

- Working with education partners in provincial committees such as the Education Advisory Council, the Provincial Education Change Committee.
- Consulting with the minister, deputy minister and senior ministry officials on issues such as the school calendar.
- Securing ministry funds through BCTF Curriculum Services and Professional Opportunities contracts to initiate teacher projects around education change issues.
- Pressing for key initiatives such as The Secondary School Review and for policy and assistance around mainstreaming and integration issues as vital parts of education change.
- Training teacher associates in projects such as the Elementary School Project to assist colleagues in examining the Primary and Intermediate Programs.
- Preparing materials to assist teachers in responding to the Graduation Foundations document (Draft 2) in March, 1993.
- Supporting representatives on ministry committees as part of the federation's efforts to effect responsible change through listening to its members and talking with education partners.
- Continuing to press for adequate resources and incremental change.

What is happening to the provincial programs?

The ministry's plans look like this:

- The Primary Program is in its implementation phase.
- The Intermediate Program is in its draft stage, will be in a final draft in 1993, and will begin implementation in 1994-95.
- The second draft of the Graduation Program will be available in March 1993, the response process will continue until the end of 1993, and the planning year to begin implementation is slated for 1994-95.

What can you do if you have questions about your federation's role, policies, and activities in education change?

- Contact a member of the BCTF Executive Committee.
- Contact a BCTF staff member.
- Consult the *Members' Guide to the BCTF* for policies on education change, curriculum, assessment, mainstreaming, and other relevant issues.

—Judith Blakeston

PART-TIME TEACHING

Classes convert to screwy-decimal teaching assignments

by Glynis McGarva

One of the most challenging aspects of explaining to friends and acquaintances what I do for a living is telling them just how much I teach. When I say that I'm teaching 0.4 or 0.675, people look at me with incredulity: "What is she talking about? Is she a math teacher or something?"

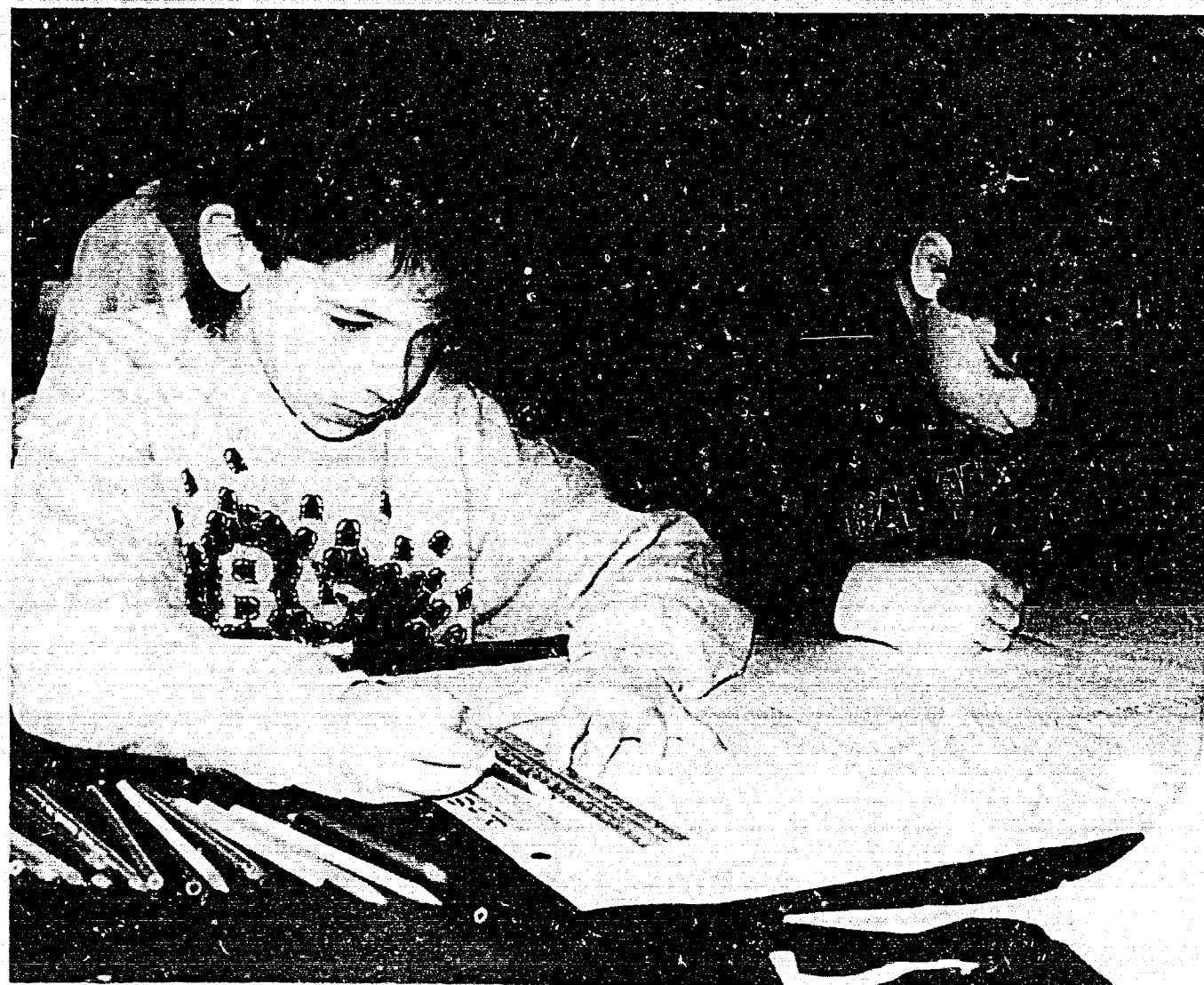
I have become semi-accustomed to explaining that 1.0 is considered full-time, so anything below that is a part-time assignment. But generally, I don't even attempt to explain how the assignment fits into the scrambled, rotational cycle of classes taught at my particular secondary school.

People could easily understand: "I work part-time, mornings only." But the mind-boggling, screwy decimal concept of teaching 0.5 or 0.567 or 0.844 or any other fraction of a whole, is a perplexing challenge for people to understand, most teachers included.

Raising my two sons and part-time teaching for the past 10 years, I figure understanding the complexities of fractional assignments, as well as the tremendous diversity of class scheduling is old hat. No wonder I recall with amusement the situation of a teaching acquaintance who, at an interview, realized he was being interviewed for a 0.1, not a full-time 1.0 position. He couldn't fathom this preposterous situation, and he was not interested in a one-hour-a-day assignment. Shot down by a lack of screwy decimal understanding!

I'm not sure if there is any way to overcome the difficulty of explaining the parameters of my livelihood to others, so perhaps the next time I'm asked at a party, "So, you're a teacher. Full-time?" I'll just smile, nod, and head to the buffet table.

Glynis McGarva currently has a 0.675 assignment at Spectrum Community School, Victoria.



An education finance primer

by Mavis Lowry

So asked the editor, "What should every teacher know about the education funding system?" and she continued, "Please, no technical detail, no lengthy, boring explanations, just some basic facts to help decipher what is happening in B.C. today." This is my answer.

1

Who decides what to spend to operate our schools?

Should the provincial government in Victoria decide or should school boards decide? The BCTF takes the position that school boards must determine the size of school district budgets. Today's system requires that these critical school district budget-setting decisions be determined by the provincial government. The province sets spending limits on each board. This is done by allocating each district a block of funds which becomes its total budget. School districts have no ability to raise tax revenues locally as they did before 1990. Critical spending decisions have been completely centralized and take place far from the scene of the action at the classroom level.

2

How does the province decide what should be spent to operate the province's schools?

We are not completely certain how this decision is made. Indications are that the Treasury Board, a group of cabinet ministers, looks at the province's financial situation, and in their judgment decides how much money is needed to operate the school system in the coming year. Actual needs of students are not examined; advice from school districts is not sought. Whether current expenditure levels or real costs are considered is not known and appears doubtful. What the school system is to achieve, what its mandate is, appears to be ignored. Enrolment projections, however, are given some consideration.

3

How is the provincial education budget divided among the 75 school districts?

A provincial distribution system called the fiscal framework is currently used to cut the provincial pie up into 75 pieces, one for each district. That fiscal framework is made up of more than 40 formulas, each one representing a particular program operated in the district, from transportation services to maintenance to instructional programs. For each district, then, a total fiscal framework is calculated by adding up the money allocated in each of the 40-odd programs. Each district's fiscal framework may be increased, adjusted, or topped up by a certain percentage for the year, in order that the total provincial pie allocated for education is used up.

4

Is the district required to spend in accordance with ministry fiscal framework allocations?

No, districts are not required to take direction in their spending from these program allocations. The fiscal framework is simply a tool used to weigh each district to see how large it is in relation to other districts. School boards have the authority to determine how their total allocation will be spent without reference to what was allocated in any particular program box. The district sets its budget by deciding how it will spend the allocated money, and in a sense moves money from one program box to another as it sees fit.

5

What meaning can be given to fiscal framework allocations if boards are free to ignore them?

The fiscal framework formulas are based on a provincial opinion of what is required in each district to operate each program. The amount allocated for particular programs represents a provincial guideline of the approximate amount for a district to spend.

We believe the fiscal framework formulas should be relevant, up-to-date, based on

real costs, and reflect the actual mandate for the school system. If special needs students are to be integrated, for example, the fiscal framework formulas should include the necessary funding in the relevant program boxes to allow for this. If the size of school district administration is to be reduced, the formulas representing administration allocations should be adjusted accordingly. To a great extent the ministry has been attempting to do this.

6

Where does the school district get its money from?

School districts, as of 1990, no longer have the authority to raise tax revenue. Therefore, funding to operate the schools comes primarily in the form of provincial grants. Property taxes for school purposes are levied and collected by the provincial government and may or may not bear any relationship to actual school district budgets. School districts receive revenue in the form of provincial grants (about 94%), federal grants (about 1%), fees, rental or lease revenue, or other revenue (about 2%), investment revenue (about 1%), and surplus funds from the previous year (about 2%).

7

What are the three most critical funding issues today?

(a) School boards do not have the ability to raise any tax revenue locally. This puts school boards at the mercy of the provincial decision-makers.

(b) The province allocates insufficient funds for education. Since these funds are now the only amounts available for schools, classroom conditions cannot help but get worse.

(c) The ability of the system to improve, by having lighthouse districts lead the way, has been eliminated.

There is little flexibility in the system. Under today's completely centralized model, all districts must offer the same programs and services at a very similar level.

8

What about administrative costs? Isn't that a major concern of the BCTF?

Yes, we have been concerned for several years now, and first presented the issue of excessive growth in administration to government in 1991. Our research indicates that school districts are exceeding their program allocations for school district office administration to excessive levels in most districts, and to a greater extent as each year goes by. We are also concerned to find that more than 900 principals and vice-principals are working in the system over and above what the fiscal framework allocations support.

We have urged that this problem be tackled on three fronts. First, we need to know what is spent in relation to what is allocated for administration from one district to the next, so the public, teachers, and trustees can ask the right questions of their senior administrators. Secondly, trustees must have some ability and incentive to be responsible, accountable managers of the system, and must take control and make meaningful financial decisions. Thirdly, the government must have a capping mechanism, which would require school boards to seek approval before exceeding administration allocations by amounts greater than 25%.

Teachers' salaries and working conditions are subject to the rigorous process of collective bargaining. What holds administrative costs in check?

9

What are the timelines? When do the critical funding events take place?

February 1: The provincial government announces the size of the big provincial education pie in Victoria, which will be used to operate the system in the coming school fiscal year, July 1 to June 30.

End of February: Each district receives its fiscal framework, or block allocation.

March: The province sets the provincial budget. Within that budget is an amount for public-school education. However, that amount refers to the province's fiscal year education budget from April 1 to March 31, and is not related to the school's fiscal year. Therefore, this announcement often confuses everyone, as it

does not relate to the February announcements concerning the block funds for school districts to operate schools in the next school year.

April 20: School boards adopt a budget. This has become a matter of deciding how to spend the allocated money. This is not an exercise in deciding what to spend, as it used to be. In fact, this is currently almost a non-event.

May 4: The government sets school tax rates. School tax rates are different for each district, and are determined by political decisions in Victoria. School taxes do not relate to school district budgets, education spending increases, or decisions of school boards.

June 30: The school's fiscal budget year ends and the district begins the annual audit. The Audited Statement must be sent to Victoria by mid-September, and must be made available to the public by December. This statement will not indicate what was allocated in each program area, but will indicate what was budgeted and what was spent in each program over the school year.

September 30: The enrolment numbers and teacher salary figures are determined. The enrolment numbers will be used to generate a revised fiscal framework for the district mid-year. The salary figures will be used to calculate the following year's fiscal framework.

December: Each district receives a revised fiscal framework allocation, or adjusted block allocation, and may have to readjust its April budget on the basis of receiving either more or less money to complete the year to the end of June.

10

Isn't the system in the process of changing?

Yes, the Spangelo Panel was established by government to study the system and recommend changes. On the most critical issues outlined above, they did not come up with solid recommendations. Therefore, the discussion continues. Promise of change is in the wind. Next year's rules could be completely different. Stay tuned.

Mavis Lowry, BCTF staff officer, provides advice on education finance.

by Sylvia Helmer

Some years ago, I landed in the middle of the mountains of Papua New Guinea, at the proverbial end of the road, with a teaching certificate in hand, lots of good will and enthusiasm, and little clue about what I was getting into. I began teaching at Mendi High School, a boarding high school that drew students from up and down the long, narrow Mendi valley.

Over the year of my stay, I learned a great deal more from my students than they did from me, and I came back to my home in British Columbia with a new gleam in my eye; teaching from a more global perspective seemed suddenly of great importance. Since that was some time before such ideas were "in," I was forced to wiggle, squeeze, and do some liberal translations of curriculum intentions, to infuse a more holistic view into my teaching.

I did, however, have one obvious advantage. As the Grade 7 social studies teacher, it was my job to introduce my students to early man, then to move on to early civilizations (translate that as *western* civilizations). I had just spent a year teaching the children of a stone-age people that still exists and functions well without the benefit of our brand of civilization.

Armed with slides of my PNG students, their homes, festivals, and words, and an array of handmade tools and containers, I began the slow process of getting a group of 12- and 13-year-olds to re-examine their cultural biases and world views. We spent much longer on early man and what constitutes a civilization

Teaching from a global perspective is intended to include the four strands of environment, peace and conflict resolution, human rights, and international development.

than ever before, and we all learned a great deal about one another and the world in the process.

I sent my flock to Grade 8 prepared to question and examine textbooks, what their teachers said, and what happened in the world in general. (I almost *felt* sorry for their teachers, but figured they would appreciate a group of teens who did not believe thinking and learning were "uncool.")

Another by-product of my sojourn in Papua, New Guinea, is that I had, for all intents and purposes, taught English as a second language (ESL). Taking more university training in that area convinced me that I wanted to become a teacher of the growing numbers of ESL students in our province.

Flushed with my success with the Grade 7s, I wanted to continue to teach from a global perspective. Could I do this with ESL learners, whose English-language proficiency ranged from absolute zero to reasonable reading and writing ability...and whose age ranged from nine to thirteen...all in the same class?

I didn't have to worry about fitting it into the curriculum, since ESL has no set curriculum. Despite the familiar teachers' complaint about being constrained by the content to be covered, having no curriculum as a guide is equally troubling.

That I was an ESL learner myself at age ten helped me. I had to learn how to get to school ("transfer please" were among my first English words), how to explain who I was and where I lived, and other bits and pieces—what ESL teachers call survival skills. Why not start there, comparing and contrasting the scenarios in the home countries?

We started with one basic question: "How do you get to school?" Getting to school meant neighborhood walks for some, and walks to the bus stop for others; discussion led to basic mapping skills. Once we had the idea of maps, the large world map on my wall became our focus for looking at where the students had come from. We stuck pins in the map with ribbons leading from the home countries/cities to Vancouver. There was, of course, much talk (translate that as language learning for communication) throughout those and other activities.

I sent my flock to Grade 8 prepared to question and examine textbooks, what their teachers said, and what happened in the world in general.

Next, we invited the rest of the school to enlarge our "world in the school" by placing their own pins and ribbons on the map. Much interaction with native English speakers (including the other teachers, many of whom had heretofore been strangers) as well as the now integrated ESL learners, added considerably to my students' horizons, and their language learning.

Concurrently, we learned from each other about different school subjects, hours, class sizes, school rules, and so on from around the world. We made charts and tables, drew more maps, and did a lot of talking about preferences, costs, similarities and differences, and cause and effect (Why are we and many other immigrants here?).

Students often asked to learn more about Canada and Canadians. We had made a good beginning interacting with the diversity of Canadians in our own school; now we were ready for more formal learning.

As my students' language proficiency improved and they were able to trust me with their sometimes traumatic past (*human rights* takes on new meaning when you hear some of these little children's painful stories), we continued to enlarge our learning and that of the students in the rest of the school.

By starting with the kids' basic needs and interests, we had developed a curriculum as we went along that included geography, simple mathematics, history, and English. Students already participated in physical education, art, and music with their peers. (Music is not only fun; it's wonderful for improving the pronunciation of ESL learners.)

In short, we were learning not only how to function in an English-speaking environment, but also how others around the world live, go to school, learn, and play. All of it is relevant to the students' lives and dovetails beautifully with global-perspective teaching, which is intended to include the four strands of environment, peace and conflict resolution, human rights, and international development.

Teaching from a more global perspective is not limited to classes of English-speaking students. In some ways, working with ESL learners has definite advantages—you are free to take on projects as they come up, without serious concerns for curricular relevance. You also have far-flung areas of the world easily represented in your classroom.

Sylvia Helmer is English-language support teacher at Douglas Elementary School, in Vancouver.

Source: First published in *Green Teacher*.



First-hand experience teaching in Papua, New Guinea left this teacher committed to bring global perspectives to children in her Vancouver ESL classrooms.

Recommended resources:

Global Teacher, Global Learner, by Solby and Pike, is a wonderful starter book (1988, N.Y.: Hodder & Stoughton). It is full of activities for learners of all ages, and it includes a small dose of background on global education, just enough to whet your appetite for more, not enough to overwhelm the novice. (It also has a great checklist for assessing print materials for bias and stereotypes.) The Canadian International Development Agency (CIDA) puts out a number of excellent publications, all free, including profiles on developing countries, posters, and two magazines for elementary students.

After the bell

Classroom notables and quotables

Author and English teacher Richard Lederer has gleaned these assertions from various student papers during his 28-year career:

- The death of Queen Elizabeth I ended an error.
- Woodrow Wilson, during his term of office, had many foreign affairs.
- The process of putting a President on trial is called impeachment.
- Poetry is when every line starts with a capital letter and doesn't reach the right side of the page.
- Prose is divided into friction and nonfriction.
- Hamlet suffered from an edible complex.
- Heat is measured in fairenheit, cellcius, or centipede.
- Pavlov studied the salvation of dogs.
- And an applicant to Bates College wrote, "If there was a single word to describe me, that word would have to be perfectionist."

- Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died from an overdose of wedlock.
- The greatest writer of the Renaissance was William Shakespeare. Shakespeare never made much money and is famous only because of his plays. He lived in Windsor with his merry wives, writing tragedies, comedies and errors. In one of Shakespeare's famous plays, Hamlet rations out his situation by relieving himself in a long soliloquy. In another, Lady Macbeth tries to convince Macbeth to kill the King by attacking his manhood. Romeo and Juliet are an example of a heroic couplet. Writing at the same time as Shakespeare was Miguel Cervantes. He wrote "Donkey Hote." The next great author was John Milton. Milton wrote "Paradise Lost." Then his wife dies and he wrote "Paradise Regained."

Source: *Curriculum Review*, December 1992, from "A Classroom Tour de Farce," *The New York Times*, August 1992.

Write to us:
Every teacher has a favorite. Send us yours, c/o Teacher, Classroom Quotables.

Ex-Alberta teachers, take note

The Alberta Teachers' Retirement Fund Board (TRF) has changed the rules on purchase of service.

The cost of service reinstated in Alberta prior to August 31, 1993, will be determined on the contributions required for the period in question plus applicable interest charges. Service reinstated after August 31, 1993, will be costed on the basis of the actuarial value of the service being reinstated.

The TRF anticipates that the new costs will be substantially higher than those currently charged.

If you have taken a refund of contributions from Alberta, consider reinstating that service prior to August 31, 1993.

The TRF permits B.C. teachers to reinstate service in the Alberta plan only for purposes of transfer, at retirement, to B.C. At retirement, the money transferred, generally double the teacher's contributions plus interest, is translated into an annuity and added to the B.C. pension. Pensionable service in Alberta is not transferable to B.C.

The TRF address is 11010-142nd Street, Edmonton, AB T5N 2R1.

PBSA changes TPP or...

Pension Benefits Standards Act causes change to Teachers' Pension Plan

Major sections of the B.C. Pension Benefits Standards Act came into force on January 1, 1993. The teachers' pension plan is equal to or better than most of the minimum standards in the Act.

Two significant changes to the teachers' plan result from implementation of the PBSA.

First, any teacher with five or more years of continuous

teaching employment who teaches beyond January 1, 1993 is now eligible for a teacher's pension from age 55. Previously, to be eligible for a pension, a teacher needed to have contributed to the plan for 100 months (10 years).

Teachers who left teaching before January 1, 1993 with less than 10 years service and more than five years of continuous employment still require 10 years of service to become eligible for a pension.

The eligibility requirement for a survivor pension or a disability pension is now also five years of continuous employment.

A teacher who becomes eligible for a pension is said to be "vested."

Second, any contributions to the pension plan after January 1, 1993 by vested plan members will be "locked-in." That means these monies cannot be refunded if the teacher leaves the profession. The two options open to such a teacher is to either wait to age 55 and apply for a pension, or transfer the commuted value of the pension vested after January 1, 1993 to a lock-in RRSP. In both cases the monies are not available until one reaches retirement age.

Contributions made prior to January 1, 1993 are not locked-in.

Reduced vesting and lock-in of contributions are two improvements that the federation has been trying to achieve for a number of years.

Tax tips

Purchase of past pension service

Did you buy leave-of-absence time in 1992? Did you reinstate pension service in 1992? Read on.

The cost of purchasing service and of reinstating service for time periods occurring prior to January 1, 1990, may be tax deducted in the following way: deduct up to \$3500 on line 207, Pension Plan, or line 232, Misc, in addition to your normal

pension and RRSP contributions. Quote Section 147.2(5) of the Income Tax Act in support of this deduction. If the amount you paid exceeds \$3500, the difference may be carried forward and deducted (up to \$3500) in 1993 and in 1994. Any amounts remaining after 1994 can be deducted to the extent that \$3500 less pension and RRSP contributions allows. For most teachers, this means no further deduction can occur until retirement when pension contribution becomes zero.

If the service purchased is for a period of time after December 31, 1989, the amount is tax deductible to the extent of your available RRSP room. Therefore, if you are contemplating purchase of service for a leave of absence, save for the purchase within an RRSP (and gain tax sheltered interest). When the time comes to purchase the service, simply transfer the required amount from your RRSP to the Superannuation Commission.

1993 RRSP Room

Any teacher earning more than \$32,200 in 1992 will have close to \$3000 RRSP room for 1993. Add to this any unused room carried forward from 1991 and 1992 for your total RRSP room. Check stub #3 on the tax assessment notice you received from Revenue Canada last spring for unused RRSP room at that date (for 1991 plus 1992). If you have a large surplus of cash (lottery winnings?) you might consider an over contribution of up to \$8000 to your RRSP. (Such over contributions must be deducted some time in the future from available RRSP room, or you will pay a severe tax penalty.)

If your spouse will have less taxable income in retirement than you, consider using your RRSP room to create a spousal RRSP. When this money is removed from the RRSP later on, your spouse's lower tax rate will generate a tax saving. Remember: any money you put into a spousal RRSP must remain there for the tax year

of contribution plus two more calendar years. If not, the monies taken from the RRSP will be taxed to you.



1992-93 Retirement Seminars

Retirement can be an exciting time of your life, but you need to plan ahead to make the most of it.

Time: 09:00 to 16:00 (unless otherwise noted)

March 27, 1993
Campbell River, Anchor Inn

April 14, 1993
Smithers, Hudson Bay Lodge (16:00 to 20:00)

April 15, 1993
Prince Rupert, Crest Motor Hotel (16:00 to 20:00)

April 17, 1993
Terrace, Inn of the West

May 1, 1993
Victoria, The Coast Victoria Harbourside Hotel

May 15, 1993
Prince George, Coast Inn of the North

Karen Harper and Ken Smith of the BCTF Income Security Division write this column for Teacher.

Yours for the asking

Heritage in education

The Heritage in Education kit, produced by the Heritage Society of B.C., encourages exploration and understanding of heritage in the classroom. It can help you put together activities that will help your students learn from their heritage.

The kit has four sections: Producing Heritage Programs, Sample Material, Worksheets, and Help is Near at Hand. The whole kit comes in a three-ring binder for easy use.

The Heritage Society of B.C. is providing a copy of the kit to every education resource centre in the province. If you wish to have your own copy, send a

cheque or money order for \$15 for each copy with your name, school, and address to Heritage Society of B.C., 316-620 View Street, Victoria, BC V8W 1J6.

Youth violence resource project

Burnaby School District's newly completed Youth Violence Resource Project brings together books, videos, and articles on such topics as youth gangs, self-esteem, peer pressure, and the legal system. The collection, distributed through Schou Education Centre, has been listed in a catalogue.

Contact Mitch Bloomfield, Co-ordinator of Youth Services at 299-0611 for further information.

Educators' product update

The first issue of Statistics Canada's *Educator Products Update* was published in November 1992. This publication, issued quarterly, contains information on products of interest to Canadian educators. Some products are free of charge, while others must be purchased.

If you would like to receive this newsletter, contact Census Communications Project, Statistics Canada, 10-B, R.H. Coats Building, Tunney's Pasture, Ottawa, ON K1A 0T6, phone (613) 951-1982, fax (613) 951-0930.

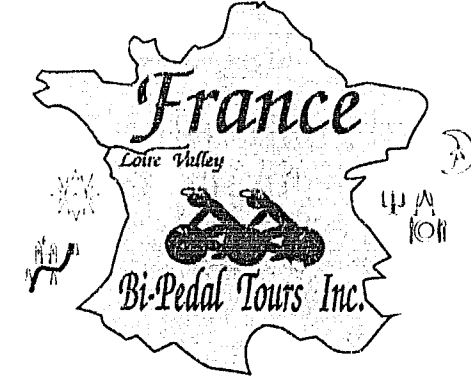
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Every year BCIT sets more than \$100,000 aside to help top secondary school graduates enter BCIT. Two-thirds of the money has gone unclaimed in the last two years because of a lack of qualified applicants, and most students don't know about the program.

To be considered, students must apply for admission to BCIT and have submitted an application by April 15, 1993. For information, contact Financial Aid and Awards, BCIT, 3700 Willingdon Avenue, Burnaby, BC V5G 3H2, 432-8770.

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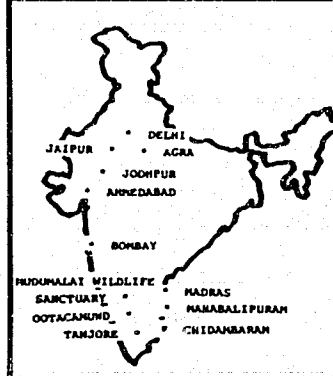
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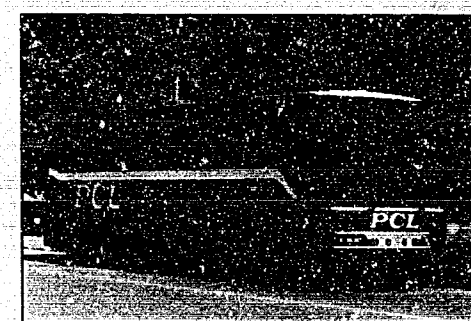
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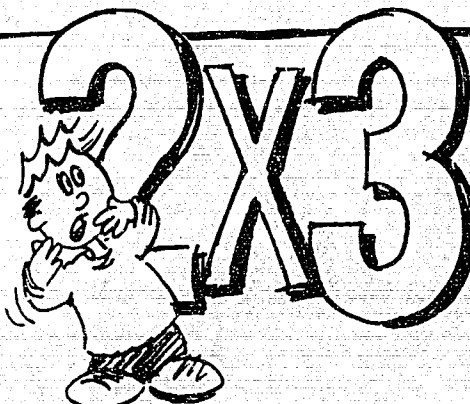
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GENERAL INFORMATION

- All applicants must hold a valid teaching certificate from a Canadian province.
- Salaries and conditions of employment are determined by the terms of a Collective Agreement negotiated with the Yukon Teachers' Association.
- The schools follow the B.C. curriculum with some local adaptations.
- Teachers should be prepared and able to work in a cross-cultural environment.

Initially, applicants should request an application form and a copy of an illustrated brochure "Teaching in the Yukon". Requests should be sent to: Teacher Recruitment Officer, Department of Education, Government of the Yukon, Box 2703, Whitehorse, Yukon Y1A 2C6.



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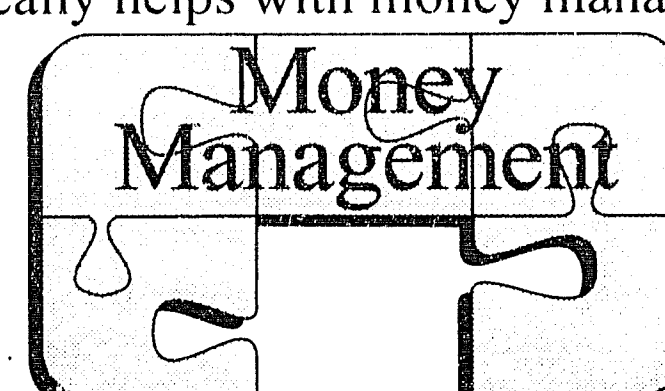
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SEE ALASKA THIS SUMMER—on Greatest Ships Aloft! 50% OFF second passenger on Peak Season sailings. Fares from \$899 US on the historic Inside Passage or choose the unique "Voyage of the Glaciers" and cross the Gulf of Alaska. Go all the way on one of 32 Land Tours and see Mt. McKinley, Prudhoe Bay, Kotzebue, and an authentic Eskimo blanket toss, sled dogs, and so much more. Bring the whole family. Call Cruise Ship Centers. See Slack, 299-2211, out-of-town call 1-800-561-2350. Book now.

KAMAOLE-NAU MAUI, Deluxe oceanfront 2-bdrm., 2-bath, 2-bath condominium on Kihei's best beach, washer/dryer, every convenience, pool, special summer and monthly rates, June/September, (604) 263-1100.

BRIGHT VACATION HOMES

on Hornby Island. Quality weekly rentals. Call us 274-0057 for flyer and information.

SUNSHINE COAST. House Swap. New 3 bdrm. home Roberts Creek. Country charm. Interested in swapping for vacation opportunities, weekends, or summer. Vancouver, Victoria, Gulf Islands, Interior, etc. 885-6026.

NEW BEACHFRONT CONDO located on beautiful Rathfriland Beach in Parksville, Vancouver Island. Large 2 bdrm., 2 bath, condo with all modern conveniences including gas fireplace and outdoor barbecue. Sleeps up to eight. Golf, horseback riding, hiking and fishing are minutes away for those who can tear themselves away from the warm waters and the hot sandy beach! For more information on weekend or summer rentals, phone 477-6825 or fax 388-5811.

WEEKEND RETREAT. Modern bmt. site. Private bath, entrance, laundry, cooking, ocean front, private deck. Cortes Island, B.C. 935-6301.

RUSIA/KAZAKHISTAN Home Stay Program. Departing Vancouver in mid-July, 1993 for 3 weeks. You will be staying with selected families, enjoying their culture, in Alma Ata, Tskents, Novosibirsk, St. Petersburg, Moscow. Included are: airfares, visits to institutes, operas, ballets, museums, Lake Baikal, Altai Mountains, and more. Join this once in a lifetime opportunity by contacting: Alouette Travel, 1954-224th St., Maple Ridge, BC V2X 6X8, phone: (604) 467-5555, Fax (604) 467-0582. In association with the Canadian-C.I.S. Friendship Exchange.

FOR WEEKLY RENT. Privately owned waterfront cottages (Gulf Islands, Shuswap, Okanagan Lakes, and many other locations). To rent or to list your property to rent call Private Getaways 1-675-4600. Ask for our catalogue.

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RUSIA/SIBERIA. MONGOLIA/TIBET 1993 Summer Group Travel. July/August Vancouver departure dates, fully escorted. Information brochure, contact: East West Travel, 3614-910 Mainland St., Vancouver, BC V6B 1A9, (604) 687-3656, Fax (604) 687-3658.

THE LOG CABIN. Coming to the Comox Valley? Business? Pleasure? One day or one week? Try some different accommodations! Information and reservations (604) 337-5553.

WHISTLER. Luxury townhome, Benchesland, new large 2 bdrm., 2 bath, dishwasher, microwave, washer/dryer, patio, fireplace, TV/VCR, sleeps 6, ski in ski out. 943-4927 or 943-3344.

For Rent/Exchange

KELOWNA-VICTORIA. Teacher attending UVI's summer session, wishes to exchange houses with Victoria family for 6-8 wks., July-Aug. Joanne L. 765-8685.

VANCOUVER. Charming 3 bdrm. furnished home for rent July/August. Quiet central location near rapid transit. \$900 per month, utilities included. N.S. no pets. (604) 877-3094.

LUXURY RIVERFRONT condominium—2 bdrms., den, 3 bathrooms, large kitchen, furnished; 2 parking stalls; pool, hot-tub, sauna. One-year lease July '93; \$1400/month; 1850 sq. ft. New Westminster Quay. 522-6119.

VANCOUVER. Studio apartment, self-contained, available week-ends, Easter break and summer. Reasonable rate. No pets. 255-4110.

COQUITLAM. Delightful furnished 3 bedroom townhouse. July 1-Aug. 31, 15 minutes to SFU. \$900 per month. 464-6737.

VANCOUVER. 3 bdrm. furnished house in Vancouver westside. July and August. \$1200 per month. 876-4383.

VANCOUVER. University year 93/94 (Sept.-April) Fully furnished and equipped 2 bdrm. condo. King size bed, walk-in closet, built-in kitchen, central air conditioning. Call Phyllis 404-1133 Harwood St., Vancouver, BC V6E 1H9 for further information.

CITY CONVENIENCE COUNTRY FEEL! Comfortable, tastefully furnished home for rent for 12-16 months, July '93 to Sept. '94. 2 bdrms, living rm. with fireplace, dining rm., kitchen, family rm., bthrm., utility rm., garage, additional parking space, workshop, large yard. Nearby parks, river front, pathway, school and major routes to UBC, Langara, BCIT and the downtown area. Suit professional couple. Rent \$1,000 per month plus utilities. References required. Phone 321-1750.

SUMMER AT UBC/SFU? Two bdrm. plus den townhouse in Richmond, sleeps up to 5, TV, VCR, stereo, rec centre, plus swimming pool. 20 minutes to UBC. 30 minutes to SFU. Available June 30 to August 15 (approx.) Last \$1200 plus \$300 damage deposit. Contact Alan 272-4034.

SUBLET DALLHOUSIE Campus. Halifax. May-June and/or July-August, 2 bdrm. furnished, security building, \$700 per month. (604) 365-7438.

Miscellaneous

SUMMER POSITIONS. Tour company looking for: Spanish, German, Italian and/or French speaking driver/guide to conduct tours, driver's licence class 4 or 2. Training provided. Office assistant: (same languages). Resume to: ada West, 7011 N. 5 Road, Mond, BC V6Y 2V3.

REAR. August 15-25, environmental educators' Retreat Program: rejuvenation, earth connecting, teaching strategies. Twin Island Resort Centre, Box 7, Salmon Arm, BC, V1E 4N2. Phone 838-7587. Fax 832-6874. Sponsored by Twin Island Environmental Leadership Program.

ENGLISH CONFERENCE. CCTELA National English Conference (formerly CCTE annual conference). Ramada Renaissance Hotel, Regina, Sask. May 5-8, 1993. Contact Doris Townsend, 4242 England Rd., Regina, SK, S4R 4N9, (306) 543-9268, Fax (306) 949-4028.

HOCKEY INSTRUCTORS. Preferably with B.Ed. required to teach ADULT evening hockey program. Aug. 9-13, 1993 at Richmond Arena, on-site training. For more information, send resume to Can-Pro Hockey Academy, 127 Sackville Dr. SW, Calgary, AB, T2W 0N4, (403) 255-2952. Hockey taught by professional teachers.

For Sale

BIG BOOK EASELS. Our Big Book Easel is designed to be used with the primary "Big Books." They have a wide removable ledge that whr a removed allows charts to hang freely. There is a tackboard on one side and magnetic green chalkboard on the other. \$89.95. We also have Pinatas \$9.95, magnifying glasses, 12 for \$10, Parachutes from \$149.95. Alder Distributing, 2599 - 160th Street, Surrey, BC V4B 4Z5. 536-7773.

MULTIPLICATION TABLES. Cassette style. This 7-cassette program assures the user progressive success until mastery of the timetables is achieved—only 2-8 years in the classroom. Approved by the National Film Board of Canada. 7 cassettes, case and manual \$39.95. Rainbow Ridge Productions, Box 238, Ile-a-la-Croix, SK S0M 1C0, (306) 833-2590, Fax (306) 833-2217. Visa, cheques or purchase orders accepted.

Teacher Exchange

AUSTRALIA. Australian English/Socials teacher, currently in Vancouver on exchange, seeks another for 1993-94. Interested persons contact Sally Schofield, (604) 882-0709 (evenings).

PERTH. Western Australia. High school physical education teacher seeks exchange with B.C. counterpart. Position at top private boys school. Accommodation in modern four bedroom home near beaches. Exchange Sept. '93 or Jan. '94 preferred. Contact Robert Brown, Phone (09) 447-7654, Fax (09) 445-3439.

APRIL 22, EARTH DAY

Heightening environmental citizenship:

If not now, when? If not us, who?

by Michael Maser

In November, the Union of Concerned Scientists (UCS), made up of 99 living Nobel Laureates and more than 1,400 other practising scientists, issued a dramatic press release from Washington, DC. They stated that unchecked human activities "put at serious risk the future that we wish for human society."

This warning should give us pause. Such consensus, according to UCS chair Dr. Henry Kendall (Nobel laureate, 1990, physics), is unprecedented among the scientific community. Consider the implications for the institution of education and its clients.

On a personal level, we're generally acquainted with changing climatic conditions. How these affect crop production, tree growth, fish stocks, and quality of life in B.C. is a matter of speculation, though it's clear that environmental conditions affect the economic and social picture. To suggest otherwise reflects arrogance and ignorance. Regardless of the outcome, though, the situation compels us to reconsider the education appropriate for a world in which increasingly changed climatic conditions and unpredictable social and economic changes may become the norm.

Factor in rapidly changing, and in many cases degrading, fresh-water resources, oceanic eco-communities, forest and soil health, species diversity, and ballooning world population.

As suggested by the UCS, "a great change in our stewardship of the earth and the life on it, is required." Nothing less should be required of education.

A starting point for us teachers is to consider how education can significantly enhance environmental citizenship among students.

Among environmental educators is a groundswell of support for participatory community stewardship projects, ranging from salmonid enhancement projects, tree and garden plantings (on and off school grounds), environmental camps, environmental monitoring (water, air, etc.), to species-enhancement projects and the like.

Technology has a role in supporting such hands-on activities, as do community environmental organizations, nature interpretation centres, and field trips.

Yet impediments thwart progress: lack of discretionary funding to support field trips and create discovery centres, resistance by district administrators to creating "greener" schools, lack of wide support among teaching staff for "environmental" activities, and curriculum constraints.

We teachers must continue to address and overcome such impediments. Environmental issues must be a part of our daily curriculum. Changing environmental and social conditions compel us to heighten environmental and ecological literacy, so that our students can adjust and apply themselves to future challenges.

In the words of professor David Orr, "ecological competence implies a different kind of education and a different kind of educational experience that develops the practical art of living well in particular places." Such competence is more than an idea whose time has come. It is an imperative.

Michael Maser, vice-president/newsletter deskstopper of the Environmental Educators' PSA, may be contacted at 251-1788.

The Environmental Educators' Provincial Specialist Association invites interested teachers to join the PSA to share ideas and advance environmental education in B.C. schools.

Rap it up

The following rap was sent in by Nicholas Karealis, Principal at Broadway Public School in Woodstock, Ontario. The rap was written and performed by the fifth-grade students as a finale at their school assembly at the beginning of the Earth Summit at Rio.

Save the Earth

We are the rappers from Grade 5,
And we want to see this earth survive.
So listen closely to our rap,
This is no time to take a nap!
The skies are polluted that's for sure,
The quality of air is mighty poor!

Chorus:
Save the earth, save the earth,
If we all work together, we can make it work!

The Great Lake waters are really dirty,
Let's not wait until we're thirty
To clean the waters of our waste,
To succeed we must make haste.
We must tell our government that we care,
For the earth is here for us all to share.

Chorus
We can help save the air,
To keep it safe for the birds up there.
The ozone layer is getting thinner,
So stop polluting and be a winner!
Come on people, stop that smokin'
You may not know it, but were all chokin'!

Chorus
Come on kids and start recycling
Instead of care, we could be cycling.
If you buy glass instead of plastic,
Everyone will think that you're fantastic!
You've heard our rap, now join the action,
Let's build this world to our satisfaction.

Source: *The Heart of Teaching* newsletter, February 1993, a publication of Performance Learning Systems, Inc.



CARAVON PHOTOS

Students are learning to be stewards of the environment through programs such as Tim Turner's Sea to Sky environmental camp. (Shown here) Vancouver's Caravon Community School Grades 4, 5, and 6 students earn their Earthkeepers' keys through an integrated, multidimensional program. (Info contact: 886-2258)

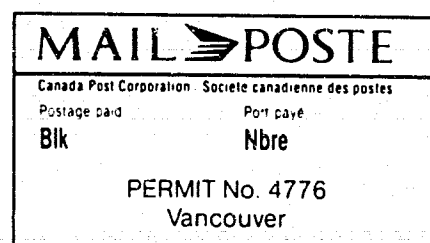
Newsmagazine of the B.C. Teachers' Federation

AGM SUPPLEMENT MARCH 1993

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Sunday, Mar. 14

FIRST SESSION

19:00*

Welcome Preliminaries
(a) Adoption of chairpersons, scrutineers, tellers, Resolutions Committee
(b) Adoption of agenda
(c) Adoption of 1992 AGM minutes
* Report of the President
Executive Committee Leadership Report
Recommendation A, (pp.6-9)
Recommendation 32 (p.23), 55 (p.41)
Professional Ethics, Rights and Standards
Recommendations 56-57 (pp.41-42)
Resolutions 143-144 (pp.42-43)

21:30

Election Statements from Candidates for Table Officer Positions

22:00

Adjourn

Monday, Mar. 15

SECOND SESSION

09:00

Address - Anita Hagen, Minister of Education (to be confirmed)
Education Finance
Recommendations 3-4 (p.14) (Possible additional recommendations from the Executive Committee in supplementary report)
Resolutions 126-127 (p.36)
Teacher Education
Resolution 146 (p.44)

Teachers on Call
Resolutions 147-148 (p.45)
* Unfinished business

12:30

Lunch

THIRD SESSION

14:00

Greetings - Ken Georgetti, President, B.C. Federation of Labour

14:15

Racism - Program Against Racism
Recommendation 58 (p.43)
Resolution 145 (p.44)
Affirmative Action
Resolution 101 (p.12)
Status of Women
Recommendations 59-61 (p.44)
Goals of the BCTF
Recommendation 34 (p.28)
Resolution 122 (p.29)

16:00

College of Teachers
Report
Recommendation 2 (p.13)
Resolution 106 (p.13)
* Unfinished business

16:30

Election Statements from Candidates for Member-at-Large Positions

17:00

Adjourn

Tuesday, Mar. 16

FOURTH SESSION

09:00

Guest Speaker - Michelle Swenarchuk, Executive Director, Canadian Environment Law Association

09:30

Education Policy
Recommendations 5-14 (pp.14-17)
Resolutions 107-111 (pp.17-18)

* Unfinished business

12:30

Lunch

FIFTH SESSION

14:00

Pensions
Resolutions 141-142 (pp.40-41)
14:30
Greetings - Jack Finnbogason, President, B.C. School Trustees Association

14:45

Bargaining and Working and Learning Conditions
Recommendation 1 (p.12), BCTF/BCSTA Co-operative Package (Supplementary Report)
Resolutions 102-103 (p.12)
Health and Welfare
Recommendations 35-54 (pp.29-34)
Resolutions 149 (p.45), 123-125 (pp.34-35)
* Unfinished Business

17:25

Final Call for Nominations

17:30

Adjourn

NOTE: A Tuesday evening session will be scheduled, if necessary.

Wednesday, Mar. 17

SIXTH SESSION

09:00

Elections

Executive Director's Report
Finance

Adoption of Financial Statements
Recommendations 15-31 (pp.18-23), 33 (p.23)
Resolutions 112-121 (pp.23-28)

Unfinished business

12:15

Questions on Committee Reports without Recommendations
(a) Children's Rights Committee
(b) Local Presidents Advisory Committee
(c) Pensions Committee
(d) PSA Council
(e) Task Force on Changing Roles and Responsibilities
(f) Teacher Education Committee
(g) W.R. Long International Solidarity Fund Committee

12:30

Lunch

SEVENTH SESSION

14:00

Greetings - Allan Bacon, President-designate, Canadian Teachers' Federation
Canadian Teachers' Federation
Resolutions 104-105 (p.13)
Organization of the BCTF
Resolutions 128-140 (pp.37-40)
* Unfinished Business

17:15

Closing courtesy motion.

17:30

Adjourn

Executive Committee Leadership Report

Every year the Executive Committee wrestles with the task of producing leadership recommendations that will confirm the continuing activities of the federation and provide specific focus for the upcoming year. This year, for the first time, the leadership report is in three sections: Objective, On-going Priorities, and Specific Activities for 1993-94.

The Objective is a single statement, adopted by the last two AGMs, which incorporates both BCTF goals and accompanying activities.

The eight On-going Priorities include several adopted by last year's AGM. Improvements in class size and pensions, the support and defence of local bargaining, professional development, social responsibility, teachers on call, new teachers, and adequate funding will all continue to receive specific attention next year.

At our planning session in December, the Executive carefully considered the pressures on classroom teachers. That's why we are recommending Specific

Activities for next year on the issues of mainstreaming, violence in schools, the "full-service" school, education change and training for professional development reps at the school level.

We also acknowledged the demands on presidents of small locals and are recommending a phasing-in of full-time release for these people.

Teachers need to work with others in the community to promote public education. Closer contact with parents is singled out as an activity for

1993-94. The aim is to build permanent ties with parent groups and others in continuing coalitions to promote social, educational, and economic policies that meet the needs of students and advance the interests of public education.

I am confident that this year's leadership recommendations both recognize issues of vital concern to classroom teachers and acknowledge the complex roles of the federation.

- Ray Worley

EXECUTIVE COMMITTEE CANDIDATE STATEMENTS

For President



Jack Stevens

Our federation must continue to be a strong voice for teachers whenever a central voice is necessary—in educational policy, finance, and curriculum. However, the BCTF needs reorganization and a change in focus to reflect the new realities of teachers working within autonomous locals. Teachers want more of their resources to be close at hand to allow for the flexibility to structure their locals around the demands of their own collective agreements. The BCTF must act resolutely on behalf of teachers to ensure

that:

- teachers and their students are the priorities for educational spending.
- support grants enable large and small locals to function equitably.
- training and professional development services are designed, organized, and implemented by teachers within locals.
- legislation supports the collective bargaining process between locals and their elected school boards.
- co-ordinated programs are

offered which help combat the rising tide of violence in our communities and deal with racism and gender-equity issues. As president, I will work enthusiastically to ensure that our federation responds to the needs of teachers by encouraging a thorough assessment process leading to a renewed vision for a BCTF of the '90s and beyond.

EXPERIENCE: Provincial: AGM delegate (8 yrs.); LAR (3); Staff rep trainer (4); Task force on the membership of principals in the BCTF (1); Ministry Commission on Education (1); President, Association for

Community Education B.C. (2); B.C. PE Teachers' PSA executive (4); 1 yr. president; Provincial consulting team: Community schools, chair (1); Local: North Vancouver president (2); Past president (1); WLC chair (2); Grievance unit, and negotiating team (3); Grievance unit (2); PD unit (1); Curriculum implementation unit (1); Staff rep (3); RA Steering unit (1); Teaching: 30 years: elementary, secondary (English, history, physical education), Community school co-ordinator (3); District co-ordinator of community schools (3); Elementary school principal (9); Currently teaching Grade 6. Education: UBC, B.Ed. (secondary), E. Michigan M.A. (Education Administration).



Susan Crowley

I wish from my federation the same things that we are seeking from the Ministry of Education: stability of funding, local autonomy, and teacher-driven change to meet changing needs. Schools and teaching are in the midst of major revolution. The BCTF must both question and lead these changes. We know that true change demands commitment over many years, yet much of the ministry funding for initial implementation of Year 2000 strategies has now disappeared. I am very concerned about the increasingly

high proportion of the federation's professional development initiatives that are funded not from operating funds but rather supported financially by short-term grants from outside agencies. I believe that the PD division needs intensive examination.

In the years since I was on federation staff, classroom and teachers' association realities have changed a lot. More local presidents have full-time release. We need to continue support of grants to locals and

also consider changing the decision making of the RA to reflect the expanded roles of local presidents. Decision-making at the local level is vital to the BCTF and is best assisted by continued funding of training for a strong staff rep network.

My experience working at the BCTF, my active participation in decision-making at all levels of the federation, and my sincere commitment to involving classroom teachers in our processes provide a firm basis upon which to examine these issues.

EXPERIENCE: Provincial: Status of Women Committee (3 years); Committee Against Racism, WLC Committee; Bargaining advisory committee; Teacher Ed Forum (3 sessions); Staff rep trainer (6); GRA (15); AGM delegate (12); LPM; Ministry GEAC committee; Local: Staff rep, Status of women committee (chair), WLC (chair), LA/RA/IG, Bargaining committee; Negotiating team, Local president 1992-93; Teaching: Ontario, BC, Australia, all primary grades and learning assistance; Education: B.A. (Western), presently MA student at UBC (curriculum).

For First Vice-President



Alice McQuade

It has been five years since we completed negotiating our first collective agreements. Many changes have taken place in our locals and in our federation. It is time now to step back and evaluate how we did and what we can do in the future to improve service to our members. There are new realities: the burgeoning work in bargaining and grievances in the locals, the impact of Year 2000 in our classrooms, our role as a provincial organization of teachers, and the pressure from our members for greater

accountability.

I believe we can best address these issues with leadership that is willing to listen to the members, and is not tied to methods from the past. We need to be open to new ideas, new coalitions, be willing to build consensus around issues and be willing to change. We need leaders who are strong advocates for classroom teachers, who have experience as leaders in their locals and who will represent our federation with integrity and dignity.

The Executive must take its role as stewards of the organization very seriously—ensure our organization is financially healthy now and in the future, ensure that the principles that are the cornerstone of our organization govern what we do, and ensure that our organization remains a respected provincial voice of all B.C. teachers.

I am willing and able to commit my time, energy, and ability to achieve these goals.

EXPERIENCE: Provincial: BCTF Second vice-president (1 yr.); Member-at-large, Executive Committee (1); Staff representative (2); Finance committee (2); PD committee (6); PD associate (2); Local: women workshop facilitator (6); PSA executive (4); Labour affairs advisory committee (1); Labour education committee (2); AGM delegate (13); CTF/AGM delegate (3); Local: President, Vice-president, Treasurer, Secretary, Chair: Public relations committee and staff rep assembly; Member, WLC committee, bargaining, French language program committee, LSA president; Teaching: Secondary teacher 15 yrs. (business education, social studies). Education: B.A. and PDP, SFU; Preparatory work for MBA, SFU.



Laurence Greeff

I come from a tradition of fighting for the rights of members and discovering the sobering reality that in the pre-union world there was little or no protection for a teacher. Unfortunately, I see the same disturbing trend reoccurring as boards try to claw back rights and deny our members due process.

It is time to turn the adversity of that past era into change for the future and develop the best strategies possible for protecting the rights of teachers in the '90s. We must acknowledge that our

members experience the BCTF through their local. Therefore, we must build strong local unions.

Last year, our local brought forward a resolution to increase staff representative training funds. We must continue to provide the training and support for these critical front line activists.

This AGM, we are proposing a formula for redistributing local association support grants to strengthen locals whose ability to effectively protect their members has been financially

limited.

We must move beyond the "old style politics" into constructive problem solving in which the BCTF shows the leadership, courage, and political will to break the retrogressive moves of the government: ar' boards to undermine our organization. I ask for your support.

EXPERIENCE: Provincial: Currently LAR (CCTA) (2 yrs.); LARG (PRNTA), PD Associate (3); AGM delegate (6).

Local: Collective agreements, PAR contact person, Mentorship, Working and learning conditions, Budget advisory, AGM resolutions, membership, rural contact, Professional Development and served as Local association president (PRNTA), BCTU member for 4 yrs. with Ministry of Social Services, Abbotsford Education Program (3 yrs.); Teaching: 12 years, Grades 8-12 English, social studies, geography, Grades 6-7. Currently K-7 physical education. Education: B.A. Political Science (UBC), B.Ed. (UBC).

For Second Vice-President



David Chudnovsky

At a time when provincial bargaining is being put forward as a panacea by media pundits and short-sighted school trustees, we need a BCTF Executive firmly committed to the strengthening of locals. Any suggestion that might result in a reduction in staff representative training must be opposed. The local association and the school-based union are the key organizational units of our federation. This reality—understood clearly by members around the province—should be uppermost in our minds as we

debate resolutions to the AGM. In particular, we need to continue and expand our support for small and isolated locals so that every BCTF member receives equitable, support and defence. Our initiatives in areas like violence in the schools and mainstreaming and integration could make us high profile leaders in education policy in the province. But we need a coherent and organized process of discussion and debate, starting in schools and locals and leading to policy

formulation at the provincial level. The next year will be a difficult and challenging one for our federation. I offer my experience at the local and provincial level and my commitment to a democratic, participatory, locally based union.

EXPERIENCE: Provincial: BCTF Second vice-president (1 yr.); Member-at-large Executive Committee (2); LAR (2); Staff rep trainer (3); Substitute Teachers' As-

sociation; BCTF Committee Against Racism; Member of the Association for Community Education; Adult Basic Education Association; Surrey-Delta Immigrant Services Society (board of directors). Local: Surrey Grievance Officer (2); Vice-president; Secretary; Chair of anti-racism and bargaining committees; Member, WLC committee and economic welfare committee; chief negotiator (5); Strike co-ordinator (1); Teaching: Nursery school, elementary school, secondary school, and university level in Ontario, England, and B.C. Education: B.A. (honors) York University; B.Ed. University of Toronto.

EXPERIENCE: Provincial: BCTF Executive Committee, Member-at-large (5 yrs.); LAR (1); AGM delegate (7); Summer leadership facilitator (4); delegate to CTF (2); BCTF associate on campus (1); Local: President, KDFA (3); Local committees: Bargaining, PD, Liaison, Political action, Public relations, Member-at-large, 1st and 2nd Vice-president, UTAC, Scholarship, Curriculum implementation, District primary advisory committee, Joint policy, Joint grievance resolution, Health and safety committee, Staff representative. Teaching: Currently early Primary teacher, Lloyd George Elementary School and Bargaining Chair. Education: B.Ed., UVic.



Ron Pound

If elected to the Executive Committee of the BCTF, I will ardently listen to teachers, I will act for teachers, I will be a strong voice for teachers. I recognize the increasing demands that are being placed upon classroom teachers and specialist teachers around issues of mainstreaming, increasing violence and racism within schools, and the maintenance of local collective agreements.

We must assist all local associations in maintaining strength and autonomy for

professional teachers. To this end, we must continue to support locals with a strong bargaining division, but at the same time the professional development division must be reviewed. In PD the needs of teachers must be assessed and addressed directly by support to all local associations on substantive issues, ever striving to avoid being rendered ineffectual by being caught in political quagmires. We must continue this leadership by responding to the needs of the classroom teacher.

While directly supporting the classroom teacher, we must: continue to influence government on issues of public policy; work as an equal partner with government and not in the pocket of any political party; be the conscience of the government; continue to work in collaboration with the government of the day on the broad issues of education change and ensure communication to all members around the issue of change. My strong background in mediation will empower me to be a vibrant and effective member of the Executive Committee and a

voice of reason for classroom teachers throughout B.C. **EXPERIENCE:** Provincial: Children's rights cmt.; Violence prevention project; Steering cmt. for Learning for Living CSPO project; RA agenda cmt.; Chaired many provincial counselling cmts. Local: Executive Committee (several yrs.); LAR (2); B.C. School Counsellors' Assn. Executive (2 as president, currently past-president); Bargaining cmt.; Action plan cmt.; Teaching: 20 yrs. Grades 7-12 social studies, mathematics, and physical education. As a counsellor all levels from K-12, currently K-7 area counsellor. Education: B.Ed. (sec) UBC, M.Ed. (Counselling) UBC, Marriage, family & child counselling, Chapman College (Calif).



Cathy McGregor

The first priority of our work as a federation must be to support the current and emerging needs of classroom teachers. Teachers and activists alike are facing even more complex and demanding changes at the school, district, and provincial level. The federation must be responsive to these changing needs, continually reviewing its priorities and ongoing plans to effectively support and represent teachers from all parts of the province. Local associations are also

struggling with changing demands—it is important that we listen carefully to the needs of both small and large locals, and provide the organizational support necessary to ensure that basic services are provided in every local of our province. Bargaining, professional development, grievance handling and improved training to develop expertise and leadership are all areas of priority for us.

Provincially, education funding continues to be a profound concern because of its

impact on the quality of service we provide to children in classrooms. The focus of our efforts to increase funding must be to clearly demonstrate the growing needs of schools, particularly related to the issues of mainstreaming, children in crisis, ESL, and changing educational practice.

Our voice must be strong and committed. I seek your support in working to achieve these goals.



Linda Watson

Now, more than ever, the BCTF must live up to its slogan, "a union of professionals." While supporting local associations in bargaining and enforcing good collective agreements, we also need to raise a credible professional voice on behalf of students and schools. Strong advocacy for public education is essential. We must reach out to our communities for support in the locals, and provincially, to make schools a government priority in a time of scarce resources.

We also need to identify and

manage the growing pressures on classroom teachers and on the education system as a whole. We need to better understand the demands of new curriculum and of mainstreaming on classroom teachers and resource teachers, and to pressure school boards and government to provide the necessary funding.

We should be taking a leadership role to deal with the social issues affecting students and their learning: violence, racism, poverty, gender equity, and substance abuse.

We need to be in control of curriculum change through teacher leadership in PD, curriculum writing, the work of PSAs, and the CSPO program. Together with the bargaining efforts that produce more manageable working conditions, the professional side of the BCTF has major priorities to address.

EXPERIENCE: Provincial: Member-at-large Executive Committee (2 yrs.); CTF delegate (2); LAR; WLC candidate, Provincial bargaining conference; Summer conference delegate; AGM delegate; Special general meeting delegate. Local: NVTA president (3); First vice-president (2); Secretary (2); Staff rep, and chief staff rep (16); Rep assembly steering cmt, secretary (2); Committees: Bargaining, Negotiating team, WLC, Grievance, Teacher-trustee liaison, Professional consultative, Educational leadership task force, Mainstreaming and integration, Bienvenue, Contract implementation, Salary appeal. Teaching: 19 years Intermediate teacher, North Vancouver. Education: B.Ed. (UBC).



Drusilla Wilson

Teachers are once again facing the challenges of almost a decade ago. Our collective agreements have faced a greater assault than in the first two rounds of bargaining. The threat of underfunding has become a grim reality once again. Yet, the demands on teachers have increased dramatically over the same time span, with new curriculum, new techniques, new technology and the challenge of mainstreamed students.

The strength of the BCTF in meeting these challenges lies in

the strength of its local associations and the teacher volunteers who act and speak on behalf of teachers and the public education system. Supported and reinforced by the federation, teachers must be able to maintain strong collective agreements, exercise their professionalism and move into the forefront of leadership on social issues, educational change and professional development. How can all this be accomplished?

• Strengthen teacher autonomy through improved

training for staff reps, staff committees, and local association leaders.

• Advocate for increased funding for the public education system.

• Resist attempts to undermine our collective bargaining rights and improve implementation and enforcement of collective agreements.

• Strengthen local associations through increased resources and support.

Teachers, working with teachers can make the BCTF a

strong, progressive organization. I look forward to having the opportunity to work with you to achieve these goals.

EXPERIENCE: *Provincial:* LAR (4 yrs.); BCTF staff (4); Bargaining advisory Committee (2); AGM delegate (6). *Local:* President (3); Vice-President (1); Bargaining chair (2); PD committee (1); WLC chair (1); Action planning chair (1); Strike chair (1); Staff committee (1). *Teaching:* 20 yrs., including 5 years as a substitute teacher (teacher on call); secondary; elementary; post-secondary. *Education:* B.A. (SFU); PDP (SFU).



Grace Wilson

During the past few years there has been a significant shift towards meeting the needs of the broader membership. Teachers have become more empowered because of initiatives from the federation. In particular, expanded Staff Rep training provides members with the knowledge and skills they need to meet the challenges presented by their rapidly changing profession.

Teachers at the local level are taking charge. They are asserting their rights by monitoring collective

agreements more vigilantly. They are becoming leaders in shaping the educational programs which affect students. They are insisting on an active role in district policy making and learning to deal effectively with other ministries which are increasingly involved in their schools. Nowhere is this attitude more important or apparent than in the discussions surrounding the inclusion of special needs students.

My goal is to support these initiatives as part of an Executive which listens to

members, displays tolerance, and builds provincial consensus on divisive issues; an Executive which is fiscally responsible, examines the needs of the membership and allocates resources wisely. My experience in a smaller local will bring to the Executive the concerns, attitudes and perspectives of this significant segment of our grassroots. I ask your support in reaching that goal.

EXPERIENCE: *Provincial:* AGM delegate (6 yrs.); Local presidents' advisory committee (2); BCTF rep on the Ministry's longstanding accreditation committee (3); Alternate LAR (3). *Local:* President, Nelson (3); Vice-president (1); Bargaining committee & negotiating team (6); Treasurer (3); PD Committee member (3); Staff rep (1); Safety committee (2); Mainstreaming committee (2). *Teaching:* 16 years as a primary/intermediate classroom teacher. *Education:* B.Ed. (elem.) and a Diploma (Music), UBC.

AGM special resolutions

By-law changes:

Recommendation 22:
That by-law 5.14 be amended as follows:

The Executive Committee shall have prepared and shall adopt annually for the W.R. Long Memorial International Solidarity Fund a statement of anticipated revenues, expenditures and fund balance for the forthcoming year. Expenditures in excess of the budget so adopted shall only be made by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

Recommendation 23:
That by-law 5.15 be amended as follows:

The Executive Committee shall have prepared and shall adopt annually for the Salary Indemnity Fund a statement of anticipated revenues and expenditures, and a statement of proposed capital expenditures. Expenditures in excess of the budgeted amounts so adopted shall be made only by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

Recommendation 24:
That by-law 5.16 be amended as follows:

When a budget has been established in accordance with by-law 6.10, the Executive Committee may authorize expenditure in excess of the program or capital budget only by a resolution assented to by a majority of at least two-thirds of the Executive Committee.

Recommendation 25:
That by-law 4.3 be amended to read:

For expenses in connection with the obtaining of the objectives of the federation, any general meeting may make a levy upon the active membership of the federation. In the event that the Collective Bargaining Defence Fund, established by the federation, has a balance of less than \$5,000,000.00, the Representative Assembly may make a levy upon the active membership of the federation of an amount necessary to immediately restore the balance in that fund to the sum of \$5,000,000.00. Any

levy made on the membership pursuant to this by-law shall be paid by each active member on or before a date to be determined by the general meeting or Executive Committee, and any member who fails to comply with this requirement shall not be in good standing until such levy is paid.

Notwithstanding anything contained in these by-laws, no levy on the membership of the federation shall be made for the purpose of financing political parties and/or election campaigns of political parties.

Recommendation 35:
That the Salary Indemnity Plan stem be amended as follows:

These regulations, adopted by the 1984 Annual General Meeting and amended by subsequent Annual General Meetings, are effective September 1, 1993.

These regulations apply to members whose first date of eligibility to receive benefits occurs on or after September 1, 1993. Members whose first date of eligibility to receive benefits is prior to September 1, 1993 will continue to receive benefits based on the plan in effect at that time.

Recommendations 36-53 are proposed amendments to the Salary Indemnity Plan:

Recommendation 36:
1.4 A member who is an inmate of a prison or similar institution shall not be eligible for benefits from the plan during such a period of incarceration. A member whose teaching certificate is suspended or cancelled due to a criminal conviction shall not be eligible for benefits from the plan. The Salary Indemnity Plan Committee, in its sole discretion, shall review each such case to determine culpability to or affecting his/her teaching career.

Recommendation 37:
1.5 Failure to acknowledge, in writing, within three months at the request of the plan administrator, a willingness to participate or co-operate in a rehabilitation program that has been approved by the member's doctor and recommended by the Salary

Indemnity Plan will result in the termination of benefits, forthwith.

Recommendation 38:
3.5 The plan administrator shall select only physicians or psychiatrists who have agreed to provide information regarding a member's illness to that member's personal physician or psychiatrist at the time it is provided to the plan administrator.

Recommendation 39:
3.6 A member in receipt of benefits will be required to provide, at periodic intervals, medical evidence of continuing disability.

Recommendation 40:
That a new 7.7 be created, as follows, and that 7.7 and 7.8 be renumbered accordingly:

7.7 Insufficient actuarial reserves may result in benefits being suspended and/or reduced by decision of the Executive Committee, until the Unfunded Liability is fully amortized.

Recommendation 41:
10.1 Subject to the other provisions of the plan, a member who becomes disabled through illness or injury shall be eligible for benefits on the first working day following the termination of sick leave. Such a member shall be referred to as a claimant hereinafter.

Regulations 11, 12, 13.3, 14, 15, 17, 19.6, 20, 21.1, 23, and 24 shall be amended by changing the word member to claimant.

Recommendation 42:
10.2 A member who voluntarily terminates employment while having sick leave days to his/her credit shall not be entitled to benefits.

Recommendation 43:
A new 11.3 be created which states: The gross annual salary of the member applicable on the last day of work or sick leave shall not be adjusted due to salary increases negotiated retroactively; and that the balance of 11 be renumbered accordingly.

Recommendation 44:
11.4 The benefit shall be 50% of salary plus the employee contribution to the Teachers'

Pension Plan, with the basic benefit never less than Unemployment Insurance benefits. Notwithstanding 7.7, the basic benefit shall never be less than the benefit which would have been provided by the Unemployment Insurance Commission.

Recommendation 45:
11.5 A benefit month is composed of 20 benefit days.

Recommendation 46:
That regulation 11.6 (current) be renumbered 12.2, and the balance of regulation 12 be renumbered.

Recommendation 47:
That regulation 14.1 have the following note added to it:

Note: Rehabilitative employment means work other than teaching.

Recommendation 48:
That regulation 15.1 have the following note added to it:

Note: Accommodation employment means a return to teaching on a reduced assignment basis.

Recommendation 49:
15.2 The claimant must have worked 20 or more days, exclusive of sick leave, to qualify for accommodation: employment benefits, and the benefits shall be based on the gross annual salary of the member's last day of work.

Recommendation 50:
17.4 For the purposes of this section of the plan, "disability" means either an organic disease or a mental or nervous disorder.

Recommendation 51:
19.1 Add "Subject to regulation 7.7" to the beginning of the regulation.

Recommendation 52:
That a new 19.3 be created as follows, and that the balance of 19 be renumbered accordingly.
19.3 The gross annual salary applicable on the last day of work or sick leave shall be adjusted due to salary increases negotiated retroactively.

Recommendation 53:
That regulation 19.5 (current), now 19.6 reads:

19.6 The net benefit may be increased annually, effective July 1, at the discretion of the

federation, to a maximum increase of five percent, except that:

(a) a claimant who as of July 1 has been in receipt of benefits for less than 12 months shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and (b) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit has not changed, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid prior to July 1; and (c) a claimant who as of July 1 has been in receipt of benefits for less than 12 months due to successive claims, and whose benefit was increased due to increased salary, shall have the indexation increase prorated on the basis of the number of complete months of benefits paid from the most recent commencement of benefits to July 1.

Recommendation 54:
That for the 1993-94 membership year, each member eligible to participate in the Salary Indemnity Plan pay, in addition to the fee for the operation of the federation, a fee for the operation of the Salary Indemnity Fund of 1.6% of actual salary of the member, plus the participating employee's share of the employer's savings resulting from reduced unemployment insurance premiums.

Recommendation 56:
That the words "in private" be added after the second reference of "colleague" in clause 5 of the Code of Ethics.

Resolution 144
That the Code of Ethics be amended to add as a new clause:

"The teacher interacts with students, parents and colleagues, and other members of the educational community in an ethical manner free from gender, social, cultural, and other biases.

See AGM Reports and Resolutions booklet in staffrooms for a full listing of recommendations and resolutions.