Newsmagazine of the B.C. Teachers' Federation

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Greater expectationsfewer resources



Our presentation to the Staffing and Class Size Review Committee showed that despite increased demands on teachers and schools, student per-capita resources have declined in real terms in the last five years.

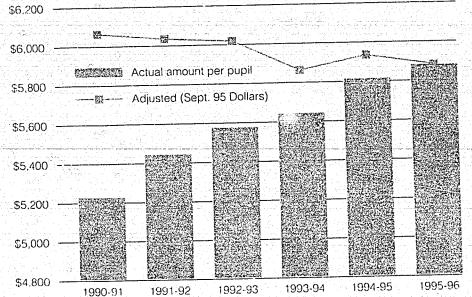
by Alice McQuade

s teaching becoming more difficult? Are we being asked to do more with less? Yes! That's what we found when we gathered information to present to the Staffing and Class Size Review Committee, composed of the Ministry of Education, the B.C. Public School Employers' Association (BCPSEA), and the BCTF.

The tripartite committee was established under Section 12 of our first provincial agreement to examine and report to the parties on all issues related to staffing of schools.

- Student per-capita resources have declined in real
- Demands from the ministry are up—the rate and nature of curriculum change are overwhelming and there is a demand for more paperwork.
- It is more and more difficult, to balance the needs of students with special needs with those of other students in our classes.
- Teachers are expected to work with a greater number of adults, which increases the complexity of demands on teachers' time.
- Teaching without the protection of class-size limits can lead to inequities, classroom-management problems, fatigue, and low morale.

Budgeted Operating Expenditures per Student Decline Real per-pupil expenditures declined by \$181 or 2.9% between 1990-91 and 1995-96.



The Facts and Figures

- · Education budgets in the 1990s have not kept pace with population growth and inflation.
- The Student/Educator Ratio (SER) has increased. We would need to add 1,279 teachers to reach the SER of 1990-91.
- · Forty percent of education employees are not teachers.
- The number of specialeducation teachers' assistants increased 173% between 1988 and 1996.
- Teachers' salaries are only 49.5% of the education operating budget, down from 49.9% last year.
- The number of students funded for special education has more than doubled over the past decade.

· English as a Second Language enrolment has quadrupled in the past decade

What does this mean for the classroom?

Several teachers shared their experiences with the committee to explain what all this means for students and teachers in the classrooms of this province.

Victoria Grade 5/6 teacher Dianne McKeel impressed the committee with a stack of Integrated Resource Packages (IRPs). She described how the IRPs prescribe outcomes, list resources, and offer suggestions but leave the teacher with the responsiblity to plan the units, design assessment, and find resources. This is at a time when her school is without a teacher-librarian. She brought five IRPs, explaining

she is required to report on 205 learning outcomes for Grade 5 and 199 for Grade 6. This doesn't include five IRPs yet to arrive. Do teachers have time to record this level of detail, and do parents want to read a five- or six-page document every reporting period? Integrating students with special needs without support makes it difficult or impossible to meet the needs of other students. Class-size limits are critical for McKeel to meet the needs of her students.

Saanich elementary counsellor Beverly Brookman who started teaching in 1964, pointed out that students' needs today are much greater than they were years ago. Increasing poverty in our society means that students are coming to school without proper nourishment, clothing, and, in some cases, emotional support. Ten years ago, Brookman saw mostly children in Grades 4 and 5. In recent years, she has seen more and more students in Kindergarten and Grade 1. As more students with special needs are integrated, a program must be created, and resources supplied to meet their needs. Class-size limits and staffing formulas have a positive effect on the job and ensure that teachers will have time to meet the needs of students.

Last year, Pat Clarke found himself in a regular classroom for the first time in 12 years,

See EXPECTATIONS page 5

hope you had a relaxing and enjoyable winter break. I appreciated being able to spend some time with my family. It wasn't necessarily relaxing though. We tried to travel through the worst storms to hit the West Coast of North America in 75 years. It was exciting, and there was definitely no time to think about Federation concerns.

Now that school is back in session, we need to think about the issues facing us. Having a new minister of education means that we will have to again lobby for changes to a number of significant areas, such as accreditation, reporting procedures (the use of IP), the speed and volume of curriculum changes, and others.

In March, we will be at the provincial bargaining table and that means a very intensive strategic discussion with our members.

Also in March, the Annual General Meeting takes place. I hope you are getting involved in your local AGM discussions. We have to make significant decisions about our financial situation, how we can address some important social issues, and our priorities for the next year. The recommendation to affiliate with labour, which passed by a substantial majority at last year's AGM, did not pass in a referendum vote by our members. I learned many things from that; one was that we need to ensure that we reflect the needs and views of our members. We can do that only if you get involved and

meetings and the AGM.

voice your concerns. Please

consider attending your local

Multiple-choice exams or any other kind of exams do not measure everything. However, the public thinks they are necessary; they measure; they help define accountability. As final exams, they have no learning value for most of the examined. Using all multiple-choice final exams can save education dollars and make them more objective.

The multiple-choice exams do not have the subjective and the open-ended components. The internal school evaluations, spread over 120 contact hours per course, do a better job of it. The Grade 12 students should get credit for passing either the internal school evaluation or the external province-wide multiplechoice final exam. The marks should not be mixed in 60% and 40%, as at present, nor in any other proportion. The two marks should be reported separately in the transcripts of the graduating

The post-secondary institutions and employers should feel free to mix the two marks in whatever proportion suits to their purpose

For credit for the Grade 12 examinable courses, the final province-wide exams should continue to be compulsory. Schools and teachers should be relatively free to emphasize the labs, problem solving, research projects, old exams, more hours, advanced placement, etc.

Vancouver

Shankar Kamath

Teachers voted 'no' Almost 60% (59.6%) of teachers voting opposed the BCTF's affiliation with the BC Fed. I and many other teacher voted "no" to support impartiality, stable union dues, bottom-up political processes, and limited social activism. Teachers voted:

1. To retain BCTF independence of all political parties. We believe that an impartial BCTF is more influential

2. To encourage the BCTF to implement other methods to resist cuts to public education such as actions on an issue-by-issue basis, on-going infomercials, teacher-parent contact, and effective teaching.

3. To stop increases in BCTF dues needed to cover the \$253,000 yearly BC Fed fee and related increases in BCTF staffing, conferencing, and facilities.

4. To retain the democratic processes of the BCTF. We view the BC Fed and CLC as arbitrary and interventionist.

5. To reject further BCTF activism in health-care, social issues, the environment, broadcasting, and transportation (Chudnovsky's List, Nov/Dec. 1996 Teacher); economic development, legislation and research, community and social action, land use, and aboriginal affairs (Tielman's list, October 1996 Teacher).

Arnald Muir North Vancouver

When the people speak

The recent referendum in which B.C. teachers rejected affiliation with the B.C. Federation of Labour has strengthened my faith in both my colleagues and

the BCTF. I saw a number of problems with affiliation, despite a one-sided information campaign emphasizing the benefits of alignment with Labour. That a majority of my voting colleagues also saw problems with this issue is very satisfying and makes me proud of B.C.'s teachers.

I'm even more proud of our organization and the democratic process used to arrive at a decision on a controversial issue. Allowing the grassroots to have the final say in matters such as this is of tremendous importance. Had the AGM made the decision to affiliate without the referendum, a majority of teachers would have been left feeling disenfranchised. Those responsible for sending the issue to referendum are to be

congratulated. Most teachers cannot attend local-association or BCTF meetings. It's time we looked at putting more resolutions before the general membership. The result will be a more informed, democratic, and unified union.

Tom Martin Kimberley

Adding the walte labour

I have just finished reading the October issue of Teacher. I am disappointed that the editorial policy of the newsmagazine is used to promote the political viewpoint of one side. In past years when a major issue would be decided upon by the membership in a vote, Teacher made an effort to provide the points of view of both sides of the issue. I do not think that the October issue provides a comprehensive presentation of the information the membership needs to make an informed decision about a vote of such significance. Where is the cost of the proposition outlined? How are we going to pay for it? How is this going to improve my situation in the classroom? The newsmagazine is supposed to provide a forum for the exchange of members' views.

Vince Petho Prince George

Follow-up on poverty needed

I would like to see a follow-up to your article on poverty featuring dedicated teachers who are making a difference by helping disadvantaged students get their

One of the most effective approaches used in early primary is Reading Recovery. It is a highly successful program that should get full exposure.

Patricia Lewin

DND Reunion '97 August 15-17

Silver Star is a year-round holiday destination with summertime activities in: biking, relaxing, hottubbing, canoeing, horseback riding, swimming in the indoor pool, and walking trails through alpine meadows. Organized Saturday free-time activities will likely include a choice of estate winery tours, a tour of artists' studios, a visit to historic O'Keefe ranch, golfing at world-class Predator Ridge, and water activi-

ties at one of the area's fine lakes. All three major scheduled events will take place at the resort, where there is ample accommodation within easy walking distance of the events.

Teachers on call, substitute

teachers, call them what you will,

are, as Terry Lanning says in the

Nov./Dec. '96 issue of Teacher,

"an essential and integral part of

the education system." Yet this

large number of teachers receive

few benefits and are given re-

duced payment for their work as

The BCTF, throughout its his-

tory, has, by force of argument or

will, changed glaring unfairness

in the treatment of its members.

ber as elementary teachers re-

ceiving considerably lower an-

nual income than colleagues in

secondary schools, even though

years of training and years of ex-

perience were the same. Others

remember that if you were a

woman, you could never earn as

much then as male teachers re-

gardless of your qualifications or

years of experience. School

boards in those times had no dif-

The BCTF did not see things

that way! Our Federation firmly

held that the only sensible factors

to be used when developing a

pay scale were those which could

be measured objectively. There

were only two factors: qualifica-

The Federation stated that is

was important for all in educa-

tion to accept certain assump-

tions. All teachers were doing a

job. No job was less or more de-

manding than another. Each

teacher tried honestly to fulfill

the responsibility to the given as-

signment. Today, these long- es-

tablished principles remain. Ele-

mentary teachers are not paid

less than secondary teachers with

comparable qualifications and

years of experience. Women

teachers are not paid less than

men. Every teacher can point to a

spot on a salary grid where quali-

fications and years of experience

meet and see the salary that is

teachers have their qualifications

and their years of experience, just

like every teacher in this pro-

vince. Yet their assignment af-

6,500 members of our union. This

leagues has gone on far too long.

The answer is simple. All teachers

must be paid scale from day one

Write to us

Letters to "Readers Write"

may be edited for reasons of

clasrity. To be considered for

publication, they must be not

more than 150 to 200 words.

phone number for verification.

signed, and include a home

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the advertising sections of the

legality, taste, brevity, and

What is happening is affecting

fects their income.

of any assignment.

James McNamee

Not so with substitutes. These

tions and years of service.

ficulty justifying their views.

There still are many who remem-

teachers.

We hope you will plan to include Star Trek '97 as part of a holiday trip to the sunny Okanagan Valley. Watch for more information under DND Reunion '97 at web site: www.schdist21.bc.ca. For more information, contact Veenstras, 8215 Westkal Road, Vernon, BC V1B 1Y4.

Bill Veenstra

fortil lentings

The Royal Canadian Legion organizes an annual Youth Leaders' Pilgrimage of Remembrance to England, France, Belgium, Holand, and Germany to perpetuate the remembrance of those Canadians who fought and died for our country.

Dominion Command of the RCL sponsors 10 leaders of youth groups, each of whom is selected by a provincial command. The participants are selected on the following basis: age of majority and not older than 40, must be a Legion member, must be active as a leader of youth groups such as teachers, coaches, cadet leaders, and have the willingness and ability to pass on the experiences gained not only to their group, but also to other youth groups.

Persons interested in becoming provincial representatives are encouraged to contact the Provincial Royal Canadian Legion office

Karen Mackarous-Reitano Dominion Command Youth Committee, RCL

Real teachers, on call

A few years have passed since the term substitute teacher was replaced by teacher on call thus putting the emphasis on the right word. However, this concept hasn't quite caught on as many TOCs still face the question "Who are you today?"

Some 80% of new graduates enter the profession as TOCs, at a level that provides no guarantee of employment, no benefits, and shameful treatment of our colno real recognition by employers,

colleagues, or students. In addition to being the entry into teaching. TOC work can be a viable alternative to full-time work. Some TOCs actually enjoy the variety and are good a adapting to numerous learning environments and teaching styles. Such abilities ought to be recognized. Being a TOC is not a marginal pastime; it is a real job.

Unfortunately, some colleagues think of us only when they are going to be absent from their classrooms. TOC issues have not enjoyed much success at the bar-

gaining table. This must change. TOCs need to raise the awareness of colleagues. We need to join local committees, attend general meetings, and keep our issues alive. We need to do whatever it takes to let everyone know that we're not just substitutes, but real teachers, on call. Victoria Corea

Vancouver

Volume 9

French programs and services

Pas de répit!

deux sessions de la conférence Beginning Teachers' Conference et l'Assemblée des représentants en janvier. Nous aurons la Conférence de négociations, la réunion conjointe des comités de Perfectionnement, la Semaine de l'Immersion, les mini-conférences d'Abbotsford, Burnaby-Coquitlam, Delta, Victoria et Prince George, et le Forum «L'école au coeur de la communauté - Un partenariat essentiel» en février. Au mois de mars c'est la semaine de la Francophonie et l'Assemblée générale annuelle de la FECB Avril c'est le mois des budgets En plus nous recevrons le Comité exécutif de l'Association canadienne de professeurs d'Immersion et on aur le congrès de l'association provinciale des coordonnateurs de langues modernes et le congrès de l'APPIPC à

Le calendrier d'ici le mois de

juin est bourré. Nous avons les

continuer? La trêve se termine. Il faut rouvrir le dossier des négociations provinciales. Chaque enseignant.e doit participer et faire connaître les objectifs qu'il ou elle désire voir

Abbotsford, Devrais-je

négocier. Vous pouvez le faire par le biais de votre syndicat local, ou des membres du Comité consultatif des Programmes et services français, ou du Comité ad hoc sur le Conseil scolaire francophone, à travers l'APPIPC ou en vous adressant directement au Bureau à la FECB. L'essentiel c'est de se faire entendre avant la Conférence des négociations de la mi-février.

Pour ceux et celles d'entrevous qui commencez à naviguer l'Hypertoile (internautes) la page d'accueil de l'APPIPC vous offre des liens avec des sites tels que le Réseau scolaire canadien, Télécolombie, Immersion_fr, EDU-CENTRE, etc. Avec eux vous aurez accès à des échanges de courrier pour vos classes, aux bibliothèques et archives des pays francophones, aux groupes de discussions, aux appels de conférences. Les possibilités sont illimitées. L'adresse est http://www.bctf.

-bc.ca/PSAs/appipc/index.htm Le calendrier est bien farci Lisez attentivement le bulletin «Le Coin français» qui est

posté aux écoles d'Immersion/ PCDF et aux coordonnateurs de Langues modernes chaque

No rest for the teachers!

The calendar is full: the Beginning Teachers' Conference and Winter Rep Assembly in January, the joint session of the Social Responsibility and PD Division committees, five mini-conferences, Immersion Week and Forum 97 on partnership "L'école au coeur de la communauté—Un partenariat essentiel" in February. In March, we have the AGM and Francophone Week. In April, we have the visit of the National Executive of the Canadian Association of Immersion Teachers and the BCLCA and the APPIPC conferences. We'd better stop

With the re-start of provin cial bargaining, it is essential that all teachers make their bargaining objectives known You can do it through your local, or through the different FFWL bodies: the Advisory Committee on French Programs and Services, the Ad Hoc Committee on the FEA, and APPIPC. You can also contact us at the BCTF. But do it before the Bargaining Conference in February!

The APPIPC homepage http://www.bctf.bc.ca/PSAs/ appipc/index.htm provides links to very important French Web sites. This will allow you to organize pen-pal activities, to access French libraries and archives and bulletin boards, and to keep up to date on conferences and bursaries.

Keep a close eye on our monthly bulletin Le Coin français. It is sent to all Immersion/PCDF schools and to all language co-ordinators. It will help you access myriad PD opportunities.

- Guillermo Bustos

BCTF Online

Access BCTF Online on the World Wide Web. The Web site address or URL is: http://www.bctf.bc.ca/bctf

To join the open BCTF listservs or mailing lists: Send an e-mail message to: lists@bctf.bc.ca

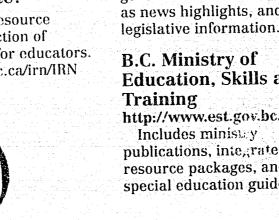
Leave the subject line empty. Type the following command on the first line in the body of the message:

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e.g., subscribe bctf-news The list names are: bctf-news bctf-research bctf-pd-issues bctf-par bctf-special-needs If you need assistance, e-mail listsupport@bctf.bc.ca

What's new on our Web site?

• The Inclusion Resource Database, a collection of useful resources for educators. http://www.bctf.bc.ca/irn/IRN Database.html



Top 10 BCTF lesson aids

Fun With Integers—A

Grade 6 & 7 Math Activity.

Gaynor Dayson, 69 p. @1996.

Written to support the new

Resource Package, Includes

teacher notes, journal ideas,

six Grade 6 student activities,

12 Grade 7 student activities.

integer problems, assessment.

Mathematics Integrated

难 Word Recognition, Mary 👢 Tarasoff, 85 p. ©1994. Book of blackline masters focusses on sight word recognition and phonic patterns. Students can track their progress as the teacher teaches decoding skills using a modified language experience approach. Ages 5-11. LA #8017—\$18.95

Resources for Teaching ∠ K-7 Science—The P4S \$1000 List. List of 34 recommended reference, PD, and hands-on source books for teaching K-7 science in B.C. A complete set, costing \$1,000 (retail), provides an excellent starting library for teachers facing the hands-on curriculum in the new Science K-7 Integrated Resource Package Eleven of B.C.'s leading elementary science educators recommended their favourite teaching resources. LA #8549—\$2 Nobody Likes An Alarm

Clock—Canadian Women 1910-1930. Judith Coffin, Tom Morton, Marcy Tonis, Ramona Sousa, 88 p. O1995, Cooperatively planned Social Studies 11 unit with six lessor plans, handouts, student worksheets, and a bibliography. Lesson plan topics: The Vote, Eashion or Function, Nellie McClung and History, Critical Thinking About Written Arguments on the Role of Women, Critical Thinking About Political Cartoons on the Suffragists, and Canadian Women in the 1920s-various voices, Grade 11, LA #2078—

The Outsiders: A Novel Enrichment Unit. Randy Matheron, 6 p. Includes nd creative thinking s. LA #1060—\$1.80

games using integers, and a bibliography. Grades 6-7. LA #9423---\$6. C There's No Free Lunch. DE East Kootenay Environmental Society with input from mining industry and government personnel, 20:30 min. VHS videocassette and 15page role-play. ©1995. Video presents a balanced look at both the costs and the benefits of mining activities. While recognizing the economic importance of mining, the video explores the environmental costs to land, air, and water by using the Sullivan Mine in Kimberley, B.C. as an

example. A synopsis of the

acid rock drainage and a

description of reclamation

activities used at the Sulliyan

mining process, a discussion of

are included, LA #EE302--\$22 Mrs. Frisby and the Rats 6 of NIMH. Teresa Haughn. 25 p. 1988. This novel study includes chapter vocabulary activities, discussion questions and activities. LA #9048-\$4.35

O A World of Children's Games, Mary Duckert, 190 p. ©1993. This book of indoor and outdoor games from every continent includes some as old as recorded history and some as new as a seven-year-old's imagination. Running games, chasing games, games played with pebbles, balls, cards or string: what they have in

common is that they all are played with a spirit of fairness and fun. K-12. LA #2549--\$33

A Program to Foster 🌶 Literacy: Early Steps in Learning to Write, Marletta Hurst, Lee Dobson, Mayling Chow, Joy Nucich, Lynda Stickley, Gwen Smith, 20 p. Rev. 1993. A program for teachers working with young children in process writing. This book provides an indepth look at the first four stages of writing development. These stages are described in The Primary Program. Foundation Document (1990 as the Pre-Conventional, Emergent, Early and Fluent stages. LA #8094—\$6

10 An Integrated Unit on the Aztecs and the Mayas. Carmen Kuczma and Marilu Adamson, 69 p. 1995. This resource unit has been developed for teachers who wish to integrate the study of the Aztecs and/or the Mayas into other curriculum areas. Student activities, ideas to develop critical thinking skills and enrichment activities are included. Intermediate, LA #P235—\$8.25

For a complete listing of over -875 BCTF Lesson Aids, consult the catalogue in your school library or the BCTF Web site. http://www.bctf.bc.ca/bctf To order any of the above

lesson aids, enclose a cheque or authorized purchase order to BCTF Lesson Aids Service, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. GST and postage/handling are included in the prices. Orders are sent by return mail.

Freedom of Information

and Protection of

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decisions.

online.

Associations

Solinet, the

Privacy Commission

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information and privacy

Provincial Specialist

http://www.bctf.bc.ca/PSAs

Provides links to PSAs

legislation, orders and

http://latte.cafe.net/gvc/foi

Web sites

The BCTF home page includes links to educational and labour sites that may be of interest to B.C. educators and BCTF activitists. We are also adding links to our other allocations. pages and documents on specialized topics such as B.C. Public School inclusion, teacher research,

Following is a list of useful sites you may wish to bookmark for future reference:

AskERIC

and job prospects.

http://ericir.syr.edu Leads to all ERIC services,

including a web version of the ERIC database covering educational literature from 1991 to the present, and ERIC's Question and Answer Service.

B.C. Government http://www.gov.bc.ca Provides links to B.C. government ministries, as well as news highlights, and

B.C. Ministry of **Education**, Skills and Training

http://www.est.gov.bc.ca Includes ministry publications, integrated resource packages, and special education guidelines.

• The School Finance and Data Management Branch http://www.est.gov.bc.ca/sfdm/ Includes summaries of key information, district resource and expenditure tables, and information about funding

Employers'Association http://www.bcpsea.bc.ca Maintains school board addresses as well as teacher contracts.

Canada's Schoolnet http://www.schoolnet2. carleton.ca

and activities.

Federation

education.

Nuggets"

organizations, and a new

featuring technology and

Community Learning

Network's "Network

resources on the Internet.

Solidarity Network http://www.solinet.org Provides access to a broad Offers conferences, labour range of educational resources news, and resources for unionists and supporters of

the labour movement Canadian Teachers' Vancouver and District http://www.ctf-fce.ca **Labour Council** Includes CTF publications, http://freenet.vancouver.bc. links to affiliated teacher

ca/vdlc Includes current strikes and information highway section lockouts, event calendar, and links to other labour sites.

http://www.etc.bc.ca/lists/ nuggets Provides links to over 1,500 educationally valuable

- Diana Broome



100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 871-2283, toll free 1-800-663-9163, Fax 871-2289 E-mail: newsmag@bctf.bc.ca Web site: http://www.bctf.bc.ca/bctf

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September '96 August 16 October '96 September 13 Nov./Dec. '96 October 18 Jan./Feb. '97 January 3 March '97 April '97 May/June '97

January 31 March 27 April 25 (utfe)

Deadlines:

CALM ASSOCIATION of Tabour PRINTED IN CANADA BY MITCHELL PRESS LIMITED UNION & TABLE 14

All advertisements will be reviewed and approved by the policy and be politically environmentally, and

BCTF. They must reflect BCTF professionally appropriate.

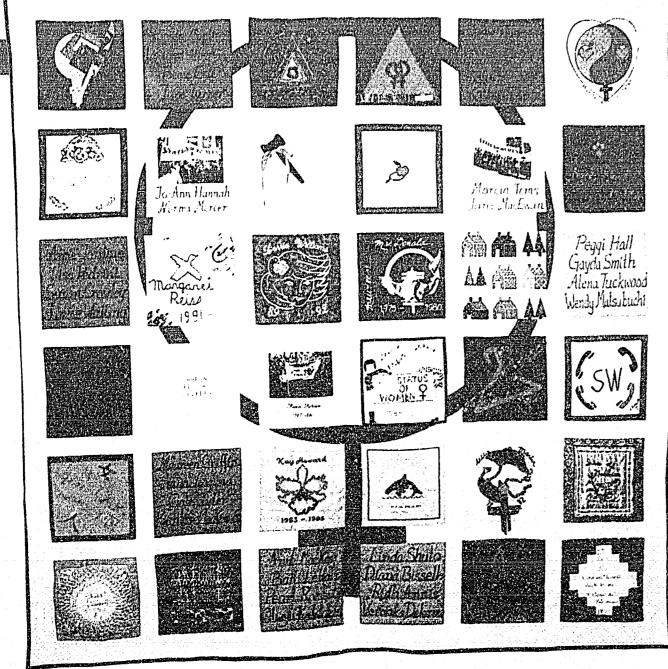
STATUS OF WOMEN

75th-Anniversary Quilthasahome

the Status of Women ²Committee organized the creation of a -commemorating quilt to celebrate the 75th Anniversary of the BCTE.

Each of the past and present members of the Status of Women Committee was invited to submit a 25 cm' square. The quilt was to include the member's name and could be decorated in any way—quiltling, stitching, felting, painting, etc. The project was intended to increase awareness of the richness that traditional women's skills bring to our culture and to provide a personalized herstory of the Status of Women Committee and its predecessor, the Task Force on the Status of Women.

The quilt was completed in February 1992. Its unveiling and presentation took place on



March 16, 1992, at the BCTF's AGM. Surrey teachers then spearheaded a drive to collect money for the building of a case to protect and display the

The case was completed in time for the celebration of the 25th Anniversary of the BCTF Status of Women Program, and the quilt now hangs at the entrance to the PD Division. The 36 squares make a colourful and powerful visual statement. They testify to the beauty and artistry inherent in

- Margaret Ross

The year land a gener

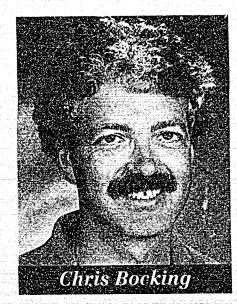
traditional female crafts.

International Women's Day, March 8?

ANT MILLERY S

Speaking personally

What makes a great day of teaching?



great day in teaching? Simple, I thought Wrong, I soon realized. I am too used to myself, and to my teaching style, to clearly identify what factors made for successful schooling. I needed

I gathered my Grade 4 and ! students into the discussion corner (four *couch potato* kids selected by draw that morning sat on the ancient but comfortable couch, one VIP chose the armchair, the rest were on the carpet). The glaring flourescents were off; the incandescent lights on.

I explained that it was impossible for me to have a Great Day in Teaching unless they had a Great Day in Learning. What elements of school, I asked, made for an enjoyable and educational day?

The ensuing flood of comments pleased and energized me. You're excited about teaching, they said, so we are about learning. We like to work independently when we do stations. Respect. Cooperation, Music, Chess, And on they went.

Teaching and learning are two sides of the same coin; it is impossible to have one without the other. A Great Day in Teaching is rooted in basic

human values: kindness, courtesy, and mutual respect.



圖 n September, I was persuaded by my teenage son to join him in a community T'ai Chi class. (He needed a ride, and I have the car.) I had no idea that the exercises would be so calming and help strike a balance in my busy teaching life. 1 learned that integral to T'ai Chi is Taoism, which teaches us to act without forcing, to move in accordance with the flow of nature—to not push, press, or insist. In T'ai Chi, body and mind are deliberately trained not to counter force with force, but instead to move out of the way, to evaporate. The force will lose its effect because there is nothing to receive it. A master of T'ai Chi seems to have no bones in his body. He is like a ghost, able to float away. Tai Chi Chuan, "the supreme ultimate martial art," requires the participant to be non-

aggressive in action (Taoism) and to maintain calm and precise control of the actions of the form. (Confucianism). To me, a great teaching day has the T'ai Chi sense of balance and focus. Wellplanned lessons flow easily, and the class and I are centred. It is a day of co-

operation and sharing of new discoveries. I have time to work with individuals and opportunities to consult with colleagues and parents. Paperwork gets done, and meetings are short and purposeful. This successful day also includes some fun and laughter. A great day of teaching ends with a sense of accomplishment and is celebrated with the peaceful practice of T'ai Chi.



t is tempting to recycle an old expression and state that success is getting up only once more than you've fallen over, but to me a great day teaching is much more than that. It's one of those things that I am only marginally aware of when it's happening, but seems so warmly obvious in retrospect. It's not simply being organized or hitting all the steps laid out in the model lesson plan I laboured to learn in *Principles* of Teaching.

It is part magic, part effort, part planning—like hitting a baseball with the sweet spot on the bat and hearing that satisfying crack as you watch the arc. It is not a solo effort, however on a great day, I feel that buzz of excitement from my students as we collectively discover and savour the fun we had getting there. I have

not had a great day if I have not at least once laughed strongly, taken a chance and risked stumbling, helped a colleague, heard more than I've said, and found at least one new thing I like to do with my class. In summary, it is always a journey, and never a destination.



ny of the following comments make a great day teaching for

Ooooh...now I get it! Tomorrow's 08:00 meeting has been cancelled.

Can I borrow that unit you created for socials last year? My mom said she learned something new about writing when she helped me with this homework.

You're doing a great job with Johnny. I've never seen him so relaxed and involved Your TOC *really* enjoyed

your class.

Your new computer has just arrived. Tomorrow's 16:00 meeting has been cancelled.

Will you help me learn more about dinosaurs? The behaviour plan is

working! Can I stay in after school and finish my story? We've rescheduled those

noon and called a TOC for you.

meetings for Tuesday after-

aspects is a good day. A great day is where the lesson plans work out, or a or I make a difference in

Can I be in your class next year?



Garth Holmes

y definition of a good day teaching -has-changed-overthe last 25 years. When I started teaching, it was enough that my lesson plans went well. Having the students get to where I wanted them to be by following the plans I had sweat blood developing was enough for it to be a good day teaching. Great days, on the other hand were those days during which a student has an "Aha!" moment, or I made a difference in someone's thinking.

Since then, my definitions of a good day and a great day teaching have changed. With the broader categories of student behaviour that education bureaucrats now consider acceptable—loosely defined as any behaviour exhibited by the students that does not directly impinge on the bureaucrats any day in which I do not have to deal with major negative

student has an "Aha!" moment. someone's thinking. Fortunately, there are still enough of those days to make teaching

Noto affiliation

eachers voted against the BCTF's joining the B.C. Federation of Labour, Voting was held throughout the province December 2-6, 1996, Of the 9,643 votes cast, 5,752 were no and 3,891 were yes.

While the vote means that we will not be affiliating with the B.C. Federation of Labour, we will continue to maintain a good relationship with the BC Fed and the rest of the labour movement, working on common issues that affect

represent." Expectations from page 1 Student/Educator Ratio (SER) Rises

and he discovered many changes, especially in the number and variety of other adults making demands on his time and that of his students.

 A career-prep counsellor took two kids at a time out of his social studies class for two weeks of work experience.

• The learning-assistance study-skills teacher pulled one student out for a study skills

 Other adults demanding his attention on various occasions were the police-liaison officer, the violence-prevention worker, the youth-services program, the counsellor (eating disorders), the multicultural-support worker, a physician, a psychologist, and the ESL-integration counsellor.

The more students in a class, the greater the likelihood he would have interruptions. And the size of the class had a lot to do with how readily he could meet the needs of students.

Ray Worley, a secondary teacher from Vernon, described some of the effects that different timetables can have on students and teachers.

Kit Krieger, president of the West Vancouver Teachers' Association and secen vicepresident of the BCTF, explained that the West Vancouver School District has

Teachers' Salaries as Percent of

80.0° =	49.9%	49 5%
40.0%		
20.0% —		
0.0%	1995-96	1996-97
noither	hoard policy	nor

neither board poncy no despite registrations of only

results of the vote, Ken Georgetti wrote, "We will continue to work together cooperatively on issues of joint concern, such as defending public education, as we have in the past, and work towards strengthening ties between teachers and the 450,000 union members our affiliates

teachers and other trade

letter informing the B.C.

unionists. In response to our

Federation of Labour of the

- Peter Owens

1990-91 1991-92 1992-93 1993-94 1994-95 1995-96

little attention to balance and

session. • The community health nurse wanted an hour of class time to discuss AIDS and venereal disease with the class.

Operating Budget

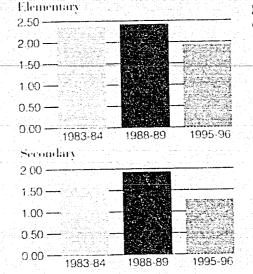
80.0°a -	49.9%	49 5%
60.0% -		
20.0° -		
0.0%-	1995-96	1996-97

contractual language on class size. The result? More resources are directed away from the classroom; schools run classes five or six; administrators pay

equity in constructing timetables; programs proliferate, despite insufficient enrolment and principals continue into November balancing classes. He cited evidence to substantiate his claims. We presented information

on staffing trends for nonenroling teachers. Teacher librarians, learning assistance special education, and ESL teacher positions have all declined in relation to the number of students in our system. All the teachers made the point that class-size limits are crucial and that teachers need the time necessary to meet the needs of their students.

Provincial Average Number of Teacher-Librarians per 1000 Selected Years



We are doing more with less

The presentations to the Staffing and Class Size Committee made the case that the demands on teachers are increasing and government has not kept pace with funding and support. We are doing more with less. Government has the responsibility to provide the resources to meet the needs of our students. Society and our future depend on adequate support for public education.

Alice McQuade, BCTF president, reports on the presentation to the Staffing and Class Size Review Committee.

A copy of the full report is available by contacting the BCTF Research Division.

A further issue in this grie-

vance was the interview ques-

tions, entitled "Selecting Star-

Teachers." One example of the

the students not to love you as

a teacher, and is it possible for

you to teach them?" The union

argued that the questions

capable of more than one

answer. We further argued

that management imposed a

subjective assessment that it

developed a scoring system in

advance of the interviews or

establish what was expected

of our support for the stated

qualifications in the collective

agreement, we argued that too

much emphasis was placed on

performance in the interview.

Arbitrator Bruce concurred: "I

found these questions only

marginally relevant to the

specific qualifications des-

discuss its expectations in

regard to the answers and

establish a common rating

enhanced the subjective

gave rise to a doubt in my

system prior to the interviews

nature of the assessment and

mind about the fairness of the

process. The questions them-

selves appeared to be directed

at the selection of a candidate

who performs well in an inter-

could actually perform the job.

Thus I would expect that the

employer would reassess the

validity of these questions if

Important benefits

under Employment

Standards Act

they are to be used in the

future."

view rather than one who

cribed in the posting. In addi-

tion, the employer's failure to

in terms of a response. As part

was unable to explain, and

that management had not

were irrelevant, vague, and

questions: "Is it possible for

TOCrights upheldby LRB

Last issue, I wrote about a disturbing decision by then Arbitrator Bryan Williams the is now Chief Justice of the Supreme Court of B.C.) in which he ruled that removal of a TOC from the TOC list, after an allegation of misconduct, did not constitute discipline or dismissal. The Labour Relations Board of B.C. issued a decision on December 12, 1996, that overturns the Williams award and rules that the removal of a TOC from the TOC list for punitive reasons does constitute dismissal. The LRB further upheld previous decisions that TOCs are teachers as defined by the School Act, which stipulates in Section 15 that no teacher may be disciplined or dismissed except for just and reasonable cause.

As Williams' decision did no rule on whether the school district had established just and reasonable cause, the LRB referred the grievance to arbitration to have that point decided.

The LRB decision is a victory in the battle for TOC rights, and it should change, once and for all, the views of some administrators that TOCs are not entitled to the same rights as other teachers regarding discipline and dismissal. We must continue in our struggle to achieve improved working conditions for TOCs in all other areas.

Posting-and-filling victory A recent decision by Arbi

trator Catherine Bruce has

upheld the posting-and-filling

provisions in Golden. The Teachers who take pregemployer hired an outside nancy, parental, jury, familycandidate over qualified interresponsibility, or bereavemen nal candidates. The union leaves should be aware of Part grieved, arguing that the 6 of the Employement Stanemployer had to consider the dards Act, which guarantees internal candidates before certain benefits while on such interviewing outside candidates. The union relied upon are entitled to all increases in "priority bands," in the wages and benefits such as posting-and-filling section of negotiated wage increases or the collective agreement. The salary increments. In addition employer argued that the onus the employer must continue to to consider meant nothing in make payments to a pension, terms of its obligation to hire medical, or other plan benefit the internal candidates and (EFAP or sick leave, for that it could interview all example). We currently have candidates at the same time in two grievances in arbitration making its selection. Arbitraabout the accrual of sick leave tor Bruce upheld the griewhile on one of these statutory vance, ruling that the leaves. We contend that ememployer could not consider ployees on these leaves continoutside candidates until all ue to accrue sick leave as if qualified, internal candidates they were at work. We argue had been considered. She this partly on the basis of further ruled that the onus on Section 56, which stipulates the employer to consider that employment is deemed internal candidates allows continuous while on leave for discretion in a final decision, the purposes of calculating but that the decision must be vacation and "any pension." based on the posted criteria medical, or plan beneficial to and not on extraneous factors. the employee. In additon, she ruled that Ensure that you receive management must exercise its these important benefits if on discretion in a just and leave under the Employment reasonable manner, without Standards Act. In addition, of discrimination, bad faith, or course, check for additional arbitrariness. She stated in the benefits under the collective award: "I find the employer agreement and, if in doubt, would face a heavy onus in talk to your staff rep or call justifying the rejection of a your local president. priority candidate that met all of its expectations for the job."

Madia.a. ad ACM '07

As required by the Society Act, the following formal notice of the 1997 Annual General Meeting is made to all BCTF members pursuant to by-law 8.1 by publication in

this edition of Teacher. The S1st Annual General Meeting of the British Colum bia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Saturday, March 15, 1997 at 19:00 and continuing to Tuesday, March 18, 1997.

Nominations forthe G.A. Fergusson Memorial Award

ominations must be received by February 20, 1997 and should include a full description of the candidate's work, as well as supporting letters from groups or individuals. The award may be presented at the Annual General Meeting to a BCTF - member or ex-member who has made, in the judgment of the trustees, an outstanding contribution to education. Please send nomination to Donna Coulombe at the BCTE

Yours for the asking and the second s

We can help

St. John's Ambulance firstaid and safety-awareness program is available at no charge to teachers of Grade 4. This workshop geared for 7- to 10-year-olds includes an instructor's guide, a poster kit and activity books. Each of the leaves. For example, teachers — 10 modules is approximately 30 minutes long.

Instructors should have, as a minimum, a valid Emergency or Standard First-Aid Certificate: they do not need a firstaid instructor's certificate. To order, contact the St. John's Ambulance in Vancouver at (604) 321-2652.

March is nutrition month The theme this year is "All

Foods Can Fit." Materials suitable for adolescents were developed as a joint project of the Dietitians of Canada, the Dairy Farmers of Canada, and the provincial dairy associations. For \$5, you can receive a poster tube containing three copies of the poster and a quiz

To order, send a cheque or money order for \$5 per tube to B.C. Dairy Foundation, 3236 Beta Avenue, Burnaby, BC V5G 4K4. A cheque or money order must accompany and include - Lynne Sinclair your mailing address.

by Mike Hayes

hen the government imposed provincial bargaining on B.C. teachers, the BCTF responded with interim bargaining structures designed to give locals as much input and participation as possible in the sensitive task of moving from 75 local contracts to a single provincial agreement. The resulting processes were complex, cumbersome, and imposing to many. Even before the dust had settled from that first round, the Federation established a task force to evaluate the effectiveness of those interim structures and t recommend new structures to support and sustain provincial bargaining for the next round and the future.

The task force set to work with an ambitious program of research and data collection. It established a principled framework to guide deliberations and, under pressure to have structures in place for bargaining in March, brought forward comprehensive recommendations to the Fall Representative Assembly.

bu Janet Amsden

New structures

task force was to find ways to involve members and locals in a new bargaining regime which, by its very nature, was more highly centralized and removed from the work-site devel. One result was the creation of a Bargaining Conference, scheduled for February 14 and 15, 1997, The 250 delegates will debate objectives and strategies for the upcoming round of bargaining Members will have input to the conference through local meetings set to discuss bargaining and to select delegates. Another new structure is the Advisory Council of Local Presidents, It replaces the Bargaining Council that existed in the last round and provides advice to the Executive on bargaining and other matters of emerging concern. Local presidents are key to communicating with members and, through this structure, provide a critical link between locals and the Federation.

Governance structures remain intact

The three basic governance structures of the Federationthe AGM, the RA, and the Executive Committee—remain intact and continue the sound democratic basis for decision

The challenge facing the

Ray Worley, chief

negotiator for this round of negotiations participating in the first meeting of the Advisory Council of Presidents. Bargaining resumes March 1, 1997. A Bargaining Conference will be held on February *14 & 15, to approve* objectives and adopt a -broad strategic framework for this round.

making that has served us so well over time. The role of the Executive Committee is central to the bargaining process and a member of the EC has been added as a full member of the bargaining team. The voting

members of the bargaining team will continue to be teachers seconded by the Federation for the duration of

the bargaining process. Locals have responsibility for bargaining local matters. for contract administration at the local level, and for facilitating communication on bargaining between the Federa-

tion and its members.

Research

The task force used a variety of survey instruments. targeted to six different groups of members to research the effectiveness of interim structures. Three groups of members, including all local presidents, were interviewed by an outside research firm hired by the Federation to collate and analyze the information, Despite overall consensus that the interim structures were cumbersome and ineffective, no group surveyed supported its own elimination.

Prior to undertaking this extensive research, the task force identified nine principles as a foundation for any new structures it recommended. The new structures should: 1. be effective and workable

2. be accountable to locals. members, and our democratic bodies.

3. be cost effective.

4. present clearly defined

roles at all levels. 5, ensure democratic representation in decision

making. 6. be responsive to member needs and changing

circamstances. 7. support member

involvement. support local involvement

9, ensure checks and

balances. In reporting out to the Executive Committee and through the EC to the RA, the task force indicated that the new structures do adhere to these prinicples, have support in the research it conducted with members, and are consistent with the existing governance structures of the Federation, It will, nonetheless, take communitment and hard work on the part of everyone-teachers and teacher leaders alike-to make the structures work and to ensure that this coming round of bargaining is successful. This provides a challenge for all of us as we move ahead.

Mike Hayes is president of the Saanich Teachers' Association and chair of the Task Force on Bargaining Structures and Related Matters.

his or her talents, is labour

intensive. Yet we are succeed-

ing. More students than ever-

more literate in every sense of

and in technology. Small class

Therefore, we must tell Mrs.

payers that their children and

grandchildren; their future

caretakers, are being taught

not only skills to make their

living, but also the knowledge

required to create our shared

future. We must tell them that

their own future depends on

Janet Amsden is president of

Association and a member of

the Teacher Newsmagazine

the Maple Ridge Teachers'

reasonable class sizes.

sizes are vital to this success.

Jones and her fellow tax-

the word: in text, in numbers,

So, where are the boys?

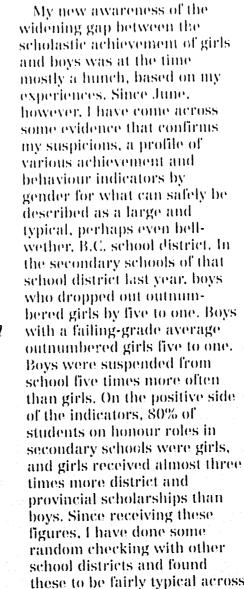
by Pat Clarke

🔳 n June, at a year-end awards assembly 1 watched the students take their places and listen for their names in that school assembly formality that is as much ritual as event. The names struck me first: Stephanie, Kelly, Vivian, Marie, Leslie, Hooked to confirm what my ears were telling me. At least two-thirds of those students receiving year-end awards were girls. Where were the boys? What had they been doing?

..80% of students on honour roles in secondary schools were girls, and girls received almost three times more district and provincial scholarships than boys.

My classroom experience old me that as far as achievement goes, girls are more than ever before leaving the boys copious snout fulls of dust as they forge ahead of them. The awards-day event dramatized a reality I had probably been subconsciously aware of for some time. As the event played out, I turned to a colleague and asked, "Where are the boys? The girls are walking away with this. Why do you think that is?" His reply, simple and cogent: "They work harder." I agreed and reflected on my mixed feelings of the moment. Finally we might be able to claim that girls really are getting the opportunities

and attention in schools they have so long been denied, but what's with the boys?



the province. Some of these indicators do not indicate anything new, boys have always had more behaviour problems and customarily have had lower achievement than girls particularly in the earlier grades. Recent research however is showing that there has been an important change, boys used to catch up to the girls, now they don't. This explains why first-year

admissions at UBC and SFU are now almost 60% female, a complete reversal from 25 years ago when female admissions were around 40%. Admissions to all but some technical and apprenticeship post-secondary programs and applied science faculties at universities are now predominantly female. Post-secondary programs once male dominated, such as science and business, are now 50% female And while females continue to broaden their career horizons. few males consider "nontraditional" careers such as nursing, dental hygiene, and paraprofessional occupations.

I have also noticed for some Our schools are supposed to time that girls are taking on be inclusive, but as far as this leadership roles and setting too large group of rogue themselves on realistic but males is concerned, our ambitious career paths much schools appear to be mostly more readily than boys. The exclusive. I don't believe it is old male-dominated secondary because we teachers don't try school student council, for to include them-we do-but example, has gone the way of too often our efforts end in the Loyal Order of the suspensions, failures, or Moose. Virtually all the mediocre achievement and social-responsibility wasted time. Something is initiatives I have been wrong. It could be one of aware of over the past those social phenomena we few years, from are simply overwhelmed by: a environmental clubs to generally dysfunctional food-bank drives, have Beavis and Butthead male been organized and led culture against which we are by girls. (One female mere candles in the wind. Is this a problem or not? Is there anything teachers, schools, trustees, and government can do, or are we doing the best we can now? We should talk about this.

> Pat Clarke is an assistant director in the BCTF's Professional Development Division

by Peter McCue

environmental-club activist

getting boys to participate.)

They have been

anesthetized by a

"boy culture" that

celebrates bravado,

lassitude, and

stupidity.

hard as the girls at their class

work, if they aren't taking on

leadership and social respon-

sibilities, and if they seem less

concerned about their futures.

girls are simply outperforming

the boys, that's fine. It's their

turn anyway. But too many

boys don't seem to be even

trying. They aren't on the

field. They have retired to a

televised sport and playing

electronic games. They have

been anesthetized by a "boy

do, lassitude, and stupidity.

-culture" that celebrates brava-

The significant evidence that

we may finally have an educa-

tion system that encourages

females to try hard, succeed.

and consider a much wider

range of career paths than

at all, do not seem overly

concerned, and and be on

their way to tunding them-

The "father of a daughter"

part of me is tempted to say

"good; the more boys opt out

the better her chances." The

part of me sees potentially

problems.

"educator/amateur sociologist

serious educational and social

It could be one of

those social

phenomena we are

simply overwhelmed

by: a generally

dysfunctional

Beavis and Butthead

male culture againsi

which we are mere

candles in the wind.

selves into a social underclass.

ever before is the good news.

The bad news is that too many

males are not doing very well

leisured existence of watching

what are they doing? If the

If the boys aren't working as

told me of their difficulty

he creation of a new Ministry for Children and Families, to be operational by March 31, 1997, was announced in September. The new ministry arose from the Gove Inquiry. The intent is to have all services for children and families available through one source. ministry.

Teachers have identified a number of concerns: How will standards in service for students be maintained, and what processes will be in place for accessing support for youth through Children and Families? The timeline for bringing together components of the ministries of Social Services. Health, Attorney General, and Education is extremely tight.

The goal is to have integrated, child-centred services available in 20 regions that correspond with the former Health Regions and align with the vast majority of school districts, Initially a five-member transition team was appointed and a new phase has been added to the transition and consultation work with the appointment of 20 regional operating officers.

These officers have a role similar to that of a schooldistrict superintendent. Each reports directly to the deputy minister and was to have a draft plan for regional operations by January 31. Regional plans will likely differ inasmuch as there is a degree of regional autonomy.

Transition is challenging: final decisions have yet to be made as to what components of health will be transferred to Children and Families, Lines of reporting and who works where are being worked on at this stage. For example, some services may yet be contracted by Children and Families to Health. At this stage, the funding of some programs has been moved from Education to Children and Families. Basically, people working on school-based programs will continue to be employees of the school district, with the funding coming from the budget of the new ministry. A process to involve education has begun. A briefing for superintendents in November 1996 was attended by BCTF First Vice-president Peter McCue and PD staff member

Nancy Hinds, A report was sent to local presidents.

Deputy Minister for Children and Families Bob Plecas was impressed with the number of services offered through schools, Paul Pallan, an assistant deputy minister of education, has asked that those in education work on the development of the new

The Public Education Restructuring Committee (PERC) report on school district amalgamation recommended a conference on integrated student services. The Ministry for Children and Families is providing some funding to the B.C. School Trustees Association (BCSTA) to hold a conference in February 1997, to bring together designated numbers from various partner groups, including the BCTE

The BCTF has involved an ad hoc group of teachers from inner-city school projects, Kids at Risk projects, and a number of our provincial specialist associations. Several meetings of this group have developed advice, and a subgroup has also been meeting. A briefing session for teacher representatives will be held in early April on the operation of the Ministry for Children and Families.

Locals have been asked to designate a local contact for the Ministry for Children and Families. From these local reps, 20 regional representatives will be chosen. These individuals will work with contacts identified by the superintendents and the B.C. Principals and Vice-Principals (BCPVPA) and the respective: regional operating officer. Some committees may already be in place. Under Article A.21 of Provincial Agreement between the BCTF and B.C Public School Employers' Association (BCPSEA), if a committee is being establish by the employer that has bargaining unit members on it, the local is to be advised of the mandate, and the local shall appoint the representa-

It is important that we be involved in the initial phases of this new ministry; it directly affects the services to the students we teach and serve

Peter McCue is the BCTF's First Vice-President.

National working TV broadcasts on Vision TV

as part of the "Over the Fence Series" Check your local listing for times.

February 12 "Ralph Nader on Canada's Health Care System"

February 19 #41 "Look for the Union Label" Special

February 26 #52 including BCTF Young Workers segment

March 5 Part 1 of Women's March **Against Poverty**

March 6 Part 2 of Women's March **Against Poverty** March 12 Part 1 of The On to Ottawa

Trek March 19 Part 2 of The On to Ottawa Trek

Do you want to be on the working TV fax list? Phone: working TV (604) 253-6222 or Fax: (604) 253-7092

m sorry, Mrs. Jones, "I said. "Your son is going to have to repeat the grade He simply hasn't mastered his

is below grade level. He pends too, much time out of iis seat. Perhaps next year he will pay more attention to his work. Of course, if his behavior doesn't Improve... It was 1974, and in a system where we teachers often presided over classes of 40 or more, such statements were still acceptable. Although class sizes were high then, expectations for teaching were not. 1 would have been surprised if: Mrs. Jones had challenged my gested that I change my teaching. Her own school experience would have taught her that there were three. basic strategies for dealing with students who did not keep pace with the curriculum: discipline, retention, or removal to a special setting. After all, we both knew that her son would not need high

school graduation to fift gainful employment. However, if Lwere talking to Mrs. Jones today, I would say, "Mrs. Jones, please meet with me and the learningassistance teacher. We are going to develop an individual educational plan for Tommy. that will capitalize on his energy. We need your help to identify his strengths and declaration that her child was

ing changes to the program to ensure that he gets maximum benefit from his time in class. We will also arrange for him to have individual instruction

Teaching children is labour intensive

The difference between the two statements to Mrs. Jones. represents a quantum leap in the delivery of education. Key strategies teachers used for students who were not learning have been replaced or abandoned. We have redesigned discipline to motivate rather than intimidate. We have recognized that making students repeat a grade is ineffective. We have come to view separate classes as discriminatory. We have altered our teaching to make a system that conforms to the

child rather than one that

forces the child to conform to the system. With class sizes of 30 or less, we know our students much better than our—are graduating, and they are teachers knew us. Education has become child centred; no longer teacher centred.

no less significant but certainly less celebrated than progress in medicine or science over the same time span. However, that progress is poorly understood because, while we are able to see the immediate results of discoverles in disease control or technology, it will be at least a generation before the results of educational changes are apparent.

To provide an education for every child, one that teaches the child to value and extend

Advisory Board.

teachers are blamed for every societal problem So why do I do it? First and foremost, because I love children, all children, regard-

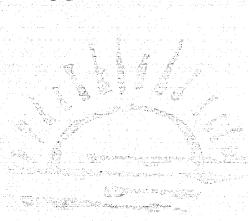
I teach because I value education and believe it ation. I have faith in our listen to our students. We should celebrate their ability to solve problems in a complex technological world. We should applaud the contributions they make.

My rewards are intangible. They may be few, and far between, but they are precious.

Maple Ridge.

Because I touch tomorrow

not measuring up and sug-



by Sue Poules

ver the years, family and friends have often asked me, "Why do you do it?" The facile answers are easily rejected—the day is not as short as one might think.

motivations. We will be mak-

I arrive at school at 07:30 to spend a quiet hour in the classroom before my students arrive. There are tests to photocopy, bulletin boards to arrange, mail and circulars to read, meetings to attend. After a busy day in the classroom. followed several times a week by meetings with colleagues or parents, or by extra-curricular activities, I manage to leave

school by 16:30. After dinner, there are assignments to mark and lessons to plan. A free weekend is rare; the new integrated resource packages have to be studied. The long summer holidays are radically shortened by university courses for upgrading and by

further planning sessions. I cope with changes in the curriculum, which seem to occur more and more frequently with each passing year. I include in my classes values and attitudes that were formerly considered the domain of the family. I adapt, I modify, I respond to the challenges.

I listen to the criticism

levelled against members of my profession by noneducators. Everyone is an expert when the topic is education. Schools and

less of their background, ability, or potential.

important to share my love of learning with the next generchildren. They have wonderful ideas and ideals. We need to

I teach because being with children all day, every day, is a joy. I am permitted to enter the world of the imagination, the world of limitless possibilities, the world of endeavour. I share the dreams and aspirations of my students: I touch

Sue Poules teaches at Eric Langton Elementary School,

Modered Currentin English language arts-No

by Sylvia Jones

odified curriculum. like religion and politics, should never be discussed in polite society. The mere suggestion that modified classes should be avoided can cause havoc with collegiality in a staff room. In spite of this, the B.C. Teachers of English Language Arts, in its response to the ministry paper "Addressing Student Differences," recommended that there should be no modified courses in Grades K-10 in English language arts.

All students, whatever their ability, must have opportunity to attempt the comprehensive learning outcomes in the K-12 Language Arts curriculum. and students in modified classes are denied this access Unlike many subjects, most of the English curriculum is accessible to most students. In the reading strand, the levels of understanding differ widely, but with supportive teaching techniques and appropriate intervention, the vast majority of students can participate in the lesson. In the writing strand, levels of attainment also show marked differences, but most students can accomplish something. Unlike math or modern languages, the English curriculum is not sequential, so mastery of one component aspect is not essential for mastering the next.

There are problems about

which students get channelled

effectively such courses help

characteristic students whose

into modified courses and

students. Consider three

professional development

activity. We read Susan's

opening, a body, and a

description of her hero and

acknowledge that it had an

conclusion. However, Susan

simple sentences, using a very

limited vocabulary and little

punctuation. She integrated

only a few of the points she

had brainstormed with her

In a modified class,

Susan would have

been denied such

learning

opportunities.

familiar? Peter's account of his

family history in Vietnam was

sensitively written and had a

description, but many of his

ably English. Mary showed

insight and fluency in her

preliminary notes, but, as

she did not complete the

usual, life got in the way and

assignment, so she is failing

One of the teachers in the

discussion commented that

the course. All these students

are in a regular Grade 9 class.

structures were not recogniz-

strong narrative with detailed

group into her very short

written product. Sound

wrote in undifferentiated

questions about how

student differences. ongoing support for teachers to accommodate student differences. the beginning of a

7 e have submitted

to the Ministry of

Education, Skills

and Training a

brief responding to its

document, "Addressing

Student Differences." The

brief also was included in our

mailing to schools at the end

of December. In the brief, we

encourage the government to

provide a means for develop-

explore possibilities for meet-

ing different student needs

and improving inclusivity in

our classrooms. We call for:

• support for teachers in the

service programs that

form of pre-service and in-

assist teachers in meeting

the needs of students who

cannot meet established

learning outcomes.

funding for the BCTF to

develop a professional

development site project to

research, pilot, and assess

approaches to addressing

ing a practical method to

consultative process to identify the learning outcomes of the Integrated Resource Packages that are considered core and those that are optional

· an expansion of the number and type of courses applicable to the Dogwood.

 amending student reporting regulations to provide for reporting about student progress in modified courses in the same manner as other courses.

 the elimination of the "In Progress" reporting symbol.

The following articles explore, from different points of view, the topic of addressing student differences.

such low-achieving students would be in a modified class in her school because they do not meet the standards required for Grade 9. She believed they would get the help they

Would they be better served? It is critically important that Susan, who has low attainment in her first language, English, take part in discussions about work to be writing was discussed during a done and books to be read. In her regular class, she was part of a heterogeneous group of students who prepared for the writing assignment about heroes by reading together and discussing the attributes of a hero. This helped Susan do her written work, and upon completion, she was able to see examples of good writing as she read other students' work. In a modified class, Susan would have been denied such learning opportunities. A modified class is completely inappropriate for Peter, who is showing aptitude in language, even though he is still unfamiliar with normal English structures. In the regular class, he benefits in the same way as Susan; in addition, he has the opportunity to grapple with concepts discussed in the

needed in the slower pace of

the modified class.

meet her needs. Susan, Peter, and Mary need more than a good regular English course. They need interventions of various kinds, or they may well "get lost" and give up. They need different interventions because their problems in English are different. Putting them all in a modified group would not help

regular classroom that would

motivation, and placing her in

not be aired in a modified

a modified class would not

class. Mary's problem is

them. Best practice around the province provides many ways of ensuring one-to-one and small-group support to help these students learn in the regular class. With careful planning by English teachers,

Best practice around the province provides many ways of ensuring one-toone and small-group support to help these students learn in the regular class.

together with skills teachers. teachers of students with special needs, English learning centre teachers and counsellors, identified students can get help with their English course work. Peer tutoring, after school homework dropin, and volunteer mentors are all ways of getting the extra help. Some students need more time for the core subjects so that they have more than three hours of English studies a week. Much work has been done in other jurisdictions on differentiation, which is individual intervention with students while they study the regular courses. We need professional development in intervention to improve reading and writing.

Given intervention and support, a regular class provides the best learning context for slower achieving students in English.

Sylvia Jones, past president of the B.C. Teachers of English Language Arts, teaches at Templeton Secondary School, Vancouver.

by Garry Phillips

athematics

tions in Addressing Student Differences: Setting a Direction, Discussion Guide, Ministry of Education, September 1996. The assumptions, in part, state that the educational needs of all students can be met through a common provincial curriculum K-10. and that all students can achieve the learning outcomes prescribed in the provincial curriculum. These statements do not take into account the increasing diversity among the learners in our classrooms. A wide range of influences work together to influence school classrooms: for example, the dramatic change in population demographics with the addition of offshore students, ESL students, and single and multiple working parent families. The many simultancous conditions that exist within our schools create a diversity teachers have difficulty addressing through simple adaptation of existing materials and practices.

One must also question the assumption of whether or not one course of study can serve the needs of all students. Students now have a wider diversity of aspirations and goals than at any previous time. Some students might be better served concentrating their mathematical learning on interest charges, income taxes, and statistics.

study would have the same the same course of study regardless of their interests and abilities. Students would be better served by having a number of courses of study that relate to their career

Differentiated mathematics

Teachers do agree that all

NEAR BUILDING (CO.)

core curriculum is that if from additional time to

curriculum in B.C.-Yes by David Chudnovsky complete specific projects, it is, however, naive to assume 've been thinking a lot that simply changing the lately about some of the amount of time complex issues we face: available for any increasing diversity in mathematics our classrooms, out-of-control course of study curriculum change, timetable

and organizational experisufficient for ments at the secondary level, reluctant learners reduced budgets and services, to achieve success. increasing and unrealistic In particular, public expectations, and benefits derived centralization and standardifrom a combination of zation of assessment and extra time and a different curricula. It all adds up to learning style usually depend more frustration, stress, and on the student's ability and hard work for teachers. motivation to succeed. All We must find ways to students need to be able to reduce teacher workload. work on fearning outcomes Some would propose that we that they feel they have a

lower our expectations of

More ESL students, more

havioural problems—all

integrated into regular class-

rooms-have led to another

and related proposal, most

often heard in the past from

so well-meaning business

types: that we have a more

system, one that would pro-

vide different content and

depending on their academic

outcomes for students,

abilities. Recently, more

teachers have been taking

Classes stratified by

academic ability

most often reflect

the socio-economic

background of

students, and not

their ability to learn

this position, arguing that

short-changed in mixed-

brighter students are being

ability classes, and that given

current situation just can't be

The educational justifica-

tions for inclusion and against

streaming are still as valid as

they once were. Not every

student with special needs

should or can be integrated

increased expectations and

decreasing resources, the

sustained.

well-meaning parents and no

some of the students in our We should not have the classes. Current Ministry of expectation that every athlete Education policy asserts that would be able to earn Olympic every student is capable of Gold if only they had a little success at his or her more time to prepare. appropriate grade level—even Finally, it is simplistic to if some accommodation is assume that every subject in necessary to make this the secondary curriculum can possible. Accommodation be treated in exactly the same

realistic chance of completing.

will, in itself, be

manner. Given the special most often means more work nature of mathematics after for the classroom teacher. If the ministry were only elementary school, large portions of the curriculum are more realistic about the abilities of our students, the argument goes, we wouldn't be forced to do a myriad of tasks, the utility of which is questionable. Moreover, some argue, we would be doing students a service by being

more honest with them about their progress and their en faritionalitie capabilities. SMAN AND children with learning disauhomakki makk bilities, increased numbers of kids who have severe be-

most sequentially dependent course in the curriculum Students must "own" the mathematics that precedes a higher course in order to have success at that next level. Differentiated curriculum in mathematics is necessary because we require every student to continue study in a mathematics course until Grade 11. Giving students more time, or simply reorder ing or repackaging "bits" of information, does not guarantee mastery of complex mathematical concepts. The two differentiated courses of study that are visualized can be designed so that students will have the opportunity to move from one course of study to the other if their career goals change.

change, and they recommend that existing curricula in and be flexible enough to incorporate new technologies as they emerge. This revised curriculum must provide apof study for all students. founded on the belief that have access to a course of to the limit of their abilities. Garry Phillips, president of the BCAMT, teaches at New

social stratification The real issue is resources. Classsize limits cost money. Successful integration costs money. Appropriate

Streaming and

needs and those without.

ESL instruction

costs money.

In the case of streaming, previous arguments still hold and are still vitally important. Classes stratified by academic ability most often reflect the socio-economic background of students, and not their ability to learn. In his groundbreaking sociological study The Vertical Mosaic, written almost 40 years ago, John Porter found that, in Canada, the most accurate indicator of whether a student would go to university was his or her father's occupation. David Berliner, in his recent book on education in the U.S., The Manufactured Crisis, pointed out the high correlation between test scores and social class. "You tell me your income, and I'll tell you your test score." Not much has changed.

But what about our working conditions? Even if I'm right about the dangers inherent in these potential reforms (and I

Equally, and also as professional educators, we need to be outspoken about the material needs of the system in which we work and the children we care so much about.

stratified, streamed education think we need to spend more time investigating and debating these questions), streaming doesn't solve the problem of increasing workload that every teacher in B.C. is facing.

> The real issue is resources. Class-size limits cost money. Successful integration costs money. Appropriate ESL instruction costs money. We need to bargain hard, make our case to the public intelligently and articulately, and find allies among parents, trade unionists, and our neighbours—do the hard work it takes to turn the tide in the ongoing education debate

This is no quick fix. As professional educators we'll continue our discussions about the best ways to organize and improve our classrooms. Equally, and also as professional educators, we need to be outspoken about the material needs of the system in which we work and the children we care so much about. It won't be easy, but it's got to be done.

David Chudnovsky teaches at North Surrey Senior Secondary and is a member-atlarge of the BCTF's Executive Committee.

teachers in B.C. regard as trouble:

A sports analogy illustrates this point. In the Olympics. some athletes choose to enter and train for field events: for example, shot-put and javelin. Is it realistic to ask every

athlete in the Olympics to become proficient in field events? Probably not, especially when many of them are gifted in track. Yet, the proposal of a single course of effect, asking all students to do

aspirations.

students' needs should be met by the prescribed curriculum The prescribed mathematics curriculum, however, should contain two or more pathways that-have the potential to meet students needs. One common curriculum has the potential to address only 60-70% of our students. A one-pathway curriculum fails to take into account the specific needs of reluctant learners (20% is a popular estimate) and gifted learners (10% is a frequently cited statistic).

chinininini

One argument for a single students can be given enough extra time, they will eventually master the mathematics topics because they learn at different rates. While it is generally true that some students can benefit

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นสู่สุดสูสส์ส์ส์ส์สามส์ส์ส์สานส์ สังเทา sequential. Mathematics is the

> associated with curriculum British Columbia be structured to reflect current technologies propriate and realistic courses every group of students should study that will challenge them

Teachers support initiatives

100% of the time, but the move to inclusion has meant an enormous improvement in the lives of thousands of our students—those with special Westminster Secondary School.



PRIMARY

by De Stuart

ands-on participation works for kids and for primary teachers! At Learning in Motion, the B.C. Primary Teachers' Association's 1996 fall conference, participants enjoyed sessions facilitated by B.C. classroom teachers. The conference afforded an opportunity for teachers to teach teachers.

Participants and presenters had a common understanding because both were B.C. teachers. The presenters knew what five- to eight-year-olds in B.C. are like. They knew where in B.C. you can get a particular book, or tape or ...! The presenters showed how the philosophy and principles of the primary program and a curriculum area are connected. They showed that the best

learning environments for young children and for their teachers provide for individual differences, for hands on learning, and for continuous progress. Primary teachers were dancing, singing, walking through Emily Carr's forest, chanting, rolling dice or rolling cans, listening to stories being read or told, or using a jewellers loops as the presenters used hands-on material, just as they do in their classrooms. Primary teachers did what the children would be doing, and just like the students in their classrooms, the teachers were learning and having fun!

Teachers' teaching teachers at *Learning in Motion* was highly successful.

De Stuart, president of the B.C. Primary Teachers' Association, teaches at Foothills Elementary School, Prince George.



LEARNING ASSISTANCE

by Bobbi Holden

Assistance Teachers'
Association (LATA)
and the Vancouver
chapter of LATA co-hosted an
informative reading conference on October 18, 1996, in
Vancouver. All spaces were full
for the "Shape of the Day,"
which included opening
comments by keynote speaker
Dr. Jerry L. Johns, University
of Illinois. He and his able copresenters, Susan Davis
Lenski and Roberta Berglund,

reading practices. Johns's book, Basic Reading Inventory, 6th edition, was in great demand. A publishers' display offered many out-of-town attendees a chance to purchase or order valuable materials for their reading programs. Many enjoyed the networking and lively exchange of ideas over lunch. The conference day ended with door prizes and the provincial LATA general meeting.

gave short sessions on current

Bobbi Holden teaches at Sir Alexander Mackenzie Elementary School, Vancouver.

took this opportunity to meet with colleagues to discuss teaching and learning. Pictured below are a few highlights from that day. Next year, the Provincial PSA Day is Friday, October 24, 1997.

- Wayne Rowley

ENGLISH/ LANGUAGE ARTS

by Judith Blakeston

n the provincial PSA day, Transcending the Labyrinth, the Lower Mainland conference sponsored by the B.C. Teachers of English/Language Arts, was held in Burnaby; a regional conference organized by Sandra Davie, was held in Prince George at the same time

A labyrinth suggests complexities, a series of turns, returns, wrong turns, frustrations, decisions—all in quest of a way out, an escape from the dreaded minotaur. In this time of IRPs and provincial assessments, only the bravest of B.C.'s English/language arts teachers would want to toy with that symbol; luckily, the aim of the conference was to find ways to realize the v. on of a successful classroom without getting trapped in the The workshops of the day

exemplified the best practice of professional development: teachers teaching teachers in hands-on activities and classroom strategies that effectively demonstrate how well our young people are served in our schools. Along with the classroom teachers' sessions on poetry, essay writing for Grade 12, the new Lit 12, and criterion-referenced assessment, were opportunities to have Ministry of Education representatives talk about the timelines and the IRPs that will be implemented over the

next three years.

Despite one of the rainiest days in the year, more than 300 teachers and district staff responsible for K-12 English/language arts attended the conference in Burnaby, while 50 attended the session at the University of Northern B.C., "an excellent location," reports Sandra Davie.

A highlight of the Burnaby conference was meeting and hearing Tim Ward, a Canadian writer known for his first book, What the Buddha Taught, and most recently Arousing the Goddess. Ward talked about the work and pleasures of being a writer, and he read, at the audience's insistence, a passage from his new book.

Participants raved about the workshops *and* the food—who can ask for greater success than that?

Judith Blakeston teaches at Cowichan Secondary School,

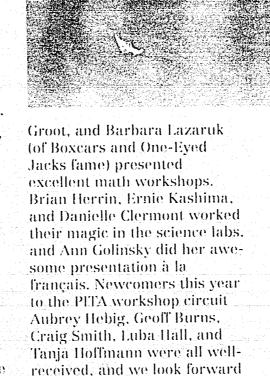
INTERMEDIATE

by Leah Gray

ctober 18, 1996, saw another highly successful Provincial Intermediate Teachers' Association (PITA) Fall Conference, with 600 enthusiastic intermediate teachers attending from all parts of the province. In spite of dreadful weather, road closures, and a few fender benders, most of those who had registered, made it to the conference. We are very proud of these tenacious, dedicated teachers!

On Friday morning, following the usual hectic registration melee, we were treated to a fantastic keynote address by radio personality and author of The Bachelor Brother's Bed and Breakfast books, Bill Richardson. With wit and humour, he reminisced his way through the eclectic mix of his former teachers, including Miss Aiken, with her helmet of gray lacquered hair, and Mr. Moore and Mrs. Bernette, both of whom greatly influenced his career as a writer. While he kept us in stitches for over an hour, Richardson also delivered a powerful message for all educators. We teachers influence impressionable young lives, and through our actions, we control the level and import of that influence. Spirited and sustained applause followed the keynote

Participants attended workshops that included everything from the basic language arts, social studies, math, science, and fine arts offerings to first aid, environmental studies, aboriginal learning circles. theatrical-backdrops, and financial planning. Virginia MacCarthy and Heather Pastro, who were to present back-to-back writing strategies/art workshops, were delayed in Nanaimo and unable to do their very popular workshops on Friday. However, they arrived in time to present on Saturday and most of their fans were there to enjoy their session. Bob Belcher, Jim Vance, lan de



to engaging them again.

On Saturday morning, participants enjoyed another half day of interesting and varied workshops, then they headed for home in the early afternoon.

Participants' ratings and evaluations for this conference were particularly high. With the exception of one or two minor setbacks, the conference was a hit. We all look forward to planning and presenting another outstanding PITA conference next year, in Chilliwack.

Leah Gray, conference coordinator, B.C. Provincial Intermediate Teachers' Association.



DANCE

by Judy Herridge

he 1996–97 B.C.

Dance Educators' Association conference

sociation conference
was held at Carson
Graham Secondary School in
North Vancouver on October
18, 1996. Linda Medland, a
secondary teacher at Carson
Graham, was instrumental in
organizing the conference and
did an excellent job, as approximately 50 teachers

enjoyed the day.
Sessions included tap, jazz.
modern dance, creative dance,
musical theatre, and AfroBrazilian jazz. Teachers all did
the Afro-Brazilian class in the
morning as a group warm-up,
then chose three sessions to
attend during the day,
according to grade levels
taught and personal interests.

A gift certificate of \$150 for the Vancouver Ticket Centre was awarded over the lunch break as an early-registration incentive. Additional t-shirts and dance lessons were also given as door prizes.

Evaluations of the day were very positive. Teachers enjoyed working together during the sessions and socializing during lunch and breaks.

We look forward to another successful conference on the professional day in October 1997.

Judy Herridge, president of the B.C. Dance Educators' Association, teaches at Kirkbridge Elementary School, Surrey.

FIRST NATIONS

by Jan Gladish

howling storm along the coast and treacherous driving conditions on the Coquihalla did not deter 40 enthusiastic members from participating in workshops organized by the First Nations Education Association (FNEA). Morning sessions allowed participants the opportunity to hear presentations on a variety of topics. Peter Michel gave a presentation on how he has been able to meet specific learning outcomes of First Nations Studies 12 by drawing on local resources and his personal knowledge as a member of the Secwepeme (Shuswap) Nation.

Frank Conibear gave a presentation intended to raise awareness and to kindle discussion on issues pertinent to counselling First Nations students. John Chenoweth guided participants through the new Journeys of Justice curriculum developed by the Legal Society of B.C. A forum led by Joe Michel addressed the need for communities to examine local mandates governing efforts that ultimately affect the preservation of First Nations languages. In all. participants appreciated the hospitality of the Secwepenic. An enthusiastic panel discussion left participants with a timely question: What direction do we take in First Nations education?

Jan Gladish, editor of FNEA News teaches at Chilliwack Senior Secondary School, Chilliwack.

PHYSICAL EDUCATION

by Debbie Keel

hysical education cor ferences are always a lot of fun because participants are actively involved in playing games, dancing to music, learning new skills, and improving their PE teaching styles. With a new PE curriculum to be implemented next year at the K-10 levels; even seasoned teachers found new ideas and activities to add to their repertoire. Some of the choices this year included golf. soccer, karate, netball, football, westling, bounceball, line dance, foot bagging, barn dancing, rubber-chicken games, student-leadership programs, and much, much

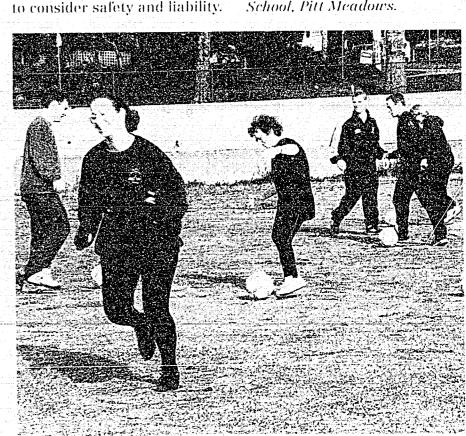
A PE conference is not all play and no work, however. Clinicians help participants explore ways to plan quality PE programs, to timetable and schedule, to assess and evaluate, to be sensitive to gender equity and inclusiveness, and

Links are made to new curriculum, and a variety of instructional strategies are offered. Teachers are challenged to find ways to provide a quality PE program for students despite lack of space, equipment, and expertise.

equipment, and expertise. What makes our conference so special for us is that most of the workshops are presented by our colleagues in physical education. We bring to our sessions our most successful PE units and ideas to share with one another. We have a wonderful time networking and sharing and trading tips and suggestions on what works well. We are just as happy to share our mistakes and failures so that others can Jearn from our experiences. There is a lot of laughter and good humour at a PE confer-

This year's conference was a great success. You can always tell—people leave smiling and perspiring.

Debbie Keel, president of the Physical Education Provincial Specialist Association teaches at Pitt Meadows Elementary School, Pitt Meadows.



TEACHERS OF MODERN LANGUAGES

by Liliana Lanfranchi

heB.C. Association of Teachers of Modern Languages (BCATML) is fortunate to have talented, enthusiastic, and skilled teachers presenting at our conference every year. Participants left the conference with new teaching strategies and lesson ideas to implement in their classrooms. Criterion-referenced assessment and evaluation was a popular topic during this year's conference. Many helpful strategies were presented, and many teachers gained a better understanding of how to give letter grades to elementary language lealings.

conference was an elementary. language forum. In attendance were knowledgeable educators who represented eight different districts. We discussed a variety of issues that elementary French-as-a-secondlanguage teachers are facing. The challenges for EFSL teachers are similar through out the province. If you are feeling frustrated because of a lack of support, you are not alone. The following were some of the concerns raisedduring a discussion of current issues in EFSL instruction.

The final session of the

Addressing these concerns is the first step toward coming up with solutions. These issues have been discussed with Sue Jeffrey, the French coordinator at the Ministry of Education. In order to meet some of our daily challenges as teachers, we need to look to

PEACE AND GLOBAL EDUCATION

by Twila Konynenbelt

in October 17 and 18

1996, B.C. Teachers for Peace and Global Education held its annual conference. This year, the conference Turning the Page, took place at the beautiful Sunwolf Outdoor Centre in Brackendale. The keynote speaker was Bob Carkner, a retired principal from Richmond. He spoke on global education in the 21st century. Bob's exceptional ability to translate educational theory into practical projects

Victor Elderton, principal of

was most inspiring.

the North Vancouver Outdoor School, explained the history and purpose of that unique facility. Pat Clarke, BCTF staff, gave a thought-provoking presentation on ethical and social issues arising from the use of information technology and the media in our classrooms. Sandy Ockenden. who works for VIDEA (Victoria International Development Education Association) and in the Faculty of Education at the University of Victoria, spoke on gender equity. Representing the Brazilian Children's Haven Project was Bob Buswanich, of Terrace. Other educators leading workshops and activities were Pummy Kaur (White Rock), Beata Hittrich (Surrey), Jason Lee (Surrey), Judy Brayden (Nanaimo), and Stuart Black

The conference left participants enriched and refreshed.
Many thanks to all who contributed to its success!

(Victoria).

Twila Konynenbelt, co-editor of PAGES, journal of B.C.
Teachers for Peace and Global Education is a TOC in the Nanaimo School District.

our colleagues for assistance. During the elementary language forum at the BCATML conference, teachers enjoyed talking to other language teachers and learning more about how districts are facing obstacles. It was not surprising to hear that supportive teaching environments that foster effective problem solving were created when educators came together to share their expertise in a given area and were willing to give of their time and ideas to other colleagues. Other teachers are our best resource!

Liliana Lanfranchi, elementary language representative of the B.C. Association of Teachers of Modern Languages, teaches at Latimer Road Elementary School, Surrey.

BCTF Financial Report for the Year Ended June 30, 1996

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 1995–96 financial statements, the General Operating Fund (GOF) revenues exceeded expenses by \$391,000 representing the sixth 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. For the 1996–97 budget year, the May 1996 Representative Assembly approved a GOF budget with a deficit of \$160,000.

The Legal Liability Fund was established by the 1996 AGM with a fee allocation of .12% for the 1996–97 fiscal year. The Federation paid \$3.9 million to conclude a settlement with the B.C. Principals' and Vice-principals' Association on their claim against the assets of the BCTF as a result of their separation in 1987.

The Collective Bargaining Defence Fund (CBDF) revenues exceeded expenses by \$91,000 for the 1995–96 year improving the CBDF balance from \$9.5 million as at June 30, 1995 to \$9.6 million as at June 30, 1996. The CBDF incurred significant expenditures in the 1995–96 fiscal year for provincial bargaining and the public education campaign.

Although the Executive Committee has not yet made a recommendation on the total membership fee percentage for 1997–98, a proposal is being considered that would allocate a portion of the current CBDF fee to the GOF on the premise that provincial bargaining costs will now be charged to the GOF.

The operations of the Salary Indemnity Fund reflect net revenue of \$12.3 million for the 1995–96 year compared to a net loss of \$2.3 million for the 1994–95 year. The improved results in the 1995–96 year were due mainly to lower benefit expenses and higher investment income. The surplus balance of \$0.9 million as at June 30, 1995 has now increased with the fund in a surplus balance of \$13.2 million as at June 30, 1996.

- 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 Rob Executive Director Trea

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, 1996, 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, 1996 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.

Price Waterhouse Chartered Accountants Vancouver, British Columbia October 25, 1996

STATEMENT I Combined Operations Balance Sheet as at June 30

ASSETS		
CURRENT		
Cash and treasury bills	\$	\$ 3,744
Marketable securities (Note 3)	9,902	8,611
	9,902	12,355
Membership fees and	0.079	9.754
other receivables	2,863 320	2,754 392
Inventories and prepaid expenses	320	372
Receivable on sale of building (Notes 8 & 9)		5,486
Agreement for sale (Notes 5 & 9)	3 4 1 . <u></u> -	2,000
Agricument for fatte (1990)	13,085	22,987
DUE FROM		
Salary Indemnity Fund	83	15
A COPPO (N	1,349	1,554
FIXED ASSETS (Note 7)	1,349	1,004
INVESTMENT IN		
CO-OWNERSHIP (Note 10)	8,564	8,809
	\$23,081	\$33,365
edigitaria mitangon (le para perila nata nagyaman ital diminital geranda), ita shadib ya fi Ya ji ili kamanda kamili ya manga manga sa maga hara teka da mengala maka sa taka	====	
<u>LIABILITIES</u>	1일 : 사용하는 사용하는 기술이 1일 : 기술 기술 기술 기술	
CURRENT	4	
Bank overdraft	\$ 401	\$ — 1,753
Accounts payable	1,242	7,000
Bank loan (Note 9) Deferred rent revenue	72	
Deletten tentrevende		0.759
사용하는 경우를 가는 것이 있는 것도 없는 것이다. 25. 이번 기본 이번 기사 기사 기사를 하면 해보면 되었다.	1,715	8,753
DUE TO		
Provincial Specialist Associations	588	522
	2,303	9,275
MEMBERS' EQUITY		
	14,819	14,428
General Operating Fund	14,019	14,420
-Collective Bargaining Defence Fund	9,608	9,517
Contingency Fund	19ŏ	119
Legal Liability Fund (Note 13)	(3,912)	
William R. Long Memorial		
International Solidarity Fund		
(Note 11)	57	21
Ed May Memorial Social		
Responsibility Fund (Note 12)	8 2	2
Other Funds		
	20,778	24,090
guerrang di sulatan gulupu di sulat ni hing ni guerra di sulat di di di di. Gulupung di sulat ni sulat di di sulat ni	\$23,081	\$33,365
Basis of Combination (Note 1)		
그 22 아름다는 아름이 있다. 어느 없었다.		

Approved by the Executive Committee

STATEMENT III General Operating Fund Statement of Revenue, Expenses and Fund Surplus

for the Year Ended June 30

	1997	1996	1995
	Budget (Unaudited)	1770	(Note 17)
	(Note 16) (in	thousands	
REVENUE Allocation of membership fees (Note 4)	\$19,800	\$19,409	\$18,803
Net investment income	$\frac{150}{19.950}$	$\frac{170}{19,579}$	194 18,997
DIVISIONAL OPERATING EXPENSES (Note 6)			
Management and Legal Aid	2,579	2.590	2,277
Organization Support	$\frac{3,880}{2,650}$	3,681 2,620	$\frac{3,739}{2,065}$
Finance and Administrative Services Research and Technology	1,667	1,644	1,484
Professional Development	2,950	2,710	2,933
Bargaining and Member Services	2,376	2,298	2,385
aporta i 1904 ang mga ang ang ang pagganang ang ang ang ang ang ang ang ang	16,102	15 543	14,883
Grants to Locals	4,008	3,645	3,223
	20,110	19,188	18,106
NET REVENUE (EXPENSE) BEFORE SALE OF PROPERTY	(160)	391	891
Gain on sale of property (Note 8)			3,873
NET REVENUE (EXPENSE)	(160)	391	4,764
Fund Surplus, beginning of year	14.819	14,428	14,908
Net Transfer to Capital Project Fund (Note 14)			(3,800)
Fransfer of Capital Project Fund deficit (Note 14)			(1,444)
FUND SURPLUS, end of year	\$14.659	\$14,819	\$14,428

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

(in thousands)

CASH FROM (USED IN) OPERATIONS			
Fees Received			
General Operating Fund	\$19,285	\$18,748	
Collective Bargaining Defence Fund	2,988	2,911	
Contingency Fund	427	415	
William R. Long Memorial			
International Solidarity Fund	365	355	
Ed May Memorial Social Responsibility Fund	32	28	
	23,097	22,457	
Expenses Paid	dam /risklijarigrapporrejade y sekon probabilitier is	And Andrew Conference and Andrews	
General Operating Fund	(18,949)	(17,403)	
Collective Bargaining Defence Fund	(3,782)	(1,725)	
Contingency Fund	(364)	(558)	
William R. Long Memorial			
International Solidarity Fund	(331)	(342)	
Ed May Memorial Social Responsibility Fund	(27)	(28)	
Legal Liability Fund	(3.904)	manus et al estado de la estada del estada de la estada del estada de la estada del estada de la	
	(27,357)	(20,056)	
Bargaining campaign contributions received	80		
	(68)	(2)	
Advances to Salary Indemnity Fund		management of the state of the	
	(27,345)	(20,058)	
NET CASH FROM (USED IN) OPERATIONS	\$ (4,248)	\$ 2,399
CASH FROM (USED IN) INVESTING AND FIN			
Investment income received	\$ 1.023	\$ 274	
Proceeds from building sale	5,486		
Proceeds from Agreement for Sale	2,000		
Deferred rent	72	9.0	
Proceeds from member loans		38	
	8,587	312	
USES			
Purchase of fixed assets	(193)	(324)	
Investment in co-ownership		(2)	
Repayment of bank loan	(7,000)		
	(7,193)	(326)	
		(020)	
NET CASH FROM (USED IN)			
INVESTING AND FINANCING ACTIVITIES	ila in initialismo en la comunicación de la comunic	1,394	(14)
CHANGE in cash, treasury bills, marketable securities, and bank overdraft		(2,854)	2.385
CASH, treasury bills and marketable			
securities, beginning of year	ng finansi meretiran meretira baharan sebagai Republik 1982-1981 - Peretiran Sebagai Sebagai	12,355	9,970
CASH, treasury bills, marketable securities,		9,501	\$12,355
and bank overdraft, end of year			
n an chailt aich each ag Airt in taile gailte.			

STATEMENT IV Collective Bargaining Defence Fund Statement of Revenue, Expenses and Fund Surplus

for the Year Ended June 30

	1996	1995_
	(in tho	(Note 17) usands)
REVENUE		
Allocation of membership fees (Note 4) Net investment income	\$3,007 786	\$2,920 716
Campaign contributions	80	Appen Schause
	3,873	3,636
EXPENSES		A SECTION OF THE SECT
Public Education Campaign	$\frac{1,622}{1,517}$	511
Provincial bargaining Support to locals Other	643	1.190 24
	3,782	1.725
NET REVENUE	91	1,911
Fund Surplus, beginning of year	9,517	7,606
FUND SURPLUS, end of year	\$9,608	\$9,517

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

REVENUE Allocation of membership fees (Note 4) \$429 \$417 Net investment income 12 23 EXPENSES Legal costs 283 205 School district amalgamation 81 - Burrard Street building - 225 Defend Local Bargaining Campaign - 126	
EXPENSES Legal costs School district amalgamation Burrard Street building 283 205 81 - 225	
Legal costs283205School district amalgamation81—Burrard Street building—225	
. Other characters of the leading and the latter of the $rac{1}{2}$.	
$\frac{1364}{558}$	
NET REVENUE (EXPENSE) 77 (118)	Ėij
Fund Surplus, beginning of year <u>119</u> <u>237</u>	
FUND SURPLUS, end of year <u>\$196</u> <u>\$119</u>	

Combined Operations Notes to Financial Statements Year Ended June 30, 1996

L. BACKGROUND AND BASIS OF COMBINATION The British Columbia Teachers' Federation (the BCTF or the Federation) is incorporated as a society pursuant to the Society Act, and is a trade union pursuant to the Labour Relations Code of B.C. and the Public Education Labour Relations Act. The Federation is exempt from income tax.

The financial statements of the Federation include the results of the seven funds described below.

General Operating Fund: The purpose of the fund is to meet the goals of the Federation through program. expenditures planned in advance and approved by the Representative Assembly.

Collective Bargaining Defence Fund: The purpose of the fund is to pay costs directly related to local job actions. lockouts, and contract enforcement in accordance with policies and procedures approved by the Representative

Contingency Fund: The purpose of the fund is to meet. without delay, special or emergent expenses that could not reasonably have been anticipated and to promote the cause of public education by providing the financial means to respond effectively to any crisis in education. Expenditures from the Contingency Fund are made in accordance with policies and procedures approved by the Representative Assembly.

Legal Liability Fund: The purpose of the fund is to meet legal liabilities of the Federation. The Legal Liability Fund was established by the 1996 Annual General Meeting.

William R. Long Memorial International Solidarity Fund: The purpose of the fund is to improve public education in developing countries.

Ed May Memorial Social Responsibility Fund: The purpose of the fund is to promote socially responsible teaching practices.

Capital Project Fund: The 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 with the ending deficit transferred to the General Operating Fund on June 30, 1995.

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 feeallocated to the Salary Indemnity Fund was 1.60% of gross salary for the 1995-96 membership year. Any fund deliciency 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

subsequent increase in market value Inventories of lesson aid materials and stationery supplies

value. The carrying value is not increased to reflect any

c. Fixed Assets

Fixed assets are recorded at cost. Depreciation is calculate on the straight-line method based on anticipated useful lives 3 to 15 years Eurniture & equipment 3 to 5 years Computer hardware until the year 2004 Leasehold improvements

(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. MARKETABLE SECURITIES

The market value of marketable securities at June 30, 1990 was \$10,355,500 compared to a carrying value of \$9,902.2. (June 30, 1995 market value-\$9,130,350; carrying value-\$8,611,400).

4. MEMBERSHIP FEE

The membership fee for the year ended June 30, 1996 was 1.35% of the gross salary of each member. For the year ending June 30, 1997 the 1996 Annual General Meeting approved a fee of 1.47% of the gross salary of each membe The following summarizes the fee allocations:

1995 <u>-96</u>	1996-97
General Operating Fund 1.150%	1.150%
	0.175
Contingency Fund 0.025	0.025
Legal Liability Fund	0.120
1.350%	1.470%

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

5. AGREEMENT FOR SALE

On January 14, 1996, the Federation received \$2,000,000 representing the balance owing from the disposition of the Broadway and Fir investment property, which was sold in 1991-92. Between the date of sale and the receipt of proceeds the Federation received interest income in the form of assignment of lessee payments of \$8,900 per month from the purchaser of the property.

6. 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 listing of the major program areas within each division summarizes the specific programs that have been approved by the Representative Assembly.

1995~96 1995~96 1994~95

	Actual	Budget it naudited Note 16)	Actual (Note 17)
	(in	thousand	5)
Management and Legal Aid Management & Personnel	\$1,317	\$1,328	81,259
Task Force on School District			
Amalgamation	19	24 657	439
Legal Nid & Internal Relations	629	624	7.70
Canadian Teachers' Federation	$\frac{625}{2,590}$	$\frac{024}{2,633}$	2.277
Organization Support			
BCTF Governance	1,849	1.847	2.037
Local Leadership Training	213	233	325
Task Force on Roles & Responsible	lities -		13
Communications	1,060	1,097	930
Community & Labour Outreach	324	331	252
Task Force on Bargaining			
Structures & Related Matters	58	69	
Membership-Records,			
Recruitment, Retention	177	179	182
	3,681	3,756	3.739
Finance and Administrative Serv		. 601	552
Treasury & Accounting	600 316	317	275
Administrative Services	157	115	112
Production Services		1,554	1.126
Purchasing & Building Managem	2,620	$\frac{1.554}{2.587}$	2,065
	2,020	2,001	2.,(/(1.)
Research and Technology			
Research	335	333	324
Information Services	468	477	423
Technology	841	859	737
	1.644	1,669	1,484
Professional Development			
Teaching Rights & Practices	880	884	869
Community Development			
& Outreach	940	945	1,065
Social Responsibility	601	615	701
Project Application & Adminis-			
** Tration - Curriculum Services			
Professional Opportunities	(11)	(11)	(2)
Continuing Education;			
Lesson Aids, & Program			
for Quality Teaching	300	282	300
	2,710	$\frac{282}{2.715}$	2,933
Bargaining and Member Servic		0.101	9 17 1
Bargaining	2,090		2,161
Pension & Benefit Plans	208		$\frac{224}{2,385}$
	2,298	2.543	2,383
Grants to Locals	3.645	3,697	3,223
Conductor (acids)			
	\$19,188	\$19,402	\$18,106
Within programs, expenditure	s are furt	her classi	fied

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

		<u>Actual</u>	1995–96 Budget (Unaudited Note 16) 1 thousand	1994–95 <u>Actual</u> Is)
	Salaries & Benefits	\$ 8,387	\$ 8,399	\$ 8.299
e () () ()	Table Officers' Salaries, Accommedation & Expense Allowances	337	334	383
s:	LR, Executive & Staff Travel AGM, RA, Summer Leadership & Meetings	398 1,908-	390 1,946	330 1,935
	Grants (includes all grants: those to locals and others)	4,086	4,140	3,679
the	Printing, Distribution, Photocopying	956	1,034	978
ine s'	Conference Costs Organization Memberships	356 611	388 610	434 576
	Consultant & Legal Fees Public Relations/Communications	450 327	472 310	310 299
6 225 -	Equipment Rental, Purchases & Maintenance Depreciation & Gain/Loss on	203	202	192
	Disposal of Fixed Assets Property Taxes, Operating	1,107	648 1,099	463 849
S	Expenses, Insurance, Rent Miscellaneous	110	1.077	120
er.	Administrative Charges & Overhead Recovered Program Revenue (includes Lesson Aids sales,	(325		
	Labour Canada grants, Teacher Newsmagazine ads & subscription revenue)	(364) (374	<u> (347)</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.

\$19,188 \$19,402 \$18,106

	1995-96	1994-95
그게 모든 하는데 속 하는 그가 이트를 하는	(in tho	usands)
ands unexpended beginning of year	\$ 590	\$ 807
ands received	860	587
unds disbursed	(1,232)	(804)
ands unexpended end of year-represents	the	
net commitment for unexpired contracts	\$ 218	\$ 590

7.FIXED ASSETS

Original Accumulated 1996 Cost Depreciation Net Book Value (in thousands) S 736 S 813 Furniture & equipment \$1,123 S (387) 389 - 488Computer hardware (-16-1)224 253 Leasehold improvements 288 (64) \$1,349 \$1,554 \$ (915) \$2,264 Depreciation expense for the year ended June 30, 1996 was

8. DISPOSITION OF PROPERTY

\$390,000 (1995 - \$440,000).

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.

9. 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 was repaid in 1995-96 with the net sale proceeds of the Burrard Street property and the proceeds of the Broadway and Fir Agreement for Sale.

10. 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: Original Accumulated <u>1996</u> <u>1995</u>

	Cost	<u>Depreciation</u> (in thou	<u>Net Bo</u> sands)	<u>ok Value</u>
Land .	\$1,550	S	\$1,550	\$1,550
Building	7.356	(342)	7.014	7,259
	<u>58,906</u>	S (342)	\$8,564	\$8,809
Depreciation i 30 years.	s calculated (on the straight-	line meth	od over
The BCTF has mits the Fede for a 10-year	ration to ann period comm	a lease agreen ual lease payme encing in Marc BCTF will recei	ents of \$8 h-1994. A	81,000 - s-co-

11. WILLIAM R. LONG MEMORIAL

revenues generated by this property.

S 7
356 (342) S 21
-

12. ED MAY MEMORIAL SOCIAL RESPONSIBILITY FUND

	1990-90	
	(in tho	usands)
Fund balance, beginning of year	\$ 3	s —
Fee allocation (Note 4)	32	31
Expenditures	(27)	(28)
Fund surplus, end-of year	\$ 8	\$ 3
	-	

1995-96

(in thousands)

13. LEGAL LIABILITY FUND

	Fund balance, beginning of year	S —
	Fee allocation (Note 4)	
	Expenditures	(3.912)
-	Fund deficit, end of year	<u>S(3,912)</u>
	A former member petitioning on his ow behalf of the members of the B.C. Princ Principals' Association obtained an orde Court of British Columbia against the Fo proportional share of Federation assets reached between the two parties and the the plaintiffs \$3,900,000 in June 1996 i	ipals' and Vice- er from the Suprem ederation for a a. A settlement was ne Federation paid

14. CAPITAL PROJECT FUND

the court order.

	1994-95
ringi da mia gai, -pararikarianda (dirodiza ad Cini d	ousands)
Fund deficit, beginning of year	\$(4,642)
Transfer from (to) General Operating Fund	
Gain on sale of property	3,873
Costs of investment in co-ownership	(2)
Costs of leasehold improvements	(71)
Interest expense	(602)
Fund delicit, end of year	(1,444)
Transfer of deficit to General Operating Fund	1,444
Fund balance, end of year	S
AT THE DESIGN COLUMN A PEACHERCY	1 1 1 1 1 1

15. 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. 19
cerued l	penefits		\$10.19)6,000
ension f	und assets		\$11.37	71.000

16. BUDGET

The 1996-97budget presented in Statement III is the budget as approved by the Representative Assembly. The 1995-96 budget presented in Note 6 is the budget as approved by the Representative Assembly and amended by the Executive

17. COMPARATIVE AMOUNTS

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

Salary lidennity

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 1996 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, 1996 and the results of its operations and changes in its cash resources for the year then ended in accordance with generally accepted accounting principles.

Price Waterhouse Chartered Accountants Vancouver, British Columbia October 25, 1996

STATEMENT Salary Indemnity Fund

Balance Sheet as at June 30 1995 ASSETS CASH and ACCOUNT

INVESTM FIXED AS LIABILITI ACCOUNT DUE TO (PROVISIO Pension

Al	ich hi horas
	Polar Miche.
	STATEMENT II
	Salary Indemnity Fund

for the Year Ended Jun	e 30
	1996 (in the
REVENUE Membership fees (Note 2)	\$27,198
Teachers' share of unemployment insurance premium reductions Investment income	1,902 14,115
	43,215
EXPENSES Benefits (Note 4) Pension contributions (Note 4)	27,596 865
	28,461

over be Increase and pei Adjusted

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

	1996	n (housands)				
ASSETS	tin tilotis	sanus)		1996	199)5
CASH and treasury bills	S = 1.336				(in thousands)	
ACCOUNTS RECEIVABLE	3,382	3.158	CASH FROM (USED IN)			
INVESTMENTS (Note 3)	109,333 38	87,259 17	OPERATIONS			
FIXED ASSETS	and the second s		SOURCES			
A CONTROL OF THE PROPERTY OF T	\$114,089	\$92,022		\$26,960	\$26,476	
LIABILITIES AND FUND SURPLUS		21 170	Teachers' share of			
ACCOUNTS PAYABLE	S 291 83	S 169 15	unemployment insurance			
DUE TO General Operating Fund PROVISION FOR CLAIMS (Note 4)	(1,1)	1.7	premium reductions		1 (111/)	
Pension contributions	369	354	received	1.909	1,930	
Shert-term	3,035	2,949	Advances from General Operating Fund	68	2	
Long-term	97,127 $13,184$	$87,674 \\ 861$	Operating Fam.			
FUND SURPLUS	and the grown profes of said the			28,937	28,408	
	\$114,089	\$92,022	USES			
Approved by the Executive Committee			Paid to claimants	(18,125)	(16,662)	
• •			Pension contributions paid	(801)	(782)	
Miller In Becker			Administrative expenditures paid	(2,279)	(2,087)	
Poter misse.			expenditures para		was consultate and amounted to	'
Telecim or.				(21,205)	(19,531))
			NET CASH FROM			
STATEMENT II			OPERATIONS		\$7,732	\$8,877
Salary Indemnity F	und					
Statement of Revenue, I			CASH FROM (USED IN) INVESTING ACTIVITIES			
and Fund Surplu			EVANDALIMI VOLIMITA			
for the Year Ended Ju			SOURCES			
			Investment income			
	1996	1995	received	6,193	5,695	
The state of the s	(in thou	isands)	Proceeds from sale of investments	226,992	172,401	
REVENUE Membership fees (Note 2)	\$27,198	\$26,537	of investments		E C See 3 E 3 / E	
- Teachers' share of unemployment				233,185	178,096	. La Labradia
insurance premium reductions	1,902	1,930				
Investment income	14,115	5,163	USES	(9) 1 1 1 1 2 Th	(186,72)	,
	43,215	33,630	Purchase of investments Purchase of fixed assets	(241,137) (32)	(180,727	
EXPENSES			Parchase of fixed dascas	with minimum. Management of the control		•
Benefits (Note 4)	27,596	26,148		(241,169)	(186,728	<u> </u>
Pension contributions (Note 4)	865	811	NET CASH USED IN			
	28,461	26,959	INVESTING ACTIVITIES		(7,984)	(8,632)
					The Property of the Control of the C	No have produced by an extended remaining and
Excess of current year's revenue	14,754	6,671	CHANGE in cash and	a ji liliyin dalaba da sa		
over benefit and pension expenses	14,7,34		treasury bills		(252)	245
Increase in prior years' benefit			CASH and treasury bills,			
and pension expenses (Note 4)	(19)	(6,853)	beginning of year		1,588	1,343
Adjusted net revenue (expense)	14,735	(182)	CASH and treasury bills,			
			end of year		\$1,336	\$1,588
Administrative expenses	2,139	1,851				
Investment management and trust	273	273-				
company fee (Note 5)						
리 및 공급을 하는 것은 경우가 되어 되는 것이 하는 것이 하는데 함께 하지 않아 회사를 위한다. 것 이 작은 경우 전체에 발전하는 것은 나는 아이들 등에 가장 보는 사람이 되는 사람이 되어 하셨다.	2,412	2,124	म् नावस्य स्थानः स्थानस्य स्थ स्थानस्य स्थानस्य स्			
NET REVENUE (LOSS) for the year	12,323	(2,306)		i en 1912 - Gel Maurita 1944		
FUND SURPLUS, beginning of year	861	3,167				
FUND SURPLUS, end of year	\$13,184	<u>s 861</u>				anner men en e
			원 경인 기업은 물목 것은 유기 수기			

Salary Indemnity Fund Notes to Financial Statements Year Ended June 30, 1996

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.

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, 1996 was 1.6% of the gross salary of each member. For the year ending June 30, 1997 the 1996 Annual General Meeting approved the same fee.

3. INVESTMENTS

The market-value of long-term investments as at June 30, 1996 was \$114,495,310 compared to a carrying value of \$109,332,502 (June 30, 1995) market value—\$94,761,079; carrying value— \$87,258,831).

4. CLAIM EXPENSES AND PROVISION FOR

CLAIMS All accrued liabilities and provisions for claims are based upon an actuarial valuation as of

June 30, 1996. 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 independent investment firms 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.

Maralo Bagak 974

Mexican Riviera

March 16-23

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prom^{\$}899 usd

by Karen Harper

Then you apply to the Superannuation Commission estimate, you will be sent a form listing a number of pension plan options. You must either select one of those options or ask the commission to give you additional choices.

Give careful thought to choosing your option, for you may change your choice only within the first 60 days after the pension is granted.

If you have a spouse at the time you select your pension. you must select at least 60% of the pension on a joint-life basis, with your spouse named as your last survivor unless the spouse waives this requirement in writing. The remainder of your pension may be selected on a singlelife annuity with a guaranteed period and/or with a temporary annuity on you and/or your spouse.

Cost for guarantee periods and joint life

Options are essentially a form of life insurance—you select options to protect. someone other than yourself in the event of your death. If you choose anything other than a single-life option-no guarantee, the lifetime portion of your pension is reduced to pay for the cost associated with any guarantee that you have purchased.

PD—Vancouver Island Weststyle

by Cathy Nesbitt

n October 2, 1996, we held our first district PD meeting. In the past, we met in Gold River because it is the largest community; we have held our meetings in the board office. This year I changed our venue. We flew to our smallest community, Kyuquot, and held our meeting in the school. It was wonderful! We really experienced life in Kyuquot.

There are no roads into Kyuquot, so we hopped aboard a Beaver and flew up the inlets and coastline to our destination, arriving at 09:45. After a walking tour of the community, in the first rain of the season, we hiked up the hill to Kyuquot Elementary-Secondary School. We had the use of the home economics room in the morning. We had brought lunch with us for the entire staff (AO, teachers, TAs. TOC). It was a great time to socialize, discuss interests. meet the new teacher, and learn more about life in a small school.

We donned our rain gear once more for a tour of the school grounds and teacherages. Next was a tour of the school itself. We cleaned upour lunch, did the dishes, and moved into the library as the home economics room was to be occupied by students. We carried on with our meeting and were wrapping up in order to catch our plane at 15:00 when I was called to the

Single-life option— No guarantee

This is payable during your lifetime, and payment ceases on your death. This is quoted only on request.

Single-life option— Guaranteed five years

This is payable during your

lifetime or for a period of five years, whichever is longer. In the event of your death before the expiry of the guaranteed period, your beneficiary would receive pension payments for the remainder of the guaranteed period. Should you die after the expiry of the guaranteed period, no further

pension payments are made. Single-life option--

Guaranteed 10 years This is payable during your lifetime or for a period of 10 years, whichever is longer. In the event of your death before the expiry of the guaranteed period, your beneficiary would receive pension payments for the remainder of the guaranteed period. Should you die after the expiry of the guaranteed period, no further pension payments are made:

Single-life option— Guaranteed 15 years

This is payable during your lifetime or for a period of 15 years, whichever is longer. In the event of your death before the expiry of the guaranteed period, your beneficiary would receive pension payments for

phone. The airlines informed me that the plane could not land at Kyuquot because of inclement-weather. The weather forecast for later that afternoon and the following day was worse. Our next move was to pile seven adults into a six-passenger truck (there are few vehicles in town) and bounce over a logging road for 45 minutes to a logging camp at Chamis Bay. The bay is further up the inlet, and the plane was able to land. The ride to Tahsis and then on to Gold River was like a rollercoaster ride.

What we gained from the day is irreplaceable: companionship, new friendships, understanding, and empathy for people who live in places like Kyuquot.

Cathy Nesbitt teaches at Ray Watkins Elementary School, Gold River.

the remainder of the guaranteed period. Should you die after the expiry of the guaranteed period, no further pension payments are made.

Joint-life and last-survivor option

This is payable during your lifetime and the lifetime of another person named at the time the pension is granted. The pension continues until the death of the latter

Combination option

This option is based on a combination of a Single-Life Annuity guaranteed option and the Joint-Life and Last-Survivor Annuity option. The total pension is payable as long as you live. If you die prior to the completion of the guarantee period, the portion on the Single-Life Annuity guaranteed option will continue to the nominated beneficiary until the end of the guarantee period, and the portion on the Joint-Life and Last-Survivor Annuity option will continue to the named survivor until the latter's death. If you die after the guarantee period has expired only the portion on the Joint-Life and Last-Survivor Annuity option will continue to the named survivor until the latter's death. If both the pensioner and the beneficiary die before the guaranteed period expires, the remainder of the guaranteed period will be paid to the estate of the latter survivor.

April 26, 1997

May 3, 1997

Option including temporary annuities

Cost of pension

plan options

For all pensions commenc-

option tables will be used. The

adjusted downwards by 25 to

50%. The cost of joint-life and

based on the actual age of the

pensioner and the beneficiary

at retirement. The large table

is on the BCTF Website under

Job issues, pensions, pension

The cost of the various

options will be adjusted on a

triennial basis as a result of

the findings of the actual use

Actuarial Valuation of the

Teachers' Pension Plan.

and cost of these options in the

Karen Harper is the BCTF staff

person responsible for pension

Reminder—

Long-term SIP

A reminder to teachers 64

and contributory service with

years or older, or whose age

the Teachers' or Municipal

Pension Plan equals "89"—

enrolment in the BCTF Salary

Indemnity Plan, Long Term is

If you lit one of the above criteria and wish to withdraw

from the long-term part of the

plan, write (or fax 871-2287)

the BCTF Income Security

application forms.

Department for withdrawal

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insurance for yourself, you

you interested in accidental-

death-and-dismemberment

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payroll deduction.

participating districts by

insurance as well? Discover

spouse, or your mortgage? Are

options.

issues.

optional.

last-survivor options is now

ing on or after January 1.

1997, the new pension-plan

cost of 5-, 10-, and 15-year

guarantees have been

Under this option, you can have any of the aforementioned options and include any or all of the following temporary annuities:

- · Temporary-Life Annuity at a rate not exceeding the amount of the monthly pension payable under the Old Age Security Act of Canada, payments to cease when the employee (contributor) dies or attains the age of 65 years. whichever occurs first
- Temporary-Life Annuity at a rate not exceeding the amount of the monthly pension payable under the Old Age Security Act of Canada, payments to cease when the person (spouse) nominated by the employee dies or attains age 65 years, whichever occurs

Temporary annuities are "purchased" from your own basic pension. Your lifetime pension is permanently reduced at the time you retire, and, in exchange, you are given a temporary annuity that will cease at the earlier of death or age 65. You will receive more pension until the earlier of death or age 65, after which you will receive less pension than if you had not chosen a temporary annuity. Seek advice before selecting any temporary

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noted. Bring a calci	dator and your recent pension statement.
Date	Location
February 15, 1997	7 Coquitlam, Best Wstn. Coquitlam Motor Ing.
February 22, 1997	7 Nanaimo, Coast Bastion
March 1, 1997	Cranbrook, Inn of the South
March 8, 1997	Kelowna, Ramada Lodge Hotel
April 3, 1997 (Thu	ır., 16:00-20:00) Smithers, Hudson's Bay Hotel
April 4, 1997 (Fri	., 16:00-20:00) Prince Rupert, Crest Motor Hotel
-April 5, 1997	<i>Terrace,</i> The Terrace-Inn
April 12, 1997	Chilliwack, Best Wstn. Rainbow Country Inc
April 19, 1997	Castlegar, Sandman Inn

Prince George, Ramada Inn

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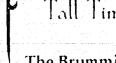
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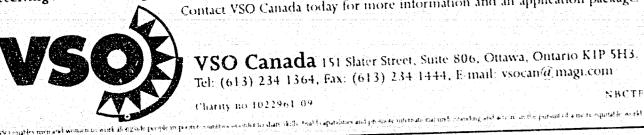
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28 New Westminster, Taking Back ister, phone (604) 528-5590.

workshop on confronting bullying, aggression, apathy and anger, enhancing core self-esteem, and building resilience, 09:00-15:30, Holiday

PDCALENDAR

PD CALENDAR Any additions or changes? Write, fax (604) 871-2291, or e-mail dstagg@bctf.bc.ca adhering to our format.

ENDBRIGATRY

7-8 Nancouver, B.C. Art Teachers' Association Conference, Imagineer ing, Templeton Secondary School Innovative ideas and inspirational speakers and sessions, Join us for a whale" of a time, Contact Karen Coffin. c/o Templeton Secondary School, 727 Templeton Drive, Van conver. BC V51, 488, (604) 255-9344, E: (604) 255-1021.

15 Kamloops, Annual meeting and mini conference for Teachers of Home Economics Specialist Assn. an adjunct to the provincial CAPP Conference February 17, University College of the Cariboo, Contact Lesley Carr. THESA president, S. (250) 339-5525, F_{1} (250) 339-0832, learr@sd7 Lbc.ca

17 Kamloops, Career Prep/CAPP 97 Conference, Issues in Public Education, University College of the Cariboo. Contact Gerry Olund, Henry Grube Ed. Centre, 245 Kitchener Crescent, Kamloops, BC V2B 1B9, (250) 376-2266, F: (250) 376-7966.

17 Nanaimo, Food Sense - Personal Planning for Healthy Eating, a nutrition-education workshop for Grade 4-6 teachers, by B.C. Dairy Foundation. Contact Marilee Christie. Nanaimo District Teachers' Assn., (250) 756-1237, 15 (250) 756-0188. 17 Nanaimo, FoodTrack, a nutri-

tion-education workshop, for Grade 4-6 teachers, by B.C. Dairy Foundation. Contact Marilee Christie. Nanaimo District Teachers' Assu., (250) 756-1237, F; (250) 756-0 (88. 18 Vancouver, Parents: Partners in Reading presents Sherree Fitch, The Power of Story: Giving Our Children-

Alice McKay Room, 19:00, \$10 advance; \$15 at the door. Contact Meredyth, (604) 876-9816 19–21 Victoria, Hospital/Homebound PSA Conference, Troubled Times/Troubled Kids, Harbour Towers Hotel, Contact Roger Emery. 1870 Penshurst Road, Victoria, BC V8N 2P3, (250) 477-8894, or (250)

Voices, Vancouver Public Library.

595-6084 21 Langley, Behind the Scenes at the Langley Fine Arts School, 09:00-15:00. \$75 includes lunch and handouts. Contact Nancy Crawford or Peter Beckett, LFAS, 9096 Trattle St., Fort Langley, BC, (604) 888-3113; F:

(604) 888-3578. 21 New Westminster, Enhancing Elementary School Safety. Presented by the Justice Institute of B.C. \$125 Contact Mark LaLonde (604) 528-5624, mlalonde@jibc.org To register,

phone (604) 528-5590. 21-22 Burnaby, B.C. Musi cators' Assn. Conference, Earth Beat 97, Burnaby South and Michael J Fox Theatre, Contact Brenda Wallace, (604) 857-5268, F: (604) 857-5269, brwallac@istar.ca

-22 March 1 and 8, Vancouver Gestalt Group Dynamics: Skills training and small-group practice, St. Andrews Wesley Church, Contact Gestalt Training Institute, P/i: (604) 925-2012.

February 24-March 2 FREE-DOM TO READ WEEK, declared by the Book and Periodical Council, 35 Spadina Road, Toronto, ON M54-289, 416) 975-9366, F: (416) 975-1839.

27 Victoria. Positive Echoes, a workshop on confronting bullying, aggression, apathy and anger, enhancing core self-esteem, and building resilience, 09:00-15:30, Holiday Inn Metrotown, Contact Jan Marlow,

27-28 Prince George. B.C. School Counsellors' Assn. Northern Regional Conference, Change—The Never-Ending Story, hosted with the support of the UNBC, Faculty of Health and Human Sciences. A conference on change, resiliency, and issues relating to supporting students and youth at risk. Contact Wilma Madill, S: (250) 562-3236, H: (250) 563-5986, F: (250) 562-4529.

the Schoolyard: A Bully Prevention Workshop, Justice Institute of B.C. \$125. Contact Mark LaLonde (604) 528-5624, mlalonde@jibc.org To reg-

MARCH

Burnaby, Positive Echoes, a

Inn Metrotown, Contact Jan Marlow, (250) 535-0255.

7 New Westminster, Classroom Man agement Techniques: Dealing with Inappropriate Behaviour, Justice In stitute of B.C. \$125. Contact Mark Lallonde (604) 528/5624, mlalonde@ jibe org To register, phone (604) 528-

10-11 New Westminster, Harasse ment, Discrimination, and Human Rights Policy & Legislation Justice Institute of B.C. \$220 Contact Mark LaLonde (604) 528-5624, mlalondete jibc.org to register, phone (604) 528-

13-14 Vancouver, Crosscur rents: From Policy to Practice, sponsored by the Special Education Assn., Westin Bayshore, Keynoter: Dr. Lawrence Lieberman, Contact Pearl Wong, P/F: (604) 576-1528.

14-15 Burnaby, Provincial Intermediate Teachers' Assn. Miniconference on elementary technology. Contact Ray Myrtle, 4695 West 6th Ave., Vancouver, BC V6R 4V6, S: (604) 664-8306 (local 114), F: (604)

24 New Westminster, Sexual Harassment and Human Rights in the Workplace, Justice Institute of B.C. \$175. Contact Mark LaLonde (604) 528-5624, mlatonde@jibc.org To register, phone (604) 528-5590.

APRIL

3-4 New Westminster, Interview ing Parties Involved in Harassment Complaints. Justice Institute of B.C. 8220. Contact Mark LaLonde (604) 528-5624, mlalonde@jibc.org To register, phone (604) 528-5590.

4-5 North Vancouver, TEAL, 97. Celebrating 30 Years of Instruction and Research in English as an Additional Language, Canadian International College, Contact Carol May, Box 44113, Burnaby, BC V5B 4Y2, Ph 298-4209, email: info@tesl.ca.

11 New Westminster, Enhancing School Safety, Justice Institute of B.C. \$125. Contact Mark LaLonde (604) 528-5624, mlalonde@jibc.org To register, phone (604) 528-5590.

18 Kelowna, Kim Calder, Visualiz ing & Verbalizing; Judy Rourke, Emotional 10; and Pat Lainsbury. Adapting/Modifying Curriculum, Grand Okanagan, Contact Larry Dixon, S: (250) 579-9221, H: (250)

19 Vancouver, Workshop: Responsible Leadership in a Chronically Anxious Society, with Dr. Edwin Friedmany -Vancouver -Public - Library Central Branch, \$105 to March 19; \$125 thereafter, Contact North Shore Counselling Centre, 2104 Gordon Ave., West Vancouver, BC V7V IV9, (604) 926-5495, F: (604) 926-5498.

25-26 Abbotsford, Congrès de TAPPIPC. Responsable : Jacqueline Brunet, téléphone : 859-4891 (télécopieur : 852-8587) ou pour de plus amples renseignements con Martine Joseph, téléphone ; 858-2666 (télécopieur : 858-5773). mioseph@cln.etc.bc.ca

24-26 Vancouver, B.C. Business **Education Assn. Spring Conference** –1997, Business-Ed's-Excellent Ad-Ventures, Hyatt Regency Hotel, Contact Bob Austin, Kitsilano Secondary, 2550 West 10th Ave., Vancouver, BC V6K 2J6, (604) 736-0344, F: (604) 736-5279.

25-26 Vancouver, BCCHSS (B.C. Consortium for Humanities and Social Sciences) Spring Conference 1997, Landscape, Memory, and Narrative: Teaching the Humanities, Arbutus Club. \$45. Contact Yiling Chow, (604) 736-1633, F: (604) 733-5673, chow@vsb.bc.ca.

30 avril au 3 mai , Moncton, Du souffle dans les voiles; les élèves à la barre, Congrès national de l'ACREF, Alliance canadienne des responsables et des enseignantes et enseignants en français langue maternelle. Pour de plus amples informations: Joanne Godbout: (506) 856-2770.

In accordance with BCTF procedure statement 30.A.14, the October PSA Day will occur on these dates:

October 24, 1997 1997-98: October 23, 1998 1998-99: October 22, 1999 1999-2000: October 20, 2000 2000-2001:

- Debby Stagg

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Living the lessons

This story is reprinted from Public Choice Public Schools: A walk through 16 of B.C.'s diverse schools and programs, "Outdoor education motivates students."

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> —Old proverb reflecting Earthquest's philosophy

by Theresa Beer

Through tall grass, you can't see anyone. As you approach, you hear voices, and a head pops up. Students are hard at work in their classroom: a small clearing amid fields, mountains, and a stream. The clearing is more than a beautiful setting; it's a resource that gives students knowledge--!.nowledge about plants like yarrow, which is used to treat a student's allergic reaction. This is Earthquest Outdoor School, in Vernon, and the students, live the lessons they learn. The outdoors challenges them physically, emotionally, and intellectually.

Earthquest, started 15 years ago by Barrie Reid, is designed and run by him and his wife, Moe. The program-takes 60 Grade 11 students each year, half join the Earthquest program for one semester, the other half are school-based.

About 90% of the program takes place outdoors. The Earthquest semester includes cycling, backpacking, rock climbing, back-country skiing. and river and sea kayaking. Expeditions, ranging from three to 10 days, account for up to 32 days of the semester. This is combined with a practical immersion in First Nations traditions and environmental studies. Students get credit for earth science, social studies, physical education, and career prep and work experience.

The expeditions are more than physically challenging. The Reids, who are certified guides, encourage students to respect nature by leaving a minimum impact and protecting resources.

It's one thing to study water movement and tides from a book. It's quite another to experience them when you are ocean kayaking, as Grade 11 student Jeremy Vanderkerkhove discovered. It makes learning and remembering much more meaningful, he says.



On the Blanket Glacier in the Monashee Mountain Range, students set up a weather station, study glaciation, and the structure of snow crystals, dig snow pits, and predict avalanches based on their tests.

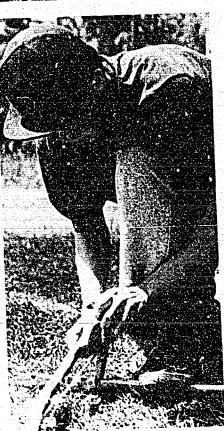
While backpacking and rock climbing, they learn geology by studying rock and mountain formation and volcanic action.

Earthquest differs from other outdoor education programs in its focus on First Nations technologies. Barrie Reid learned traditional practices from elders like Mary Thomas, from Enderby, and maintains close contact with First Nations traditions. While sea kayaking in the Gulf Islands and Clayoquot Sound on the West Coast, students meet with elders. The trip also includes a cultural exchange with students from Ahousaht Village, in the Clayoquot.

As part of the immersion in the pre-contact coastal and interior First Nations life, students bead, tan deer hides, make cedar-root baskets, and start fires with bow and hand drills. There are no shortcuts for learning these skills, says

Students leave Forthquest with discipline, high selfesteem, ability to support one another in groups, and a new maturity.

Moe Reid. The 40 to 60 hours required for each, teaches patience and time management. "The process is so important. It's more important than the content," she says.



(Top) Darren Pederson backcountry skiing in Monashee Range. (Middle) Cody Holliday, Carrie Williamson, Taylor Parsons, Aaron Stuart and Libby Olson relax during kayaking trip on West Coast. (Bottom) Aaron Stuart attempts to light a fire with a bow and hand drill.

Students also helped build on the site a kekuli, a traditional First Nations winter house dug into the ground.

The students pass along this knowledge to elementary classes who visit the site.

Students leave Earthquest with discipline, high self-estee a, ability to support one another in groups, and a new maturity. They also leave with an enthusiasm for learning.

Students say much of the program's success is due to the careful guiding, encouragement, and role modelling provided by the Reids. "I liked

the fact that they gave us responsibility; they treated us like equals," says Chris Farrer.

"Last year, it taught me how to learn a lot better and work harder toward things. Last year I got principal's list; this year, honour roll," says student Brian Ganden, who did not excel in school before Earthquest. He says that by working his way through projects on his own, he learned how to problem-solve.

Students spend many hours alone, tracking animals such as bears and cougars, and becoming attuned to a particular setting. This is based on the "spirit spot" in First Nations traditions. Observations are written in a journal. Most young adults, Reid notes, don't have the opportunity to spend time alone.

An equally important aspect is working together. Students talk of deep friendships, an acceptance of differences, and little peer pressure.

Careers in related fields such as parks work, forestry, anthropology, meteorology (weather forecasting), and adventure tourism become possibilities. "Quest opened up all the different careers you can go into like photographer and guide that I never even thought of before," says Jeremy Fyke.

Another plus for the award-winning program has been its safety record. No student has been injured on a trip. A lot of time is spent developing safety standards, explains Reid.

Many parents find that all their children want to participate in the program. Teacher Bev Barling had three children finish the program. It prepared them for future choices, she feels, and was a "really major life influence."

Parent Judy Mori, who chairs the Earthquest Parents' Support Group Society, has two children who finished the program and one just beginning. "It's really exciting to see your kids go flying out the front door because they don't want to be late." she says. The program has given her children confidence by allowing them to make "safe mistakes."At the parentorganized dinners, she recounts, students who had confronted issues, from anorexia to hanging around with rough crowds, returned to speak about how Earthquest changed their lives.

Students hear about Earthquest by word of mouth and through presentations in schools in the district.

Teachers are encouraged to recommend students they feel would benefit. Participants range from those needing learning assistance to high academic achievers. Students write about why they want to attend, and participate in a preliminary run. This helps determine who is committed, says Moe Reid.

Participants range from those needing learning assistance to high academic achievers.

The student fee of \$750 pays for replacing equipment and the helicopter ride for backcountry skiing, says Vernon Secondary School Principal Richard Dedora. The program is based out of Vernon Secondary School, where Earthquest students spend time between activities. The school budget for Earthquest was \$9,000 for travel fees and \$7,500 for supplies in 1995-96. Dedora says this is in line with other school programs, and only half the cost of bussing students to extra-curricular activities.

The parents' group raises between \$7,006 and \$10,000 a year toward equipment and unexpected costs and provide bursaries if needed.

In our fast-paced society, few students have the chance to slow down, observe their world, and really appreciate it. Earthquest students say they wish everyone had that chance.

Theresa Beer co-authored the BCTF publication, Public Choice Public Schools: a walk through 16 of B.C.'s diverse schools and programs.