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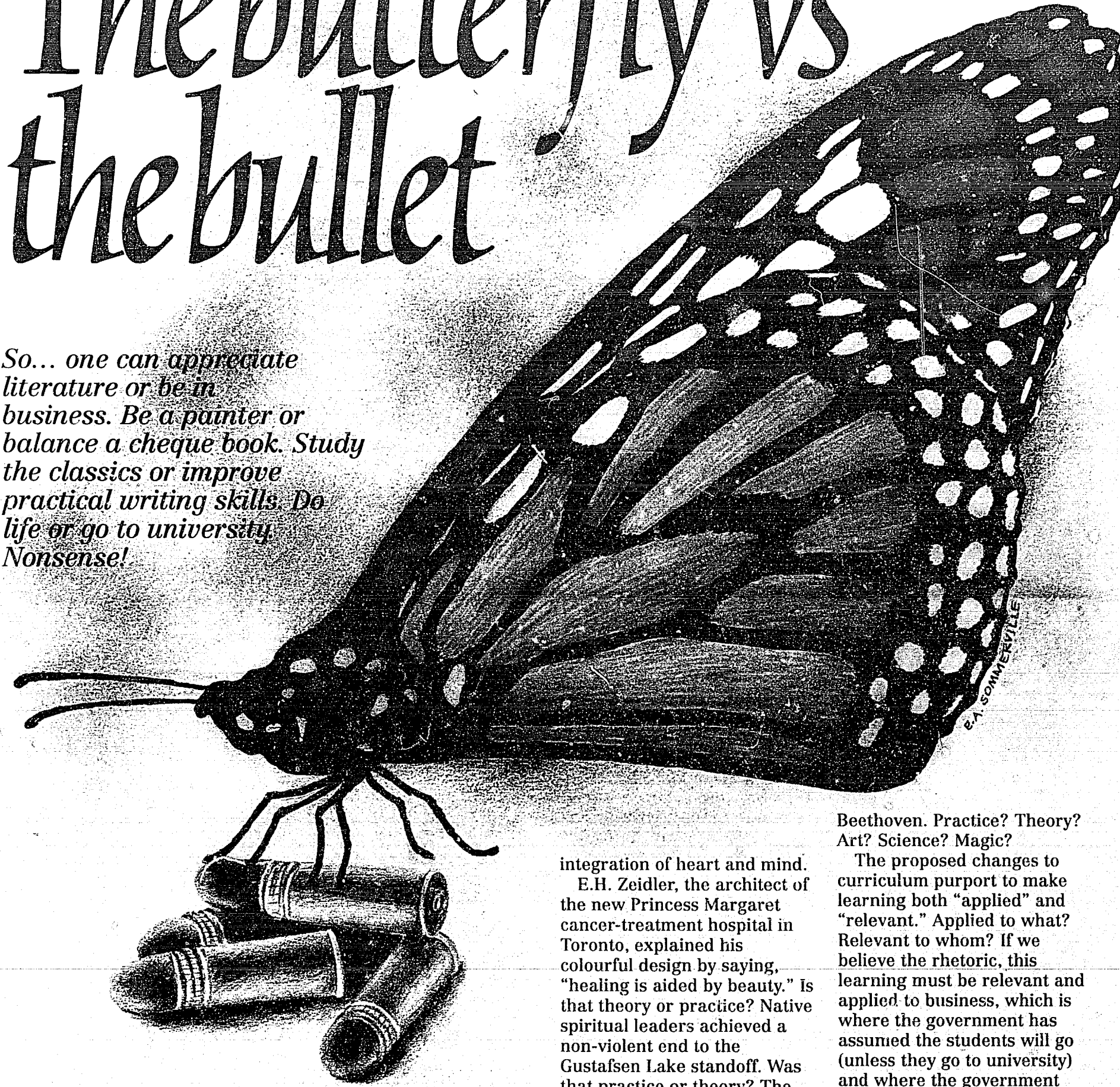
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The butterfly vs
 the bullet

So... one can appreciate literature or be in business. Be a painter or balance a cheque book. Study the classics or improve practical writing skills. Do life or go to university. Nonsense!



by Elaine Decker

The learning path more closely resembles the path of the butterfly than the path of the bullet, according to Linda Darling-Hammond, an education professor at Columbia University. This butterfly's path is beautiful and unique, mechanical and spiritual, a magical union of science and art.

To divide this flight into "practical" and "theoretical" is foolish and troubling, but that is precisely the current debate over the introduction of applied curriculum in B.C.'s schools.

Education officials explain that more students are choosing technical and career training after high school, and for that, they need more

practice and less theory. To meet that need, the new applied English curriculum will be long on the business letter and short on literature. The *Vancouver Sun's* editorial, "Business Lit 101," October 27, 1995, advanced this false dichotomy describing the "non-literary business-minded student," and distinguishing between people "on the cusp of life, or of university."

So... one can appreciate literature or be in business. Be a painter or balance a cheque book. Study the classics or improve practical writing skills. Do life or go to university. Nonsense! An adult in today's world needs a broad repertoire of skills and knowledge, flexibility, imagination, and a healthy

integration of heart and mind. E.H. Zeidler, the architect of the new Princess Margaret cancer-treatment hospital in Toronto, explained his colourful design by saying, "healing is aided by beauty." Is that theory or practice? Native spiritual leaders achieved a non-violent end to the Gustafsen Lake standoff. Was that practice or theory? The

Teachers study and perfect the most powerful teaching tool—the question—moving students along with demands for recall, comprehension, application, analysis, synthesis, and evaluation.

financial planner questions the client about life goals and risk tolerance and develops an investment plan to achieve those goals. Would that be practice or theory? Members of the Vancouver Symphony Orchestra tune their individual instruments and lend them in an inspiring interpretation of

Beethoven. Practice? Theory? Art? Science? Magic? The proposed changes to curriculum purport to make learning both "applied" and "relevant." Applied to what? Relevant to whom? If we believe the rhetoric, this learning must be relevant and applied to business, which is where the government has assumed the students will go (unless they go to university) and where the government has assumed the students will need more practice and less theory. Do workers in business not imagine, invent, interpret, theorize? To whom will they write with their improved practical-writing skills? Will they have anything to say?

All the people I know, in business and at university, are more complex, more multidimensional, and more integrated than this proposed curriculum. My friend the businessman is a volunteer firefighter. My friend the mathematics teacher makes rich and imaginative fabrics on her loom. The university folks are thinkers, workers, athletes, parents, neighbours, gardeners, politicians, citizens. They use theory and practice in elegant and constructive ways in all their roles. Even at the university, they do life! My children's generation will live equally diverse and

President's message



Welcome back. I hope you had a relaxing winter break.

In 1987, Bill 20 removed administrative officers from the definition of teacher and prohibited their membership in the bargaining unit. The BCTF decided to offer AOs associate rather than active membership in the Federation. No AOs objected at the time. But the B.C. Principals & Vice-Principals' Association sued, and the courts have decided that AOs are due "compensation." A decision has not yet been made as to the amount, but we expect to hear soon.

I thought I was less personally involved than many and perhaps had a more objective view. Not any longer. Sitting through the final court proceedings was upsetting and discouraging. Hearing AOs claim they are entitled to \$14 million from teachers, not only through the BCTF but through our locals, our PSAs, and even the Salary Indemnity Fund was almost too much to comprehend.

To me it implies that the 1,970 AOs who support this action believe they are entitled to this money because they received no benefit from their years of membership in the BCTF.

It's hard to look at AOs, with the salary and benefit levels they have achieved through the efforts of the BCTF, and view them as a disadvantaged group who deserve compensation from teachers. As someone has suggested, I hope they make a moral decision to donate the money to those who are disadvantaged. Perhaps that would reduce the anger and bewilderment that individual teachers will feel at having to open their wallets.

Alice

Alumni reaching out

I am reaching out to teachers in B.C. who received their education at the Victoria Normal School, Victoria College, and the University of Victoria. We need your help with the task of administering valuable entrance scholarships available to students in their college region and to play a role in establishing branches of the UVic Alumni Association in their cities.

We need branch members to publicize the awards, help identify candidates, represent UVic at awards ceremonies, and host send-off parties for students leaving for studies in Victoria.

For more information, call toll-free 1-800-808-6828, or write Marion Small, Branches and Affiliated Groups Committee, UVic Alumni Assoc., PO Box 3060, Victoria, BC V8W 3R4.

TOC—Three responses

I read with interest the September '95 article "NOT teachers in waiting." As a former substitute married to a full-time teacher, who is now a full-time teacher married to a TOC (same great spouse), I am well acquainted with being "on call." I was fascinated by the noticeable absence of the word *student*. I will fight hard to keep the privilege of choosing who comes into my classroom. I have put effort into helping individual TOCs understand various aspects of my program to ensure that the day I am not in the classroom is meaningful for my students.

For students whose teacher participates in local or provincial association business, it is only fair to the students to have someone who knows them as individuals, knows the room, knows the programs. In my particular area this is very important. As a parent of two students, I would protest if my children were in a room where they were subjected to different teachers every time their regular teacher was away.

The article may be an argument for the rights of TOCs; however, from a teacher, parent, educational, and student perspective, it is lacking.

Mike Fanning
Cranbrook

Kudos to Campbell, Erickson, and Fodor for their timely analysis of the call-out procedures for TOCs (September '95). I also salute their conclusion.

On-call teaching is an integral part of the education system, and many TOCs depend on on-call employment for their primary income. Furthermore, a BCTF survey of TOCs (November 1993) reported that close to 40% of the TOC cohort preferred to work on call.

With this in mind, I believe TOCs deserve the same seniority rights and job protection other teachers enjoy, including

employment allocation based on qualification and seniority. I recognize the controversy, but I believe "seniority" for TOCs should mean the "aggregate length of service in the employment of that employer."

In accordance with the article, I believe TOCs should support the proposal that the employer offer on-call appointments to TOCs on the list who have the greatest seniority with that employer.

Terry Lanning
Vancouver

The article on teachers-on-call in the September '95 issue promotes exclusive use of rotational dispatch for teachers on call. Rotational dispatch goes against the interests of the classroom teacher, students, and many TOCs. As a contract teacher, I want to have choice in the teacher-on-call replacing me. As a TOC, I want to have choice in teachers and schools so I can be comfortable and effective.

I teach both on regular contracts and as a TOC. The jobs are different. Pedagogical techniques include knowing students, classroom, and school operation. This knowledge comes from contact with the teacher, the students, and the school. Continuously revolving people cannot know particular students or classrooms and cannot give a sense of continuity and as stable a learning environment.

Allowing individual choice in teacher-on-call selection does not endanger the solidarity of regular classroom teachers.

Forcing teachers to go against what they know is better teaching practice does not create union solidarity. It pits us against our deep beliefs as to the purpose of teaching. It creates anger and a loss of hope and self-respect. And it creates cynicism in a public waking up to the many alternatives to public education.

Nancy Dilay
Port Moody

Address the issues

I read with interest Alice McQuade's front-page article in your October '95 issue.

No one questions the need for a strong and relevant public school system, and I know Ms. McQuade is a passionate advocate for that, as she should be.

As a parent and an MLA who receives a good deal of comment about public education (often anecdotal), allow me to make an observation. Parents and taxpayers (often, of course, two hats on the same head) want more opportunity to participate in their children's and grandchildren's education, and they want some measurable accountability from the local school, the local school district, and the province. Opportunity and accountability are too often denied, or paid token gesture only.

By all means praise the system, but let's not "right the

story" only; let's address the issues fairly and responsibly.

Jeremy Dalton
West Vancouver-Capilano

[Editor's note: We wrote to Jeremy Dalton on November 16, 1995 offering to meet to discuss his concerns.]

Business should pay taxes

The BCTF Statement of Ethical Standards for Business-Education Partnership ("Selling Education," Nov./Dec. '95) is timely as education in this province experiences another round of funding cuts. The ministry seems to believe technology and K-12 preparation for uncertain careers in partnership with business will solve the soul-destroying unemployment and underemployment too many young people in our province face.

The question is, Will such standards be enough? Will underfunded schools and districts be able to withstand the lure of easy money being offered by corporations?

There is, and always has been, a role for business in education—to help fund public schools by paying taxes and to provide training programs and real work for public-school graduates who have all the skills and attitudes necessary to be creative, critical, and compassionate participants in the whole of our complex and diverse society.

Maria Squence
Fernie

Take another look

Dear Colleagues:

Two years ago, the CTF began a National Issues in Education Initiative to talk with all Canadians about the future of public education. This dialogue began with three key questions:

- What are schools now?
- What do we want schools to become?
- How do we create the schools we want?

While continuing this focus, the 1995 AGM gave the CTF the mandate to further develop the campaign. Because of increasing attacks on public education by governments, and the proliferation of myths and misinformation, our goal now is to promote and defend public education.

The CTF and its provincial/territorial member organizations are working in partnership on this priority campaign.

In September, the provincial and territorial member organizations met and identified eight issues on which to focus our campaign.

1. The erosion of confidence in our public schools.
2. Less adequate and equitable education funding.
3. Privatization, including charter schools, private

schools, vouchers, and contracting out.

4. The diminishing quality of life of children and young adults.

5. The narrowing of curriculum and standardized testing.

6. The diminishing quality of life of teachers.

7. Agenda-driven governance such as increased parental control, site-based management, and the decline in the number and power of school boards.

8. The declining societal commitment to equity.

Our theme is *Take Another Look*. We are encouraging all Canadians to take another look at our schools. ...we're working for you. We are also telling governments and some vocal critics: "Before you ruin our education system, take another look!"

Our logo is of an apple and a check mark. An apple has always been a symbol associated with teachers and education. The check mark also represents good news and a positive attitude toward public schools. Together, the slogan and the logo convey the message *take another look at our schools...they work!*

Our CTF communications plan includes a belief statement, adopted by all teacher organizations, and a poster stating these beliefs to be circulated to your school.

We are developing a series of television and radio announcements and CTF member organizations will be encouraged to use them. A booklet on public education is being designed for use by parents and the public.

Your role in this campaign is essential to its success. It is you, the classroom teacher, who has the confidence of parents, and you are the best messenger when it comes to telling the good news about our schools and dispelling the myths.

Public school reform should not be driven by myths or by an agenda of fiscal restraint. School reform should go beyond the kind of education that simply prepares students for employment. Education should prepare them for life.

These are the challenges facing the CTF. These are the challenges facing provincial, territorial, and local teacher organizations. These are the challenges facing every one of us as Canadian teachers.

Together we can meet the challenges. We are convinced that with your help, we will achieve success.

Yours in solidarity,

Maureen Morris
Maureen Morris, President
Canadian Teachers' Federation

Alice McQuade
Alice McQuade, President
B.C. Teachers' Federation

Publication deadlines:
April '96: March 29
May/June '96: April 26

e-mail: newsmag@bctf.bc.ca

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PRINTED IN CANADA BY
MITCHELL PRESS LIMITED

ISSN 0841-9574

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by Lynne Sinclair

Now that the BCTF bargaining team has tabled working-conditions language, including class size and composition, I await the employer's expected cries of shock and pain at the excessive cost and the impossibility of providing adequate learning conditions for students. Following these cries will be earnest protestations that students always come first. But school board and administrator actions over the years refute such statements.

For decades, teachers, through their locals and the Federation, attempted to reduce class size through campaigns, presentations,

BCTF Online

Access BCTF Online on the World Wide Web. The web site address or URL is: <http://www.bctf.web.net/bctf/>

To join the open BCTF listserv or mailing lists:

Send an e-mail message to: majordomo@bctf.bc.ca

Leave the subject line empty.

Type the following command on the first line in the body of the message:

subscribe listname,

e.g., subscribe bctf-news

The list names are:

bctf-news

bctf-research

bctf-pd-issues

If you need assistance,

e-mail Whitney Burgess at wburgess@bctf.bc.ca

The provincial package—What's in it, and why do we need it?

by Ray Worley

The package, the whole package, and nothing but the package! That could be the slogan of the BCTF's negotiating team for the provincial agreement.

The package contains terms and conditions that directly affect all public school teachers in B.C. in every important aspect of our daily working lives. Now that the full package is on the table, it is important that all teachers become aware of its contents and their significance.

Almost all the 120 articles brought forward by the Federation are already found in local collective agreements. The law now forces us to negotiate these matters provincially, but obviously we will not give up gains hard won previously at local tables.

Our package is similar in its layout and labelling to most existing local agreements.

The 21 articles in *Section A, Collective Bargaining Relationship* include essential rights of representation for teachers such as the recognition of staff reps, the role of staff committees, and the release of local elected officers. The grievance procedure is in this section. Standard provisions on copies of the agreement and dues

bargaining (without the right to strike), lobbying, and so forth. The Federation waged a major class-size campaign in the early '70s. To convince any school board to spend more money at the classroom and less at the board office or administrative levels was a struggle. It still is. When collective bargaining began in 1987, teachers put class-size language on the table, went on strike for class size, and managed to achieve class size. School boards, on the other hand, fought the language, tried to find loopholes in the language, and violated the language, as many arbitration awards demonstrate.

Good class-size language in our new collective agreement will have a profound and positive effect on teachers, students, and public education. One need only look at past experience to see how important it is to have clear, concise language that spells out class-size limits and other conditions that facilitate quality teaching and learning. The following grievances, and their results in arbitration, illustrate why strong membership support for bargaining proposals is warranted and necessary.

SURREY
Special-education staffing formulas

A teacher and speech-language pathologist grieved the size of her special-language class. The class, for students who have severe language disabilities, had never had more than 10 students. The grievor's class

had 12. At issue was what was meant by the collective agreement language "the number of students in the (special education) class shall not exceed the number that would have been enrolled under the district staffing levels in effect as of September 1990." The school board argued, unsuccessfully, that because it had been placing extra students in some classes without dispute, the union had somehow agreed to higher class sizes. Arbitrator Barbara Bluman upheld the grievance, stating, "The Association cannot be said to have agreed to a change when it had no knowledge the change had occurred." Firm staffing levels were thereby established for a variety of classes and services, translating into more support and reduced class sizes for students and teachers.

NANAIMO
External constraints

The local grieved because the district had more than 50 oversized classes. The school board argued that it could exceed the class-size limits because of external financial constraints. Arbitrator Richard Bird ruled that the employer had not proven external financial constraints nor that class-size limits were "impossible" to maintain. "I know from the evidence that the trustees have a wide scope in transferring funds allocated to one program to another. Clearly they were aware of this power in their budget-making and -cutting exercises. However, there is no scrap of evidence as to why they did so

and, more importantly, whether they did so to the point that they could not cut any more. No trustee testified. The superintendent did not testify. The former secretary-treasurer did not testify. They were the principal actors in budget-making and -cutting." The employer appealed the decision. The appeal was dismissed. A remedy of additional teachers was negotiated. More important, Nanaimo teachers and students have firm class-size limits in place. This case is significant for all teachers around the province because most collective agreements refer to "external constraints" as an exception to class size. School boards everywhere can now exceed class-size limits only in the narrowest of circumstances, and they must prove that external constraints exist. A number of important class-size disputes have been settled on this basis (North Vancouver, Quesnel, and New Westminster, for example). As a result, hundreds of thousands of dollars, perhaps even millions, that were not going into direct services to students and working conditions for teachers have been restored.

Sooke
Class size/composition

The local grieved because a number of classes in which students with special needs were integrated exceeded the class-size limits, including the flex factor. The school board argued that not all students with special needs attracted the non-applicability of the

emerging trends.

The *Professional Rights* of teachers are dealt with in the seven articles of *Section F*. Classroom teachers know the importance of preserving their professional autonomy and the necessity for provisions dealing with education change and the accreditation process that is now mandatory for all schools. Many locals have fought hard for member control of PD and adequate funding levels. Those advances are preserved in the provincial package.

The final *Section G* incorporates *Leaves of Absence* in its 24 articles. These range from sick leave to maternity and parental leave and cover the diverse situations of many local collective agreements as well as the requirements of 40,000 teachers.

This summary of the provincial package illustrates the range of issues and should also indicate how fundamental these proposals are to every facet of teachers' working lives. Most teachers have most of these provisions already. Your negotiating team is forced by the legislation imposing provincial bargaining to revisit them, but we will vigorously resist any attempts to undo what we have achieved in the past.

flex factor and for some time it had included students with special needs in classes that exceeded the class-size limits. Arbitrator David McPhillips ruled that all students with special needs are included in the class-size limits and that the flex factor could not be used for classes that included students with special needs. He ordered a remedy of compensatory time for the teachers who had taught oversized classes.

Recently, Vancouver teachers successfully grieved the school board's action of cutting base staff to schools. Arbitrator Colin Taylor upheld the base-staffing formula in the agreement, and many important services and staff were restored to schools. This was the subject of a recent *Teacher* article.

These decisions are just a few of the many victories teachers have had in fighting to protect and enhance public education and their own fair working conditions. The strength and clarity of collective-agreement language have proven to be crucial. As we begin the struggle yet again, at a provincial table this time, it is vital to public education and to our members that we win solid protection of inclusion support and class-size limits.

It is up to us. When was the last time the employer offered to lower class sizes at the bargaining table?

Lynne Sinclair is the BCTF's Bargaining and Member Services Division grievance officer.

With the support of every member, we can achieve our contract goals.

(Full details of any of the topics touched on in this report may be obtained from your local president, bargaining council rep, or the BCTF. Watch for copies of *Bargaining Bulletin* and *Issue Alert*, which will elaborate on issues and provide updates on progress.)

Ray Worley, a member of the negotiating team, is on leave from Clarence Fulton Secondary School, Vernon.

Notice of AGM '96

As required by the Society Act, the following formal notice of the 1996 Annual General Meeting is being made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *Teacher*.

The 80th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 17, 1996 at 19:00 and continuing to Wednesday, March 20, 1996.

Teacher

Newsmagazine of the B.C. Teachers' Federation
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871-BCTF, toll free 1-800-663-9163, Fax 871-2289

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ISSN 0841-9574

Publication deadlines:
April '96: March 29
May/June '96: April 26

e-mail: newsmag@bctf.bc.ca

CALM

PRINTED IN CANADA BY
MITCHELL PRESS LIMITED

ISSN 0841-9574

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The myths of public-school failure

by Kit Krieger

David Berliner defends public education with the exacting scholarship of an academic and the territorial aggressiveness of a street-gang member. His book, *The Manufacturing Crisis*, debunks myths about the failure of America's public schools. The Bronx-born Berliner, professor of curriculum and instruction at Arizona State University, was in Vancouver to address a conference sponsored by the B.C. School Trustees Association.

Berliner first turned his attention to the myths of public-school failure in the 1980s, when he read articles extolling the virtues of Japanese schools. "I knew something about Japanese schools," said Berliner,

prevalent criticisms of American public schools:

Myth: SAT scores are down

The Scholastic Aptitude Test is the major national test of college-bound graduates in the United States. The test was normed in 1941, when the test takers were a small elite of white, male, northeastern, upper-middle-class, private-school-educated, Ivy-League-bound seniors. The current testing population is a

Kids aren't deficient... They are different.

heterogeneous group of 1.5 million. In the 1960s test scores declined marginally and have remained constant ever since. "We democratized education and lost only a few points in the process," said Berliner. "It's a miracle!"

Myth: Kids today aren't as smart as kids used to be

Socrates made the same claim in Athens 2,500 years ago, reminds Berliner. He asserts that the concern rears its head when society is undergoing rapid change and children don't know the same things their parents know. "Kids aren't deficient," says Berliner. "They are different." Berliner points out that children today have IQs roughly one standard deviation higher than those of their grandparents. He concludes that eight times more of today's children would be placed in gifted programs than children of the previous generation would have been. When people complain that kids don't know what they used to. "They never did, and they never will," quips Berliner.

Myth: The performance of college-aged students has declined

Using 50 years of Graduate Record Exams, Berliner showed that performance has been consistent for the last 30 years, despite the fact that the number of people taking the test has doubled. "Democratization without the loss of a point is a miracle," he concluded. Berliner points to the high correlation between test scores and social class. "You tell me your income, and I'll tell you your test score." The best way to raise test scores is to address poverty.

Myth: Canadian and American students do poorly by international comparisons

Berliner bristles at this charge. He argues that North American and Asian school systems defy comparison. North American society values an extended childhood and encourages leisure to engage in a variety of leisure, social, recreational, and work activities at the same time they go to school. Asian culture, sees children "as school workers" and sees poor student performance as an embarrassment to families. "My children were quite happy to embarrass me," recalls Berliner.

American test scores reflect the range of students who write the tests. Many Asian nations, investing test scores with significance as indicators of national status, allow only the top performers to write. The top North American students compare favourably with elite groups in other nations.

Berliner also attacks the myth that schools are not preparing for the jobs of the

future. Walmart, he says, is the largest employer in America. "How much calculus do you need to succeed in Walmart?" he asks. "We are overproducing mathematicians and scientists in the United States... They are driving taxi cabs in Boston and Austin." He rejects the critics who propose that schools must incorporate more from the business world. "The family, and not the corporation, is the appropriate metaphor for schools," he retorts.

The U.S. has some failing schools... it should fix.

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Berliner is not uncritical of public schools. The same data that denied the sweeping criticism of American public education reveal that inner-city schools are in trouble. "Our message in our book is trying to change the argument from ...The U.S. has a failing school system to ...The U.S. has some failing schools that it should be ashamed of and should fix. Failing communities, violence with poverty, racism, and violence, have failing schools. Schools are in crisis because the neighbourhoods they are in, are in disarray."

David Berliner is angry. He is proud of the achievements

of public schools and their role in democratizing society, but he is fearful that right-wing interests, intent upon seizing a public asset for private benefit, will reverse the progress made over the past 60 years. "Education is being scapegoated," he warns. "Politicians have data that contradicts the claim that schools are in decline, and they do not use it. He warns scholars to use data to combat media distortion. "The system, in aggregate, is not broken, and we mean to fight back."

Kit Krieger is a member of the BCTF Executive and president of the West Vancouver Teachers' Association.

MINISTRY CURRICULUM COMMITTEES BCTF and Ministry protocols

The following protocols were agreed to by the BCTF and the Ministry of Education in the summer of 1995.

1. The Ministry sets terms and conditions for each provincial curriculum team and committee including a rationale for each. Such committees include but are not restricted to Partner Overview/Review Committees, Curriculum Outcomes Teams, Short Term Working Teams.
2. The terms and conditions for the teams and committees of anticipated curriculum projects will be supplied well enough in advance for the B.C. Teachers' Federation to advertise widely to its members.
3. The BCTF will be the organization identified as the education partner representing all public school teachers in the province.
4. All Ministry requests for BCTF members to participate on such teams and committees will be made through the Professional Development Division of the BCTF.
5. The BCTF will endeavour to keep a current list of subject, program, special interest, and generalist teacher consultants.
6. The BCTF will forward the names of teachers whom the Ministry of Education will appoint to committees and teams.
7. Provincial Specialist Associations are recognized as significant bodies of expertise within the Federation and will be regularly consulted as part of the process by which names are forwarded by the BCTF.
8. The Ministry will provide the BCTF with the names of members appointed once their appointments have been confirmed.
9. The Ministry will provide the BCTF with all published documents produced by the teams and committees and with background materials such as research studies.
10. The Ministry and BCTF will monitor the implementation of the protocol and, in exceptional circumstances, meet to discuss any variations to this agreement.

Deficit in perspective

by Peter Owens

We wouldn't condone a family's refusing to feed its children in order to save money so the parents could go out to a fancy restaurant. But according to Linda McQuaig, author of the best selling book, *Shooting the Hippo Death by Deficit and other Canadian Myths*, speaking to an overflow crowd at a BCTF-sponsored economic alternatives seminar in November, this is the type of decision Canadians are making as a society. We are taking away from the people who benefit the least from our society in order to reward those who benefit the most. (The number of children living in poverty in Canada has increased 55% since 1989.) And behind this redistribution of wealth is the deficit.

The source of the deficit

The deficit is being used as an excuse to increase the inequity in our society. We are told that we cannot afford social programs because of the deficit. But social programs are not the source of the deficit. A 1991 Statistics Canada study revealed that half the debt up to 1990 was attributable to declining revenues, not increased spending. Most of that decline was due to tax breaks to corporations and wealthy individuals. Another 44% was due to interest charges on the debt and just 6% was due to actual (after inflation) increases in program spending. Social spending accounted for just one third of that. In other words, just 2% of the federal debt was due to social spending.

McQuaig believes that high interest rates are now the biggest threat to deficit reduction. She pointed out that the deficit had been reduced from 9% of the Gross Domestic Product in the early 1980s to

The Bank of Canada decided it would use high interest rates to cut inflation to zero.

4% of GDP in 1988. It began to increase after 1988 not because of increased social spending but because of a policy decision of the Bank of Canada. That year the bank decided to drive inflation down to 0%. Inflation in 1988 was running at 4%. In the western industrial world, inflation had averaged 4-11% since WWII. The Bank of Canada decided it would use high interest rates to cut inflation to zero. Real interest rates are the difference between inflation and the Bank of Canada's "prime rate." Historically that has been kept at 2.5%. It is now around 5%.

The consequences of a zero-inflation program

High interest rates had a number of effects on the economy:

- slower economic growth.

- higher unemployment.
- a greater demand for unemployment benefits.
- income transferred from borrowers (people without money) to lenders (people with money). This happened on a number of levels. On the personal level, people who had to borrow for a car or a house had to pay people who had money to invest. On a national level the government was borrowing and paying money to investors. As the economy slowed and workers were laid off, the

consumer goods, so plentiful in our society.

The deficit is a problem we have to address, but we will be able to do that only if we understand its origin. If we as a society want to cut inflation to zero, we should not expect the weakest and poorest of our society to pay for that decision. If we believe in a democratic community, we have a responsibility to ensure that everyone's basic needs are being met.

The new government in Ontario—citing its large deficit as the rationale—has announced cuts in social programs, including education, amounting to six billion dollars. But five billion of that will not be going toward reducing the deficit. Five billion in tax cuts will wipe out 80% of the "savings" from the spending cuts. The people who will benefit the most from the tax cuts are the wealthy. A middle-class family earning \$35,000 a year will get a tax break of \$450. The president of the Bank of Montreal, who earns \$1.9 million a year, not including his shelter allowance, will get a tax break of \$100,000.

Peter Owens is editor of the BCTF's Teacher newsmagazine.



Linda McQuaig, author of the best-seller *Shooting the Hippo Death by Deficit* and other Canadian Myths speaking at a BCTF-sponsored Economic Alternatives Seminar.

ment made workers insecure about their employment and decreased the demand for wage increases. Companies and banks are showing record profits but wage levels are stagnant.

Increased interest rates increased the deficit because governments had to pay more to borrow money.

McQuaig pointed out that the business community, which tends to support the argument that we can not afford our social programs, is made up of the same people advertising to convince us to spend money on all those consumer goods they think we can afford. It is the same as a family deciding they can't afford food or medicine because they want a cellular phone, a video game, and other



David Hay of SPARC speaking at the press conference on the release of the Campaign 2000 Report Card describing the level of poverty among Canadian children.

"Did we say that?" Kids, poverty, and the feds

by Heather McLeod

Imagine everyone in Burnaby living in poverty. Imagine that number of poor children, and you are not day-dreaming. B.C. has 174,000 children living below the poverty line. This figure is higher than the national average, and it represents a 60% increase since 1989.

Skeptics say that the poverty line set by Statistics Canada at \$20,981 for single parent, one-child families in B.C. is too high, but 125,000 poor children, up 7,000 since 1989 live at a much lower income level: welfare. Welfare rates have increased 5.5% since 1989 for a single parent with one child, but such a family needs an additional \$7,500 to rise above the poverty line.

...a growing number of studies link the wide gap between the rich and the poor with weaker economic performance.

Teachers know that when children are hungry they can't learn. Additionally, a growing number of studies link the wide gap between the rich and the poor with weaker economic performance.

Reducing spending in health, education, and social services will make us less competitive internationally. One of Canada's strongest assets is a healthy, well-educated workforce. Saving by reducing supports to children today will lead to higher costs in the future.

The BCTF has joined Campaign 2000, a coalition to alert Canadians to the facts about poverty and kids. Every year, the group marks the anniversary of the November 1989 all-party House of Commons resolution that sought to eliminate child poverty by the year 2000.

This fall, Campaign 2000 distributed both a national and a B.C. report card. For the B.C. report, our MPs were asked: "What are you doing to work toward the elimination of child poverty?" Fifteen of

thirty-two did not reply. In response to the question, Reform MPs were all over the map. Val Meredith (Surrey-White Rock) didn't support the resolution; Randy White (Fraser Valley West), did support it. Ted White (North Vancouver) wants "...to force the present government to dramatically cut its wasteful spending, to stop running deficits, and to begin...to pay down the federal debt."

The Liberals' answers were also mixed. The Honourable David Anderson (Victoria) said that conflict-of-interest guidelines prevent him from participating in this campaign. (We are curious about that!) Hedy Fry (Vancouver Centre) is studying the issue, and Ted McWhinney (Vancouver Quadra) and Anna Terrana (Vancouver East) are working hard and selflessly to achieve the goal.

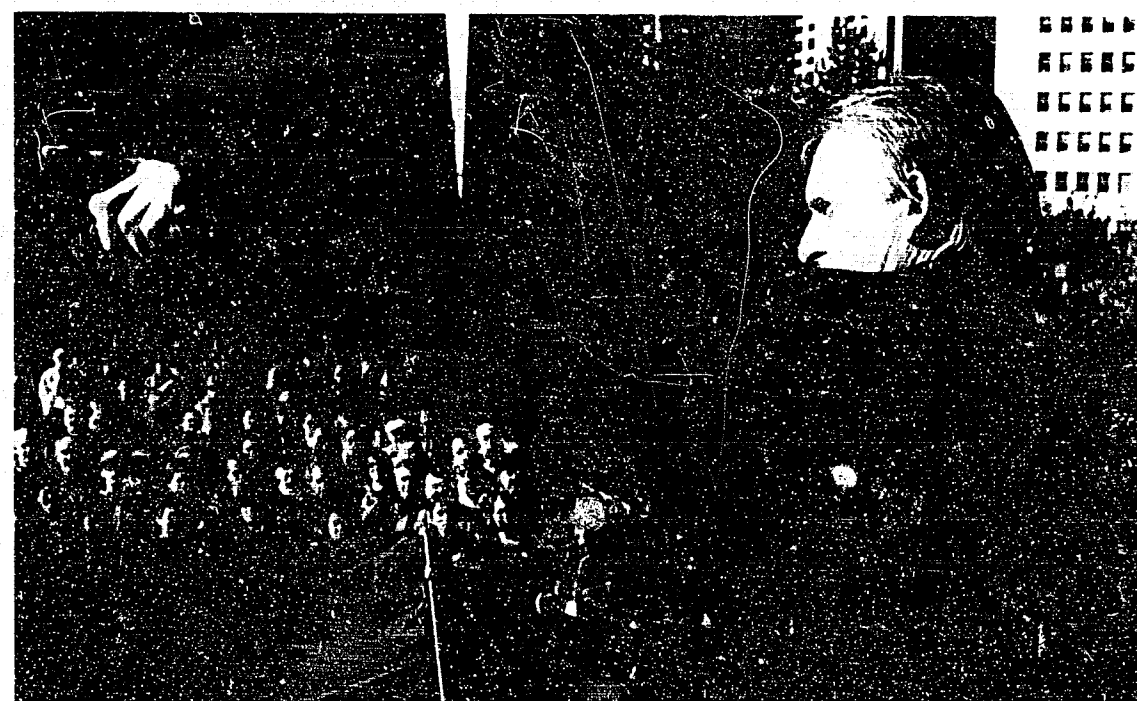
The two NDP members were consistent, if not influential. They gave specifics. Nelson Riis (Kamloops) pointed out that he has supported bills that deal with single-parent families and the rights of children. Svend Robinson (Burnaby-Kingsway) said that he was working for a national child-care plan, full employment, and redistribution of wealth and power.

Despite the 1989 agreement, child poverty is worse. What can be done? The BCTF will continue its work with Campaign 2000 to keep the issue at the forefront throughout the year.

Here are some actions you can take:

- Write your MLA in Victoria and your MP in Ottawa. Encourage them to take steps that will steadily reduce the number of poor children in B.C.
- Learn more about the issues.
- Join a local child poverty group.
- Call Kathleen MacKinnon at the BCTF for more information: 871-1880 or toll free 1-800-663-9163, local 1880.

Heather McLeod is the staff, pre-training program coordinator, BCTF's Organization Support Division. References available on request.



Bob White, in front of Vancouver General Hospital, speaking to the "Keep Medicare Strong" rally, suggesting that those who want to privatize our medical system should move south.



Jan Eastman, BCTF 2nd vice-president and Ujjal Dosanjh, Attorney General and Minister Responsible for Human Rights at the BCTF-sponsored luncheon to launch our new resource guide Teaching Human Rights: Valuing Dignity, Equity, and Diversity.

Parents—our partners

by Kathleen MacKinnon

Changes to the school act, and parents' fear, and hopes for their children in difficult economic times, resulted in the emergence of parents of the '90s wanting more involvement in their child's education.

The best insurance for parents to take out on their child's success in school is their own involvement.

We know that children who succeed in our classrooms come from all walks of life, from all kinds of homes, from rich, middle class, and struggling families. The best insurance for parents to take out on their child's success in school is their own involvement.

A resource entitled *Parents—Our Partners, A Look at Parent Involvement in the Langley School District*, which was distributed to each District Parent Advisory Council at the 7th Annual Leadership Conference at the end of October 1995, reviews six ways parents are involved in the school and district: parenting, communicating, volunteering, supporting learning at home, representing other parents, and collaborating and exchanging with community agencies.

The video package, consisting of a 12-minute video and a comprehensive workshop guide, is available from Information Services at

the BCTF for loan to local executives or district schools.

The accompanying guide describes two comprehensive workshops. Participants could be selected from any number of the contributing groups: parents, teachers, support staff, principals and vice-principals, and trustees. Practical and clear learning outcomes, overheads, and evaluations for both a 45-minute and a 2-hour workshop are included.

A small but distracting language glitch in the video appeared in the title: Chairman of the Langley Board of School Trustees. The official title in the current school act is *Chair*. Additionally, it would have been helpful to have shown some men modelling caregiving and working with children at home and at school.

Parents—Our Partners deserves an enthusiastic reception...

The package is designed to "get parents and school staffs talking about parent involvement and planning parent involvement activities that match the needs of their schools." *Parents—Our Partners* deserves an enthusiastic reception and is a welcome tool for all of us with a role to play in the education of the children of B.C.

Kathleen MacKinnon works with parent groups in the BCTF's Organization Support Division.

Visas for life

by Frieda Miller

Even a hunter cannot kill a bird that comes to him for refuge." — Japanese proverb

The exhibit *Visas for Life*, at the Holocaust Education Centre, in Vancouver, invites students to consider a fundamental question: What causes one person to remain a bystander and another to act as a rescuer?

In a political alliance with Nazi Germany. Despite three refusals for permission to give transit visas to the thousands of Jewish refugees congregating in Kaunas, Sugihara disobeyed his government and assisted those desperate people whose no other country would accept.

Although Sugihara's remarkable courage and moral responsibility provide

To help students reflect on the role and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts, class tours of the exhibit feature an anti-racism workshop developed by Headlines Theatre.

To help students reflect on the role and responsibilities of individuals, groups, and nations when confronting human rights violations and genocidal acts, class tours of the exhibit feature an anti-racism workshop developed by Headlines Theatre. The workshop engages students in theatrical improvisation to explore themes of oppression and altruism and relate them to current racism.

The exhibit is sponsored by the Holocaust Education Centre and the Human Rights Committee of the Japanese Canadian Citizens' Association of Greater Vancouver and runs from January 14 to March 31, 1996, weekdays 09:00-17:00 and Sunday 10:00-16:00. School visits may be booked through the Holocaust Education Centre. Study guides are provided to teachers booking class visits or they may be purchased separately for \$5.

The Holocaust Education Centre is proud that the *Visas for Life* exhibit, study guide, and associated public programs have brought together scholars, educators, and members of the Japanese and Jewish communities in a rich and rewarding partnership. The centre, which opened a year ago, features regularly changing exhibits, school and public programs, and an active outreach committee of survivor speakers.

Teachers are encouraged to consult or borrow any of the centre's resources: books, videos, posters, and curriculum materials. Efforts are made to accommodate teachers outside the Lower Mainland. For further exhibition and program information, contact the Holocaust Education Centre at (604) 264-0499; Fax (604) 264-0497.

Frieda Miller is the education co-ordinator, Holocaust Education Centre.



One of the photos from the exhibit *Visas for Life* at the Holocaust Education Centre. The exhibit tells the remarkable story of Chiune and Yukiko Sugihara and the rescue of more than 6,000 Jewish refugees in Lithuania during the Second World War.

Visas for Life is a photographic exhibit documenting the life and deeds of one man who, supported by his wife

"At best, less than one-half of one percent of the total population under Nazi occupation helped to rescue Jews."

— (Oliner and Oliner, 1991)

and family, listened to his heart rather than the official position of his government. Chiune Sugihara was the consul for Japan in Kaunas, Lithuania, from 1939 through 1940. At that time, Japan was

Sugihara survivors, examples of anti-Japanese propaganda in Canada, quotes, and other artifacts are reproduced in the guide. The guide suggests lesson plans but expects that the power of these documentary artifacts will inspire other applications by teachers.

Violence prevention in Maple Ridge

by Janet Amsden

Violence prevention is a topic that has been addressed by many educators. Yet, as a teacher, I have found that the concept of violence prevention is often misunderstood. It is not just about physical violence, but also about emotional and psychological violence. It is about creating a safe and supportive environment for all students.

One of the first steps in violence prevention is to establish a clear policy. This policy should define what constitutes violence and outline the consequences for students who engage in violent behavior. It should also include procedures for reporting incidents and for providing support to victims.

Another important step is to provide ongoing education and training for students. This can be done through workshops, assemblies, and individual lessons. The goal is to help students understand the causes of violence and the ways to prevent it.

Finally, it is essential to create a culture of respect and empathy in the school. This can be achieved by encouraging students to listen to each other, to resolve conflicts peacefully, and to stand up for their rights and the rights of others. When students feel safe and supported, they are more likely to learn and to thrive.

Violence prevention is a complex task, but it is one that every educator has a role to play. By working together, we can create a safer and more positive environment for all students.

addressed by AVEP. At the same time, we need to move beyond focusing on physical violence and address the emotional and psychological aspects of violence. We need to create a culture of respect and empathy in the school.

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Westview Secondary student demonstrates the anguish that accompanies violence.

Workshop on violence

Members of the Youth Institute, the Bilingual Youth Program, the Vancouver School Board, and former task force members have helped design the workshop.

The idea is to have a modular package of materials that can be used by teachers and students. The package will include a variety of activities, including role-playing, group discussions, and individual reflections.

The workshop will be available to all schools in the district. It will be offered as a free service to teachers and students. The goal is to help students understand the causes of violence and the ways to prevent it.

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Natural schools

by Kevin McLaughlin

As much as 25% of a student's time is spent outdoors, yet our school grounds are seldom designed with learning in mind. A school with natural areas offers rich opportunities for learning and play. Transforming asphalt or lawn into natural areas gives students an experiential learning environment. Student involvement with the process can develop research, communication, consensus building, and leadership while giving a sense of pride in a space that becomes theirs. In Britain, such school projects have reduced vandalism and violence.

Since 1991, the Evergreen Foundation has been helping Canadian schools transform their school grounds into healthier areas of inspiration, education, and play through planting trees, shrubs, and wildflowers. Since 1993, 34 schools in B.C. have received funding through a grant program, and hundreds more have participated in workshops, received *Outdoor Classroom* newsletter, or logged onto Evergreen's web site (<http://www.evergreen.ca>).

To further support teachers, parents, and students in the Lower Mainland to make their school grounds healthier learning environments, the Learning Grounds workshop series was launched November 9 at J.T. Brown Elementary School in Surrey. The series will make people aware of the opportunities of more natural school grounds and provide hands-on training to start and maintain a project. Topics will include planning a project, financing, implementation, and long-term maintenance.

Tammy Keetch, newly hired as the Lower Mainland co-ordinator thanks to the support of VanCity, Vancouver Foundation, and BC Hydro, is looking for schools to host workshops in other jurisdictions. As well, the second issue of *Outdoor Classroom* newsletter has just been published, and is available free of charge in print or on-line. It contains stories from school projects in B.C. and across Canada, a 1996 grant form for up to \$500 per school, and resources and tips to help projects. Please contact Tammy (689-0766/e-mail: sgnbc@evergreen.ca) to register for the Surrey workshop, or receive a copy of *Outdoor Classroom*.

Kevin McLaughlin is the director of the Evergreen Foundation, B.C. office.

Special education changes

by Larry Kuehn

Even before school district amalgamation was on the Minister of Education's agenda, integrating students with special needs was problematic.

The new Special Education Guidelines call for more individual education plans (IEPs) than were written in the past. Some teachers, particularly in learning assistance, are spending more of their time on paperwork, taking time away from direct service to students.

The ministry promised help with IEPs. It said a handbook and workshops for teachers on new requirements for IEPs would be available. Many workshops were held in the first months of the school year, but the handbook was still not generally available by the Christmas break.

The needs of the whole class, not just the student with special needs, are to be taken into account in placements.

Teachers also found that new rules on grading had been issued by ministerial order. Teachers are now prohibited from giving letter grades to students who are on a program modified through an IEP. Opinion is divided on whether this prohibition is appropriate and whether it

Teachers are being told that \$14 million of the projected \$30 million annual "savings" from amalgamation will be through cuts to special education funding.

contradicts the philosophy of inclusion.

Some of the new special education rules were widely welcomed. For example, schools are no longer directed to keep a student in a regular classroom whose behaviour disrupts the education of other students. The needs of the whole class, not just the student with special needs, are to be taken into account in placements.

However, as is often the case, some of the biggest concerns are about resources—how much money is available to support integration and how it is being spent.

Funding for special education has become entwined with district amalgamation. The minister has identified that \$14 million of the projected \$30 million annual "savings" from amalgamation will be through cuts to special-education funding.

BCTF President Alice McQuade expressed opposition to these cuts in a meeting with

the minister. She pointed out that in some small districts slated for amalgamation, the cuts to special-education funds represent up to 58% of the expected amalgamation "savings."

Cutting special-education funding is also opposed by many school trustees and by organizations that advocate for students with special needs. Those groups had a heated meeting with the minister in early December.

The way special-education funds are currently spent is being challenged as well. The Special Education Association (SEA) says it is "alarmed to see that special education support teachers are being

When the position of "teacher assistant" was created in 1989, only a handful of school staff were in that job category. Budget figures for this year show that schools now employ more than 6,000 (full-time equivalent) education assistants, most working in special education.

replaced by paraprofessionals who do not have the levels of training to provide the

professional service that qualified special education teachers can provide."

Staffing figures support the claims of the Special Education PSA. When the position of "teacher assistant" was created in 1989, only a handful of school staff were in that job category. Budget figures for this year show that schools now employ more than 6,000 (full-time equivalent) education assistants, most working in special education. Actual numbers are even higher, since many work less than full time.

Most of the growth in school staff in the '90s has been in positions other than teacher. Approximately 40% of all staff working in the public school system are not teachers. Only about 50% of provincial expenditures on public education in B.C. go directly to teacher salaries.

Larry Kuehn is director of the BCTF's Research and Technology Division.

Ministerial order changes policy on education of students with special needs

The integration of students with special needs into regular classes was mandated by a ministerial order in 1989. That order has been replaced by one that changes some elements of the special-needs policy of the province.

The description of the affected student has changed.

The 1989 order talked about the educational needs of a

"handicapped student." The 1995 version talks about a "student with special needs" and defines that as meaning "a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability, or has exceptional gifts or talents."

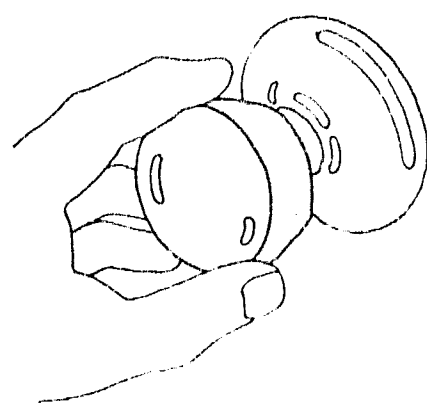
The substance of the order has changed as well. Under the 1989 order, a student could be placed outside a regular class only if the educational needs of the "handicapped student" indicate the student should not be integrated.

Under the 1995 order, the needs of "other students" are taken into account in placing a student outside a regular class. In other words, if a student with special needs is disrupting the education of other students in the class, the disruptive student can be removed to another placement.

The new Ministerial Order (M397/95) says:

"A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise."

—Larry Kuehn



Information and privacy: What's on your mind?

British Columbia's Freedom of Information and Protection of Privacy Act has been in effect for provincial public bodies for just over two years, and for local public bodies, including schools and boards for one year.

The new legislation raises many questions:

- How do the twin provisions of access to information and protection of privacy affect teachers, both in the classroom and as union activists?
- Are certain long-standing teaching practices still valid?
- What privacy rights do children have, and how can they be ensured?
- How about teachers' privacy rights?
- What information is the board required to provide, and under what conditions?

BCTF's Research and Legal Services departments are interested in hearing what BCTF members would like to know about the act. We plan to produce a publication highlighting access to information and privacy rights for teachers. Your questions and concerns will help us shape the final document into something useful for you.

Questions we've heard so far:

- One teacher has students mark one another's tests, then read out their classmates' marks as she calls the roll. Does the law preclude this practice?
- Can papers be returned to students in mark order?
- What information can parents legally request?
- A recent *Georgia Straight* article about Career and Personal Planning referred to storing plans on computers and telling students to share names, phone numbers, and family information with teachers and other students, which led some parents to express concerns about privacy. How valid are such concerns?

Please send your questions and comments concerning Freedom of Information and Protection of Privacy directly to Anny Schaefer: e-mail aschaefer@bctf.bc.ca
Mail: Research Department, BCTF, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2
Fax: 604-871-2294. We don't guarantee that we'll have an answer, but we would like to know what's on your mind.

—Anny Schaefer

Le petit coin français

by Guillermo Bustos

"Sous le pont Mirabeau coule la Seine..." et sous le viaduc de Cambie, au siège de la Fédération, le temps s'écoule implacablement. Nous voici déjà au début '96! On clignote et bientôt on sera en train de parler des examens... La vie des enseignants n'a pas de répit, qu'ils soient en salle de classe ou aux bureaux des centres de ressources.

Cette année se présente pleine de défis: on continue les négociations provinciales; on se demande quelle sera l'attitude du futur gouvernement envers l'éducation; l'amalgamation des commissions scolaires nous tombe dessus; l'Autorité scolaire francophone fait ses débuts; les comités travaillent sans cesse aux nouveaux ERI et les traducteurs se préparent à les avoir prêts en français quatre mois plus tard; on organise les enseignants sous l'Autorité; l'Appique complète les préparatifs pour le Congrès de Nanaimo; l'ACPI met en place son comité organisateur de Victoria '97.

Entretiens, plusieurs projets commencent à prendre forme. Thierry et son équipe d'animateurs ont déjà complété le pilotage de leurs deux ateliers sur

Comment gérer le stress et Comment faire parler français aux élèves. Ils seront disponibles pour toutes les écoles Immersion/PCDF dès septembre '96. Gérald Fallon et son groupe ont complété leur projet sur l'enseignement dans les classes à niveau multiple pour le PCDF. La coopérative en responsabilité sociale de la FEBC complète la préparation d'une série de trois ateliers sur Comment éviter la violence dans les écoles. Une autre équipe est en train de préparer un atelier sur la collaboration efficace avec les parents.

La FEBC fera appel aux enseignants intéressés à devenir Associés pour ces ateliers vers le mois de mai. Ceux qui seront choisis recevront un entraînement intensif lors de la Conférence d'été à UBC, pendant l'avant-dernière semaine du mois d'août '96.

Quant au collège des enseignants ma collègue Margaret Ross (mross@bctf.bc.ca), elle-même ancienne enseignante d'Immersion, est la

responsable du lien entre la Fédération et le collège. Vous pouvez lui envoyer des télécopies au 871-2291. Une autre personne ressource à ce sujet c'est Annette Fitch (anfitch@cm.etc.bc.ca), responsable de ce dossier au sein du Comité consultatif des Programmes et services français, son télécopieur est le 826-8187 à Mission.

Parmi les bonnes choses qui se passent nous avons la C&E. Les câblo-distributeurs aussi ont décidé d'offrir le service de câble aux écoles qui sont dans leurs parcours sans frais aux écoles et jusqu'à un coût de 1500\$ par an. Ils ont aussi libéré certaines émissions de la permission de droit d'auteur, de sorte que les enseignants peuvent les enregistrer sans risques. Mais attention! Les programmes libérés sont émis vers 1h du matin. A ce moment, l'émission a été épurée de toute publicité et seul reste le macaron de la chaîne à fins d'identification. Vous aurez accès uniquement aux chaînes qui sont dans le Menu de votre câblo-distributeur qui sera payé par les câblo-distributeurs eux-mêmes.

TV5 vous offre la série Découvertes avec Charles Tisseyre. Cette série est appuyée par une initiative du ministère de l'Éducation du Québec qui a embauché une enseignante pour développer des unités d'appui appelées Fiches d'activités de prolongement, avec corrigé. Ces fiches contiennent le texte de l'émission, un vocabulaire pour l'enrichissement culturel, des exercices de grammaire associés au type de texte et un instrument d'évaluation sous le titre de rétroaction. Vous pouvez vous adresser à Mme Arlette Niédoba, Consortium de télévision Québec Canada Inc., au télécopieur (514) 522-6572, ou par Internet <http://www.tv5.ca>

Il y a plein d'autres chaînes qui ont libéré des programmes en anglais. Pour une liste plus compréhensive veuillez consulter le guide de la câblo-éducation. Les câblo-distributeurs ont fourni deux exemplaires par école.

A la prochaine!

Guillermo Bustos is the BCTF's French Programs & Services co-ordinator. P.S. J'attends encore des invitations pour aller vous visiter sur place!

Ralph Sundby retires

After 20 years on staff of the B.C. Teachers' Federation, Ralph Sundby has retired.

Ralph began his teaching career in a one-room school in Alice Arm, B.C., in 1955. Then, after two years in Victoria, he taught in Burnaby for 17 years before coming to the Federation.

Teaching six students (multi-grade) in his first years was a career highlight, but facing a class of 49 in the mid-sixties without recourse to grievance was another story.

"I got angry," says Ralph, "and that's when I became an activist." Some years later, after negotiating (in Burnaby) one of the earliest learning and working conditions contracts, he chaired the provincial Learning Conditions Committee.

"Perhaps my proudest career memory is being involved in the class-size campaign," says Ralph. "It showed me what committed teachers can accomplish when they focus long enough on a single objective. Substantial class-size reductions were achieved in the '70s, the most dramatic being in Kindergarten, where classes of 30 and more had been common."

In 1979, Ralph was fired by the Executive Committee—over the hotly disputed suitability allegations—only to be reinstated after a political storm and a review by a tribunal chaired by Ed Peck. "It was, at the same time, one of the most traumatic and one of the most valuable experiences," remembers Ralph. "What saved me was the many members who fought for me. I have never felt so protected and cared for, and I'm still very thankful to them."

—Peter Owens

"Keep fighting for decent conditions. Teaching is too important not to."

administered the ethics program while also providing bargaining and grievance support to several Metro locals.

Ralph expects to be active in retirement. When not golfing, skiing, or playing with his 11-year-old daughter, he hopes to write a book or two. Also, he plans to consult on workplace ethics and relations.

Ralph leaves a simple message: "Keep fighting for decent conditions. Teaching is too important not to. And... thanks buckets!"



Homestays

by Eve Alexander

In January 1989, while waiting in the school office, I shuffled through the trivia file. My eye caught a headline about homestays for Canadian teachers in Germany for the coming summer. Because the homestays were so inexpensive, I was skeptical. However, I phoned the organizer, who is a teacher and has been conducting groups to Germany since 1980.

That summer, I went on the first of five overseas homestays with groups of teachers who have found it more than worthwhile to spend parts of their summer holidays in Germany, Japan, England, and Denmark living with families, visiting schools, talking with other educators, and travelling around the country via train, bus, car, and bicycle.

The arrangements have varied. The visits to England and Denmark were quid pro quo. The English teacher who came in the spring of 1994 and the Danish teacher who came in the spring of 1995 for two weeks corresponded as closely as possible to my

teaching assignments and interests. The Danish teacher taught my primary class how to make paper frogs that would jump, and the English teacher taught them some simple sign language. Later I

That summer, I went on the first of five overseas homestays with groups of teachers who have found it more than worthwhile to spend parts of their summer holidays in Germany, Japan, England, and Denmark...

visited England and Denmark and stayed with my guests in their homes and visited their educational institutions.

I interact with students as well as with adults in the

countries I visit. It was interesting to watch the reactions of Grade 9 classes and teachers to storywriting exercises I presented to them. Walking with a Danish primary class to their gym in the centre of the village, I learned the Danish words for grass, bird, hedge, and light. We all noticed the similarities between English and Danish.

In one school in Japan, our group of 25 walked up to take honours places on the stage as 700 elementary school children sang and played instruments. Later we observed in amazement while every child in the school weeded gardens, dusted furniture, washed windows, and scrubbed floors.

Besides visiting homes and schools in these countries, I have been educated and entertained on guided tours of seats of government in Denmark, Germany, and England, visits in Berlin before and after the fall of the Wall, canal trips in Copenhagen, visits to the stock exchanges in Tokyo and Frankfurt, guided tours of castles and cathedrals, a mediaeval banquet in a castle, a tour of a German organic farm, and wine tastings.

During the two weeks I spent with my Japanese hostess, her English became

more relaxed and easier to understand. We sat and talked and talked. We are women—wives, mothers, teachers. Different cultures. Same concerns. When she visited me here, we continued to talk.

If you are hesitant to try a teachers' homestay program, I can give you a long list of other enthusiastic participants.

Eve Alexander teaches at General Gordon Elementary School, Vancouver.

City University MEd not approved

The Teacher Qualification Service has decided not to approve the MEd program from City University scheduled to commence in January. The Teacher Qualification Board has requested, but has not yet received, results of an accreditation recently completed. It expects

to have the results by the next board meeting, February 21, 1996.

Students enrolled in, and completing courses in, City University's MEd program, prior to January 1, 1996, are not affected by the board's decision.

—Margaret Ross

Creed for a Time of Change

So what do we believe? Why have we become and continue to be teachers? What is there in our souls and in our DNA and in the personnel files of our employment records that has brought us here and continues to nurture us? Why do we go on? In an ideal world, teachers are respected as those who care first for children who love each child for the moment who represent safety and emotional support in a world which is beginning once again to see children as prospective workers—grist for the multi-national mill. In an ideal world, high above the forests and the classrooms and the foggy boardrooms of business and the moutinous storms of change a teacher plots each course with style and passion—lights the way with care for history—and dreams for those spirits not yet born. I believe in myself. I trust and am confident that I can learn who my students are—what their fears, their hopes, their passions, their needs, their emptinesses, their thresholds, their angers, their joys, and their curiosities all are. I can choose how to soothe them, inspire them, push them, and hold them, fill them and ground them, show them and encourage them, give them space and envelop them in wonder. I am the curriculum and the vehicle, the navigator and the journey. And I believe in the covenant of teaching.

Kathy Gotto, Tsolum Elementary School, Courtenay

Teacher leadership: above and beyond

Life as a BCTF curriculum associate

by David Barnum

What happens as I visit other K-7 teachers as a science curriculum associate? What insights, thoughts, and frustrations do I share with those trying to provide quality educational experiences for diverse students within limited time and budget? I experience things that make you go hmmm...

outcomes to playing with science, perhaps I can allay some of the concern that the Integrated Resource Package (IRP) is content-driven. I agree that the documents' structure clearly gives the impression that content (the knowing of science) supersedes application (the doing of science). The knowing, the doing, and the knowing about how to apply scientific knowledge and processes exist in equilibrium.

En route to the workshop, I think back to the facilitator training in the summer. Twenty-two teachers together for three days. Twenty-two adults who get excited rolling marbles down a ramp; who feverishly scribble instructions as one of them passionately recounts a teachable moment

number of publishing filters, but what we have reflects what we asked for.

On returning after lunch, I think back over the survey that participants completed prior to the workshop. IRP and related science concerns expressed are consistent from district to district: "Where are the resources to support the prescribed learning outcomes?" "We need more money in our budgets to upgrade the schools' science equipment before we can teach to these objectives." "The specificity of the IRP learning outcomes does not reflect the split-grade reality in my school. How can I be expected to teach all this?" "The implementation timeline is not realistic!"

Facilitating wellness

by Debbi Taylor

Are you feeling frazzled by all the changes? Do you keep promising yourself you'll exercise more often, eat better, or spend more time with family and friends but fail to follow through?

If you've been finding it increasingly difficult to balance your professional and personal life, you're not alone.

Being asked to describe how I became a BCTF wellness associate gave me a chance to reflect on the organizational and personal factors that threaten to weaken every educator's ability to do the job well. The following describes my concerns and the interesting opportunities I've had to put my ideas and skills into action.

It is increasingly difficult to remain healthy mentally or physically—at the very time we teachers need to have more energy and skills than ever before to meet the diverse needs of our students.

On a professional level, educators have been facing years of changes that range from accreditation and changes in curriculum, assessment, and reporting, to changes in assignment, work load, and class composition.

We are experiencing change at an unhealthy rate. To survive, we need to consider our options. One option is to make sure that ministry and

Committee, and the LTA Wellness Committee.

Fortunately in my district, staff input is encouraged and valued. Our school board, management, and union leadership care about reducing stress on staff. We now have a strategic plan that balances mandated changes with staff needs.

My concerns regarding the factors affecting teacher performance have also led me to become a BCTF wellness associate, a BCTF healthy-schools associate, and an educational-change facilitator.

Being an associate allows me to bring to education, the skills and experience I acquired prior to working in Langley as a staff and organizational-development consultant. During that time I developed a workshop for individuals wanting to maintain a high level of performance in sport, business, health care, and education. The workshop is called *Time for Me*.

Time for Me is based on the assumption that educators are high performers, that they must perform consistently well under pressure, adapt quickly and creatively to an ever-changing environment, maintain a positive focus when things aren't going well, and

In a relaxing and humorous way, *Time for Me* participants spend time dreaming, planning, and sharing strategies.

Recognizing that wellness is a process, participants leave armed with a list of refuelling ideas and a personalized plan of where to start toward a healthier, more satisfied self. Ideally, making this reflection and planning should occur twice a year, because learning new life-style habits and achieving the elusive balance between work and home can take from three to five years.

One of the advantages of

Recognizing that wellness is a process, participants leave armed with a list of refuelling ideas and a personalized plan of where to start toward a healthier, more satisfied self.

teaching wellness is that every once in a while, I take my own advice. It has taken me five years to make jogging a habit. It took me 10 years to shift from competitive sports to recreational ocean kayaking and cycling.

One participant of the *Time for Me* workshop decided with her husband to sell their large home and acquire a smaller one so that they could afford a sailboat.

Other participants say: "I feel much better knowing there is a way to cope, that I don't have to be overwhelmed, that others feel the same way."

"It made me stop—evaluate expectations and perhaps reconsider priorities and consider a different approach." "Identified areas of needs, got lots of energy from sharing with others." "Can't wait to get back together again. Good group for sharing." "I can use these principles with my students as I set up a personal planning process in the classroom."

If your staff would like to feel more in control, balanced, and healthy, call the BCTF to arrange for a wellness workshop.

Debbi Taylor is an elementary counsellor and educational-change facilitator in Langley. For more information on Langley's district and personal wellness programs, call Debbi at (604) 530-3188.

Join the BCTF resource-person database

The BCTF has received funding from the Ministry of Education to establish and operate a resource-person database to support the implementation of the K-12 Education Plan. The computerized online database will list workshop leaders/facilitators/presenters on current education topics, including the K-12 Education Plan.

The BCTF resource-person database will match speakers/presenters/facilitators and topics to requests; however, all contacts and decisions regarding the proposed topic and resource person are the responsibility of the client booking the service.

Teachers and other members of the education community are invited to submit their names for inclusion on the database.

The BCTF gathered names for the database during November/December 1995.

The computerized online database will list workshop leaders/facilitators/presenters on current education topics, including the K-12 Education Plan.

The database will be functioning through BCTF Online (Internet access) early in 1996. Additional applications will be processed throughout the year. Annually, each person listed on the database will be requested to update/confirm information held.

A copy of the application form and additional background information are available on request from the BCTF. If you have any questions, contact Mike Lombardi, Professional Development Division, 871-1849, toll-free 1-800-663-9163 (ext 1849), fax 871-2291, or e-mail (mlombardi@bctf.bc.ca).

—Mike Lombardi

PEPSA president

by Debbi Keel

I recall exactly the moment that I agreed to let my name stand for the presidency of the B.C. Physical Educators' Provincial Specialist Association (PEPSA). I was at a national conference attending a formal banquet to honour major contributors in physical education. There was a lot of pomp and ceremony, and when the pipers led in the dignitaries, I made my decision. Had I known what lay ahead, I would not have had the courage to take it on. Now when I reflect on the past two and a half years, I realize that I have experienced real professional and personal growth, and I have no regrets at all.

Physical educators are special people. They know how to work very hard, and they apply that same effort to their play. I am able to associate with the best, and I am proud to be a member of their group. My network includes educators from many districts in B.C. and other provinces. I receive tremendous encouragement and support from those people. I suspect it's because most of them are relieved that I and not they have all the responsibility. I get even, however; I delegate. This is one of the most useful skills I have acquired in this job.

As president, I attend an infinite number of meetings at all levels—district, provincial, national, and international. I communicate by fax, by telephone, by courier, by e-mail, and face to face. I receive mail, send mail, sort mail, and file mail. I respond to the many requests made of me each day, and I run a full-time elementary PE program. I assist in co-ordinating PE workshops and conferences and help keep teachers informed of the latest developments and resources in PE in my district and throughout the province. I keep regular contact with my executive and assist them with PSA business.

Like the other 30 S/W facilitators, I try to tailor a workshop to the group's situation. I start by phoning the workshop convener. How many will attend? Will participants include support staff, administrators, parents, community members, or

I delegate. This is one of the most useful skills I have acquired in this job.

We are involved with conferences, newsletters, curriculum writing, lobbying efforts, and promotion of quality physical education at all levels of the education system.

I am able to accomplish all that I do because of the support I receive from my family and friends. Although my life is very busy, I try to maintain a healthy balance between work and play. It is intense at times, and I sometimes feel like a gerbil on a wheel. I may not choose to keep up this pace for a long time, but, for now, it is manageable, worthwhile, and fun.

Debbi Keel is the president of the B.C. Physical Educators' Association.

Facilitating Status of Women workshops

by Wendy Matsubuchi

Time Management. Stress Management. Here Today, Where Tomorrow? Today's Decisions, Tomorrow's Careers. Women and Aging. Using the Gender Equity Resource Guide. Assertiveness Training. Financial Planning. For several years, I have volunteered to share these and other Status of Women workshops with teachers and students from around the province.

Like the other 30 S/W facilitators, I try to tailor a workshop to the group's situation. I start by phoning the workshop convener. How many will attend? Will participants include support staff, administrators, parents, community members, or

students, as well as teachers? Are there any special circumstances to consider? Where will the workshop take place?

Sometimes, it is possible to negotiate the time and date of the workshop to minimize my time away from Sutherland Secondary School, in North Vancouver. Depending on when and where the workshop will take place, I need to know the name of the local unionized hotel. Especially when travelling out of the Lower Mainland, I always offer to present Here Today, Where Tomorrow? to local secondary students when an evening workshop is requested for teachers, and I offer one or more evening workshops for teachers if student presentations are requested during the day.

As soon as I have the details, I confirm the workshop with Elizabeth Lambert, the S/W support person at the BCTF, who prepares the workshop packages. I usually have at least a fortnight to make arrangements: book economical transportation and unionized-hotel accommodation, arrange my leave of absence, request a teacher on call, prepare my lesson plans, and alert my students and counselling colleagues. Where time allows, I pick up the materials from the BCTF building before dashing off to the airport.

Whether they're in Bella Coola, Castlegar, Chilliwack, Comox, Coquitlam, Cowichan, Cranbrook, Fort Nelson, Fort St. John, New Hazelton, North Vancouver, Port Alberni, Prince George, Powell River, Salmon Arm, Sicamous, Squamish, Stewart, Vancouver, or Vernon, B.C. teachers have similar concerns and joys—in their classrooms, professional lives, and personal lives.

It is possible to realize a tangle-free workshop if all communication is open and clear. Positive workshops make everything worthwhile: completing workshop paperwork, being away from kids and colleagues, returning phone calls, household chores...

Along with workshop participants, facilitators experience professional development. I feel privileged to resist the diverse schools and communities throughout B.C. Furthermore, I believe volunteerism is an integral component of professionalism. If you are a teacher interested in this variety of volunteerism, you may wish to apply to be trained as a facilitator at the next training session—perhaps as early as Summer '96.

Wendy Matsubuchi teaches at Sutherland Secondary School, North Vancouver.

I have agreed to be facilitator, advocate, consultant, and change agent while remaining, above all, a teacher.

Hmm... so, I'll try the boomerang technique and throw these concerns out to the participants. It is this type of discussion that I hope will continue back at the participants' respective schools. These concerns I pass on to the BCTF; the project co-ordinators then forward them to the Ministry of Education. I can provide the following advice:

- Change is best undertaken in planned, manageable amounts.
- Become involved in the B.C. Science Facilitators' Network.
- Develop a local support group.
- Access your district implementation funding.
- Use the targeted 5% of the learning resource budget to select resources.
- Plan to use school community interaction days for IRP-related activities.
- Support your local science association.
- Keep your regional ministry field services contact aware of your initiatives.

As the session draws to a close, I leave knowing that the innovative local science initiatives already in progress, as well as those begun today, will continue. Initially I likened my role to that of a catalyst. But I'm not. I come away from each workshop enriched by experiences colleagues have shared. This associate opportunity has provided a demanding and rewarding form of professional development, one I encourage you to consider.

David Barnum, a BCTF K-7 science associate, teaches at West Sechelt Elementary School, Sunshine Coast.

Teachers at a wellness workshop, George Elliot Secondary School, Winfield, B.C.

district decision makers consider the needs of students and the needs of staff as they plan implementation.

My frustration with the lack of effective educational-change leadership began five years ago and has led me to become involved in our district with the Langley Teacher's Association Executive, the Joint Education Change Committee, the Teacher Support Research Group, the Positive Relations Committee, the Healthy Schools

sustain the effort for hours at a time. *Time for Me* is also based on the assumption that educators know the importance of exercise, good nutrition, time management, problem solving, and effective communication. What interferes with an educator's ability to perform at a high level is a lack of time to put into practice what he or she knows about good health and a lack of energy to follow through with plans that are developed.



Teachers participating in a science workshop for elementary teachers in Oliver, B.C.

The days preceding the workshop are the most demanding. I phone, fax, photocopy, purchase supplies, pack boxes, and make travel arrangements. Committed to my students, I prepare a day plan that I would expect to receive as a teacher on call. I think about things. Previous workshop evaluations are very positive about the hands-on experiences. "I enjoyed having the opportunity to play with science!"

Hmm... so if I can clearly link those prescribed learning

What is there, fundamentally, about science that draws you? ...It is, I think, a simple yet profoundly important question.

involving two strips of paper, a straw, and some tape.

Hmm... so I will pose this question on the day of the workshop before our morning break: "What is there, fundamentally, about science that draws you? IRPs, ministry directives, and funding concerns aside, why do you teach science?" It is, I think, a simple yet profoundly important question. For if we agree that adults and students best learn science by

BCTF Financial Report
for the Year Ended
June 30, 1995

President's comments

The accompanying financial statements have been prepared in accordance with the by-laws of the Federation and the provisions of the Society Act. They reflect the stewardship of the Executive Committee over the resources of the Federation and the committee's accountability to the membership for the effective management of those resources.

As shown in the 1994-95 financial statements, the General Operating Fund (GOF) revenues exceeded expenses by \$891,000 representing the fifth consecutive year that an operating surplus has been achieved. The favourable results occurred due to higher actual membership fee revenue than budgeted along with lower actual divisional operating expenses as a result of decreased program activity due to the focus on provincial bargaining. For the 1995-96 budget year, the May 1995 Representative Assembly approved a budget with a deficit of \$16,000.

The Federation's Burrard Street property was sold in 1995 with net proceeds of \$5.5 million applied subsequent to year end to reduce the \$7 million in interim bank financing obtained for the acquisition of the 50% interest in the 6th and Ash property. The \$2 million due January 1996 from the sale in 1991 of the Broadway and Fir property will fully repay the loan for 6th and Ash.

The Collective Bargaining Defence Fund (CBDF) revenues exceeded expenses by \$1.9 million for the 1994-95 year improving the CBDF balance from \$7.6 million as at June 30, 1994 to \$9.5 million as at June 30, 1995. Higher revenue in 1994-95 due mainly to higher net investment income was offset by higher expenses in 1994-95 for mediation and arbitration support to locals. For the 1994-95 and 1995-96 fiscal years, the Representative Assembly has approved the charging of costs related to the first round of provincial bargaining against the CBDF.

Although the Executive Committee is not recommending an increase in the total membership fee percentage for 1996-97, a proposal is being considered that would allocate a portion of the current CBDF fee to the GOF on the premise that future provincial bargaining costs will be charged to the GOF.

The operations of the Salary Indemnity Fund (SIF) reflect a net loss of \$2.3 million for the 1994-95 year compared to net revenue of \$6.9 million for the 1993-94 year. The lower results in the 1994-95 year were due mainly to an increase in the prior years' long term claim liability as a result of a change in the actuarial assumption for terminations. The surplus balance of \$3.2 million as at June 30, 1994 has now decreased with the fund in a surplus balance of only \$9 million as at June 30, 1995. However, as this was a one time charge that reduced the surplus, the Executive Committee is not recommending a change from the current SIF fee percentage for 1996-97.

- Alice McQuade

Management
Responsibility for
Financial Statements

The accompanying financial statements and all other information contained in this annual report are the responsibility of the management of the Federation. The financial statements have been prepared by management in accordance with generally accepted accounting principles and have been approved by the Executive Committee.

Preparation of financial information is an integral part of the ongoing operation of the Federation. A system of internal accounting controls is maintained to ensure that transactions are accurately recorded on a timely basis, are properly approved and result in reliable financial statements.

The Finance and Audit Committee reviews the financial statements and recommends them to the Executive Committee for its approval. In addition, the Finance and Audit Committee meets with the officers of the Federation and the external auditors, and reports to the Executive Committee.

The financial statements have been examined by the Federation's auditors who are engaged by the Executive Committee on recommendation of the Finance and Audit Committee and whose appointment was ratified at the Annual General Meeting. The auditors have free access to the Finance and Audit Committee, without management present, to discuss the results of their audit work and their opinion on the adequacy of internal accounting controls and the quality of financial reporting.

Elsie McMurphy
Executive Director

Rob McLaren, C.A.
Treasurer

Auditors' Report

The Members
British Columbia Teachers' Federation

We have audited the combined operations balance sheet of the British Columbia Teachers' Federation as at June 30, 1995, the combined operations statement of changes in cash resources and the statements of revenue, expenses and fund surplus of the general operating fund, collective bargaining defence fund and the contingency fund for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the federation as at June 30, 1995 and the results of its operations and the changes in its cash resources for the year then ended in accordance with generally accepted accounting principles.

The figures for 1994 presented for comparative purposes are based on financial statements of that year, which were reported on by other auditors.

Price Waterhouse
Chartered Accountants
Vancouver, British Columbia
November 3, 1995

STATEMENT I
Combined Operations
Balance Sheet as at June 30

	1995	1994
	(in thousands)	
ASSETS		
CURRENT		
Cash and treasury bills	\$3,744	\$ 832
Marketable securities	8,611	9,138
	12,355	9,970
Membership fees and other receivables	2,754	3,165
Receivable on sale of building (Notes 6 & 7)	5,486	—
Inventories and prepaid expenses	392	363
Agreement for sale (Notes 4 & 7)	2,000	—
	22,987	13,498
DUE FROM		
Salary Indemnity Fund	15	13
LONG TERM		
Agreement for Sale (Notes 4 & 7)	—	2,000
FIXED ASSETS (Note 6)	1,554	3,248
INVESTMENT IN CO-OWNERSHIP (Note 8)	8,809	8,904
	<u>\$33,365</u>	<u>\$27,663</u>

LIABILITIES

CURRENT		
Accounts payable	\$ 1,753	\$ 2,178
Bank loan (Note 7)	7,000	—
	8,753	2,178
LONG TERM Bank loan (Note 7)	—	7,000
DUE TO		
Provincial Specialist Associations	522	367
	9,275	9,545
MEMBERS' EQUITY		
General Operating Fund	14,428	14,908
Collective Bargaining Defence Fund	9,517	7,606
Contingency Fund	119	237
Capital Project Fund (Note 9)	—	(4,642)
William R. Long Memorial International Solidarity Fund (Note 10)	21	7
Ed May Social Responsibility Fund (Note 11)	3	—
Other Funds	2	2
	<u>24,090</u>	<u>18,118</u>
	<u>\$33,365</u>	<u>\$27,663</u>

Basis of Combination (Note 1)
Contingent Liability (Note 13)

Approved by the Executive Committee

Alice McQuade

Peter Murphy

STATEMENT II
Combined Operations
Statement of Changes in Cash Resources
for the Year Ended June 30

	1995	1994
	(in thousands)	
CASH FROM (USED IN) OPERATIONS		
SOURCES		
Fees Received		
General Operating Fund	\$18,748	\$17,999
Collective Bargaining Defence Fund	2,911	2,789
Contingency Fund	415	398
William R. Long Memorial International Solidarity Fund	355	340
Ed May Social Responsibility Fund	28	—
	22,457	21,526
USES		
Expenses Paid		
General Operating Fund	(17,403)	(18,462)
Collective Bargaining Defence Fund	(1,725)	(1,035)
Contingency Fund	(558)	(785)
William R. Long Memorial International Solidarity Fund	(342)	(364)
Ed May Social Responsibility Fund	(28)	—
Capital Project Fund	—	(291)
	(20,056)	(20,937)
Advances to Salary Indemnity Fund	(2)	(130)
	(20,058)	(21,067)
NET CASH FROM (USED IN) OPERATIONS	\$ 2,399	\$ 459
CASH FROM (USED IN) INVESTING ACTIVITIES		
SOURCES		
Bank Loan	\$ —	\$ 7,000
Investment income received	274	784
Proceeds from member loans	38	32
	312	7,816
USES		
Purchase of fixed assets	(324)	(1,173)
Investment in co-ownership	(2)	(7,339)
	(326)	(8,512)
NET CASH FROM (USED IN) INVESTING ACTIVITIES	(14)	(696)
CHANGE in cash, treasury bills, and marketable securities	2,385	(237)
Write Down of marketable securities	—	(436)
CASH, treasury bills and marketable securities, beginning of year	9,970	10,643
CASH, treasury bills and marketable securities, end of year	<u>\$ 12,355</u>	<u>\$ 9,970</u>

STATEMENT III
General Operating Fund
Statement of Revenue, Expenses and Fund Surplus
for the Year Ended June 30

	1996 Budget (Unaudited Note 14)	1995	1994 (Note 15)
	(in thousands)		
REVENUE			
Allocation of membership fees (Note 3)	\$19,154	\$18,803	\$18,094
Net Investment Income	—	194	146
	19,154	18,997	18,240
DIVISIONAL OPERATING EXPENSES (Note 5)			
Management and Legal Aid	2,684	2,277	2,488
Organization Support	3,748	3,869	3,530
Finance and Administrative Services	2,348	2,065	1,883
Research and Technology	1,558	1,484	1,492
Professional Development	2,713	2,803	2,883
Bargaining and Member Services	2,306	2,385	2,534
	15,357	14,883	14,810
Grants to Locals	3,813	3,223	3,164
	19,170	18,106	17,974
NET REVENUE (EXPENSE) BEFORE UNUSUAL ITEM	(16)	891	266
UNUSUAL ITEM			
Gain on sale of property	—	3,873	—
NET REVENUE (EXPENSE)	(16)	4,764	226
Fund Surplus, beginning of year	14,428	14,908	7,204
Net Transfer (to) from Capital Project Fund (Note 9)	—	(3,800)	7,438
Transfer of Capital Project Fund deficit (Note 9)	—	(1,444)	—
FUND SURPLUS, end of year	<u>\$14,412</u>	<u>\$14,428</u>	<u>\$14,908</u>

STATEMENT IV
Collective Bargaining Defence Fund
Statement of Revenue, Expenses
and Fund Surplus
for the Year Ended June 30

	1995	1994 (Note 15)
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 3)	\$2,920	\$2,803
Net investment income	716	180
	3,636	2,983
EXPENSES		
Support to locals	1,190	466
Defend Local Bargaining Campaign	511	412
Strike pay	3	(115)
Job action public relations	1	94
Job action grants	20	171
Other	—	7
	1,725	1,035
NET REVENUE	1,911	1,948
Fund Surplus, beginning of year	7,606	5,658
FUND SURPLUS, end of year	<u>\$9,517</u>	<u>\$7,606</u>

STATEMENT V
Contingency Fund
Statement of Revenue, Expenses
and Fund Surplus
for the Year Ended June 30

	1995	1994
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 3)	\$417	\$400
Net investment income	23	41
	440	441
EXPENSES		
Burrard Street building	225	—
Legal costs	205	180
Defend Local Bargaining Campaign	126	412
Bargaining fall planning conference	—	146
Grant for video	—	25
Campaign for local autonomy	—	19
Other	2	3
	558	785
NET EXPENSE	(118)	(344)
Fund Surplus, beginning of year	237	581
FUND SURPLUS, end of year	<u>\$119</u>	<u>\$237</u>

Combined Operations
Notes to Financial Statements
Year Ended June 30, 1995

1. BASIS OF COMBINATION
These financial statements of the British Columbia Teachers' Federation (the BCTF or the Federation) include the results of the General Operating Fund, the Collective Bargaining Defence Fund, the Contingency Fund, the William R. Long Memorial International Solidarity Fund, the Ed May Social Responsibility Fund, and the Capital Project Fund. The Salary Indemnity Fund is reported in a separate set of financial statements and is not included in these financial statements.

The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident. The total fee allocated to the Salary Indemnity Fund was 1.60 per cent of gross salary for the 1994-1995 membership year. Any fund deficiency is the responsibility of the Federation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Marketable Securities
Marketable securities are originally recorded at cost. When the market value of the portfolio has declined below cost an adjustment is made to reflect the decline in market value. This is known as the carrying value. If there is a further decline in market value, this becomes the new carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

b. Inventories
Inventories of lesson aid materials and stationery supplies are valued at cost or net realizable value, whichever is the lower.

c. Fixed Assets
Fixed assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives:

Furniture & equipment	3 to 15 years
Computer hardware	3 to 5 years
Leasehold improvements	until the year 2004 (9 to 10 years)

d. Staff Pension Plan
The cost of the federation's defined benefit pension plan is determined periodically by independent actuaries. Pension expense is charged annually to operations and represents the cost of pension benefits provided in exchange for employees' services rendered during the year, as calculated using the accrued benefit method prorated on services.

3. MEMBERSHIP FEES
The membership fee for the year ending June 30, 1995 was 1.35% of the gross salary of each member. For the year ending June 30, 1996 the 1995 Annual General Meeting approved the same fee.

The following summarizes the fee allocations:

General Operating Fund	1.150%
Collective Bargaining Defence Fund	0.175%
Contingency Fund	0.025%
	<u>1.350%</u>

The General Operating Fund allocates 1.86% of its fee revenue to the William R. Long Memorial International Solidarity Fund. In addition, the General Operating Fund allocates \$1 per member per year to the Ed May Memorial Social Responsibility Fund.

4. AGREEMENT FOR SALE
Due on January 14, 1996, the amount of \$2,000,000 represents the balance owing from the disposition of the Broadway and Fir investment property which was sold in 1991-92. This agreement provides for the payment of interest income to the BCTF in the form of the assignment of lessee payments of \$8,900 per month from the purchaser of the property.

5. DIVISIONAL OPERATING EXPENSES
The Federation allocates operating expenses of the General Operating Fund to individual programs which are grouped within a divisional structure. The following is a listing of the major program areas within each division and summarizes the specific programs that have been approved by the Representative Assembly.

	1994-95 Actual	1994-95 Budget (Unaudited Note 14) (in thousands)	1993-94 Actual (Note 15)
Management and Legal Aid			
Management & Personnel	\$1,259	\$1,274	\$1,368
Legal Aid & Internal Relations	439	451	552
Canadian Teachers' Federation	579	580	568
	<u>2,277</u>	<u>2,305</u>	<u>2,488</u>
Organization Support			
BCTF Governance	2,037	1,985	1,929
Local Leadership Training	325	352	380
Task Force on Roles & Responsibilities	13	13	71
Communications	930	938	902
Community & Labour Outreach	252	257	39
French Programs & Services	130	117	20
Membership Records, Recruitment, Retention	182	189	183
	<u>3,869</u>	<u>3,851</u>	<u>3,530</u>
Finance and Administrative Services			
Treasury & Accounting	552	558	614
Administrative Services	275	279	311
Production Services	112	81	32
Purchasing & Building Management	1,126	1,010	926
	<u>2,065</u>	<u>1,928</u>	<u>1,883</u>
Research and Technology			
Research	324	310	279
Information Services	423	442	440
Technology	737	763	773
	<u>1,484</u>	<u>1,515</u>	<u>1,492</u>
Professional Development			
Teaching Rights & Practices	869	907	950
Community Development & Outreach	1,065	1,074	821
Social Responsibility	571	560	729
Project Application & Adminis- tration - Curriculum Services/ Professional Opportunities	(2)	3	59
Continuing Education; Lesson Aids, & Program for Quality Teaching	300	291	324
	<u>2,803</u>	<u>2,835</u>	<u>2,883</u>
Bargaining and Member Services			
Bargaining	2,161	2,192	2,280
Pension & Benefit Plans	224	236	254
	<u>2,385</u>	<u>2,428</u>	<u>2,534</u>
Grants to Locals			
	<u>3,223</u>	<u>3,340</u>	<u>3,164</u>
	<u>\$18,106</u>	<u>\$18,202</u>	<u>\$17,974</u>

Within programs, expenditures are further classified according to type. The following is a summary of total program expenditures by type.

	1994-95 Actual	1994-95 Budget (Unaudited Note 14) (in thousands)	1993-94 Actual (Note 15)
Salaries & Benefits	\$ 8,299	\$ 8,293	\$ 8,275
Table Officers' Salaries, Accommodation & Expense Allowances	383	346	333
LR, Executive & Staff Travel AGM, RA, Summer Leadership & Meetings	330	340	359
	1,935	1,983	1,994
Grants (includes all grants; those to locals and others)	3,679	3,804	3,603
Printing, Distribution, Photocopying	978	1,027	966
Conference Costs	434	447	602
Organization Memberships	576	576	565
Consultant & Legal Fees	310	318	422
Public Relations/Communications	299	299	349
Equipment Rental, Purchases & Maintenance	192	192	189
Depreciation and Gain on Disposal of Fixed Assets	463	361	341
Property Taxes, Operating Expenses, Insurance, Rent	849	847	671
Miscellaneous	120	114	106
Administrative Charges & Overhead Recovered	(394)	(398)	(474)
Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher Newsmagazine ads & subscription revenue)	(347)	(347)	(327)
	<u>\$18,106</u>	<u>\$18,202</u>	<u>\$17,974</u>

Curriculum Services/Professional Opportunities (CSPO) programs are funded through government grants or user fees and are not included in the divisional operating expenses of the Federation. The balances of these programs are included in accounts payable.

	1994-95 (in thousands)	1993-94 (in thousands)
Funds unexpended beginning of year	\$ 807	\$ 424
Funds received	587	1,500
Funds disbursed	<u>(804)</u>	<u>(1,117)</u>
Funds unexpended end of year—represents the net commitment for unexpired contracts	<u>\$ 590</u>	<u>\$ 807</u>

	Original Cost	Accumulated Depreciation	1995 Net Book Value	1994 Net Book Value
Furniture & equipment	\$1,266	\$ (453)	\$ 813	\$ 923
Computer hardware	902	(414)	488	489
Leasehold improvements	288	(35)	253	202
Building - Burrard St.	—	—	—	1,429
Land - Burrard St.	—	—	—	205
	<u>\$2,456</u>	<u>\$ (902)</u>	<u>\$1,554</u>	<u>\$3,248</u>

Depreciation expense for the year ended June 30, 1995 was \$440,000 (1994—\$355,000). In 1994-95 the Burrard Street land and building was sold for net proceeds of \$5,440,739 resulting in a gain on disposition of \$3,872,717 (based on the net book value of land and building of \$1,568,022 at the date of disposition). The proceeds from the sale were received on September 26, 1995. The gain on sale was transferred to the Capital Project Fund.

7. BANK LOAN
In 1993-94 the BCTF borrowed \$7,000,000 from the Canadian Imperial Bank of Commerce to assist in the purchase of the office building at 6th and Ash in Vancouver. The loan will be repaid with the net sale proceeds of the Burrard Street property and the proceeds of the Broadway and Fir Agreement for Sale. The loan is fully secured by assets of the Federation.

8. INVESTMENT IN CO-OWNERSHIP
The investment in co-ownership represents the BCTF's 50% undivided interest in land and building used for the Federation's offices at 6th & Ash as summarized below (in thousands):

	Original Cost	Accumulated Depreciation	1995 Net Book Value	1994 Net Book Value
Land	\$1,550	\$ —	\$1,550	1,550
Building	<u>7,356</u>	<u>(97)</u>	<u>7,259</u>	<u>7,354</u>
	<u>\$8,906</u>	<u>\$ (97)</u>	<u>\$8,809</u>	<u>\$8,904</u>

Depreciation is calculated on the straight-line method over 30 years. The costs for the investment in co-ownership and leasehold improvements were paid out of the Capital Project Fund then transferred to the General Operating Fund as an investment in co-ownership and a fixed asset.

The BCTF has entered into a lease agreement which commits the Federation to annual lease payments of \$881,000 for a 10-year period commencing in March 1994. As co-owner of the property, the BCTF will receive 50% of all net revenues generated by this property.

	1994-95 (in thousands)	1993-94 (in thousands)
Fund (deficit) surplus, beginning of year	\$(4,642)	\$3,203
Transfer from (to) General Operating Fund	—	—
Gain on sale of property	3,873	—
Costs of investment in co-ownership (Note 8)	(2)	(7,339)
Costs of leasehold improvements	(71)	(100)
Interest expense	(602)	(115)
Expenditures	<u>—</u>	<u>(291)</u>
Fund deficit, end of year	(1,444)	(4,642)
Transfer of deficit to General Operating Fund	<u>1,444</u>	<u>—</u>
Fund balance, end of year	<u>\$ —</u>	<u>\$(4,642)</u>

The Capital Project Fund was set up from the proceeds derived from sale of real estate property deemed surplus to the needs of the Federation. The purpose of the fund was to finance capital improvements to the BCTF building and to finance, on a lease basis, major items of equipment for the use of the Federation and its locals. The fund has been discontinued, the ending deficit was transferred to the General Operating Fund on June 30, 1995.

	1994-95 (in thousands)	1993-94 (in thousands)
Fund surplus, beginning of year	\$ 7	\$ 29
Fee allocation (Note 3)	356	342
Expenditures	<u>(342)</u>	<u>(364)</u>
Fund surplus, end of year	<u>\$ 21</u>	<u>\$ 7</u>

The purpose of the fund is to improve public education in third world countries.

	1994-95 (in thousands)
Fund balance, beginning of year	\$ 0
Fee allocation (Note 3)	31
Expenditures	<u>(28)</u>
Fund surplus, end of year	<u>\$ 3</u>

The Ed May Social Responsibility Fund was established by the 1994 Annual General Meeting to commence in 1994-95. The purpose of the fund is to promote socially responsible teaching priorities.

12. THE BRITISH COLUMBIA TEACHERS' FEDERATION STAFF PENSION PLAN
The Federation maintains a contributory defined benefit final average pension plan covering the majority of its employees. Tri-annual actuarial valuations are prepared using the projected accrued benefit method pro-rated on service with the assets valued using market-related values, with 5-year averaging of investment income.

	January 1, 1993
Accrued benefits	\$7,697,000
Pension fund assets	<u>\$8,017,000</u>

13. CONTINGENT LIABILITY
A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has obtained an order from the Supreme Court of British Columbia against the Federation demanding a proportional share of members' equity. The order declares that the petitioner is entitled to unspecified compensation. The issue of quantum of compensation has not been determined and will be the subject of further court proceedings.

14. BUDGET
The 1995-96 budget presented in Statement III is the budget as approved by the Representative Assembly. The 1994-95 budget presented in note 5 is the budget as approved by the Representative Assembly and amended by the Executive Committee.

15. COMPARATIVE AMOUNTS
Certain of the prior year's figures have been reclassified for comparative purposes.

Salary Indemnity Fund

Auditors' Report

The Members
British Columbia
Teachers' Federation

We have audited the balance sheet of the British Columbia Teachers' Federation Salary Indemnity Fund as at June 30, 1995 and the statements of revenue, expenses and fund surplus and changes in cash resources for the year then ended. These financial statements are the responsibility of the Federation's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the fund as at June 30, 1995 and the results of its operations and changes in its cash resources for the year then ended in accordance with generally accepted accounting principles.

The figures for 1994 presented for comparative purposes are based on financial statements of that year which were reported on by other auditors.

Price Waterhouse
Chartered Accountants
Vancouver, British Columbia
November 3, 1995

Salary Indemnity Fund Notes to Financial Statements Year Ended June 30, 1995

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Significant accounting policies used in the preparation of the financial statements are summarized below. These policies are in accordance with generally accepted accounting principles and the recommendations of the Canadian Institute of Chartered Accountants.

a. Investments
Investments are originally recorded at cost since they are held as long-term investments. In the event of a permanent decline in market value, the investments are written down to reflect the decline in market value. The resulting balance is known as the carrying value. The carrying value is not increased to reflect any subsequent increase in market value.

b. Fixed assets
Fixed assets are recorded at cost. Depreciation is calculated on the straight-line method based on anticipated useful lives.

STATEMENT I Salary Indemnity Fund Balance Sheet as at June 30

	1995 (in thousands)	1994 (in thousands)
ASSETS		
CASH and treasury bills	\$ 1,588	\$ 1,343
ACCOUNTS RECEIVABLE	3,158	3,091
INVESTMENTS (Note 3)	87,259	73,476
FIXED ASSETS	<u>17</u>	<u>19</u>
	<u>\$92,022</u>	<u>\$77,929</u>
LIABILITIES AND FUND SURPLUS		
ACCOUNTS PAYABLE	\$ 169	\$ 139
DUE TO General Operating Fund	15	13
PROVISION FOR CLAIMS (Note 4)	354	386
Pension contributions	2,949	3,221
Short-term	87,674	71,003
Long-term	<u>861</u>	<u>3,167</u>
FUND SURPLUS	<u>\$92,022</u>	<u>\$77,929</u>

Contingent Liability (Note 6)
Approved by the Executive Committee

Alice M. [Signature]
Peter [Signature]

STATEMENT II Salary Indemnity Fund Statement of Revenue, Expenses and Fund Surplus for the Year Ended June 30

	1995 (in thousands)	1994 (in thousands)
REVENUE		
Membership fees (Note 2)	\$26,537	\$25,511
Teachers' share of unemployment insurance premium reductions	1,930	1,916
Investment income	<u>5,163</u>	<u>5,908</u>
	<u>33,630</u>	<u>33,335</u>
EXPENSES		
Benefits (Note 4)	26,148	23,831
Pension contributions (Note 4)	<u>811</u>	<u>848</u>
	<u>26,959</u>	<u>24,679</u>
Excess of current year's revenue over benefit and pension expenses	6,671	8,656
(Increase) reduction in prior years' benefit and pension expenses (Note 4)	<u>(6,853)</u>	<u>22</u>
Adjusted net (expense) revenue	<u>(182)</u>	<u>8,678</u>
Administrative expenses	1,851	1,579
Investment management and trust company fee (Note 5)	<u>273</u>	<u>159</u>
	<u>2,124</u>	<u>1,738</u>
NET (LOSS) REVENUE for the year	<u>(2,306)</u>	<u>6,940</u>
FUND SURPLUS (DEFICIENCY), beginning of year	<u>3,167</u>	<u>(3,773)</u>
FUND SURPLUS, end of year	<u>\$ 861</u>	<u>\$3,167</u>

STATEMENT III Salary Indemnity Fund Statement of Changes in Cash Resources for the Year Ended June 30

	1995 (in thousands)	1994 (in thousands)
CASH FROM (USED IN) OPERATIONS		
SOURCES		
Fees received	\$26,476	\$25,354
Teachers' share of unemployment insurance premium reductions received	1,930	1,995
Advances from General Operating Fund	<u>2</u>	<u>130</u>
	<u>28,408</u>	<u>27,479</u>
USES		
Paid to claimants	(16,662)	(15,310)
Pension contributions paid	(782)	(786)
Administrative expenditures paid	<u>(2,087)</u>	<u>(1,750)</u>
	<u>(19,531)</u>	<u>(17,846)</u>
NET CASH FROM OPERATIONS	<u>\$8,877</u>	<u>\$9,633</u>
CASH FROM (USED IN) INVESTING ACTIVITIES		
SOURCES		
Investment income received	5,695	4,426
Proceeds from sale of investments	<u>172,401</u>	<u>68,220</u>
	<u>178,096</u>	<u>72,646</u>
USES		
Purchase of investments	(186,723)	(83,439)
Purchase of fixed assets	<u>(5)</u>	<u>—</u>
	<u>(186,728)</u>	<u>(83,439)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>(8,632)</u>	<u>(10,793)</u>
CHANGE in cash and treasury bills	<u>245</u>	<u>(1,160)</u>
CASH and treasury bills, beginning of year	<u>1,343</u>	<u>2,503</u>
CASH and treasury bills, end of year	<u>\$1,588</u>	<u>\$1,343</u>

2. PURPOSE AND FEES OF THE FUND

The purpose of the Salary Indemnity Fund is to meet the obligations of the Salary Indemnity Plan which provides income benefits to members disabled from employment as a result of illness or accident.

The membership fee for the year ending June 30, 1995 was 1.6% of the gross salary of each member. For the year ending June 30, 1996 the 1995 Annual General Meeting approved the same fee.

3. INVESTMENTS

The market value of long-term investments as at June 30, 1995 was \$94,761,079 compared to a carrying value of \$87,258,831 (June 30, 1994 market value—\$71,344,994; carrying value—\$73,476,478).

4. CLAIM EXPENSES AND PROVISION FOR CLAIMS

All accrued liabilities and provisions for claims are based upon an actuarial valuation as of June 30, 1995. This valuation uses standard claims tables modified to reflect plan experience. In subsequent periods the accrued liabilities and provisions for claims are adjusted based upon actual plan experience. These adjustments can be significant.

As a result of the current period's actuarial review, adjustments were required for claim benefits and pension contributions attributable to prior periods and these adjustments are included in the operations of the current period.

5. INVESTMENT MANAGEMENT AND TRUST COMPANY FEE

The investments of the Salary Indemnity Fund are managed by an independent investment firm in accordance with investment restrictions as established by the Federation and the Trustees' Act (B.C.) and are lodged for safekeeping with a trust company.

6. CONTINGENT LIABILITY

A former member petitioning on his own behalf and on behalf of the members of the British Columbia Principals' and Vice-Principals' Association has obtained an order from the Supreme Court of British Columbia against the Federation demanding a proportional share of members' equity. The order declares that the petitioner is entitled to unspecified compensation. The issue of quantum of compensation has not been determined and will be the subject of further court proceedings.

Pension fund report

For the 12-month period ending September 30, 1995, the basic pension earned 9.9% and stood at \$5,025 million.

The inflation-adjustment account for the same period earned 9.1% and stood at \$615 million.

The annual rate of return over the past eight years for both funds is 11%.

Both funds are fully diversified, with approximately 41% in debt vehicles (bonds, money market, and mortgages) and 59% in equity vehicles (stocks and real estate).

- Ken Smith

Pension seminars

Date	Location
February 10	Vernon, Village Green
February 17	North Vancouver, Coach House Inn
February 24	Richmond, Richmond Inn
March 2	Penticton, (The Clarion) Lakeside Resort
March 9	Surrey, Surrey Continuing Ed. Centre
March 30	Kamloops, Coast Canadian Inn
April 13	Williams Lake, Overlander Motor Inn
April 20	Fort St. John, Pioneer Inn
April 27	Prince George, Holiday Inn
May 4	Victoria, Holiday Inn

Things to bring (optional): pension statement, calculator, pen, spouse/friend.

Top 10 Lesson Aids

Reading Instruction That Makes Sense. Mary Tarasoff, 224 p. A teacher's guide to effective literature-based, learner-focused reading programs. *Primary/Intermediate.* For ages 5-11. LA #8015—\$24.95

Blackline Masters. 80 p. Resource designed to accompany LA 8015. *Primary/Intermediate.* For ages 5-11. LA #8016—\$17.95

An Integrated unit on the Aztecs and the Mayas. Carmen Kuczma and Marilu Adamson, 69 p. Resource unit for teachers to integrate the study of the Aztecs and/or the Mayas into other curriculum areas. Includes student activities, ideas for developing student's critical thinking skills, and enrichment activities. *Primary/Intermediate.* For ages 9-13. LA #P235—\$7.50

All My Relations. C. Verrall with L. Keeshig-Tobias, 117 p. This curriculum-integrated teacher-developed resource kit is to be used to discover Native values in stories and music, poetry and symbols and to express these values through drama, words, songs, art, and action. Intended primarily for non-Native teachers. *Primary/Intermediate.* For ages 5-14. LA #2408—\$18

The Young and the Rightless. P. Clarke, J. Coffin, M. McManus, R. Sousa, 41 p. Co-operatively planned global education unit, for Grade 9 Social Studies, is about child labour from the Industrial Revolution to the present. *Secondary.* LA #2061—\$4

Trapped by Coal—Novel and Teacher's Activity Kit. Constance Horne, 144 & 14 p. Illustrated historical novel for 8- to 12-year-olds, set in a B.C. coal mining town during WWI.

It is about 14-year-old Art and his adventure with his family who are determined to escape from an often cruel mining life. *Primary/Intermediate.* LA #9086B—\$14.95

A Sea Lion Called Salena—Novel and Teacher's Activity Kit. Kayle Campbell Gaetz, 128 p. A novel for ages 8-11, set on Salt Spring Island, B.C., tells the story of Kristie, a lonely young girl who discovers a wounded sea lion pup hiding under a wharf. The novel explores Kristie's personal development as well as the way in which humans share their environment with wild creatures. *Primary/Intermediate.* LA #9087B—\$14.95

The Railway Comes to Northern British Columbia. Gerry Chidiac, 10 p. Social studies unit written for Grade 5 to supplement Unit 3, "Building the Canadian Pacific Railway," in the text *Canada: Building Our Nation.* *Primary/Intermediate.* LA #9210—\$1.25

Applying Critical Thinking Skills to Television Viewing. Kay Kennedy, 98 p. Media literacy curriculum divided into six units with over 30 lesson plans. *Secondary.* LA #1010—\$10

Great Composers: A Grade 8 Unit. Mary Kennedy and Karin Paul, 20 p. Co-operative teaching unit for general music outlines 12 lessons, two of which take place in the library. *Secondary.* LA #2707—\$2.25

To order any of these lesson aids, enclose a cheque, money order, or authorized purchase order with your order to BCTF Lesson Aids Service, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2.

BCTF supports chronic fatigue sufferers

by Deb Maerz

Chronic Fatigue Syndrome (CFS) is an illness associated with debilitating fatigue, typically made worse by exertion. CFS affects an estimated 120 teachers in B.C. The human effect is immeasurable, and the cost in disability benefits is about \$3 million yearly. Currently, 50 BCTF members with CFS receive long-term disability benefits.

CFS is defined solely by its symptoms. No firm diagnostic physical findings or laboratory tests exist to confirm a diagnosis of CFS. The cause of the syndrome is unknown, although the majority of patients have an infectious event prior to the onset of CFS. Common symptoms include myalgias (muscle pain), subjective cognitive impairment, depression, sleep disturbances, and headaches.

In spite of the lack of a defined cause of CFS, members who suffer from this syndrome are ill, and their symptoms should be taken seriously. They should be reassured about the generally positive outlook, as most improve over the first several years of the illness.

In June 1994, a position paper on chronic fatigue syndrome was developed as a result of an international conference in Vancouver. Subsequently, a multidisciplinary program was developed by D.B. Hanson and Associates Inc. with a case manager, a physician, a physiotherapist, an occupational therapist, a psychologist, and a kinesiologist. The multidisciplinary team approach, along with other group programs such as stress management produces positive results in the treatment of CFS.

The BCTF Executive

Committee has endorsed a two-year pilot project using the multidisciplinary approach. Ten teachers with CFS in the Lower Mainland start in the program this January. Research, an integral part of the program, will be incorporated into the pilot project to determine the impact of the treatment program on CFS recovery.

Deb Maerz is program coordinator of the CFS program for D.B. Hanson and Associates Inc.

Fergusson Award nominees

The Fergusson Award is presented at the Annual General Meeting to a BCTF member (or ex-member) who has shown a dedication beyond the call of duty. The recipient must demonstrate outstanding teaching ability, a commitment to the operation of the BCTF, and acknowledged contributions to education in B.C.

Nominations can be made by a Federation member or by a local of the Federation. The deadline is February 20, 1996. Further information on the nominating and selection process can be found on p. 122 of the *Members' Guide* or by contacting Donna Coulombe at the BCTF.

BCTF Communications to members and local leaders

What	How	Who	Why
BCTF News	electronic weekly	local presidents, school staff reps	To inform activists of news related to the BCTF.
Issue Alert	print as needed	all members	To inform all members of major developments in bargaining or other issues of import to all members.
Staff Rep News	print monthly	school staff reps	To include all staff reps in a communication of significant issues as they develop.
Newswire	print as needed	local presidents	Information for reprinting in community newspapers.
Newsmagazine	print 7 issues	all members	To reach the hearts and minds of classroom teachers in their schools.
Bargaining:			
• Staffroom Bargaining Poster	print	all staffrooms	To post bargaining information.
• Bulletin	print monthly	local presidents, bargaining council, local bargaining chairs, staff reps, local representatives	To inform audience of major developments in bargaining.
• Update bet/bargupdate	electronic	local presidents	Sent after each bargaining session.
• From the provincial table	fax weekly	local presidents	For distribution to each school. Also available online at betf-news@betf.bc.ca
• Staff rep hotline	telephone	staff reps	Phone line for staff reps to access quick information after each session.

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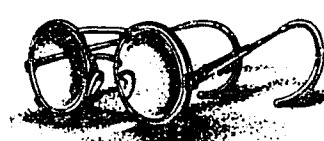
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WINTER PROGRAMS: (MA, MED, MSC)

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Educational Administration
Educational Psychology:
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• Learning & Development
• Measurement & Evaluation
• Special Education

English Language Arts
Mathematics Education
Music Education
Physical Education
Science Education
Social Studies Education
Sport & Exercise Studies

PHD PROGRAMS: Educational Psychology, English language Arts

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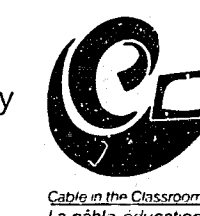
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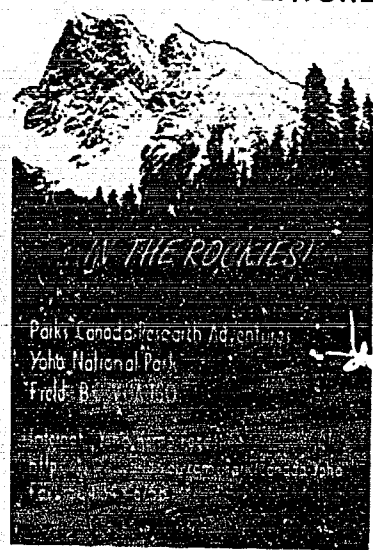
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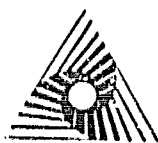
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TEACHER EXCHANGE

by Alan Haig-Brown

Commitment and co-operation are the two constants of First Nations Education in the South Okanagan School District. The commitment from the Osoyoos Band is exemplified in the support of the Okanagan language program at the Tuc-El-Nuit Elementary School where over 50 of 375 children are First Nations. The school has had a strong language program for some time, first under the teaching of Maryanne Baptise and more recently with the addition of elder Andrew McGinnis. Baptise and McGinnis work closely to give the children the basics of the language with a strong cultural base.

"The program is motivational for all the kids, and especially for a few who don't have a great time with school in general."

To show the band's support for the language, the council first initiated evening classes and then made time available during the work day for the band staff to take lessons from McGinnis. There is strong support from school administration. Principal Jim Insley says, "The program is motivational for all the kids, and especially for a few who don't have a great time with school in general." The school backs up Insley's commitment by scheduling the Okanagan-language program parallel to the school's French program from Grade 4 to 7. At the lower grades, the school schedules activities around the language program.

This is the kind of commitment and co-operation that helps Helen Gallagher maintain the enthusiasm she has for her work. Gallagher, who has a bachelor of education, offers one-to-one or small-group assistance to children at Tuc-El-Nuit Elementary. After school, she runs a tutorial for children, mainly First Nations, and then she drives some of them home. "The band sometimes thinks I cater to the kids too much," she explains, "but I want them to know that they can count on me and that the aches and pains of their hardships are mine also."

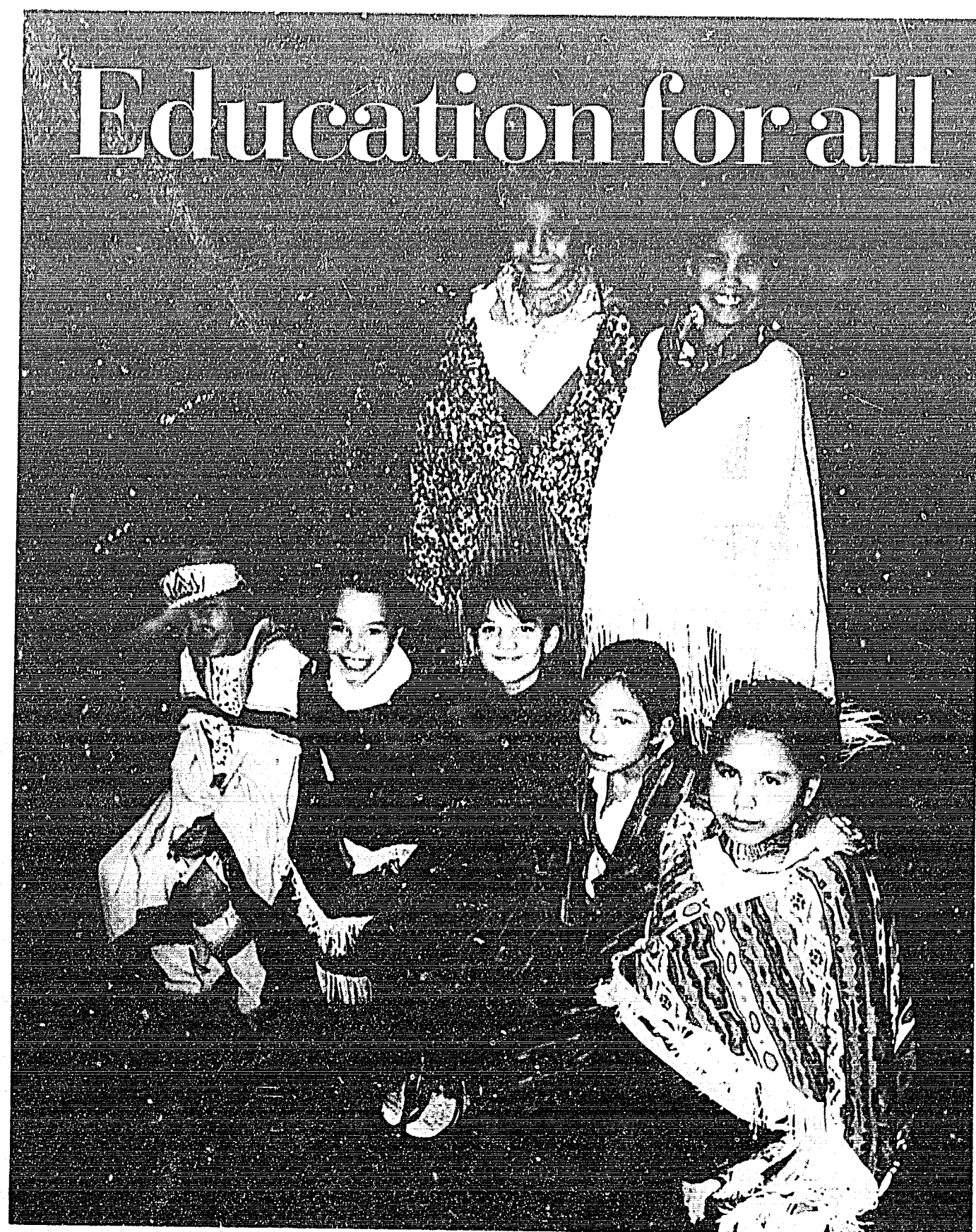
Gallagher's pet project is a

BUTTERFLY from page 1

complicated lives. Schools must help them prepare for both inspiration and perspiration.

So if the government thinks the education our children are receiving is not sufficiently practical—not adequately applied—a separate curriculum directed at only a portion of the students is still not the solution. The solution is not in the curriculum at all. The solution is in the teaching.

Through powerful teaching is information rendered relevant, is theory applied in practice, and are ideas transformed into knowledge not previously known by



HELEN GALLAGHER PHOTO

little troop of native dancers. The girls, from Grade 3 to 6, had wanted to learn dancing. "I was phoning people to come teach the drumming and the dancing, but we just couldn't get anyone," Gallagher recalls with a smile.

So Gallagher crossed the border and shot video of pow wows in Washington State. Learning by watching and trying, the children observed the videos and tried the steps as they listened to drummers and singers on the tape recorder. First the kids danced for themselves, and then they danced in public. The group that began with five girls has grown to 12, and a boys' group is being formed.

"The kids have learned what they know by themselves through determination," says Gallagher with satisfaction.

As the dancers step and turn

to the recorded music, they demonstrate grace and colour, but most important they demonstrate pride—pride in doing something well and a pride in gaining recognition from native and non-native adults and fellow students. They take special pride in sharing their dance with the non-native girl who has joined the group.

This school experience is a far cry from Helen Gallagher's own childhood experience. Like so many of her generation, she was taken hundreds of miles from her home, to the residential school in Cranbrook. She endured there until Grade 8, when she was old enough to find her way back to the reserve at Oliver. From there she tried attending the public school, "but there were so few Indian kids there, I felt out of place,"

she recalls. Within a year, she had given up on the public school and gone to seek her fortune in the apple orchards south of the border. Many years passed before work as a teaching assistant led Gallagher to the Native Indian Teacher Education Program at UBC. On graduating, she came right home to work in support of the children of her community.

At the South Okanagan Secondary School, Theresa Fincaryk brings a different, but equally rich, set of experiences to the service of First Nations students. Originally from Fort Nelson, Fincaryk speaks the Athapaskan Slavey language. To the culture she grew up with on her parent's trap line, she has added training as a dietitian and work experience at the Plains Indian Cultural Survival School, in Calgary.

This—not a limiting "theoretical" preparation for university or a limiting "practical" preparation for a job—is the learning environment we owe children.

These behaviours and strategies may not describe all teachers all the time, but they are goals we strive for, lessons we set for ourselves. A wise secondary-school counsellor advised my son to take the most difficult courses he could for as long as he could to keep his options open—options for work, for university, for community, for life.

If we want more and better for our children, and more and better for society, we are

She was working as a dietitian in Osoyoos when, in the fall of 1994, she saw the ad for her present position, "I just knew I could do the job," she says.

She is identifying resources already committed at the school with a view to developing co-operative programs. The counselling department has well-developed peer-counselling, peer-tutoring, and peer-mediating programs. There has been some native involvement, but the program has particular potential in the First Nations Community, where the extended family networks have always provided a traditional "cousin-counselling program."

Co-operation and commitment across cultures help to make the schools of South Okanagan places of success for children of all cultures.

Career-education co-ordinator John McCarthy has established strong co-operative contacts with the reserve. Students take part in work experiences with the band's housing-construction program. Talks are under way to place students in the mechanical shop at the Band's winery for a secondary apprenticeship program being developed in co-operation with the Ministry of Skills Training and Labour and the Ministry of Education. Career education has included the secondary students and teachers at the band operated Sen Pok Chin school as well.

In the Southern Okanagan Secondary School, Greg Smith, head of the Socials Studies Department, awaits the new provincial First Nations Studies 12 course, which he may team teach with Fincaryk.

Co-operation and commitment across cultures help to make the schools of South Okanagan places of success for children of all cultures. Helen Gallagher's celebrations of dance at the elementary level, like the developing programs at the secondary school, are positive changes not only for aboriginal students and parents, but for the whole community.

Alan Haig-Brown is a freelance writer in Vancouver.

right to try to make their education as good as it can be. But we will need to support the part of education with the biggest influence—teaching. We can't merely tinker with curriculum.

I can't think of anything less practical than restricting our children's options prematurely, making trivial or arbitrary stabs at improving education, pretending that a butterfly is a bullet.

Elaine Decker is director, Office of Continuing Professional Education, UBC Faculty of Education.

Source: *The Vancouver Sun*, November 8, 1995.

anyone. Powerful teachers design programs and plan around content objectives to meet four common learning styles and to engage many recognized types of intelligence. Their classroom-management skills address student goals, needs, and paradoxes. They have a repertoire of techniques for preventing problems; another for responding. They make masterful use of time, space, movement, body language, silence, and humour.

Teachers study and perfect the most powerful teaching tool—the question—moving students along with demands for recall, comprehension,

application, analysis, synthesis, and evaluation.

In these classrooms, students work with mind mapping, concept attainment, direct instruction, co-operative learning, graphic organizers, and metacognition to deepen and hasten learning. The students help design, develop, and assess their own work and that of their peers. They use rubrics, portfolios, and performance to document their progress and set new targets. They are motivated by serious work that is novel, vivid, and varied. They understand high standards and consequences, and they want to learn and to succeed.