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Teacher

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GLOBAL EDUCATION

Weaving a web of understanding

THERESA BEER PHOTOS

by Patrick Clarke

Media literacy, medicine wheels, transformational theatre, controversial issues, chaos, earth friendly food, and alternative trading might sound like extension courses at an obscure California college, but each is much more than a catchy title or pedagogic hocus pocus. Each was a workshop at the recent global education conference, part of a remarkable variety of activities and experiences for teachers. The conference was about the real future of teaching. The new report cards were scarcely mentioned.

Spread over the floor on one level of the Robson Square Conference Centre was a 2500-square-foot map of the world for the World Game. Participating in the World Game gives a teacher a chance to reflect on what is important. The game starts with a population exercise. We took our places on the map according to a time period we were assigned. As the facilitators read dates in sequence, the participants moved onto the map. The dramatic effect of the exercise was the realization that as recently as 1900 the earth had lots of room; there weren't many of us on the map. By the time we got to 1990, the map was very crowded. That was an effective way of demonstrating just how serious the population problem is, what it means for all of us, and the urgency of global education.

World Game players at the Global Education Conference work together to create a global community.

The World Game demonstrated proactive and inductive teaching. We learned by seeing, reflecting, discussing, and doing. We had the opportunity to create a global community that might actually work. It was idealistic, it was hypothetical, but for children living in confusing times, it could be an affirmation of their capabilities.

Sandy Ockenden, of the Victoria International Development Education Association (VIDEA), and Karen Barnett, from Sooke, reinforced the hopeful visions

Caring and helping are more rewarding to the spirit than fighting or shopping.

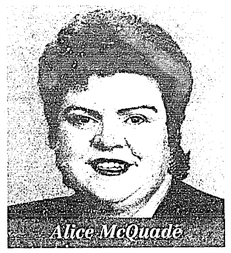
of the World Game in another workshop, "What in the World Can We Do?" Participants discussed actions schools and students can undertake to work for change. By introducing our students to real problems they could help solve, we can connect students to other places and help them broaden their perspectives.

Partnering a school with a project for street children in

See WORLD GAME page 4

READERS WRITE

President's message



Now that Christmas and the New Year are almost upon us, it is time to look back on this 1994 school year.

It has been a year of "ups and downs" and one of constant change. In October, we completed the job of temporarily restructuring the BCTF so that we could begin provincial bargaining. After about 128 hours of debate, we reached consensus and developed structures to meet the needs of all teachers, be they members of big locals or small locals, rural or urban.

We continued our campaign to promote public education and to put a positive face on teachers, the BCTF, and public education. We have been reaching out to students, parents, labour, business, and government to correct the erroneous perception that our system is failing.

Many of us are only now seeing the effects of the education policies introduced by the ministry in September. Most teachers have summed them up to "too much, too quickly." We have been working to clarify the details of new policies on reporting, but the bigger job lies ahead as we try to outline our concerns about the larger picture. The minister has been very willing to meet and has responded on some issues, so we will keep trying.

I am grateful to the teachers who have welcomed me into their schools, meetings, communities, and homes. I will continue to get out to listen to you.

May you have a healthy and happy holiday.

Alice

Surveillance is stressful, too

I read with interest your article in the September issue of *Teacher* concerning chronic fatigue syndrome. No one would condone a teacher's claiming a benefit to which he or she is not entitled—such abuse of the Salary Indemnity Plan is nothing short of theft from the rest of us. However, it seems that people struck down by chronic fatigue are twice cursed: first, they suffer from an illness preventing them from following their profession, and second, as they try to cope with debilitating disease, they are subjected to the additional stress of having to prove their illness to an insurance company whose interest is to contest any claim.

I find it outrageous that video surveillance should be carried out on BCTF members in an attempt to "disprove" a disability. Surely this is a matter for doctors and, if need be, lawyers to decide. I believe that BCTF members would wish to offer compassion and support to colleagues who suffer from this devastating disability and would oppose video surveillance, which only adds to the suffering of those who have chronic fatigue as well as those close to them.

David Brooker
Courtenay

Ken Smith replies

The federation is charged with administering the Salary Indemnity Plan in a responsible manner. Members who are legitimately disabled, as defined in the plan, receive wage-replacement support. One tool used very infrequently to establish if the member is as disabled as he/she and his/her doctor claim, is video surveillance. The member is not made aware that it is occurring. And in some cases, surveillance can and does confirm the claimed disability.

Ken Smith
BCTF Income Security Division

Provincial bargaining is a threat

I couldn't believe my eyes when I read Sharon Yandle's article in the October *Teacher,* "Provincial Bargaining No Threat to Informed Teachers." All the correct buzzwords were included, "democratic decision-making," "the necessity to inform and to become informed," and "involvement in all facets of the work of the federation." The niceties of federation practice and philosophy were present, what angered me was what was missing.

Were teachers informed that their local has now lost the basic right of sole bargaining agency? Were teachers informed that no resolution process will exist at the local level? Were teachers informed that they have lost the right to strike over local issues? Were teachers informed that contract stripping will probably occur, providing them with fewer and weaker provisions than many enjoy currently?

I am not sure that those who represent me at the provincial bargaining table or those who have already told me that bargaining is a process of "give and take," will give away the provisions in my collective agreement that my members have won at great cost financially, emotionally, and morally.

Our position at the provincial table should be that we already have 76 agreements. We must demand agreement to all existing provisions even before we start bargaining new ones. Anything less is unacceptable. Provincial bargaining poses a threat to all teachers who worked hard to negotiate decent contracts.

Neil Worboys
President, Kitimat District Teachers' Association

Working TV

I was very pleased to see that my union is a major sponsor of the new Rogers cable show, *Working TV.* In my experience, it is very difficult to find programming that has a focus on working people and labour issues.

Working TV did a feature on a play in which I was involved, *The Girls in the Office.* The play is about a group of women who try to organize a union in their office. The feature was produced and presented in a very professional manner. Both the interviewer, Dan Keeton, and the producer, Julius Fisher, were enormously helpful in getting the word out about our production.

Keep up the good work.

Jean Kosar
Port Moody

Inclusion not best for all

How long can we continue to put the social goals of inclusive education ahead of the academic goals of the majority of our students in B.C.? It has been my experience that some students with special needs are so disruptive that they destroy the learning environment. A crying child who needs to be pulled from the room is a disruption, with or without a teaching assistant. When these outbursts are frequent, it is impossible to maintain the focus of the rest of the class. In talking with other teachers in my district, I realize that I am not alone in my frustration. We all feel guilt over not meeting the needs of the "normal" students as well as tremendous personal stress.

I am not opposed to inclusive education. It is a very worthwhile goal. However, I feel that it needs to be done on a *case-by-case* basis. Those students who, with support, can cope in a regular class should be welcomed. In some cases, a special class, a modified day, or partial integration should be provided. I maintain that it is not the job of the classroom teacher to create a placement for the child who is not coping in the regular class; yet we are left to tough it out. What happens to the other 25 students amidst the disruption and noise? I believe their learning is being seriously compromised. The social goal of appreciating children with special needs is noble, but is it more important than the academic goals of students in this province?

Carol Osborne
Langley

Write to us

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

BCTF staff cuts SOV travel

The Transportation Alternatives Committee (TRAC) was formed in September 1992 to implement BCTF Executive Committee recommendations for reducing the number of staff-driven, single-occupant vehicles (SOV) coming to the BCTF office each day. The comprehensive program the committee developed includes a 33% subsidy for transit users, sale of transit fares on site, preferred rideshare parking spaces, emergency rides home, flexible hours of work, showers, lockers, bicycle racks, and a rideshare registry. TRAC recruited employer groups in the Cambie area having the same goals and helped form the Cambie Street Consortium.

TRAC organized information sessions and provided incentives for staff who "did the ride thing"—took transit, shared a ride, biked, walked, or jogged to work. In September 1994, the BCTF was one of six nominees for the Greater Vancouver Regional District's 1994 Air Quality Award. We didn't win the award, but we did receive the award of Special Merit for our work in organizing the Cambie Street Consortium. Staff also starred in a *Go Green* video.

One measure of the program's success is the number of people who have changed their mode of transportation—be it transit, walking, ridesharing, or bicycling—and we have 50% of staff signed up for the emergency-ride-home program. We are succeeding at taking cars off the road and improving the air quality in the Lower Mainland.

– Kathleen Kolisnek

TRAC Committee members are Jan Eastman and Peter McCue (Executive), Belva Lee and Jim MacFarlan (management), Heather McLeod (ASU), Kathleen Kolisnek and Verna Warner (UTFE). David Chudnovsky, former Executive member, served on the committee until July 1994.

Our federation inside out

PHILIP CHIN PHOTO

(Left to right) Kathleen Kolisnek, Belva Lee, Verna Warner, and Peter McCue receive an award of Special Merit on behalf of the BCTF at the GVRD Air Quality Awards.

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Communication key to improved services

The October 13 ESL colloquium was a day of reflection, communication, and networking. It was intended as context-setting and a step in addressing the issues raised in the ESL research reports. By hosting the colloquium, the BCTF also hoped to open discussion among teachers, parents, and others to improve ESL support, foster multiculturalism, and address discrimination and racism in schools.

Representatives of district staff, local teacher associations, multicultural community organizations, Ministry of Education staff, university academics, the ESL PSA, the BCTF Committee Against Racism, and BCTF staff participated.

The day consisted of a series of invited presentations from one representative of each group, followed by small group discussion. Three themes emerged across presentations:

1. Speakers welcomed the timeliness of the BCTF ESL Research Project and supported its findings.

While a number of speakers analyzed and extended themes from the research reports, they challenged neither methodology nor findings. The research reports appear to be a useful start to identifying and addressing issues.

2. Communication and collaboration need improvement.

The provision of ESL has been disjointed and haphazard, with some sophistication and leadership from districts like Vancouver but little co-ordinated development of materials, programs, training, curriculum, or teaching strategies. Much greater levels of communication and collaboration are called for.

Pedagogical issues related to ESL cannot be addressed in an arena that ignores the school community or the issues of settlement within the wider community.

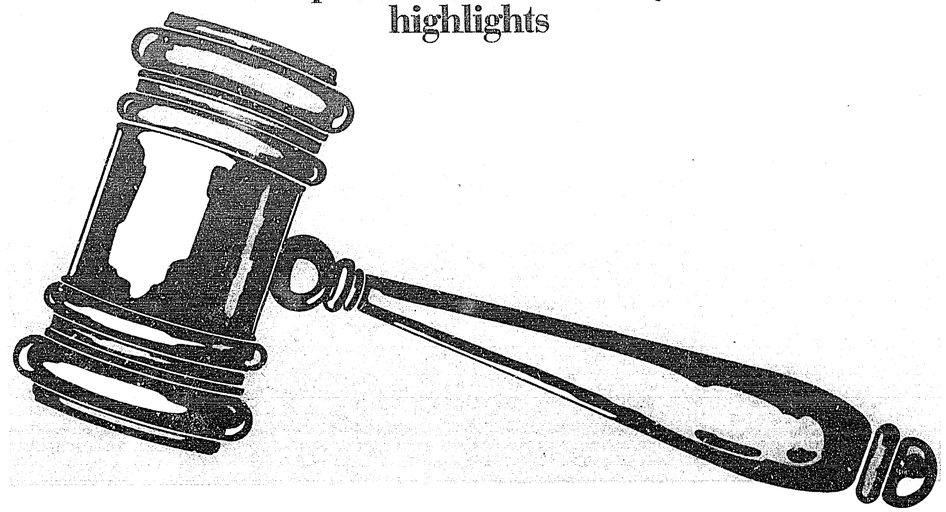
3. Issues of ESL, race relations, and settlement converge.

Pedagogical issues cannot be addressed in an arena that ignores the school community or the issues of settlement within the wider community. Understanding the convergence may lead to a better integration of services and reduced duplication.

– Charlie Naylor

A full report of the colloquium is available electronically through BCTF On-Line or in hard copy from the Research Division of the BCTF (604) 871-2251, toll free 1-800-663-9163.

Representative Assembly highlights



The October 28–29, 1994 meeting was an expanded Representative Assembly, including local presidents as voting members.

Provincial bargaining structure

The RA established an interim bargaining structure incorporating an Expanded Representative Assembly, a Bargaining Council, a Bargaining Committee, the Executive Committee, and a Negotiating Team.

The Bargaining Council consists of one representative per local chosen by the local. The EC, active members of the Negotiating Team, and chairpersons of the Committee Against Racism, the Status of Women Committee, the Professional Development Advisory Committee, the PSA Council, the Income Security Committee, the Teacher-on-Call Advisory Committee, the Rights of Children Committee, and the French-as-a-First-or-Working-Language Advisory Committee attend meetings as non-voting members. Each local representative has one vote.

The Bargaining Committee consists of 23 zonal representatives, chosen by and from local representatives on the Bargaining Council, or from the local when the local has its own zone.

The Negotiating Team consists of the president or first-vice president, three non-voting staff persons, and six members appointed by the Executive Committee. Upon appointment to the Negotiating Team, any member also on the Bargaining Council or Bargaining Committee will be replaced on those bodies.

The Executive Committee will appoint a chief negotiator from among the BCTF members of the Negotiating Team, upon recommendation from that team.

Functions and groups

The functions were assigned as follows:

1. *All negotiating-table matters:* Negotiation Team and Bargaining Committee.

2. *Deciding to hold a membership strike vote:* Expanded RA on recommendation from the EC following recommendation from the Bargaining Council.

3. *Serving strike notice or calling a strike:* EC upon recommendation from the Negotiating Team, the Bargaining Committee, and the Bargaining Council.

4. *Terminating strike action:* a majority vote of the BCTF taken at meetings in locals.

5. *Reaching agreement-in-committee:* Negotiating Team after appropriate consultation with the EC and the Bargaining Committee.

6. *Ratifying an agreement-in-committee on the split of issues:* Expanded RA, on recommendation of the EC, the Negotiating Team, the Bargaining Committee, and the Bargaining Council.

7. *Ratifying an agreement-in-committee:* membership vote, on recommendation from the Expanded RA on recommendation of the EC, the Negotiating Team, the Bargaining Committee, and the Bargaining Council.

Objectives

This was approved as the framework for objective setting:

- No contract stripping.
- All subjects dealt with in local agreements continue to be dealt with by the collective agreement.
- Improvement of agreements where teachers have inferior terms and conditions of employment.
- Fair salary increase.
- Improvements in priority areas.
- Provision for future negotiation of subjects and items not currently contained in collective agreements.
- Contract administration at the local level.

The RA approved, in principle, creation of a committee to co-ordinate public-sector bargaining through the exchange of information and the development of common collective-bargaining and political strategies to deal with the increasing power of the Public Sector Employers' Council, and to oppose public-sector wage controls.

Education Change

Having discussed the K–12 Education Plan of the B.C. government, the RA encouraged teachers to assess the degree to which proposed changes will benefit students, advance equity and fairness, acknowledge the professional judgment of teachers, be manageable, and support the public education system.

As part of this examination of education change, the RA adopted a BCTF Education Issues Work Plan for 1994–95 that includes studies, relevant research, and membership consultations on:

1. Student assessment and reporting (including changes in the Primary, Intermediate, and Graduation reporting policies, the use of the *In Progress* (IP) symbol, and criterion-referenced letter grades).

2. Curriculum revision, including the relationships among provincial curriculum development, proposals for a national curriculum, the Western Canadian Protocol on Curriculum and the pur se of curriculum "product

3. Courses and credit, including the proposed rse-challenge process, the proposed credit systen Grade 11 and 12 cours the proposed out-of-school learning/equivalency process, and independent directed study.

4. Proposed student learning plans requirement.

5. Accountability and system assessment.

6. Secondary-school timetables and year-round schooling.

7. Proposed second-languages policy.

8. Full-service-schools pilots.

9. Distance education and technology.

10. Manageability, teacher workload, and system change.

ALISTAIR EAGLE PHOTO

Program Against Racism Co-ordinator Sam Fillipoff and President Alice McQuade display scroll commemorating the launch of the Ed May Social Responsibility Education Fund, established by the 1994 BCTF AGM. The fund supports the teaching of antiracism, multiculturalism, gender equity, human rights, First Nations rights, peace, stewardship of the environment, and poverty and violence prevention.

ORGANIZATIONAL

WORLD GAME from page 1

the Philippines, for example, or helping to build a school in a war-ravaged village in El Salvador is a way for public schools to help students develop social responsibility and a nurturing attitude to their own and other communities. They can begin to learn that caring and helping are more rewarding to the spirit than fighting or shopping.

The conference worked on several levels, reflecting much of the reality of teaching in the '90s. The World Game and Alternative Trading offered information on the state of the planet or current issues;

"We have undersold the importance of human relations and the complexity of nature."

– Marilyn Ferguson

others related directly to classroom practice. One workshop focussed on teaching a controversial issue sensitively and with respect for universal values. Issues are the substance of relevant classrooms and a key vehicle for understanding the past, analyzing the present, and anticipating the future. We can't deal with them just as a diversion from the daily routine or to practise debating technique.

This conference recognized that today's students need to deal effectively with complex issues, problems within problems, and causes and effects their grandparents couldn't imagine. They need a firm understanding of basic humanitarian values and ethical conduct. Many of us worried that these concerns are getting trampled in the stampede to work experience, "skills now" and "training" for the high-tech jobs of an uncertain future. A quotation in the conference program from Marilyn Ferguson put the point eloquently: "We have oversold the benefits of technology and external manipulations; we have undersold the importance of human relations and the complexity of nature."

Another critical connection is the one between teaching the inner self and teaching the outer self—how helping children understand connections, the systems of things, and the value of other ways of seeing and knowing is instrumental to a functional education for the 21st century.

These elements were combined in Susan Martin's workshop on the ancient and magnificent medicine wheel, and another on the power of telling the old stories, "Through Coyote's Eyes," facilitated by Robert Matthew. These presentations examined how we see ourselves and how wisdom comes from reflection and contemplation as well as external experience. The inner journey is not one our northern and western education systems have ever paid much attention to. Turning to the traditions of the First Nations for help, we discovered that the medicine wheel is indeed a tool to expedite those journeys and the old art of storytelling is a wonderful medium for reflection and self-awareness.

THERESA BEER PHOTO

Players experience the population explosion directly as they crowd onto the world map.

A rare experience in professional growth—both offering practical strategies to create more relevant classrooms and connecting to a deeper understanding of what it means to be teachers.

"Weaving a Web of Understanding" was a fitting metaphor to describe a rare experience in professional growth both offering practical strategies to create more relevant classrooms and connecting us to a deeper understanding of what it means to be teachers in these times.

Patrick Clarke co-ordinates the Global Education Program.

Speaking personally

What provision or condition in your collective agreement do you prize most? Why?

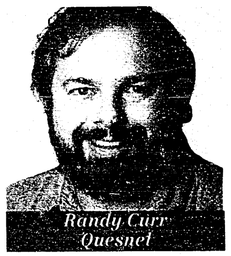
Karen Kilbride Surrey

I was a member of our Bargaining Committee, involved in writing and rewriting all our clauses, appendices, and letters of understanding. Too many provisions were gained only after long struggles, protests, and strong member determination. It is impossible to choose only one that I prize.

However, there are clauses in our contract that I would like to see in every local contract in B.C.: the right to be hired with a continuing contract, the right to have a staff committee, firm caseload numbers for non-enrolling teachers, the right in contract to extended parental leave, maternity leave top-up pay, partial medical leave, and the right to job share.

Our job-share clause gives teachers the contractual right to arrange a partnership to share a job. That partnership cannot unreasonably be denied by the employer. This clause has improved the health and well-being of many of our members. Approximately 150 job sharing partnerships exist in our district. Teachers who would like to take a partial leave are able to keep their positions and return to full-time when they choose to go off leave.

Members on partial medical leave and phased retirement and members who are parenting young children thoroughly appreciate this clause and might well choose it as their most prized.

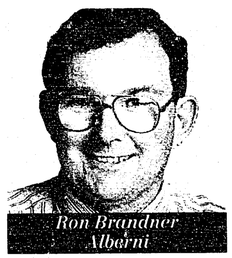


Randy Curr Quesnel

I most prize our tuition reimbursement clause. The clause provides for the school board to pay the full cost of tuition for teachers who are upgrading their categorization.

Over the past three years alone, more than eighty of the approximately three hundred teachers in Quesnel have accessed this provision. The expense of travelling to, and living in, urban centres creates financial burdens. Many of these teachers likely would have been unable to continue their education without this funding.

The benefits to children are obvious, with so many teachers increasing their skills and knowledge base.



Ron Brandner Alberni

The articles that establish the employment relationship—recognition of the union, the compulsory membership requirement, contracting out, union rights, etc.

These articles are the foundation upon which all other provisions of our collective agreement have been built.

Jan Walsh Queen Charlottes

The article in the agreement the Queen Charlotte District Teachers' Association has with the Board of School Trustees of School District 50 that I prize is the one giving the QCDTA the right to be the sole bargaining agent for its members.

This single article has provided the ability to meet the personal and professional needs of members and the flexibility to deal with the uniqueness of the Charlottes. Our bargaining team has been able to create unique clauses dealing with class size, composition, facility, evaluation, harassment, travel delay, and other concerns important to our teachers.

Sole-bargaining-agent status has individualized our collective agreement and has assisted us in growing into a union our board respects and our members appreciate.

This article provides the heart and soul of all collective agreements. As I move, kicking and screaming, into provincial bargaining, I realize that the true loss we face is the loss of our ability to remain unique and separate. I know that my current anger comes from having this basic right diminished.

George Popp Fernie

Although I'm tempted to pick out a few pet clauses into which I've had personal input, I can't.

My contract is a whole. It is an intricate web of principles that surrounds our teachers and tries (usually successfully) to free them to provide the best possible instruction for our students. All provisions are important to at least some of our members because almost all have been bargained in response to objectives determined by our members in our local.

South south north women's conference

ALISTAIR EAGLE PHOTOS

Women from 15 teacher organizations in Canada and Central and South America met to discuss common concerns.

by Linda Lawton

The South South North Women's Conference, held at the BCTF—the first of its kind—brought together women teacher-leaders from several Latin American countries as well as from Ontario, Quebec, and British Columbia to network and exchange strategies. Having recently expressed a desire to do some writing, I had been offered the assignment of covering the conference.

I tried to think of reporter-type questions, but came up with personal ones. What had I gotten myself into? What made me think I was up to reporting on such an event? What did I have in common with these women from so far away?

As I passed a display of photographs posted by the Nicaraguan delegate, I saw a photo of a group of women providing childcare so that others could attend an evening union meeting. "Maybe we're not so different after all," I thought.

At first, I found the language barrier daunting. As delegates spoke in Spanish, we Anglophones donned earphones and listened to a (male) voice simultaneously translating into English. Gradually I found the content of the speeches so compelling that the format was no longer distracting. As woman after woman chronicled the struggle for rights in her respective country, I became increasingly aware that although there are many differences between the lives of Canadian and Latin American women, we also have much in common.

They spoke of extreme poverty, of children who cannot concentrate on their studies because they are hungry and sick, and of women who are oppressed not only by their husbands, governments, and social structures, but also by their own lack of self-esteem and fear of involvement in union activities. The task faced by the women leaders in these countries is formidable. Not only are they up against patriarchal governments and social organizations that subjugate women, but they also face the job of trying to motivate, support, and educate women to take on more union involvement and to see circumstances beyond their own that leave them feeling humiliated, discouraged, and alone. Their problems are part of a larger system, a global one.

BCTF Executive Director Elsie McMurphy spoke of globalization, the domination of the world economy by transnational corporations.

Delegates all spoke of campaigns in their countries to defend public education and health care.

McMurphy outlined Barnet and Cavanagh's (*Global Dreams—Imperial Corporations and the New World Order*) thesis that the autonomy of nation-states is increasingly compromised by a global-financial network and the cultural hegemony of the United States. Along with globalization comes the trend toward privatization of public services.

As public-sector unions in Canada find their rights threatened by essential services legislation, many of the Latinas echoed similar concerns. Delegates all spoke of campaigns in their countries to defend public education and health care.

Delia Bisutti, from Argentina, told the conference Argentina was once a strong industrial country with a good standard of living. In the '70s and '80s, many large national companies were dismantled and bought by foreign investors, with the result that real salaries decreased by 30%. Teachers are poorly paid. More children are poor and illiterate, more of their parents are unemployed, and fewer laws protect union rights. In 1992, 80,000 workers and parents filled a public square to demonstrate their support for public education. The teachers' union is working to promote the full participation of women in work and in union life. They are demanding recognition and action on daycare, child custody, child support, abortion, contraception education, drug abuse, and old-age care.

As Canadian women, we may forget that the rights we enjoy were won through much effort and persistence, and that these rights can be eroded if we are not vigilant.

Colombian delegate Lucila Santa[illegible] reported that maternity leave was recently increased to three months from two, but this has created a backlash in that employers are hiring fewer women. Colombian women became recognized as citizens only in 1945, and got the right to vote only in the '70s. Not until 1984 was automatic paternal custody of children ended. Women now have some rights protected by law, but social customs are slower to change.

Elizabeth Córdova, from Bolivia, said that one of the biggest problems for women in her country is their lack of self-esteem. Seventy-five percent of the teacher union's membership are women, but only one woman is in a leadership position.

One of the purposes of the conference was to share resources and strategies for change. The Latinas were particularly interested in curriculum materials distributed by Canadian teachers' organizations in commemoration of the December 6, 1989, massacre of 14 female engineering students in Montreal. Canadian Teachers' Federation and Ontario representatives spoke of the White Ribbon Campaign and of curriculum materials to educate both boys and girls about violence and oppression in our society.

Many of the projects recently have been aimed specifically at supporting women in leadership in their unions.

Through the W.R. Long Memorial International Solidarity Fund and the International Solidarity Committee, the BCTF has supported Latin American teachers for 15 years. Many of the recent projects have been aimed specifically at supporting women in leadership in their unions. Maria Trejos Montero, of Costa Rica, thanked the BCTF and CoDevelopment Canada for their contributions. Without this support, she said, the struggles of Costa Rican women would be almost impossible.

BCTF President Alice McQuade told the conference that she is most proud of being a member of the BCTF when she hears about the work we do for international solidarity.

I am most proud to be an employee of the BCTF when I hear of the work we do to support and empower women and children, wherever they live.

Linda Lawton is a member of the BCTF's Organization Support Division currently working with the Staff Rep Training Program.

Celia Rosa González reports on the life and work of women teachers and trade unionists in El Salvador.

Yours for the asking

Premier's Sport Awards Program

This program is a unique skill-development program designed to empower all Intermediate grade teachers with the skills and confidence needed to teach quality physical-education classes. The program offers instructors' resource manuals containing easy-to-follow "teacher-friendly" lesson plans for 10 different activities, as well as creative strategies for motivating students to improve their basic skills. Illustrated skill posters are also available. For more information on this provincially funded program, contact Bryna, Jennifer, Claudia, or Paula at (604) 738-2468 or 1-800-565-7727, or by fax (604) 737-6043. Premier's Sport Awards Program, 228–1367 West Broadway, Vancouver, BC V6H 4A9.

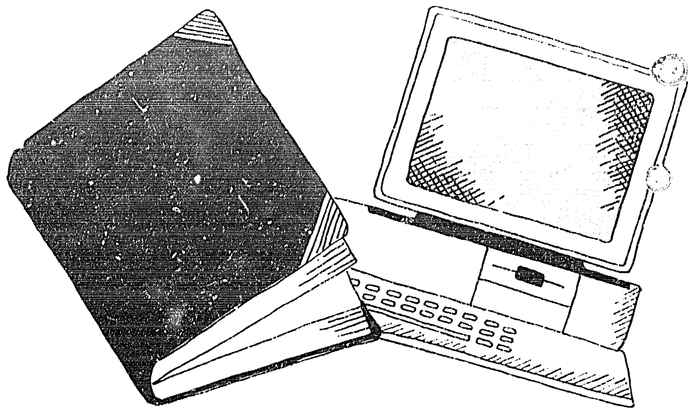
ESL Video

North Surrey Secondary School has produced an 18-minute video to give ESL students and their families an opportunity to see the ESL students in action in a variety of classroom settings. The video has opened up new lines of communication between the school and the families of ESL students. It is available in English, Mandarin, Cantonese, Korean, Punjabi, and Vietnamese.

The video may also be used to provide in-service for teachers and administrators, develop understanding of the ESL experience within the school and community, or to provide a model for schools that may wish to produce a similar video.

For information, contact Judith Clark, North Surrey Secondary School, 581-4433 or Fax 581-1150.

Joining forces to think about knowledge



"We cannot be stupid and succeed," futurist Richard Worzel warned his audience of 1200 as he kicked off the October 21 conference jointly sponsored by the B.C. Association of Teacher-Librarians and the B.C. Science Teachers' Association.

As Worzel imagined the future, he detailed the role of technology, the role of the educated citizen, and the role of the innovator, and in so doing, he made the roles of librarians and scientists critical to our success as a society. Expect intelligent computers, "do what I mean" programming, voice commands that replace the need for a keyboard, global competition, domestic automation, a changed role for individual entrepreneurs, an increased life expectancy, different kinds of employment, an explosion of CD ROMs and laser disks, and broad use of dynamic resources like the Internet. "Be curious. Explore. Place a premium on knowing how to find stuff, and integrate it with existing ideas," Worzel counselled.

He went on to outline how the inventors, organizers, and interpreters of knowledge (read *scientists* and *librarians*) have their work cut out for them in education. According to Worzel, to be prepared for the future, our students need to be able to:

- research and read critically
- communicate orally and in writing
- reason, and think logically, both linguistically and mathematically
- lead a group in an entrepreneurial setting, and follow the leadership of others effectively
- see the connections between fields of study.

"Education is the strategic industry."

"Education is *the* strategic industry," he asserted.

After Worzel spoke, the value of a joint conference was obvious. But since it was planned *before* he was invited, how did the two PSAs come together? Librarians' organizer Patricia Findlay said it was "part planning, part serendipity," with PSA leaders discussing shared interests at a meeting, then building on a common purpose. Science organizer Steve Cardwell pointed out that both groups are facing changes introduced by technology. The possibility of showcasing the technology built into the Burnaby South Secondary School facility was also of interest to both. With 180 sessions, and 6 main speakers, there were few aspects of knowledge, technology, and pedagogy that weren't explored by these curious and committed educators.

– Elaine Decker

"When our genes could not store all the information necessary for survival, we slowly invented brains. But then the time came, perhaps ten thousand years ago, when we needed to know more than could conveniently be contained in brains. So we learned to stockpile enormous quantities of information outside our bodies. We are the only species on the planet, so far as we know, to have invented a communal memory stored neither in our genes nor in our brains. The warehouse of that memory is called the library."

– Carl Sagan
Cosmos, p 279

QDPE–for fitness, for life

I hated PE when I was in school. My inventive excuses for arriving late or skipping entirely ranged from the sublime to the absurd. When I was asked to report on the Physical Education PSA Conference, held at Douglas College in New Westminster, I was eager to discover whether students' attitudes toward PE are any different now.

If 300 members of PEPSA had their druthers, kids would be doing some structured physical activity every day. In some districts, daily physical education is integrated into the curriculum. This usually happens when a PE co-ordinator is on staff. However, with the competition for space and resources, this district staff position is often one of the first to go.

QDPE - 2B or not 2B examined the obstacles to a quality daily PE program in each school. A school doesn't need a state-of-the-art gymnasium and expensive equipment, but it does need teachers with the willingness and imagination to turn hallways, stairs, stages, and school yards into physical activity areas. The more some sort of physical activity is automatically programmed into the school day, the more readily fitness will become a lifelong habit.

...with less emphasis on competition and more on inclusion, kids have a more positive attitude toward PE.

Research reinforces that physical fitness has numerous benefits. Fit students perform better academically; women who exercise four times a week reduce by 50% their chances of developing breast cancer. The greater the number of young girls convinced of making fitness a lifelong pursuit, the lower the number of patients in future fighting this devastating disease.

I stuck my nose into a line-dancing workshop. Had line dancing been part of the PE program when I was a kid, I wouldn't have allowed myself to miss something that is obviously so much fun. No competition, lots of movement, great music, learning to co-ordinate both left foot and right foot, all at the same time.

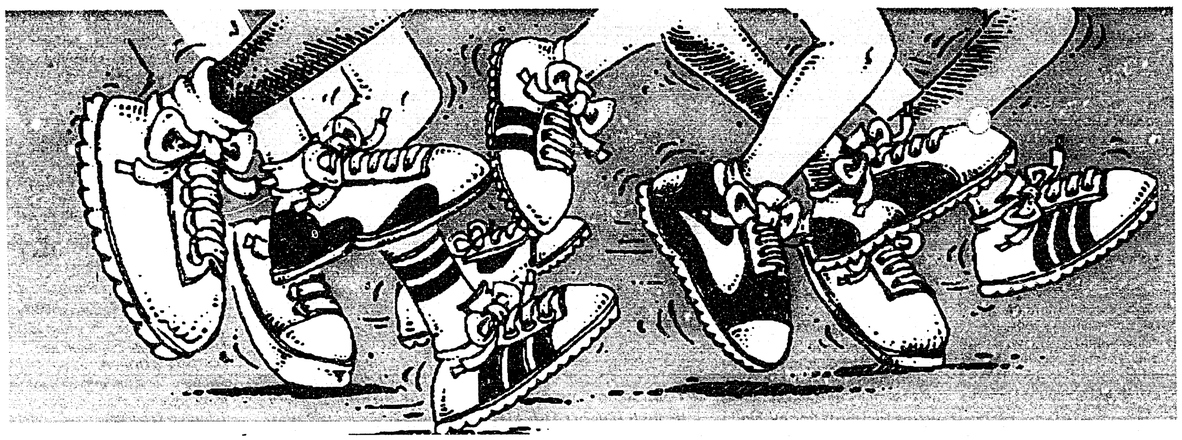
Fit students perform better academically...

Debbie Keel, president of PEPSA, believes that with less emphasis on competition and more on inclusion, kids have a more positive attitude toward PE. She sees an end to the humiliating experience of being picked last, which left some students feeling like failures and thinking that the quicker they could drop out, the better. She wants to provide comfortable and enjoyable activities, so students will participate enthusiastically, and physical fitness will become an important aspect of their daily lives.

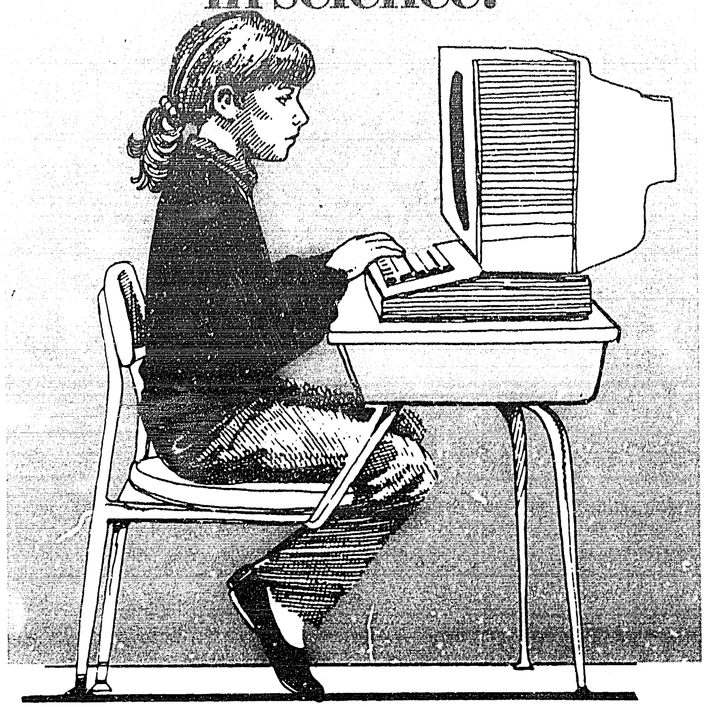
– Berniece Stuart

"The good teacher must not only know how to manage, give feedback, make practical plans, and wise decisions. He/she must be more than a performer, more than a thinker. The good teacher must also be a practical scholar, a student of the academic disciplines, and a fluent translator. The good teacher becomes a life-long learner."

– Christopher M. Clark
professor, educational psychology
Michigan State University



Ignite girls' interest in science!



Set to coincide with Science and Technology Week in October, the Explore '94 Conference was designed to ignite girls' interest in science at a young age. Statistics indicate that large numbers of girls eliminate science as an option around Grade 7 or 8. By secondary school, inequity in the gender balance of science classes is established. In 1991, according to a provincial government report, just 24% of Physics 12 students and 17% of those in Computer Science 12 were women.

Conference organizer Catherine Daminato, herself a scientist, says that at the meeting at the British Columbia Institute of Technology of 200 Girl Guides age 5–17 from Coquitlam and Port Moody participants shared activities presented by female role models.

Workshops included constructing model pipelines, designing paper airplanes, cleaning up an oil spill, making hexiflexigons and kaleidoscopes, chemistry experiments, and Hyper Lego.

Pipeline engineer Kirsten Jaron and environmental engineer Romilly Cavanaugh led participants in making model pipelines from newspapers and laying down the line around mountains, water, and a farmer's field while discussing the environmental and building concerns engineers face.

Using paper, scissors, and tape, engineer Nancy Paris-Seeley showed participants how to construct paper airplanes, test them, and use vertical stabilizers and elevators.

David Brear, president of the Computer Using Educators of B.C., and his daughter, Ashley, led the Hyper Lego session. Using Hypercard on MacIntosh computers, Brear guided intermediate girls from Lord Beaconsfield School to build mechanical Lego models of elevators, merry-go-rounds, and tractors activated through computers. During his classes, Brear makes a special effort to include as many girls as possible. Ashley helped the youngest of the participants build drills from Lego kits.

The oil-spill mop-up session, given by Susan Simmons from APASE (Association for the Promotion and Advancement of Science Education), used tin plates, water, and vegetable oil to create the spill, and feathers, panty-hose, sawdust, soap, and straws to use in the cleanup. Film tubes with holes and cotton balls inside represented birds. Participants experimented with clean-up options.

Along with other presenters, Simmons says it is essential to open up possibilities for science careers to girls in elementary school. "We'd like girls to realize that science is a part of everyday life, and everything that you do all day long involves science and technology," she says. Simmons believes it important for educators to identify, value, and encourage scientific strengths girls demonstrate.

Faith Gagnon, who helped form a 15-member parents' group called Science Matters, believes that "science becomes threatening because we don't know the environment." Her group wants to make available to schools hands-on materials, including portable laboratories. An interest in science is developed, she says, when at a young age children are encouraged to explore, ask questions, and move away from sex stereotypes.

Presenters generally agreed that teachers must be aware of how they encourage classroom participation. Some teachers perpetuate gender imbalances in science opportunities by overlooking girls' questions in favor of boys'.

Female role models are crucial. Grade 12 participant Deidre Ramsey became interested in a science career in Grade 8 when a female science teacher encouraged her. Now she is helping out at Science World and hopes to enter a fish and wildlife recreation program at college.

Female science and math teachers are few, however. In B.C. secondary school classes in 1991, only about 18% of science teachers and 21% of math teachers were women.

Still, conference participant Donna MacDuff, head of BCIT's physics department, believes that there is the will to change, and the problem is being taken seriously. In the past 10 years, she has noticed many new efforts in the Lower Mainland. Yet since as a society we are still dealing with equity issues, she cautions not to expect changes too quickly.

– Theresa Beer

Resources: APASE provides gender equity workshops for teachers and is developing resources for equitable science education called "Unmixed Messages." Contact Catherine Warren at 687-8712.

Electronic chatter

Anything is possible with a computer

by Tom Bellamy

"Dave," I asked, "is it possible, to record, rank, and post the running scores of 300 elementary students 3 times per week?" And in doing so, provide a fast and efficient way to motivate physical education students to improve their scores, and to compare their times with those of others in the school. The question was stimulated after 900 manual entries per week, so, it really was time to consult Dave Williams, our school's computer co-ordinator.

He replied, "Anything is possible with a computer. All you need is the question." Thus began dramatic changes in my daily routines and behaviors. The questions and answers kept coming.

I routinely entered the data from the day's run and printed charts with data by alpha, time, division, gender, and grade. Computer addiction had set in.

Dependency deepened with the school's acquisition of a laptop. I moved from data entry on the laptop to printing on the secretary's machine when it was free—from no computer to two computers simultaneously in just three months.

By June, the laptop accompanied me to PHE class. Students would run, and have their scores recorded immediately, ready for sorting and printing at Jay's end. The laptop went home with me in July, and by summer's end, three educational articles were written, two of which were published by October 1993.

There is a lot to learn, but in reflecting on my emerging computer literacy, there are reasons why my progress was so positive.

1. We had a resource person on staff who had patience, availability, and a "learn as you need it" approach to in-service education.
2. The question Is it possible? was posed to start the process.
3. Questions to build on knowledge acquired kept being asked.

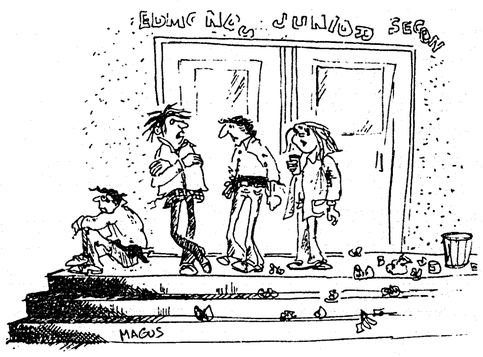
Perhaps if you ask your own Is it possible? question, your answer, too, will be Yes.

Tom Bellamy teaches at Heath Elementary School, Delta.

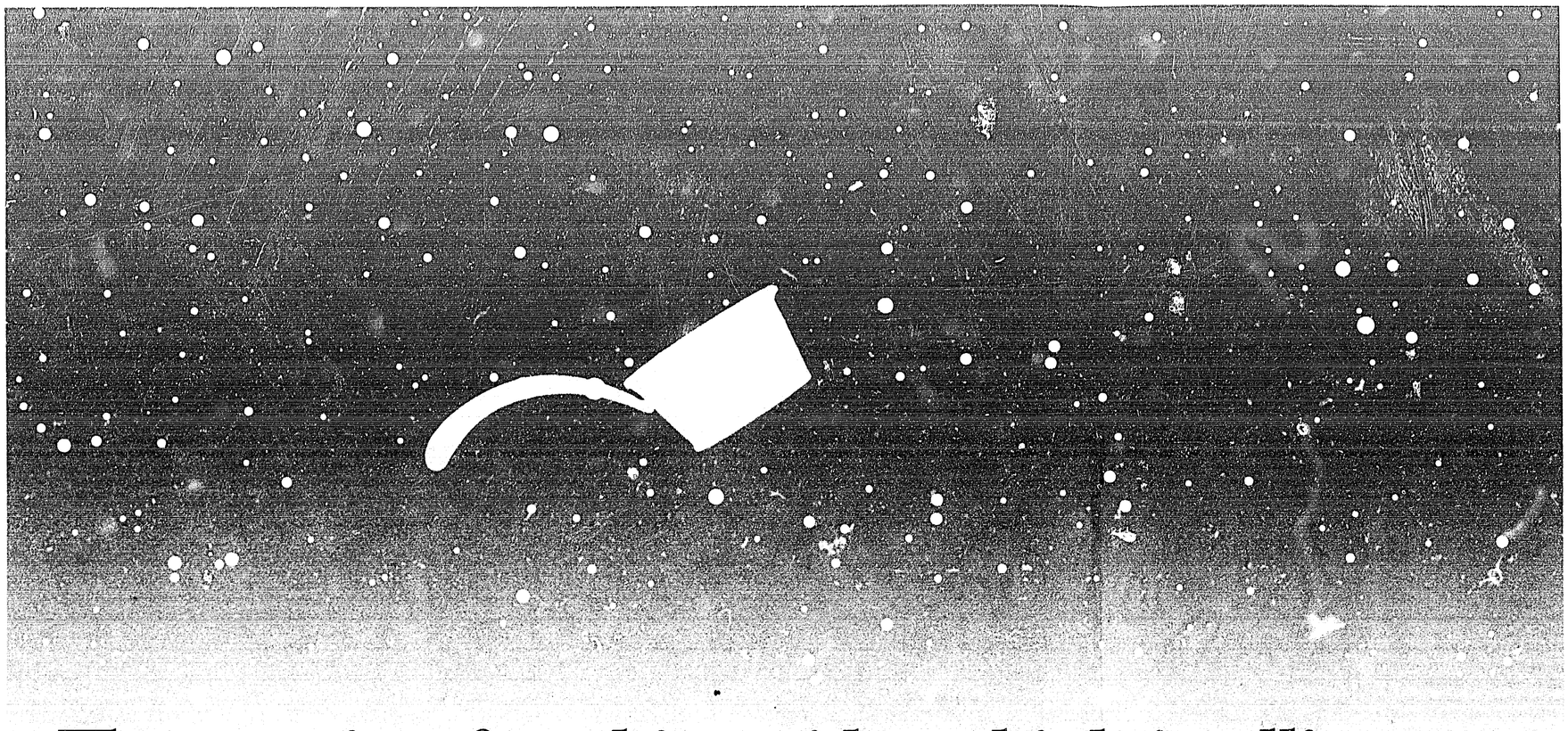
"We have long held the conviction that the empowerment of teachers through technology would result in greater learning opportunities for students. Unfortunately, in most districts technology for students has preceded technology for teachers. This has slowed the implementation and appreciation of these tools in our nation's schools.

Teachers will spend time learning computer software and the use of other technology only when they are convinced it will make a difference to them and to their students."

– Dr. Kolene Granger
Assistant Superintendent of Instructional Services
Alpine School Districtd
Salt Lake City



NO eating in the gym, NO running in the halls, NO smoking, NO talking in class... Then, they talk about POSITIVE school climate!



The promise of teaching with multiple intelligences

by Tom Morton and John Myers

Teaching strategies based on multiple intelligences hold promise both to deepen academic learning and to encourage equity in the classroom. Consider the following accounts:

First in *The Unschooled Mind* (1991), Howard Gardner describes a study at Amherst College, in which mathematics students were told that there were six times as many students as there were professors. When told that there were 20 professors, almost all were able to compute the number of students: 120. However, when asked to give an equation that expressed the relevant proportion, with S = students and P = professors, the majority of students failed. Most wrote 6S = P which, if it were applied to the example, would give 3.33 students per professor. A worthy class size to be sure, but most unworthy mathematical understanding.

Second, from one of our own classrooms, students in co-operative groups were trying to discover the coded meaning of "Follow the Drinking Gourd," a song sung by American slaves. (The drinking gourd refers to the Big Dipper.) The group was floundering over the lyrics when one girl, a "C student," started to explain quite correctly that the Big Dipper points north and the fugitive slaves could use it to guide them to Canada.

Nonetheless, she was quickly ridiculed by a boy, an "A student," whose assigned role, ironically, had been to encourage participation from all group members.

Gardner's example from mathematics supports his thesis that most of our

Even for successful students, there is a large gap between intuitive understanding and disciplinary understanding.

students, even the best, *just don't get it*. They just do not understand key academic concepts in an authentic or applied situation, nor how to use key skills outside a limited context. Until recently, educators have not appreciated the strength of students' informal, intuitive conceptions or "scripts" and how hard it is to reconcile these into those of the subject disciplines. Even for successful students, there is a large gap between intuitive understanding and disciplinary understanding. Without a deeper knowledge of things like the seasons or time or a rounded, non-stereotypical view of other societies, students will be excluded from a full and positive participation in our culture.

The example from Morton's social studies class illustrates a potential weakness in co-operative groups. Although co-operative learning can engage most students and hence, improve learning, in some groups students are excluded or exclude themselves. These are often students whom we describe as "at risk." Their exclusion can largely be explained by their status. Students bring status—expectations of competence based on academic achievement, physical attractiveness, popularity, language fluency, and the like—to group work, and students with low status will defer to students with higher status. Unless status differences brought to the group situation are treated, high-status students will interact more, and learn more, than those with low status—a "rich get richer" effect. The co-operative-learning group will not realize its potential.

One way to teach for understanding, according to Gardner, is through the use of multiple intelligences. He claims that in the academic subject areas, schools have long stressed linguistic and logical-mathematical intelligences, to the neglect of the spatial, kinesthetic, musical, interpersonal, and intrapersonal. In social studies, tasks that include multiple intelligences might be constructing drainage systems in sandboxes, conducting mock trials, playing music from the 1920s, or creating war propaganda posters. In science, students can design a solar heater out of tin foil, collect and classify butterflies, learn about sound by playing a song on pop bottles filled with different amounts of water, and record observations when litmus paper is submerged in various liquids. These and other activities contribute as much to learning as do traditional tasks such as taking notes and answering questions from a textbook.

Elizabeth Cohen in *Designing Groupwork* (1994) follows Gardner's concept of intelligence and the use of projects but expands them to treat status differences. A teacher following Cohen's complex instruction model

Cohen's model emphasizes positive interdependence, individual accountability, team building, and roles.

would build a co-operative classroom where students are told that many abilities will be needed to solve a task and are then given tasks that specifically require them to use these multiple abilities. Appropriate tasks:

- have more than one answer or more than one way to solve problems
- are intrinsically interesting and rewarding
- allow different students to make different contributions
- use multimedia
- involve sight, sound, and touch
- require a variety of skills and behaviors
- require reading and writing
- are challenging.

Like other co-operative learning models, Cohen's model emphasizes positive interdependence, individual accountability, team building, and roles. Unlike other approaches, however, the complex instruction model seeks to establish a norm that all students have some abilities but no one has all abilities needed to solve learning problems. The norm is reinforced through specific feedback during and after completing the task when students reflect on their learning. The teacher's public feedback is directed especially to low-status students.

For example, in Morton's social studies class on the Underground Railroad, he intervened to compliment the low-status student, who had been excluded from giving a valuable idea, for her knowledge of geography and ability to interpret lyrics. He reminded the group of the need to use everyone's ability to solve the code, pointing out that they almost missed a key idea. For the next projects—drawing an escape route for the slaves and composing a song that tells the story of the Underground Railroad—the students were told they would need the same kind of abilities that a geographer and a road engineer use to interpret maps and, for the second task, the abilities of a musician or a poet.

Cohen's goals are not just social and psychological outcomes such as self-esteem, prosocial behaviors, and improved racial tolerance that co-operative learning also promotes. She wants students to achieve academically. Like

...there are many ways to learn; yet in the academic courses, we usually access only a few of them.

Gardner, Cohen argues that there are many ways to learn; yet in the academic courses, we usually access only a few of them. If we make learning tasks engaging and create classes in which all expect to, and are expected to, learn, all kids can learn the academic basics.

Caveat Implementor

There is always a down side to any change and teaching with multiple abilities is no different. For example, the originators of these multiple-ability approaches believe that specially designed curricular materials like CD ROMs or multimedia kits are key. But in an era of tight budgets, teachers can't rely on their puchase. So Tom Morton and John Myers, along with Jim Gill, Derek Sankey, Kathryn Compton, Marion McIntyre, and Pat Lee at John Oliver Secondary School in Vancouver, and teachers in the Peel School Board in Toronto, have been trying to use the multiple-ability approach in social studies with commonly available materials.

Another caveat is the difficulty with any change in a teacher's role and beliefs. It takes considerable time, dedication, and support to see the potential in all kids and find a way to use it and build on it. Cohen's implementation program requires two weeks of workshops, classroom visits, and peer coaching.

Despite these serious caveats, teaching with multiple abilities offers us rich possibilities to help ***all*** students learn in depth.

Tom Morton is a teacher at John Oliver Secondary School and past president of the Co-operative Learning PSA. He will be speaking on the multiability approach at the C-L PSA conference, February 3 and 4, at Simon Fraser University. John Myers is the foreign affairs correspondent for the PSA and the history consultant for the Toronto School Board. For more information on the conference, call Louise McDonald, 420-6661.

Scholars and citizens for the 21st century

by Judith Blakeston

A site model of Chichén-Itzá? A castle-building unit? Chaucer and Boccaccio? A ship of French settlers in 1605 bound for the New World? Question: What do these have in common? Answer: Eight teacher scholars, eight school teams and the 1994–95 school year devoted to university research, school support, and piloting for the humanities curriculum in British Columbia Schools.

These teachers are part of the British Columbia Consortium for Humanities and Social Sciences, a project supported by four Lower Mainland school districts, the B.C. Ministry of Education, and the BCTF, with the American Council of Learned Societies underwriting the largest share.

The mandate of the ACLS is to provide an opportunity for teachers to develop and sustain the habit of professional study that will lead to better education in the schools. A non-profit organization of 54 academic societies and 8 affiliates, the ACLS has funded a number of sites for the past 2 years in Massachusetts, California, Colorado, Minnesota, and Wisconsin. Three private donors through the ACLS make this project of several millions of dollars possible.

The eight teacher scholars have three tasks:

1. To produce curricular projects acceptable to their school teams and suitable for their students.
2. To take other university courses that will enrich their professional lives.
3. To be part of a workshop series organized by three university scholars mentoring the teacher scholars. One of the significant side effects of the project is the opportunity for university faculty to learn more about the real classroom lives of teachers and students and to engage in a purposeful dialogue about education.

"Humanities has the opportunity to provide to students the knowledge and skills to become the Renaissance people of the '90s."

– Penny Chaiko
Hugh McRoberts Junior Secondary School, Richmond

Penny Chaiko, of Hugh McRoberts Junior School, in Richmond, writes that "humanities has the opportunity to provide to students the knowledge and skills to become the Renaissance people of the '90s." In an educational environment where the emphasis seems to be on Skills Now! and preparing young people for jobs when they leave their formal schooling, it is refreshing for teachers to look at societies, both past and present, and the achievements of men and women in the arts and sciences. In their workshops together the scholars examine the nature of history, the relationships between literature and history, definitions of the humanities, integration of subjects in the schools, feminist influences, and an interdisciplinary exploration of biography and curriculum.

The project is not simply a year away from the classroom. The eight maintain strong ties with their school teams, whose involvement is vital to the project in this year as well as the following ones. The BCTF, through its PSA and PDAC networks, will help to publicize the work, and the ministry is committed to making the curriculum materials available on a provincial basis where appropriate.

The year will be significant for Frank McCormick (Britannia Secondary School), Phyllis Schwartz (Lord Byng Secondary School), and Moira Ekdahl (Gladstone Secondary School), Vancouver; Anish Sayani (Charles E. London Jr. Secondary School), Penny Chaiko (Hugh McRoberts Jr. Secondary School) Richmond; Peter Thomson (Guildford Park Secondary School) and Barbara Bathgate (Johnston Heights Secondary School), Surrey; and Shelley Evans (Thomas Haney Secondary School), Maple Ridge.

For their colleagues in the schools and around the province, their work may be a valuable resource in the continuing responsibility of teachers to help develop thoughtful, creative, and responsible citizens for the 21st century.

For more information about the project, phone Judith Blakeston at the BCTF, and about the conference "Writing Lives as Literature and History," November 25 and 26, phone Yiling Chow, 736-1633.

Some of the many kinds of memory

Kind of memory	Description	Example
Visual	Memory for what you've seen.	Remembering what someone looks like.
Auditory	Memory for what you've heard.	Remembering some directions the teacher gave you.
Sequential	Memory for things in a certain order.	Remembering the digits in a telephone number.
Short-term	Recent memory.	Remembering directions you just heard.
Long-term	Memory for things you learned a long time ago.	Remembering the multiplication tables for years and years.
Recognition	Memory for knowing that something is familiar.	Remembering you know someone when you see them.
Recall or retrieval	Finding stored facts and skills that you need when you need them.	Remembering how to spell during a spelling bee.
Automatic	Memory that is so fast you don't have to think much to remember what you need.	Remembering how to form letters while you write.
Episodic	Memory for things that have happened in your life.	Remembering the good time you had at the beach you went swimming at last summer.
Procedural	Memory for how to do things.	Remembering how to do a multiplication problem.
Motor	Memory for how to do things with your muscles.	Remembering how to ride a bicycle.
Factual	Memory for knowledge.	Remembering the names of planets.
Active Working	Memory for keeping things together in your mind while you need them.	Remembering the directions for a report while you're writing it.

Source: *Learning Assistance Teachers' Association Newsletter,* Fall, 1994, p. 39-40.

Learning at a distance

by Eila George

Watching a video about what to do if the helicopter failed and flung the evil Hecate Strait more victims was almost enough to convince me that I wasn't cut out to be a correspondence teacher. However, after being securely ensconced in the survival suit and reassured by the highly efficient, safety-conscious Coast Guard crew, I embarked upon two days of visiting students at remote North Coast light stations. Names like Langara Island, Humpback Bay, Egg, Bonilla, and Ivory Islands had only been exotic sounding addresses on student work to this point.

Soon we were setting down on shore to visit Jeannine Randall, a Grade 5 student, and her family in their home on floats. Jeannine has done all her schooling through distance education either in Humpback Bay or on board her family's boat, doing charter work off the Queen Charlotte Islands. She's been educated far beyond the walls of the classroom by her close-to-the-rhythms-of-nature lifestyle. We had fun sharing our love of books and nature while exploring her surroundings.

Riding in a helicopter while it lands on a moving ship is an unforgettable experience.

Departing Humpback Bay full of goat's milk and Jeannine's poppy-seed cake, we flew over the Queen Charlotte Islands' North Beach and the Canadian Forces base at Masset. A white lighthouse loomed below. Guthrie Schweers had been joined as a student by Sean and Daryl Hollyoak, two of the new assistant keeper's children. I felt like royalty when the boys, dressed in homemade medieval armor, formed an honor guard as we arrived. Guthrie, the Grade 5 senior boy on the island, has been replacing part of his science work with a special seagull nesting project that he is assisting a biologist with this year.

Next morning, we visited the Beaudets, at Bonilla Island. Francois had lived all his 13 years on Bonilla. Later that year he moved from Bonilla, one of the remotest lighthouses, to one of the busiest, Active Pass.

Next stop was McInnes Island to visit Heather Rose and her family. The Roses, too, have moved out of our region to a lighthouse at the north end of Vancouver Island.

Heading east, we flew to Dryad Point, at Waglisla. Samuel Jackson and his mom, Henrietta, had come across by boat from Bella Bella with his younger brother and sister to visit us. We used an empty house for our classroom.

Flying home, we did an emergency detour to pick up a fisherman from a Coast Guard ship. Riding in a helicopter while it lands on a moving ship is an unforgettable experience.

Correspondence education was decentralized out of Victoria since 1984 to nine regional correspondence schools throughout the province. One of the prime reasons was to personalize the service by enhancing student/teacher/home instructor contact and to make the mail delivery of papers more efficient. Because we see each student only twice a year, there is an urgency to pack in as much as we can during a visit. We're able to visit the lighthouse students only when seats are available on the mail- and supply-delivery runs. Correspondence teachers find themselves both invigorated and drained after these intense rounds of visiting.

We visit students in Terrace, Kitimat, Hazelton, Smithers, Telkwa, Houston, Prince Rupert, Oona River, and the Queen Charlotte Islands by car, ferry, or floatplane. Some of our students live right in town, whereas to visit others may require hiking along the beach, traversing four-wheel-drive roads or walking through Hansel and Gretel-style forests. Teachers at Fort St. John RCS have been known to use dogsled and horseback.

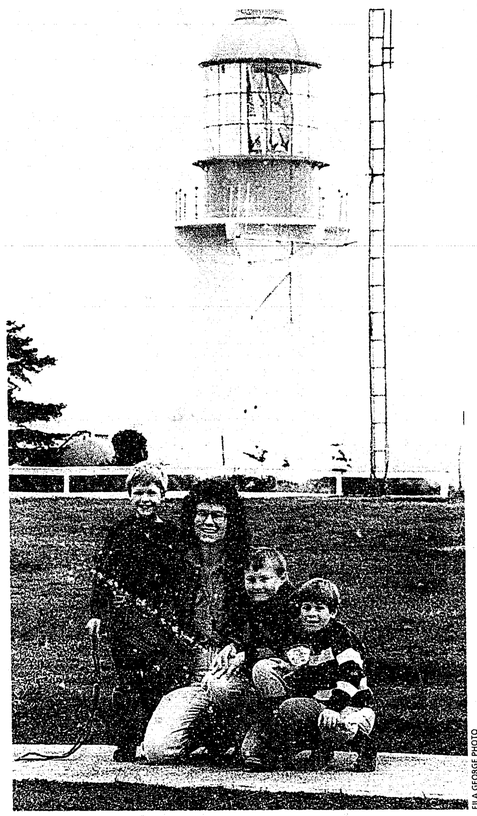
We are, however, unable to visit our registered students in Guatemala, El Salvador, and Nepal among other exotic places. We also contact students by phone, radio-telephone, sometimes fax, and soon e-mail through the Internet and teleconferencing.

Distance education isn't for every student, but it provides an important option, giving families greater control over their children's education and allowing students to work at their own pace. The majority of full-time students are at the elementary level; at the secondary level there are many part-time students.

Distance education isn't for every student, but it provides an important option...

The International Association of Lightkeepers has rated the B.C. correspondence program as the best in the world. It certainly shows that public education in B.C. is flexible, meeting student needs in every imaginable way.

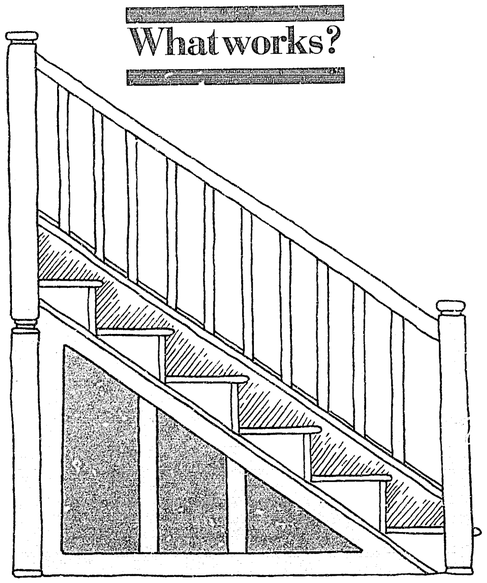
Eila George is a teacher-librarian in Terrace and one of five elementary teachers at North Coast Regional Correspondence School.



EILA GEORGE PHOTO

Daryl Hollyoak, distance educator Eila George, Guthrie Schweers, and Sean Hollyoak at Langara Island Light Station

What works?



Six steps to motivation

1 Ask for performance. Describe how the job is being done now, and how you want it to be. Then ask your students to do it that way.

2 Use positive reinforcement—and personalize it. Don't take acceptable work for granted. Thank students for it. And praise them every time they improve. Remember, though, that while everyone likes to be recognized, what motivates one may leave another cold—or even irritated. So find out what works with each of your students, and use it.

3 Build relationships. This doesn't mean be buddy-buddy with your students. But it does mean you should treat your students like real live human beings. That's what they are, and they will respond best when your actions show you respect their individuality and trust their intentions.

4 Understand your students' point of view. Make a point of listening to your students and asking their opinion before you give directions or offer advice. Listen first, and listen with an open mind.

5 Model what you want. Approach your own work with a sense of urgency, use your time efficiently, and meet the goals you set. Show students, by your actions, that the job really does matter, that quality is important, and that deadlines are real.

6 Refuse to accept poor performance. Teachers do have to tell students when their performance is not acceptable. As the saying goes, "It is better to aim for *excellence* and hit *good* than aim for *good* and hit *average*.

Source: Kyle Kirkwood, *Catalyst*, newsletter of the B.C. Science Teachers' Association, Volume 37, Number 1, 1993.

A new look at women and unions

Sisters & Solidarity: Women and Unions in Canada, by Julie White, 1993, Thompson Educational Publishing, $19.95.

This book provides a clear and well-researched overview of women in the labour movement across Canada.

After surveying the development of the labour movement at the turn of the century, the author traces the increasing influence of women. She goes on to explore the gains unions have and have not made for women with respect to equal pay, employment equity, and benefits of particular concern to women.

She also examines the position of women inside the union movement. Based on interviews with unions and labour federations across the country, White examines the representation of women on union executives, committees, conventions, and staff. She describes the development of women's committees and examines the responses of unions to demands for change concerning family responsibilities, harassment, and union education.

Using new data, the author also analyzes who are the unorganized, where they work, and why it is difficult to organize them. Three case studies examine the new labour legislation in Ontario and the attempts to organize homeworkers and cleaners.

Sisters and Solidarity also considers the position of racial and other minorities in the Canadian union movement and the steps unions and labour federations have taken to meet the needs of these workers.

Source: *CRWS News*, CALM.

REHABILITATION RESEARCH

Caring, ethical rehabilitation and cost-effectiveness

by Doug Hanson

Silvie, at the age of 48, had taught ages five through eight for 25 years. A year ago she would have been described by school administration and peers as dedicated, conscientious, and overachieving. Today she is on disability suffering from depression and anxiety. This unfortunately has been the plight of many teachers over the past four years with increasing incidence. Imagine this happening to you or a colleague.

Currently approximately 40,000 teachers (average age 44), are in B.C.'s workforce. According to the B.C. Teachers' Federation (BCTF) Salary Indemnity Plan (SIP), 2,132 teachers received *short-term disability* benefits between February 28, 1991, and March 1, 1994, costing the plan approximately $3,604,000 in disability benefits. Between 1992 and 1993, the plan experienced a 37% increase in short-term and long-term disability costs, with a substantial increase projected for the 1994–95 fiscal year.

The BCTF, recognizing the long-term implications of this trend, has initiated a proactive program to provide the necessary support to teachers in need. The program also focusses on gaining a better understanding of inherent factors.

On July 1, 1994, the BCTF Rehabilitation Research Pilot Project began. Five districts representing a seventh of the teaching force are participating.

D.B. Hanson and Associates Inc., rehabilitation consultants, were retained to ensure that the disabled teachers receive caring, ethical rehabilitation from the beginning. The rehabilitation consultant takes into consideration the medical, psychological, familial, financial, and vocational problems and develops an individualized rehabilitation plan with the disabled teacher. Specialized programs, co-ordinated under the doctor's direction, may include:

- group counselling for anxiety disorders, depression
- stress management
- occupational therapy
- job analysis and modifications to assist in a return to work
- graduated return to work

Should the teacher be medically unable to return to teaching, vocational rehabilitation may include:

- vocational assessments to identify aptitudes, interests, and abilities.
- career counselling.
- job-search techniques. In the future, disability plans will be overutilized, at great expense. To maintain their solvency will require innovative approaches. The BCTF should take pride in having implemented leading-edge rehabilitation research in North America. The study, involving five experimental and 17 control districts, is a positive approach to:
- determine the need for rehabilitation by examining the characteristics of disabled teachers.
- evaluate the effects of proactive rehabilitation on the incidence, duration, and recurrence of disability.
- examine the demographics of teachers on long-term disability and the effects of rehabilitation on a proportion of these individuals.
- evaluate the extent to which individual teachers and the BCTF are satisfied with the rehabilitation program.This extensive study will ensure the most cost-effective approach to teacher rehabilitation. By evaluating the characteristics of the disabled teachers, we are better able to allocate appropriate rehabilitation resources.

The BCTF should take pride in having implemented leading-edge rehabilitation research in North America.

The adjoining graph depicts the incidence and duration of disability by age cohort. The age group 51–60 shows an increase in frequency and duration of disability. This is significant given that in seven years the majority of B.C. teachers will be in this age category.

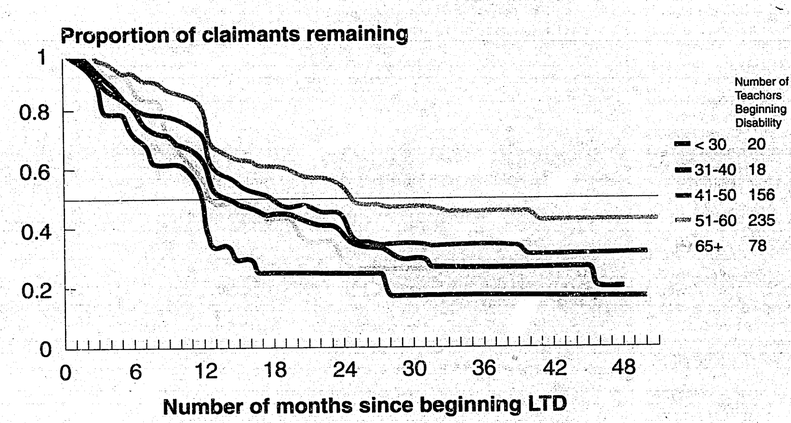
The BCTF is committed to teachers' helping fellow teachers. The focus of the rehabilitation program is teachers' wellness. Healthy teachers maintain their vitality and enthusiasm in providing a high quality of education to the province's children. To this end, early intervention is practised. Teachers at risk, or teachers who have a history of frequent absences due to physical and/or psychological problems, may receive assistance, thereby minimizing the chances of becoming disabled from work.

The focus of the rehabilitation program is teachers' wellness.

The Rehabilitation Research Project is in its second year of operation. Updates on aspects of the program will be published regularly. We welcome your comments.

Doug Hanson is the director of the BCTF Rehabilitation Research Project.

Duration of long term disability claims for different age groups



This graph depicts the proportion of claimants collecting long-term disability over a 50-month period. It is based on four years of Great West Life long-term disability administrative data from fiscal years 1990 to 1994. The legend on the right indicates that close to two-thirds of the claimants are between the ages 41 and 60. The horizontal line through the middle of the graph is the 50% line and can be used to determine the duration of time it takes for half of the original claimants to discontinue long-term disability benefits. That duration for teachers between 51 and 60 (24 months) is about twice as long as for teachers 30 or fewer years old (12 months).

Generally, most teachers who have recovered have done so by around 27 months, regardless of age. The different age groups however, leave different proportions of people continuing to collect benefits—approximately 45% of the 51- to 60-year-olds, 35% of the 41- to 50-year-olds, and just less than 20% of those 30 or younger.

BCTF member grateful

by Anita LoSasso

The time has come to express my thanks to the BCTF. I am vocal enough when I'm dissatisfied, so I should be at least as noisy when I find reason to be grateful.

As many Vancouver teachers know, my leave from December 1993 until the end of June 1994 was due to the discovery and treatment of lung cancer.

Because of a bout with the dreaded Big C, 10 years ago—liver, that time—I hadn't really built up a bank of sick days, and I ran out of them the end of February. Then I discovered how fortunate I was to be a member of an organization that really has members' interests at heart. I found out quickly, with little fuss, that I was eligible for benefits that supported me effectively. I was informed of everything in time to deal with it without hassle. I was reassured with grace and understanding whenever I needed to be.

During my diagnosis and treatment at the B.C. Cancer Clinic, both the oncologist and social worker/counsellor commented that one of the worries we did not have was how I would support myself through my treatment and convalescence. When my social worker was later found to have a tumor herself, we found that the caregivers had not adequately looked after themselves in bargaining health-care insurances; that revelation made me feel even more cared for.

So thank you—thank you for working, negotiating, and bargaining to provide this comfort for those of us who must cope with such stressful situations. Thanks, also, to the gracious and intelligent person (Michelle Minor) who was my contact at "head office." I'm sure that my recovery was enhanced and speeded by your actions.

Anita LoSasso teaches at David Thompson Secondary School, Vancouver.

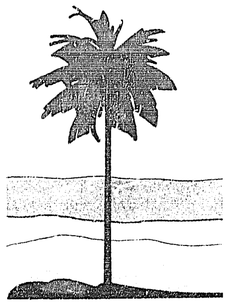
BCTF Wellness workshop tops PD requests

Promoting schools as healthy workplaces and supporting teacher wellness is a long-term goal of the BCTF.

Teacher-wellness associates are available to lead school workshops on wellness.

To book a workshop for your school, call Barb Preus at 871-1833 or toll free 1-800-663-9163.

RETIREMENT



Retirement seminars 1995

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

January 14
Best Western (Rainbow) Country Inn), Chilliwack

January 21
Coast Bastion
Nanaimo

January 28
Best Western (Coquitlam Inn Convention Centre)
Coquitlam

February 4
Holiday Inn (West Broadway) Vancouver

February 11
Richmond Inn
Richmond

February 18
Sheraton Guildford
Surrey

February 25
Capri Motor Inn
Kelowna

March 4
Anchor Inn
Campbell River

March 9
Hudson's Bay Lodge (16:00–20:00), Smithers

March 10
Crest Motor Hotel (16:00–20:00), Prince Rupert

March 11
The Terrace Inn
Terrace

April 1
Hi Arrow Inn
Castlegar

April 8
Inn of the South
Cranbrook

April 22
Inn of the North
Prince George

April 29
Holiday Inn
Victoria

More on "90"

The "rule of 90" described in the October issue of the *Teacher* contains a significant error, the calculation of 90 is a combination of age and *contributory* service, not *pensionable* service as reported.

Contributory service is accrued in units of months, and any month in which a pension contribution is made counts as one month. Therefore, making contributions for one, eight, or twenty days in a month will generate one month of contributory service.

Pensionable service is measured in part days and represents actual time worked. Pensionable service is used in calculating the pension.

Pension penalty probed

Teachers who retire before age 60 and whose age plus contributory service equals less than 90, will have their pensions reduced.

The reduction recognizes two aspects of early retirement: first, that up to five fewer years of contributions will be made to the pension plan and, second, that the pension will be paid for up to five years longer. Pension contributions and pension calculations are predicated on the assumption that the pension plan will pay a pension from age 60—the "normal retirement age."

The determination of the rate of reduction (the size of the "penalty") varies. The Canada Pension Plan imposes a 6% per year reduction for early retirement between ages 60 and 65, CPP's normal retirement age. The B.C. teachers' pension plan uses a 5% per year reduction factor.

Under the pension changes of July 1994, the 5% reduction factor is reduced to 3% per year if the retiring teacher has 20 months of contributory service in the 24 months prior to retirement. In other words, to qualify for the 3% reduction factor, the teacher must work up to the date of retirement (at least one day per month!).

The 5% or 3% per year reduction is based on the number of *months* the retiree is under age 60 or under "90." The smaller difference is used.

For example, a teacher who works up to retirement and is age 58 (two years under 60) and has 31 years of contributory service (age plus service = 89) will receive a pension reduced by 3%. If the same teacher spent the last year on an unpaid leave of absence and who does not purchase service for the leave period will have 30 years of service and will receive a pension reduced by 10%—2 years under age 60 and also 2 years under "50," at 5% per year.

– Ken Smith

Looking back

by Alice Anderson

I am one of the luckiest people in the world, having had the privilege of working with children and dedicated staff members for 38 years. When I said my nightly prayers, I always thanked God for a roof over my head, three meals a day, and a job that I liked. It wasn't always rosy. There was a time when I felt like quitting—when I had a difficult group of students. My principal advised me to wait a year, and I'm glad I did.

I had to play many roles in my time—instructor, counsellor, listener, arbitrator, staff member, learner, caregiver. Being an instructor of all subjects kept me hopping—preparing lessons, gathering concrete materials, checking children's work, and attending workshops on the latest teaching methods.

Learning to listen didn't come easy. At first, I thought I was supposed to know all the answers. Not until I loosened the reins and let the children make decisions and solve problems did I realize I wasn't alone. The burden of decision making could be shared without chaos. What a relief that was.

Settling quarrels became much easier once the students learned the steps in problem solving and accepted the mediation of their peers. Those hallway conferences after recess and lunch break disappeared.

As the fabric of the family changed, so did my role, as more of my time was spent listening to problems of single-parent children and helping them work out solutions. The difficulties of "regular" families had also increased over time, so more class time needed to be spent on social skills.

One of the greatest joys was the support and companionship of my fellow teachers. Collaborating with support staff and working on committees enhanced my role as classroom teacher and made me feel a part of the team. Their positive attitude made anything seem possible.

As I begin my retirement, I wish you who are still in the trenches the best of luck. Many storms will rage around you. Keep your sense of humor, and you won't lose your balance.

Alice Anderson is a teacher who recently retired from the Surrey School District.

Teachers remembered

We have been notified by the Superannuation Commission that the following teachers have died recently. They are listed here under the last school district they taught in.

Abbotsford
Earl Inman
Delmar Johnstone
Johanna Reimer
Margaret Rottluff
Alberni
Van Ewart Niamath
Armstrong
Selina Landon
Burnaby
Lillian Brown
Elizabeth Caldwell
Kathleen Carter
Howard Denton
Tegwin Evans
Benjamin Izen
Frederick Pritchard
Margaret Ellen Strang
William Watson
Campbell River
Shirley Ritchie
Allen Schode
Cariboo-Chilcotin
Annie Phillips
Florence Niquidet
Castlegar
Josephine Waters
Central Okanagan
Hazel McDougall
Esther Vaughan
Paul Zubick
Chilliwack
James Fisher
Evelyn Stewart
Coquitlam
Richard Reynolds
Anne Marie Senecal
Frances Shepherd
Percy Switch
Julian Tonzetich
John Windsor
Frederick Fortin
Courtenay
Annie Campbell
Helena Cartwright
John Elliott
Brian Shelly
Vernon Thompson
Henry Watson
Cowichan
Peggy Boiston
Cranbrook
Phyllis Kuhnert
Creston Valley
Frances Bildstein
Donald Smith
Delta
Roscoe Williams
Fort Nelson
Agnes Ball
Golden
Marjorie McAllister
Grand Forks
Lily Forrester
Hope
Colin Robertson
Howe Sound
Bertha Binks
Kamloops
Ruby Howard
Dorothy Ives
Gunnar Lepsoe
Mary Seaton
Kathleen Steele
Keremeos
Elizabeth Dallas
Gerald McGlashing
Erna Sellmer
Langley
Francis Dancey
Inez Robertson
Merle Woszczynski
Lillooet
Ernest Long
Maple Ridge
William Dickie
Robert Knowles
Reuben Nesbitt
Mission
William England
Reinhold Gotzke
Christine Morrison
Joyce Olscamp
Mount Arrowsmith
Ruby Scott
Nanaimo
Isabel Hart
Mildred Russell
Minnie Whitta
Nechako
Marjorie De Moss
Lorimer Kay
Nelson
Bruce Clark
Leonard Grodzki
New Westminster
Dorothea Lock
Ross Magwood
Douglas Weiker
North Vancouver
Richard Maclean
William McGown
Mary Thomas
Peace River North
Byron Baxter
Kathleen Clark
Peace River South
Mona Livingstone
Penticton
James Campbell
Elizabeth Gwyer
Norma Sworder
William Weadick
Prince George
Ethel Cook
Valerie Schouwenberg
Qualicum
Reginald Gates
Edwin Lockhart
Quesnel
Christine Hendrixson
Richmond
Ellen Byers
Patricia Cox
Bernard Lisle
Madeline Silverman
Stanley Stewart
Saanich
David Dall
Dorothea Hinde
Shuswap
Walter Calver
Harold George
Margaret Lowe
South Cariboo
Alwyn Ashmore
Violet Nettleton
Sunshine Coast
Rowan Hartley
Surrey
Norman Banford
Edith Belyk
Ernest Bryan
Winifred Dunbar
Ellen Greenaway
Nora McGalliard
Elizabeth Parsons
Ivy Smith
Trail
Edna Cavill
Alma Piggott
Vancouver
Eva Allanson
Elsie Anderson
Grace Baird
James Bardsley
Grace Bollert
Lilian Crane
David Curnick
Edna Dollray
Gladys Edgecombe
Mary Edmonds
Lenore Eversman
William Gear
Marion Gibbon
Gertrude Glanzberg
Charles Hayward
Violet Hou
Evclyn Kerr
Charles Lorimer
Christine Lundberg
Donald MacLean
Ian McIntosh
Margaret McSweeney
Carol Miller
Henry Rafferty
Audrey Robinson
Jean Ross
Alice Rowe
Michael Sanderson
Ethel Smart
James Taylor
Ralph Thomas
Lilace Thompson
Elizabeth Whiles
Frances Wilbers
Vernon
George Falconer
Royce Jenkins
Kathleen MacDonell
Svena di Sermoneta
Helen Turnbull
Victoria
Henrietta Bradshaw
Charles Brookman
William Colvin
Vernon Dawson
Charles Denike
Gudrun Dewar
Sadie Dyer
Ivor Evans
Patricia Field
Mary Girdler
Nora Hannington
Honora Higgs
Madge Hughes
Louise Iverson
Philemone Kershaw
Walter Kitley
Charlotte Leeder
Jane Merry
Elizabeth McAuslane
Florence McConnell
Margaret McGibbon
Virginia Richards
Lillian Smethurst
Elsie Smith
Kathleen Tobin
Verna Turner
Donald Washbrook
Donald Wilson
West Vancouver
Barney Allen
Margaret Brown
Alan Croll
Last district not known
John Brewster
Edward Bullen
Edna Cox
Gudmundur Eyjolfson
Emeline Ford
Eliza Grenfell
Melvin Marquardt
Margaret Muir
Mary O'Connell
Millicent Townsend
Frederick Williams

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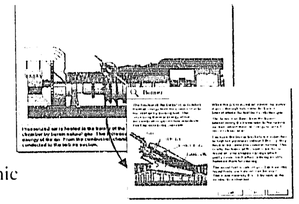

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Dr. Charles Ungerleider
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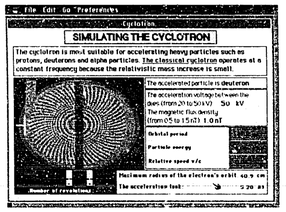

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Contact: Pearl Wong, 5860–184 St., Surrey, BC V3S 4N4
Phone/Fax: (604) 576-1528

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For additional information, contact:

Dr. Hillel Goelman
Centre for the Study of Curriculum and Instruction
822-6502 or Fax 822-8234

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CHRISTMAS/NEW YEARS, SALT SPRING ISLAND. Ocean beach-front, private, tranquil setting, tastefully appointed! Self-contained 1 bdrm. suite, year-round! Beach House (604) 653-2040.

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SIX LONDON APARTMENTS. 2 Central London Flats near the Chelsea Bridge available including daily maid service and family butler $650 and $850 per week. Two flats at Covent Garden ($785/week) and two flats at the Tower of London (accommodating 5–7 persons) also available. ALSO AVAILABLE are stone cottages in the Cotswolds near Tetbury. CAN ARRANGE THEATRE TICKETS, airport pick-up, and week tour packages. Contact Mr. Thomas Moore, (801) 393-9120 or Fax: (801) 393-3024.

EDUCATORS BED & BREAKFAST NETWORK is a private membership travel network of B&B's for educators. Stay with members at over 2100 locations in the United States and abroad for $25 a night for two people. Choose your destination and we do the rest. Call (800) 377-3480, write Box 5279, Eugene, OR 97405, or fax (503) 683-8494.

CRUISE VACATIONS. Spring break '95 in the Caribbean on the beautiful new *Dreamward* - March 19 to 26/Sun. sailings/comp. hotel/W. Caribbean itinerary from $1326 cdn. *Star Princess* March 18 to 25. S. Caribbean itinerary from $1335 US. *Alaska '95* Vanc. to Anchorage-Crown Princess/Aug.5–12/95, great low 3rd & 4th rates so bring the family, from only $1899cdn. pp. Call Cruise Ship Centers - Susan Slack - 1-800-561-2350.

WHISTLER BLACKCOMB ski-in ski-out, 1400 sq.ft. deluxe condo "Castle in the Clouds" 12 ft. ceilings in circular LR (all windows!) Fireplace, 2 bds. and den fantastic views, 2 balconies all amenities watch the skiers swoosh by while relaxing in the beautiful heated outdoor pool and spa. Weight room. Rates: Christmas (Dec. 16/ Jan. 2) $2000 per wk. $250 nightly, otherwise 538-7794.

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WHISTLER 5 minutes to ski lifts. Cozy 2 bdrm. and loft chalet. Book now for your holidays. 541-4131.

WHISTLER CREEK. Tamarisk. 1 bdrm. condo, sleeps 4-6, tennis, pool, fireplace, sauna, summer/winter rates. Clara 327-3840.

WHISTLER. Alta Lake, waterfront 1 bdrm. condo, kitchen, F/P, TV/VCR, sleeps 4. Michi 298-2070.

WHISTLER. 3 bdrm. chalet available Christmas & New Years, minimum 10 days, 922-8739, 932-5975.

WHISTLER. Exclusive chalet for rent. Low teacher rates. Sleeps 6-10. Walk to village. Fully equipped, Ph: 244-1986, please leave message.

WHISTLER home for rent during Christmas or Spring Break. Tremendous view and fully equipped for non-smoking family. $275/night. 932-5566.

WHISTLER. 1 bdrm condo. (Whistler Creek) sleeps 4, fireplace, hot tub, swimming pool and sauna. Close to stores, 2 min. walk to ski lift. Book early, reasonable rates. Phone Jan or John 530-0958.

WHISTLER CONDO. 1 bdrm. condo, sleeps 4, reasonable rate, please call Don 299-5056.

WHISTLER CONDO. Fully equipped deluxe 2 bdrm. condo. F/P and all amenities. $120/night, special week rate. Avail. Dec.–March. 430-1530.

KAYAK BAJA. Spring break bargain. $455 includes guides, kayak and safety equipment, and cooking utensils. Share food costs, cooking, sun, and fun. (604) 988-2259.

SALT SPRING ISLAND. International Travellers Hostel. Enjoy a stress free retreat at our cedar lodge, surrounded by 10 forested acres. Affordable accom-modation complete with full kitchen, living room and fireplace. Rates from $13–$40. Phone 537-4149.

CANCUN. Spring Break. Ocean front studio condo available at $90 US per night. March 18-25. Sleeps 4. Leave message at 739-6806.

QUEEN CHARLOTTE ISLANDS. Sightseeing 5 days/4 nights. Originates/terminates Terrace, BC. Small groups. Greening Tours Ltd. (BCT) 2090 Churchill Dr. RR 4, Terrace, BC V8G 4V2. 635-7868, Fax 638-8991.

SPRING BREAK SPECIAL. Caribbean Cruise. Sail 7 nights from Tampa to Key West, Cozumel, Ocho Rios and Georgetown on Holland America's Nieuw Amsterdam–March 18 from $2018 cdn includes airfare from Vancouver, BCTF members call Kirk at CruiseshipCenters 266-1118, toll free 800-663-1389.

CANAL CRUISING. Self-drive vacations in traditional narrowboats, through the beautiful English countryside. Call (604) 494-1606 evenings.

SUN PEAKS–TOD MTN. Ski Condo, 2 bdrm. 1400 sq.ft. sleeps 8, all conveniences. Weekday specials (604) 791-6231.

CAMPING TO CARIBBEAN CRUISES! The Okanagan Shuswap Nudist Society, Box 5149, Stn A, Kelowna, BC V1Y 7V8.

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VICTORIA. 2 bdrm. home. July & August. No smoking, no pets. $900 per month 385-1238.

VICTORIA. Spacious 3 bdrm., 3 bth. house. Private yard. Available Jan. $1350/mo. Call 479-9741.

VICTORIA. 2600 sq. ft., 4 bdrm., 3 bthrm. house in prestigious Broadmead. Available immediately or ? $1700/mo. Call 658-0671.

LOOKING FOR: Cottage/house in countryside for Xmas. Would exchange my house in Vancouver (2 bdrms.). Alain 451-1490 (H) or 434-2646 (S).

WANT A HOME? Retired teacher to share a 3 bdrm. home with retired couple, close to beach. Discuss 943-7071 (George).

FOR SALE

PINATAS–$12.95. Big Book easels, designed to be used with BIG BOOKS. It has wide removable ledge, that when removed, allows charts to hang freely. It has a tackboard on one side and a magnetic chalk board on the other $149.95. We also have parachutes from $149.95 for a 24' diameter. Magnifying glasses, 12 for $10. Alder Distributing, 2599 - 160th Street, Surrey, BC V4B 4Z5. Call 536-7773.

KAYAKS. Looking for kayaks that are short, liteweight, affordable, and STABLE? Prince range: $735–$1120 (includes skirts/paddles). Visa + M/C. For brochure contact Compact Kayaks (604) 248-7266.

PROVEN WORKABLE IDEAS for primary teachers. 234 Winter, 205 Christmas, 207 New Year, 239 Teaching phonics...$4 each or 3 for $10. Send for list of topics. MaRo P.L.S. Box 92085, Bridlewood Mall, 2900 Warden, Scarborough, ON M1W 3Y8.

MINI-SLATES. An old idea reborn. Now buy direct from the manufacturer. 10 3/4" x 13" green hardboard slate, lined or unlined. Terrific printing, math skills, etc. training aid. Thousands sold to satisfied teachers. Minimum order 20 pcs. Lined $3.75 each, unlined $3.50 each. Prices include all taxes and shipping. (OK to mix lined/unlined.) Sample board and free T-shirt $5. When ordering please send cheque or school PO to: Canada Aerographics, 2848 Glenshiel Dr., Abbotsford, BC V3G 1G7. Fax: 852-5869.

LICKETY SPLIT™ New breakthrough in learning to read: Exciting circus adventure board game developed by reading specialist with 25 yrs. practical experience, including training teachers. Over 500 multi-level cards reinforce sounds, blends, word families, 250 sight words. Easy to put away: colour-coded cards into slots; sturdy box. $51.60 includes PST, shipping in B.C. Order from Mary Sturgeon Educational Games–E, RR1, 7530 Richards Trail, Duncan, BC V9L 1M3. Fax (604) 748-6323.

MISCELLANEOUS

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1.3KM BEACHFRONT property in Belize! We are looking for 10 more investors to buy this property. Tax benefits etc.! Interested? Phone Joe, evenings, 465-6661.

BIG U.S. $$$$. Stay at home & use your Fax machine or modem. Call for info or fax (604) 541-1616.

COUNSELLING and HYPNOTHERAPY. Judy Forester, BPE Clinical Hypnotherapist. Member of Canadian Hypnosis Assn. Individual sessions to facilitate healing of issues such as : childhood trauma, self-esteem, stress, grief, depression, anxiety. 732-0567.

R.E.S.C.U.E. in Learning Difficulties. YOUR Resource and Support Centre for Educational Materials in Learning Disabilities. Call for information on Workshops, Visual Aids, Library list and Brochures. Phone 594-7504, Fax 822-0157.

KITSILANO HIGH SCHOOL 75th Anniversary Homecoming. Sat. May 6/95. If you were a student or teacher at the school, or worked there in another capacity, you ll want to attend. Registrations received before January 1, 1995 qualify for the Early Bird Draw. First Prize: Return Airline Tickets to Hawaii and one week's accommodation for two. For more information and registration forms call: voice-mail (604) 290-9141.

TEACHER EXCHANGE

SCOTLAND. Chemistry teacher in excellent Fife school seeks exchange for session '95-'96. Please fax Brian Hughes at Balwearie High School 011-04-44-592-642385 or write to 41 Myre Crescent, Kinghorn, Fife KY3 9UB or phone 011-44-592-890462.

AUSTRALIA. Manual arts teacher from Canberra Aust. would like an exchange starting June 1995. I am already in B.C. and would like a second year. Ph: (604) 353-7140, Fax: (604) 353-7434.

CLASSIFIED ADS will be accepted on or before deadline date as space permits. Ad cost is 50¢ per word plus 7% GST. Minimum charge $7.50. Ads must be in writing and prepaid. Send to Kathleen Kolisnek, BCTF.

JANUARY

19–20 Vancouver. BCAEA "Challenge and Change" conference, Westin Bayshore. Contact Dave Scott, (604) 337-5180, F: (604) 334-2580, or Joyce Pauls, H: (604) 857-3015, S: (604) 859-7820, F: (604) 854-1427.

27–28 Vancouver. Assn. of B.C. Drama Educators' annual conference, Drama on a String? Frayed Not!, hosted by Richmond SD, Performance Works, Granville Island. Contact Bill Pringle, 8228 Miller Crescent, Mission, BC V2V 6H8, T/F (604) 820-2409.

FEBRUARY

TBA Williams Lake. Rural Teachers' Association conference. Contact Patricia Murphy, (604) 535-7977, S: (604) 888-211.

3–4 Burnaby. Equity in the Classroom, 6th Annual Conference of the B.C. Co-operative Learning Association, Simon Fraser University. Contact Louise McDonald, 7-7365 Montecito Drive, Burnaby, BC V5A 1R4, (604) 420-6661, F: (604) 464-8257.

16–18 Vancouver. Music Alive 95, B.C. Music Educators' Association annual conference, Hotel Vancouver. Contact registrar N. Dearing c/o District Music Office, Box 609, Salmon Arm, BC V1E 4N7, F: (604) 833-0168.

16–18 Delta. B.C. Art Teachers' Association Conference, Reflections on the Past—Windows to the Future, South Delta Secondary School. Contact Donna Gilchrist or Peter Scurr, 4900 96th Street, Delta, BC V4K 3N3, (604) 596-7161, F: (604) 596-4361.

16–18 Vancouver. Teachers of Home Economics Specialist Association annual conference, University of British Columbia. Contact Gale Smith or Linda Peterat, (604) 822-4808, F: (604) 822-4714, e-mail: peterat@unixg.ubc.ca

17 Saanich. mini-congrès pour les enseignants en immersion française à tous les niveaux, co-sponsored by AISPIS and APPIPC. Le thème est la francophonie mondiale et le conférencier est Dr. Jacques Rebuggot de McGill. Stelly's School. Contact Anne Louise McFarland, (604)-652-4401, F: (604) 652-4404.

17 Richmond. Learning Assistance Teachers' Assn. conference featuring Dr. Pat Robbins on applying brain research to teaching and learning. Delta's Vancouver Airport Hotel & Marina. $70. Contact Karyl Mills (604) 668-6006.

17 Chilliwack. Spread Your Wings, a conference on science, math, and computer and related technology and practical applications in both elementary and secondary schools. Contact Graeme Wilson (604) 792-0603, F: (604) 795-4288.

17–19 Victoria. Multi Media Computer Training sponsored by B.C. Tel Discovery Learning Services and Greater Victoria School District, Marigold Elem. School. Contact Merv Campbell, (604) 384-8157, or Elizabeth Kilby, (604) 388-8991, F: (604) 388-8889.

23–24 Victoria. B.C. School Counsellors' Association annual conference, Making Connections: Self, Family, School, Community, Environment, Harbour Towers Hotel. Contact Terry Hill, (604) 652-7368, F: (604) 652-7361.

24–26 Prince George. Fourth Circumpolar Universities Co-operation Conference, Northern Parallels, University of Northern BC (UNBC). Contact Office of International Programs, UNBC, 3333 University Way, Prince George, BC V2N 4Z9, F: (604) 960-5793.

24 Vancouver. Children's Social Skills: Practical Strategies for Community-Based Responses for Violence Prevention, with Sandra Campbell, sponsored by Mission SD, Wall Centre Garden Hotel. $115. Contact T.W. Branun & Assoc., 18963 118B Avenue, Pitt Meadows, BC V3Y 2L2, 465-8499, F: 465-2325.

24 Vernon. North Okanagan Zone Teachers Convention. Vernon Recreation Centre and Vernon Lodge. Contact Jim Wilkins, (604) 542-3331, F: (604) 542-3078.

MARCH

9–11 Vancouver. TEAL 95 spring conference, Sheraton Landmark Hotel. Contact The Association of B.C. Teachers of English as an Additional Language, 177-4664 Lougheed Hwy, Burnaby, BC V5C 5T5, (604) 294-8325, F: 294-8355.

10 Vancouver. Curriculum Integration: Developing Integrated, Interdisciplinary Teaching Units, with Roger Taylor, sponsored by North Vancouver School District, Waterfront Hotel. $115. Contact T.W. Braun & Assoc., 18963 118B Avenue, Pitt Meadows, BC V3Y 2L2, 465-8499, F: 465-2325.

16–17 Vancouver. Special Education Assn. Conference, Crosscurrents, Westin Bayshore Hotel. Contact Pearl Wong, P/F: 576-1528.

APRIL

6–8 Vancouver. B.C. Business Education Association spring conference, Waterfront Centre Hotel. Contact Royce Shook, c/o 9457 136th Street, Surrey, BC V3V 5W4, (604) 584-1258, F: (604) 584-5294.

7 Vancouver. Win/Win Relationships at School and at Home, with Doug Wyles, Wall Centre Garden Hotel. $115. Contact T.W. Branun & Assoc., 18963 118B Avenue, Pitt Meadows, BC V3Y 2L2, 465-8499, F: 465-2325.

19–20 Vancouver. Pathfinder Learning Systems Conference, Educational Communities in a Global World, Coast Plaza at Stanley Park. Contact Kathy Richmond, 521-1664.

23–26 Victoria. Focus '95: Settling into the '90s. Educational reform, self-discipline in students, self-directed learning & teachers as facilitators, integration strategies, and self-care for professionals, Victoria Conference Centre. Contact Barbara Smith & Assoc., 1881 Beach Drive, Victoria, BC V8R 6J4, 384-4130 or 598-1039, F: 384-4112 or 598-2358.

28 Vancouver. Creating High-Performance Teams in an Educational Setting, with Doug Wyles, sponsored by Surrey SD, Wall Centre Garden Hotel. $115. Contact T.W. Branun & Assoc., 18963 118B Avenue, Pitt Meadows, BC V3Y 2L2, 465-8499, F: 465-2325.

28–30 Victoria. Multi Media Computer Training sponsored by B.C. Tel Discovery Learning Services and Greater Victoria SD, Marigold Elem. School. Contact Merv Campbell, (604) 384-8157, or Elizabeth Kilby, (604) 388-8991, F: (604) 388-8889.

29–30 Physical Education PSA conference, Teaching of Physical Education. Contact Debbie Keel, (604) 465-5828, or Sandy Fugger (604) 765-1955.

MAY

4–6 Vancouver. CASLT (Canadian Assn. of Second Language Teachers) conference, The Multilingual Child: Unlocking Our World's Potential, Hotel Vancouver. Contact Susan Rowlands Shrimpton, F: (604) 938-4908, for registration; Dorothy Joyce, (604) 664-8416, F: (604) 664-8424, for program.

4–6 Vancouver. TEAL 95. Contact Assn. of B.C. Teachers of English as an Additional Language, 177-4664 Lougheed Highway, Burnaby, BC V5C 5T5, (604) 294-TEAL (8325), F: (604) 294-TELL (8355).

5–6 Burnaby. Congrès 95, APPIPC annual meeting, SFU. Contact Martine Asselin, 710 Crescent, Prince George, BC V2M 3V4, 564-1564

JULY

3–7 Victoria. Multi Media Computer Training sponsored by B.C. Tel Discovery Learning Services and Victoria SD, Marigold Elem. School. Contact Merv Campbell, (604) 384-8157, or Elizabeth Kilby, (604) 388-8991, F: (604) 388-8889.

PD CALENDAR OF EVENTS is compiled by Debby Stagg, PSA services co-ordinator, Professional Development, BCTF. Any additions or changes? Write, or fax 871-2291.

Dear Mr. Charbonneau

IT'S GIFT-GIVING season again. Please send me the one thing that would make a world of difference in my classroom, and help me to make a world of difference for my students.

I am requesting the necessary level of resources, human and material, to make the integration of the increasing number of students with special needs a positive and worthwhile educational experience. Pleecase!

– Phyllis Pritchard
Howe Sound

This may surprise you, Art, but I want nothing. Absolutely nothing! No more top-down education-change initiatives. No more statements questioning the quality of public education in B.C. No more legislation removing control of public education from local communities. No more cuts to the classroom with offsetting increases to administration. No more initiatives such as Skills Now, which add to an already overflowing school agenda. So, thanks, but no thanks. You have given me quite enough already.

– Kit Krieger
West Vancouver

Remember at least one promise.

– Les Pritchard
Prince Rupert

J'aimerais voir la création, dans le Nord, d'un centre de resources pour les professeurs d'Immersion.

– Philippe Brulot
Peace River South

A pair of magic glasses enabling the wearer to see with the heart rather than the eyes.

– Ken Clarkson
Maple Ridge

My students would notice a world of difference in their education if they were funded per capita on a basis equal to the provincial mean per capita (no pun intended).

– Brian Schuppert
Surrey

Class-size maximum of 24 students and weighting formula to reduce class size further when students with special needs are enrolled in a class. Too many students are *not* getting the individual attention and assistance they deserve.

– Margaret Hill
Castlegar

A classroom of students whose parents accept and trust my professional ability. Equity education for learners with unequal abilities—not equal education which turns out to be the same education for all.

– Patricia Clough
Shuswap

An up-to-date computer lab in *all* elementary schools, including 30 color monitored, hard-drive equipped, networked computers; 1 laser printer on network, and 1 overhead pad for demonstration.

– Chris Moslin
Grand Forks

I wish for a ministry that is an advocate of education (public!) rather than an antagonist.

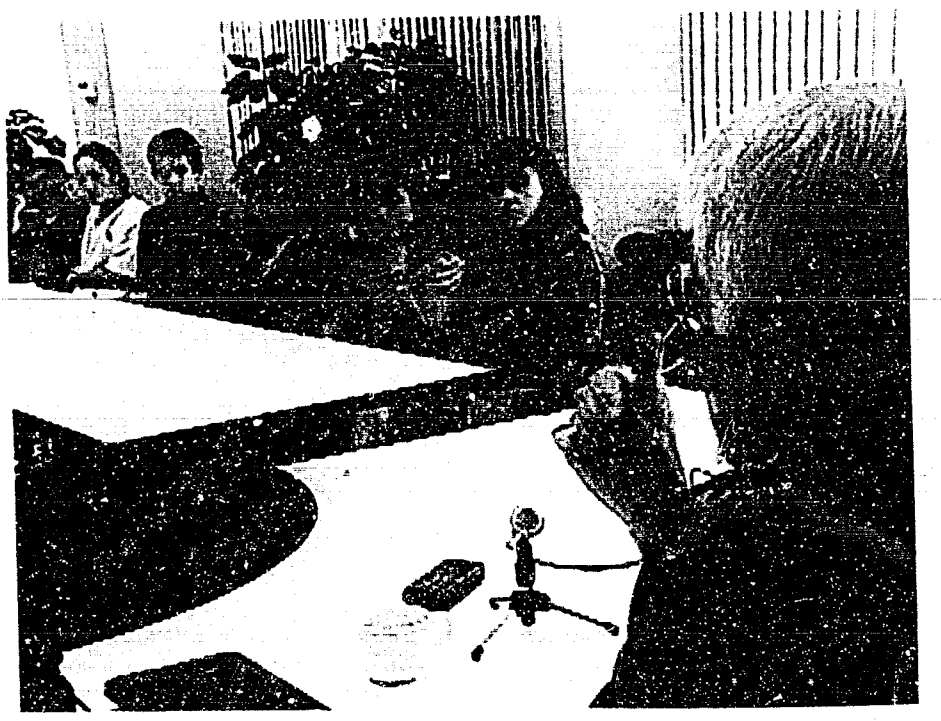
– Manfred Reusse
North Thompson

A thorough revision of school administrators' structures and functions, with substantial teacher input.

– Ralph Russell
Grand Forks

CTF president on listening tour

Canadian Teachers' Federation President Allan Bacon completed a B.C. tour to hear views on public education. In a forum with 30 secondary-school students from Vancouver, Bacon listened to their concerns: provincial exams impede learning, large class sizes hinder one-on-one contact; schools need more career-preparation programs, particularly in the arts and sciences; our system is too rigid, with too much emphasis on science and technology; there should be a financial incentive for good teaching; there should be a greater emphasis on skills that will help you in life; there is an overemphasis on marks. Bacon also met with the B.C. Business Council and the B.C. Federation of Labour, gave the keynote address at the fall conference of the B.C. Confederation of Parent Advisory Councils, and met with education-partner leaders in Kamloops, Kelowna, West Vancouver, and Nanaimo.



NDTA PHOTO

BCTF PHOTOS

(Above) CTF President Allan Bacon (right), on the Nanaimo leg of his B.C. tour, meets with teachers, left to right, Ian Matthews, NDTA president; Peter McCue, BCTF first vice-president on leave from Nanaimo; and Keith Allen, NDTA vice-president. (At right) Bacon listens to Vancouver secondary students.