

Teacher

INSIDE

What makes a great day of teaching?	4
No to affiliation	5
New bargaining structures	6
Teaching children is labour intensive	6
So, where are the boys?	7
Addressing student differences	8
Teachers teaching teachers	10
BCTF Financial Report for year ended June 30, 1996	12
Living the lessons	20

CONTENTS

President's message	2
Readers write	2
Top 10 lesson aids	3
Grievetalk	5
Yours for the asking	5
Pensions	16
Classified	19

MAIL POSTE

Canada Post Corporation / Société canadienne des postes

Postage paid / Port payé
Bik / Nbre

PERMIT NO. 0038940499
Vancouver

Greater expectations—fewer 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.

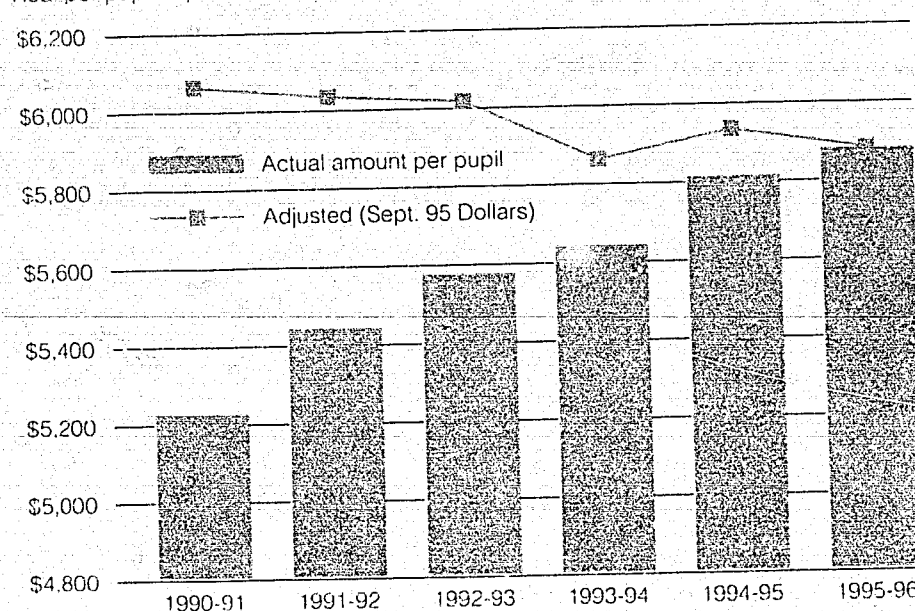
by Alice McQuade

Is 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 terms.
- 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 special-education 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 responsibility 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 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 counselor **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



I 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 voice your concerns. Please consider attending your local meetings and the AGM.

Alice

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 multiple-choice 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 students.

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.

Shankar Kamath
Vancouver

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 informercials, 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

Affiliation with 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 education.

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
Creston

DND Reunion '97

August 15-17

Silver Star is a year-round holiday destination with summertime activities in: biking, relaxing, hot-tubbing, 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 activities 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.

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
Vernon

The Royal Canadian Legion organizes an annual Youth Leaders' Pilgrimage of Remembrance to England, France, Belgium, Holland, 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 immediately.

Karen Mackarous-Reitano
Dominion Command
Youth Committee, RCL

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.

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
Vernon

The Royal Canadian Legion organizes an annual Youth Leaders' Pilgrimage of Remembrance to England, France, Belgium, Holland, 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 immediately.

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 no 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 at 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 bargaining 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

September '96

October '96

Nov/Dec. '96

Jan./Feb. '97

March '97

April '97

May/June '97

Deadlines:

August 16

September 13

October 18

January 3

January 31

March 27

April 25

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the B.C. Teachers' Federation.

The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine.

All advertisements will be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

CALM CANADIAN ASSOCIATION OF LANGUAGE MEDIA

PRINTED IN CANADA BY MITCHELL PRESS LIMITED

ISSN 0841-9574

French programs and services

Pas de répit!

Le calendrier d'ici le mois de juin est bourré. Nous avons les 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 cœur de la communauté» en février. Au mois de mars c'est la semaine de la Francophonie et l'Assemblée générale annuelle de la FECCB. Avril c'est le mois des budgets. En plus nous recevons le Comité exécutif de l'Association canadienne de professeurs d'Immersion et on aura le congrès de l'association provinciale des coordonnateurs de langues modernes et le congrès de l'APPICP à Abbotsford. Devrais-je continuer?

La trêve se termine. Il faut rouvrir le dossier des négociations provinciales. Chaque enseignant doit participer et faire connaître les objectifs qu'il ou elle désire voir 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'APPICP ou en vous adressant directement au Bureau à la FECCB. L'essentiel c'est de se faire entendre avant la Conférence des négociations de la mi-février.

Pour ceux et celles d'entre vous qui commencent à naviguer l'Hypertôle (internauts) la page d'accueil de l'APPICP 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/appipe/index.htm>.

What is happening is affecting 6,500 members of our union. This shameful treatment of our colleagues has gone on far too long. The answer is simple. All teachers must be paid scale from day one of any assignment.

James McNamee
Coquitlam

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:

subscribe lastname

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/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

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 cœur de la communauté" in February, the National Executive of the Canadian Association of Immersion Teachers and the BCLCA and the APPICP conferences. We'd better stop here!

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

The APPICP homepage <http://www.bctf.bc.ca/PSAs/appipe/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

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:

subscribe lastname

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/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

<http://www.bctf.bc.ca/irn/IRNDatabase.html>

• The Inclusion Resource Database, a collection of useful resources for educators.

Top 10 BCTF lesson aids

1 Word Recognition. Mary Tarasoff. 83 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

2 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

3 Nobody Likes An Alarm Clock—Canadian Women 1910-1930. Judith Coffin, Tom Morton, Mary Toms, Ramona Sousa. 88 p. ©1995. Co-operatively planned Social Studies 11 unit with six lesson plans, handouts, student worksheets, and a bibliography. Lesson plan topics: The Vote, Fashion 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 issues. Grade 11. LA #2078—\$8.50

4 The Outsiders: A Novel Enrichment Unit. Randy Matheson. 6 p. Includes critical and creative thinking activities. LA #1060—\$1.80

5 Fun With Integers—A Grade 6 & 7 Math Activity. Gaynor Dayson. 60 p. ©1996. Written to support the new Mathematics Integrated Resource Package. Includes teacher notes, journal ideas, six Grade 6 student activities, 12 Grade 7 student activities, integer problems, assessment, games using integers, and a bibliography. Grades 6-7. LA #9423—\$6.

6 There's No Free Lunch. East Kootenay Environmental Society with input from mining industry and government personnel. 20:30 min. VHS videocassette and 15-page 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 mining process, a discussion of acid rock drainage and a description of reclamation activities used at the Sullivan are included. LA #EE302—\$22

7 Mrs. Frisby and the Rats of NIMH. Teresa Haughn. 25 p. 1988. This novel study includes chapter vocabulary activities, discussion questions and activities. LA #9048—\$4.35

8 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

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

10 An Integrated Unit on the Aztecs and the Mayas. Carmen Kuczman 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.

Web sites

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

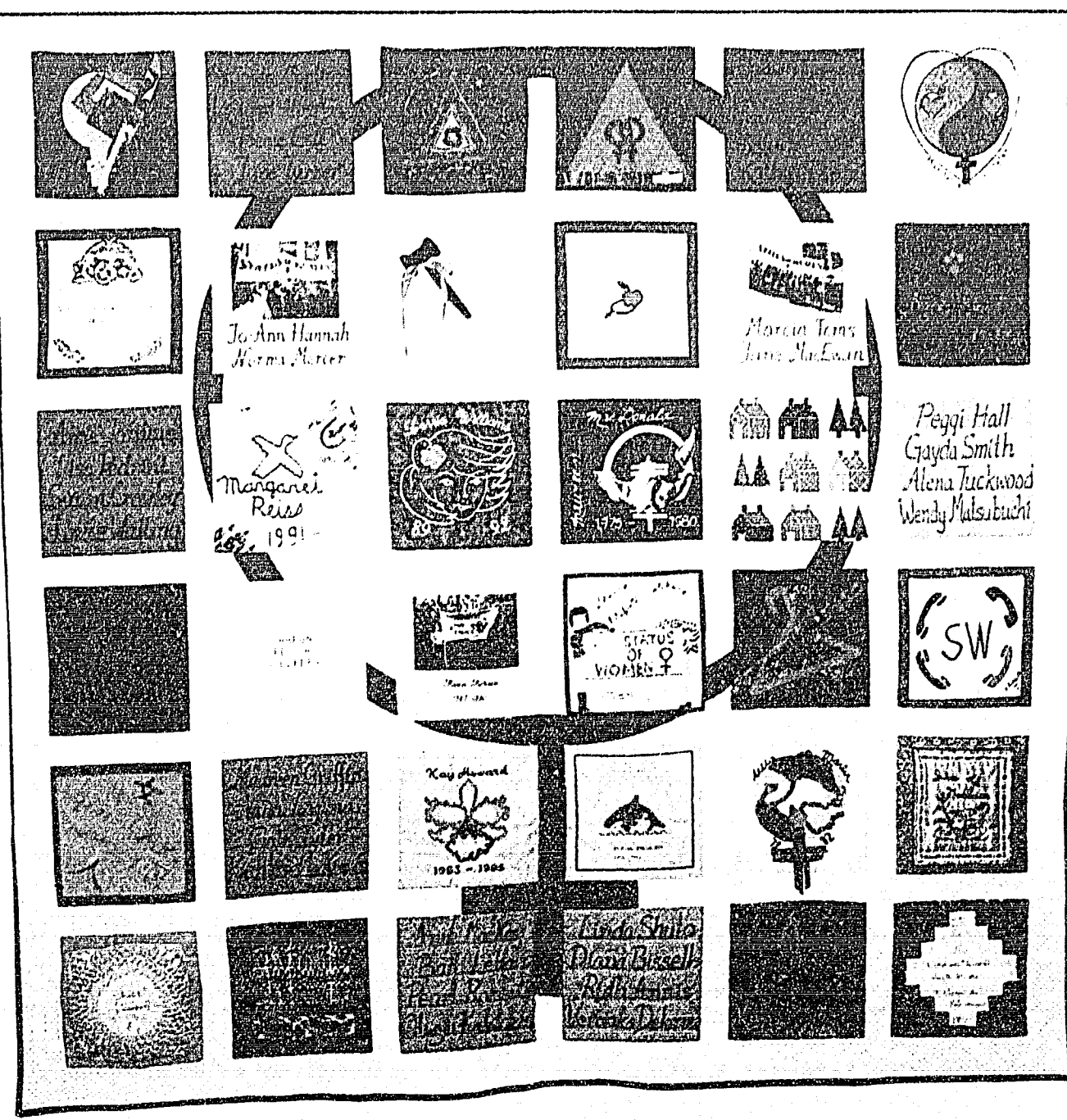
STATUS OF WOMEN

75th-Anniversary Quilt has a home

The Status of Women Committee organized the creation of a commemorative quilt to celebrate the 75th Anniversary of the BCTF.

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—quilting, 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 quilt.

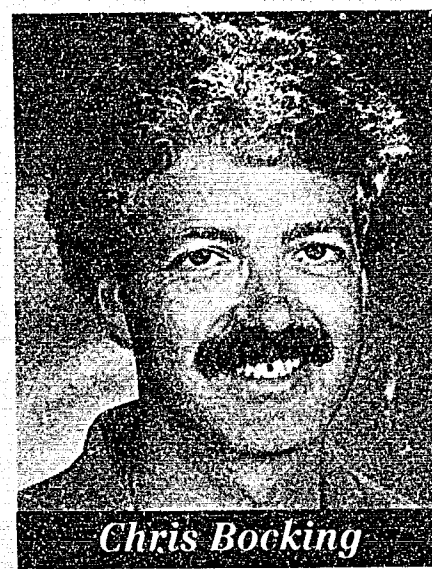
The case was completed in time for the celebration of the 25th Anniversary of the BCTF Status of Women Program, and the quilt now hangs at the entrance to the PD Division. The 36 squares make a colourful and powerful visual statement. They testify to the beauty and artistry inherent in traditional female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

—Margaret Ross

Do you have your business prepared for International Women's Day, March 8? Check out all of "The Top 10 Lesson Aids" on page 3.

Speaking personally

What makes a great day of teaching?



Chris Boeking

A 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 help.

I gathered my Grade 4 and 5 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 fluorescent 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. Co-operation. 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.



Lois Johnstone

In September, I was persuaded by my teenage son to join him in a community Tai 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. I learned that integral to Tai 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 Tai 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 Tai 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 Tai Chi sense of balance and focus. Well-planned 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 Tai Chi.



Gavin Hainsworth

It 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.



Janet Amsden

Any of the following comments make a great day teaching for me:

Oooooh...now I get it! Tomorrow's OS:08 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 meetings for Tuesday afternoon and called a TOC for you.

Can I be in your class next year?



Garth Holmes

My definition of a good day teaching has changed over the 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 aspects is a good day.

A great day is where the lesson plans work out, or a student has an "Aha!" moment, or I make a difference in someone's thinking. Fortunately, there are still enough of those days to make teaching enjoyable.

No to affiliation

Teachers 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.

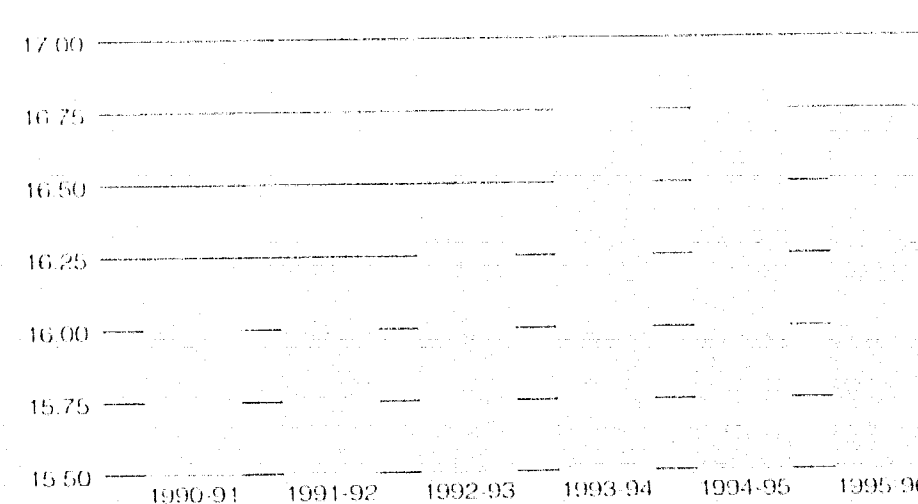
While the vote means that we will not be affiliating with the B.C. Federation of Labour, we will continue to maintain a good relationship with the BC Fed and the rest of the labour movement, working on common issues that affect

teachers and other trade unionists. In response to our letter informing the B.C. Federation of Labour of the results of the vote, Ken Georgeotti wrote, "We will continue to work together co-operatively 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 represent."

—Peter Owens

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 session.

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

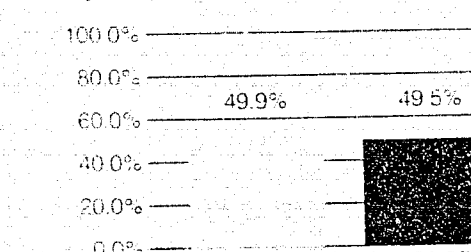
• Other adults demanding his attention on various occasions were the police-liaison officer, the violence-prevention worker, the youth-services program, the counsellor (eating disorders), the multi-cultural-support worker, a physician, a psychologist, and the ESL-integration counsellor.

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.

Kil Krieger, president of the West Vancouver Teachers' Association and secretary vice-president of the BCTF, explained that the West Vancouver School District has

Teachers' Salaries as Percent of Operating Budget

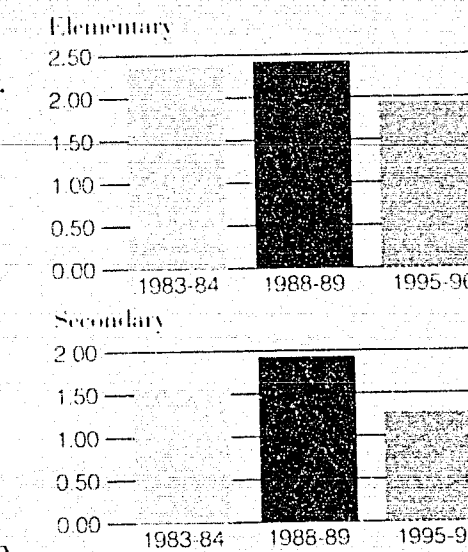


neither board policy nor contractual language on class size. The result? More resources are directed away from the classroom; schools run classes despite registrations of only five or six; administrators pay

little attention to balance and 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 non-enrolling 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 Students, BC, 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.

Grievetalk

TOC rights upheld by LRB

Last issue, I wrote about a disturbing decision by then Arbitrator Bryan Williams (he 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 not 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 Arbitrator Catherine Bruce has upheld the posting-and-filling provisions in Golden. The employer hired an outside candidate over qualified internal candidates. The union grieved, arguing that the employer had to consider the internal candidates before interviewing outside candidates. The union relied upon "priority bands," in the posting-and-filling section of the collective agreement. The employer argued that the onus to consider meant nothing in terms of its obligation to hire the internal candidates and that it could interview all candidates at the same time in making its selection. Arbitrator Bruce upheld the grievance, ruling that the employer could not consider outside candidates until all qualified, internal candidates had been considered. She further ruled that the onus on the employer to consider internal candidates allows discretion in a final decision, but that the decision must be based on the posted criteria and not on extraneous factors. In addition, she ruled that management must exercise its discretion in a just and reasonable manner, without discrimination, bad faith, or arbitrariness. She stated in the award: "I find the employer would face a heavy onus in justifying the rejection of a priority candidate that met all of its expectations for the job."

—Lyne Sinclair

Notice of AGM '97

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 81st Annual General Meeting of the British Columbia 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 for the G.A. Fergusson Memorial Award

Nominations 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 BCTF.

Yours for the asking

We can help

St. John's Ambulance first-aid 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 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 first-aid 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 master.

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 your mailing address.

New bargaining structures

by Mike Hayes

When 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 to 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.

New structures

The challenge facing the 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 level. 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 Federation—the AGM, the RA, and the Executive Committee—remain intact and continue the sound democratic basis for decision



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 Federation 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 circumstances.
7. support member involvement.
8. 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 principles, have support in the research it conducted with members, and are consistent with the existing governance structures of the Federation. It will, nonetheless, take commitment 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*.

So, where are the boys?

by Pat Clarke

In June, at a year-end awards assembly I 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. I looked 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 told 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-dust 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?

My new awareness of the widening gap between the scholastic achievement of girls and boys was at the time mostly a hunch, based on my experiences. Since June, however, I have come across some evidence that confirms my suspicions, a profile of various achievement and behaviour indicators by gender for what can safely be described as a large and typical, perhaps even bell-curve, B.C. school district. In the secondary schools of that school district last year, boys who dropped out outnumbered girls by five to one. Boys with a failing-grade average outnumbered girls five to one. Boys were suspended from school five times more often than girls. On the positive side of the indicators, 80% of students on honour roles in secondary schools were girls, and girls received almost three times more district and provincial scholarships than boys. Since receiving these figures, I have done some random checking with other school districts and found these to be fairly typical across 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 "non-traditional" careers such as nursing, dental hygiene, and paraprofessional occupations.

I have also noticed for some time that girls are taking on leadership roles and setting themselves on realistic but ambitious career paths much more readily than boys. The old male-dominated secondary school student council, for example, has gone the way of the Loyal Order of the Moose. Virtually all the social-responsibility initiatives I have been aware of over the past few years, from environmental clubs to food-bank drives, have been organized and led by girls. (One female

environmental-club activist told me of their difficulty getting boys to participate.)

They have been anesthetized by a "boy culture" that celebrates bravado, lassitude, and stupidity.

If the boys aren't working as hard as the girls at their class work, if they aren't taking on leadership and social responsibilities, and if they seem less concerned about their futures, what are they doing? If the 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 leisured existence of watching televised sport and playing electronic games. They have been anesthetized by a "boy culture" that celebrates bravado, lassitude, and stupidity.

The significant evidence that we may finally have an education system that encourages females to try hard, succeed, and consider a much wider range of career paths than ever before is the good news. The bad news is that too many males are not doing very well at all, do not seem overly concerned, and are on their way to tumbling themselves into a social underclass. The "father of a daughter" part of me is tempted to say "good; the more boys opt out the better her chances." The "educator/amateur sociologist" part of me sees potentially serious educational and social problems.

It could be one of those social phenomena we are simply overwhelmed by: a generally dysfunctional Beavis and Butthead male culture against which we are mere candles in the wind.

Our schools are supposed to be inclusive, but as far as this too large group of rogue males is concerned, our schools appear to be mostly exclusive. I don't believe it is because we teachers don't try to include them—we do—but too often our efforts end in suspensions, failures, or mediocre achievement and wasted time. Something is wrong. It could be one of those social phenomena we are simply overwhelmed by: a generally dysfunctional *Beavis and Butthead* male culture against which we are 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.

Ministry for children and families

by Peter McCue

The 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.

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 school-district 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 Picas 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 ministry.

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 BCTF.

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 established 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 representatives.

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



Teaching children is labour intensive

by Janet Amsden

"I'm sorry, Mrs. Jones," I said. "Your son is going to have to repeat the grade. He simply hasn't mastered his addition facts, and his reading is below grade level. He spends too much time out of his 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. I would have been surprised if Mrs. Jones had challenged my declaration that her child was not measuring up and sug-

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 find gainful employment.

However, if I were talking to Mrs. Jones today, I would say, "Mrs. Jones, please meet with me and the learning-assistance 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 motivations. We will be mak-

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 in certain areas."

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 teachers knew us. Education has become child-centred; no longer teacher-centred.

The progress in teaching is 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 discoveries in disease control or technology, it will be at least a generation before the results of educational changes are apparent.

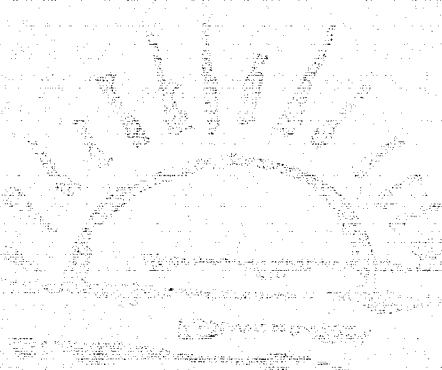
To provide an education for every child, one that teaches the child to value and extend

his or her talents, is labour intensive. Yet we are succeeding. More students than ever are graduating, and they are more literate in every sense of the word: in text, in numbers, and in technology. Small class sizes are vital to this success.

Therefore, we must tell Mrs. Jones and her fellow taxpayers 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 reasonable class sizes.

Janet Amsden is president of the *Maple Ridge Teachers' Association* and a member of the *Teacher News* magazine Advisory Board.

Because I touch tomorrow



by Sue Poules

Over 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.

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 non-educators. Everyone is an expert when the topic is education. Schools and teachers are blamed for every societal problem.

So why do I do it? First and foremost, because I love children, all children, regardless of their background, ability, or potential.

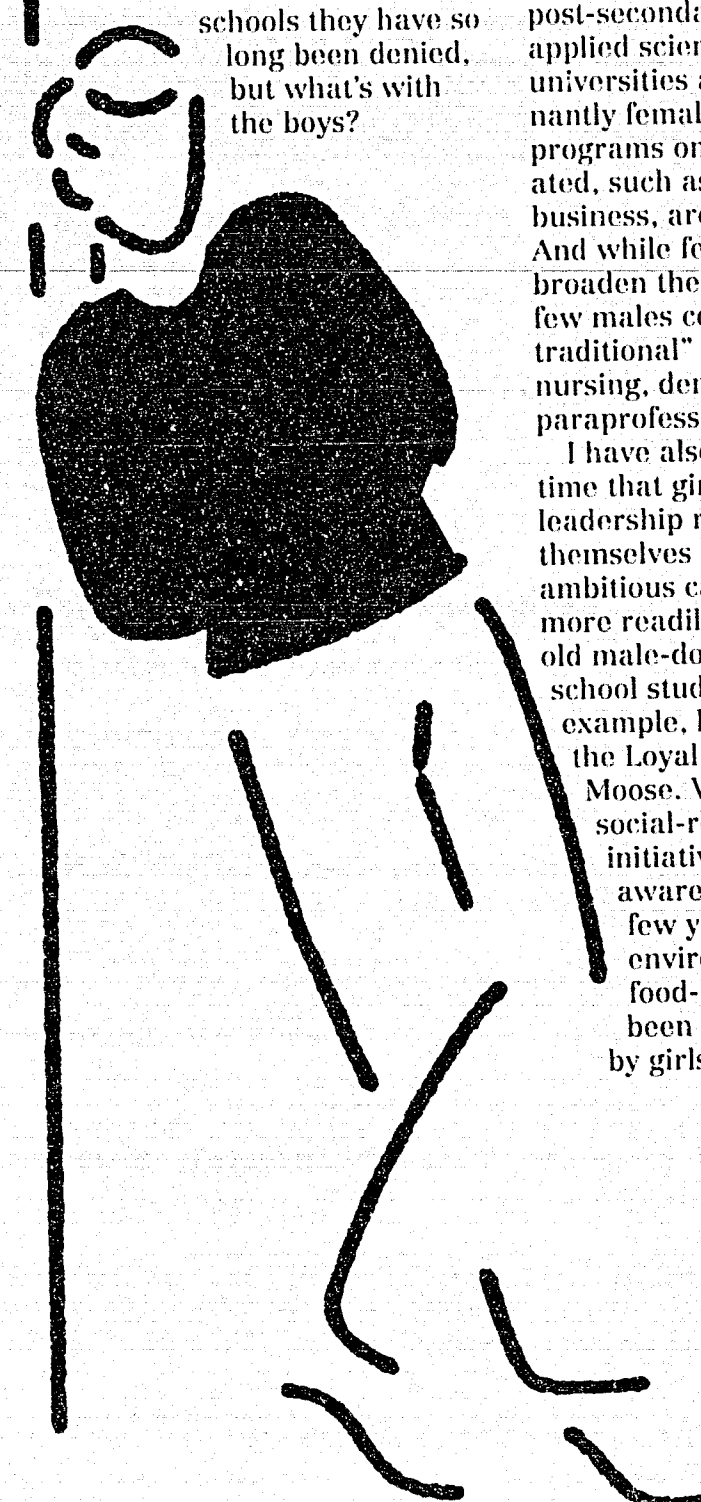
I teach because I value education and believe it important to share my love of learning with the next generation. I have faith in our children. They have wonderful ideas and ideals. We need to listen to our students. We should celebrate their ability

to solve problems in a complex technological world. We should applaud the contributions they make.

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 tomorrow.

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

Sue Poules teaches at *Eric Langton Elementary School, Maple Ridge*.



ADDRESSING STUDENT DIFFERENCES

Modified curriculum in English language arts—No

by Sylvia Jones

Modified 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 into modified courses and questions about how effectively such courses help students. Consider three characteristic students whose writing was discussed during a professional development activity. We read Susan's description of her hero and acknowledge that it had an opening, a body, and a conclusion. However, Susan wrote in undifferentiated simple sentences, using a very limited vocabulary and little punctuation. She integrated only a few of the points she had brainstormed with her group into her very short written product. Sound

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 strong narrative with detailed description, but many of his structures were not recognizably English. Mary showed insight and fluency in her preliminary notes, but, as usual, life got in the way and she did not complete the assignment, so she is failing the course. All these students are in a regular Grade 9 class. One of the teachers in the discussion commented that



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 needed in the slower pace of the modified class.

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 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 regular classroom that would not be aired in a modified class. Mary's problem is motivation, and placing her in a modified class would not 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

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-to-one 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 drop-in, 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.

Differentiated mathematics curriculum in B.C.—Yes



complete specific projects, it is, however, naive to assume that simply changing the amount of time available for any mathematics course of study will, in itself, be sufficient for reluctant learners to achieve success. In particular, benefits derived from a combination of extra time and a different learning style usually depend on the student's ability and motivation to succeed. All students need to be able to work on learning outcomes that they feel they have a realistic chance of completing. We should not have the expectation that every athlete would be able to earn Olympic Gold if only they had a little more time to prepare.

Finally, it is simplistic to assume that every subject in the secondary curriculum can be treated in exactly the same manner. Given the special nature of mathematics after elementary school, large portions of the curriculum are

...differentiated. Mathematics is not sequential; it is a cumulative course that builds on previous learning. A single course of study in mathematics would not be sufficient for all students.

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 study would have the same effect, asking all students to do 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 aspirations.

Teachers do agree that all 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).

If students are to be differentiated, then learning outcomes must be flexible enough to allow for a range of achievement.

One argument for a single core curriculum is that if 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 from additional time to

sequential. Mathematics is the 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 reordering 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.

Teachers support initiatives associated with curriculum change, and they recommend that existing curricula in British Columbia be structured to reflect current technologies and be flexible enough to incorporate new technologies as they emerge. This revised curriculum must provide appropriate and realistic courses of study for all students, founded on the belief that every group of students should have access to a course of study that will challenge them to the limit of their abilities.

Garry Phillips, president of the BCANT, teaches at New Westminster Secondary School.

Streaming and social stratification

by David Chudnorsky

I've been thinking a lot lately about some of the complex issues we face: increasing diversity in our classrooms, out-of-control curriculum change, timetable and organizational experiments at the secondary level, reduced budgets and services, increasing and unrealistic public expectations, and centralization and standardization of assessment and curricula. It all adds up to more frustration, stress, and hard work for teachers.

We must find ways to reduce teacher workload. Some would propose that we lower our expectations of some of the students in our classes. Current Ministry of Education policy asserts that every student is capable of success at his or her appropriate grade level—even if some accommodation is necessary to make this possible. Accommodation most often means more work for the classroom teacher.

If the ministry were only 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 capabilities.

More ESL students, more children with learning disabilities, increased numbers of kids who have severe behavioural problems—all integrated into regular classrooms—have led to another and related proposal, most often heard in the past from well-meaning parents and not so well-meaning business types: that we have a more stratified, streamed education system, one that would provide different content and outcomes for students, depending on their academic 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 brighter students are being short-changed in mixed-ability classes, and that given increased expectations and decreasing resources, the current situation just can't be sustained.

The educational justifications for inclusion and against streaming are still as valid as they once were. Not every student with special needs should or can be integrated 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

The real issue is resources. Class-size limits cost money. Successful integration costs money. Appropriate ESL instruction costs money.

needs and those without. 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.

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 Chudnorsky teaches at North Surrey Senior Secondary and is a member-at-large of the BCTF's Executive Committee.

Provincial PSA Day

On October 18, 1996, 14 PSAs held conferences/workshops on what has become known as the Provincial PSA Day. Thousands of teachers

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. Mark your calendars now!

Wayne Rowley

ENGLISH/ LANGUAGE ARTS

by Judith Blakeston

On 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 vision of a successful classroom without getting trapped in the maze!

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 Courichan Secondary School, Duncan.

INTERMEDIATE

by Leah Gray

October 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 address.

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, Ian de



Groot, and Barbara Lazaruk (of Boxcars and One-Eyed Jacks fame) presented excellent math workshops. Brian Herrin, Ernie Kashima, and Danielle Clermont worked their magic in the science labs, and Ann Golinsky did her awe-some presentation à la français. Newcomers this year to the PITA workshop circuit Aubrey Hebig, Geoff Burns, Craig Smith, Luba Hall, and Tanja Hoffmann were all well-received, and we look forward 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 co-ordinator, B.C. Provincial Intermediate Teachers' Association.



PHYSICAL EDUCATION

by Debbie Keel

Physical education conferences 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, wrestling, bouncball, line dance, foot bagging, barn dancing, rubber-chicken games, student-leadership programs, and much, much more.

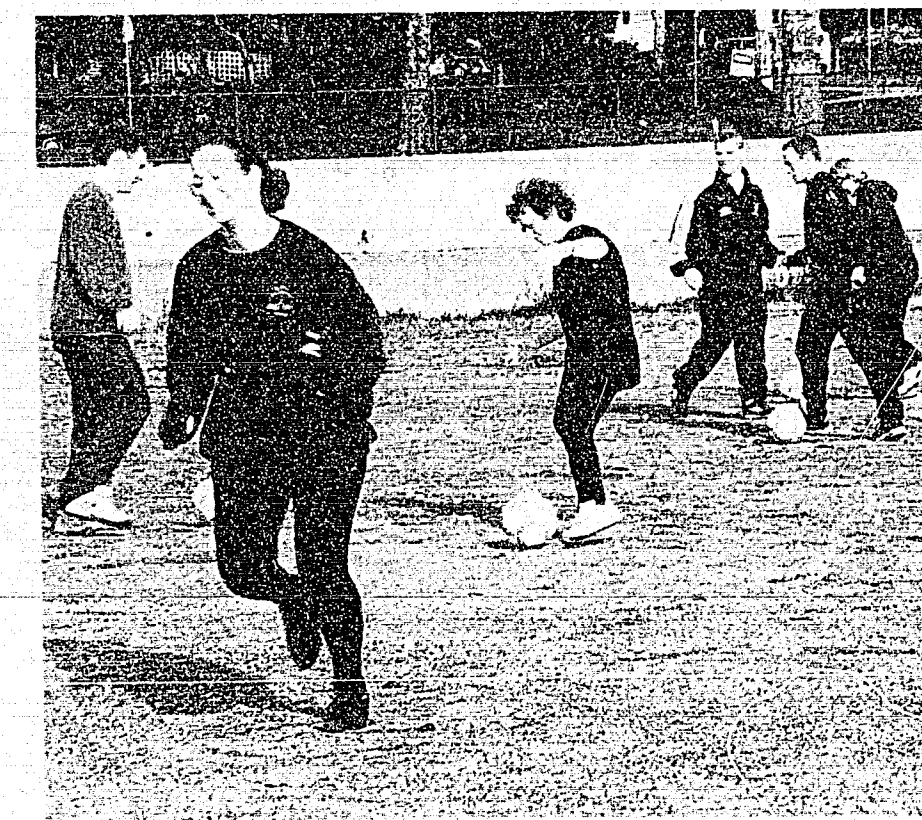
A PE conference is not all play and no work, however. Clinicians help participants explore ways to plan quality PE programs, to timetable and schedule, to assess and evaluate, to be sensitive to gender equity and inclusiveness, and to consider safety and liability.

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.

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 learn from our experiences. There is a lot of laughter and good humour at a PE conference.

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

The B.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 learners.

The final session of the 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-second-language teachers are facing. The challenges for EFSL teachers are similar throughout the province. If you are feeling frustrated because of a lack of support, you are not alone. The following were some of the concerns raised during a discussion of current issues in EFSL instruction.

Addressing these concerns is the first step toward coming up with solutions. These issues have been discussed with Sue Jeffrey, the French co-ordinator 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 Trilla Kongnenbelt

On 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 Braekendale. 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 was most inspiring.

Victor Elderton, principal of 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 Buswainich, of Terrace. Other educators leading workshops and activities were Pummy Kaur (White Rock), Beata Hiltich (Surrey), Jason Lee (Surrey), Judy Brayden (Nanaimo), and Stuart Black (Victoria).

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

Trilla Kongnenbelt, 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.

PRIMARY

by De Stuart

Hands-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 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

The B.C. Learning 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 co-presenters, Susan Davis, Lenski and Roberta Berglund,

gave short sessions on current 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.

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

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

STATEMENT I Combined Operations Balance Sheet as at June 30

	1996	1995
	(in thousands)	
ASSETS		
CURRENT		
Cash and treasury bills	\$ —	\$ 3,744
Marketable securities (Note 3)	9,902	8,611
	9,902	12,355
Membership fees and other receivables	2,863	2,754
Inventories and prepaid expenses	320	392
Receivable on sale of building (Notes 8 & 9)	—	5,486
Agreement for sale (Notes 5 & 9)	—	2,000
	13,085	22,987
DUE FROM		
Salary Indemnity Fund	83	15
FIXED ASSETS (Note 7)	1,349	1,554
INVESTMENT IN CO-OWNERSHIP (Note 10)	8,564	8,809
	<u>\$23,081</u>	<u>\$33,365</u>

LIABILITIES		
CURRENT		
Bank overdraft	\$ 401	\$ —
Accounts payable	1,242	1,753
Bank loan (Note 9)	—	7,000
Deferred rent revenue	72	—
	1,715	8,753
DUE TO		
Provincial Specialist Associations	588	522
	<u>2,303</u>	<u>9,275</u>

MEMBERS' EQUITY		
General Operating Fund	14,819	14,428
Collective Bargaining Defence Fund	9,608	9,517
Contingency Fund	195	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	3
Other Funds	<u>2</u>	<u>2</u>
	20,778	24,090
	<u>\$23,081</u>	<u>\$33,365</u>

Basis of Combination (Note 1)
Approved by the Executive Committee

Alice McQuade
Peter McQuade

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

Management Responsibility for Financial Statements

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

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

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

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

Elsie McMurphy
Executive Director

Rob McLaren, C.A.
Treasurer

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

	1996	1995
	(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
	<u>23,097</u>	<u>22,457</u>
Expenses Paid		
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)	—
	<u>(27,357)</u>	<u>(20,056)</u>
Bargaining campaign contributions received	80	—
Advances to Salary Indemnity Fund	(68)	(2)
	<u>(27,345)</u>	<u>(20,058)</u>
NET CASH FROM (USED IN) OPERATIONS	\$ (4,248)	\$ 2,399

CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES		
SOURCES		
Investment income received	\$ 1,023	\$ 274
Proceeds from building sale	5,486	—
Proceeds from Agreement for Sale	2,000	—
Deferred rent	72	—
Proceeds from member loans	6	38
	<u>8,587</u>	<u>312</u>
USES		
Purchase of fixed assets	(193)	(324)
Investment in co-ownership	—	(2)
Repayment of bank loan	(7,000)	—
	<u>(7,193)</u>	<u>(326)</u>
NET CASH FROM (USED IN) INVESTING AND FINANCING ACTIVITIES	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	12,355	9,970
CASH, treasury bills, marketable securities, and bank overdraft, end of year	<u>\$ 9,501</u>	<u>\$12,355</u>

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

	1997 Budget (Unaudited) (Note 16)	1996	1995
	(in thousands)		(Note 17)
REVENUE			
Allocation of membership fees (Note 4)	\$19,800	\$19,409	\$18,803
Net investment income	150	170	194
	<u>19,950</u>	<u>19,579</u>	<u>18,997</u>
DIVISIONAL OPERATING EXPENSES (Note 6)			
Management and Legal Aid	2,579	2,590	2,277
Organization Support	3,880	3,681	3,739
Finance and Administrative Services	2,650	2,620	2,065
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
	<u>16,102</u>	<u>15,543</u>	<u>14,883</u>
Grants to Locals	<u>4,008</u>	<u>3,645</u>	<u>3,223</u>
	<u>20,110</u>	<u>19,188</u>	<u>18,106</u>
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)
Transfer of Capital Project Fund deficit (Note 14)	—	—	(1,444)
FUND SURPLUS, end of year	<u>\$14,659</u>	<u>\$14,819</u>	<u>\$14,428</u>

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

	1996	1995
	(in thousands)	(Note 17)
REVENUE		
Allocation of membership fees (Note 4)	\$3,007	\$2,920
Net investment income	786	716
Campaign contributions	80	—
	<u>3,873</u>	<u>3,636</u>
EXPENSES		
Public Education Campaign	1,622	—
Provincial bargaining	1,517	511
Support to locals	643	1,190
Other	—	24
	<u>3,782</u>	<u>1,725</u>
NET REVENUE	91	1,911
Fund Surplus, beginning of year	9,517	7,606
FUND SURPLUS, end of year	<u>\$9,608</u>	<u>\$9,517</u>

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

	1996	1995
	(in thousands)	
REVENUE		
Allocation of membership fees (Note 4)	\$429	\$417
Net investment income	12	23
	<u>441</u>	<u>440</u>
EXPENSES		
Legal costs	283	205
School district amalgamation	81	—
Burrard Street building	—	225
Defend Local Bargaining Campaign	—	126
Other	—	2
	<u>364</u>	<u>558</u>
NET REVENUE (EXPENSE)	77	(118)
Fund Surplus, beginning of year	119	237
FUND SURPLUS, end of year	<u>\$196</u>	<u>\$119</u>

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

1. 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 Assembly.

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 fee allocated to the Salary Indemnity Fund was 1.60% of gross salary for the 1995-96 membership year. Any fund deficiency is the responsibility of the Federation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

a. Marketable Securities

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

b. Inventories

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

c. Fixed Assets

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

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

d. Staff Pension Plan

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

3. MARKETABLE SECURITIES

The market value of marketable securities at June 30, 1996 was \$10,355,500 compared to a carrying value of \$9,902,225 (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 member. The following summarizes the fee allocations:

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

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

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 Actual	1995-96 Budget (of audited Note 1a)	1994-95 Actual (Note 1a)
(in thousands)			

Management and Legal Aid Management & Personnel Task Force on School District Amalgamation	\$1,317	\$1,328	\$1,259
Legal Aid & Internal Relations Canadian Teachers' Federation	19	24	—
	629	657	439
	625	624	579
	<u>2,590</u>	<u>2,633</u>	<u>2,277</u>

Organization Support BCTF Governance Local Leadership Training Task Force on Roles & Responsibilities Communications Community & Labour Outreach Task Force on Bargaining Structures & Related Matters Membership Records Recruitment, Retention	1,849	1,847	2,037
	213	233	325
	1,069	1,097	930
	324	331	252
	58	69	—
	177	179	182
	<u>3,681</u>	<u>3,756</u>	<u>3,739</u>

Finance and Administrative Services Treasury & Accounting Administrative Services Production Services Purchasing & Building Management	600	601	552
	316	317	275
	157	115	112
	<u>1,547</u>	<u>1,554</u>	<u>1,126</u>
	<u>2,620</u>	<u>2,587</u>	<u>2,065</u>

Research and Technology Research Information Services Technology	335	333	324
	468	477	423
	<u>841</u>	<u>829</u>	<u>737</u>
	<u>1,644</u>	<u>1,669</u>	<u>1,484</u>

Professional Development Teaching Rights & Practices Community Development & Outreach Social Responsibility Project Application & Adminis- tration - Curriculum Services/ Professional Opportunities Continuing Education Lesson Aids, & Program for Quality Teaching	880	884	869
	940	945	1,065
	601	615	701
	300	282	300
	<u>2,710</u>	<u>2,715</u>	<u>2,933</u>

Bargaining and Member Services Bargaining Pension & Benefit Plans	2,090	2,124	2,161
	208	221	224
	<u>2,298</u>	<u>2,345</u>	<u>2,385</u>

Grants to Locals	3,645	3,697	3,223
	<u>\$19,188</u>	<u>\$19,402</u>	<u>\$18,106</u>

Salaries & Benefits	\$ 8,387	\$ 8,399	\$ 8,299
---------------------	----------	----------	----------

Table Officers' Salaries, Accommodation & Expense Allowances

LLR, Executive & Staff Travel AGM, RA, Summer Leadership & Meetings	337	334	383
	398	390	330
	1,908	1,946	1,935

Grants (includes all grants; those to locals and others)	4,086	4,140	3,679
--	-------	-------	-------

Printing, Distribution, Photocopying	956	1,034	978
Conference Costs	356	388	434
Organization Memberships	611	610	576
Consultant & Legal Fees	450	472	310
Public Relations/Communications	327	310	299

Equipment Rental, Purchases & Maintenance Depreciation & Gain/Loss on Disposal of Fixed Assets	203	202	192
Property Taxes, Operating Expenses, Insurance, Rent	641	648	463
Miscellaneous	1,107	1,099	849
Administrative Charges & Overhead Recovered	110	127	120
Program Revenue (includes Lesson Aids sales, Labour Canada grants, Teacher News/magazine ads & subscription revenue)	(325)	(323)	(394)
	<u>(364)</u>	<u>(374)</u>	<u>(347)</u>
	<u>\$19,188</u>	<u>\$19,402</u>	<u>\$18,106</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.			
--	--	--	--

Funds unexpended beginning of year	\$ 590	\$ 807
Funds received	860	587
Funds disbursed	(1,232)	(804)
Funds unexpended end of year—represents the net commitment for unexpired contracts	<u>\$ 218</u>	<u>\$ 590</u>

7. FIXED ASSETS

	Original Cost	Accumulated Depreciation	1996 Net Book Value	1995 Net Book Value
(in thousands)				
Furniture & equipment	\$1,123	\$ (387)	\$ 736	\$ 813
Computer hardware	853	(464)	389	488
Leasehold improvements	288	(64)	224	253
	<u>\$2,264</u>	<u>\$ (915)</u>	<u>\$1,349</u>	<u>\$1,554</u>

Depreciation expense for the year ended June 30, 1996 was \$290,000 (1995—\$440,000).

8. DISPOSITION OF PROPERTY

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 Cost	Accumulated Depreciation	1996 Net Book Value	1995 Net Book Value
(in thousands)				
Land	\$1,550	\$ —	\$1,550	\$1,550
Building	7,356	(3,421)	3,935	7,259
	<u>\$8,906</u>	<u>\$ (3,421)</u>	<u>\$5,485</u>	<u>\$8,809</u>

Depreciation is calculated on the straight-line method over 30 years.

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

11. WILLIAM R. LONG MEMORIAL INTERNATIONAL SOLIDARITY FUND

	1995-96 (in thousands)	1994-95 (in thousands)
Fund surplus, beginning of year	\$ 21	\$ 7
Fee allocation (Note 4)	367	356
Expenditures	(331)	(342)
Fund surplus, end of year	<u>\$ 57</u>	<u>\$ 21</u>

12. ED MAY MEMORIAL SOCIAL RESPONSIBILITY FUND

	1995-96 (in thousands)	1994-95 (in thousands)
Fund balance, beginning of year	\$ 3	\$ —
Fee allocation (Note 4)	32	31
Expenditures	(27)	(28)
Fund surplus, end of year	<u>\$ 8</u>	<u>\$ 3</u>

13. LEGAL LIABILITY FUND

	1995-96 (in thousands)	1994-95 (in thousands)
Fund balance, beginning of year	\$ —	\$ —
Fee allocation (Note 4)	—	—
Expenditures	(3,912)	(3,912)
Fund deficit, end of year	<u>\$ (3,912)</u>	<u>\$ (3,912)</u>

A former member petitioning on his own behalf and on behalf of the members of the B.C. Principals' and Vice-Principals' Association obtained an order from the Supreme Court of British Columbia against the Federation for a proportional share of Federation assets. A settlement was reached between the two parties and the Federation paid the plaintiffs \$3,900,000 in June 1996 in full settlement of the court order.

14. CAPITAL PROJECT FUND

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

Fund balance, beginning of year	\$ —
Transfer of deficit to General Operating Fund	1,444
Fund balance, end of year	<u>\$ —</u>

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, 1996
Accrued benefits	\$10,196,000
Pension fund assets	\$11,371,000

16. BUDGET

The 1996-97 budget 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 Committee.

17. COMPARATIVE AMOUNTS

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

Salary Indemnity Fund

Auditors' Report

The Members
British Columbia
Teachers' Federation

We have audited the balance sheet of the British Columbia Teachers' Federation Salary Indemnity Fund as at June 30, 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 I Salary Indemnity Fund Balance Sheet as at June 30

	1996 (in thousands)	1995 (in thousands)
ASSETS		
CASH and treasury bills	\$ 1,336	\$ 1,588
ACCOUNTS RECEIVABLE	3,382	3,158
INVESTMENTS (Note 3)	109,333	87,259
FIXED ASSETS	38	17
	<u>\$114,089</u>	<u>\$92,022</u>
LIABILITIES AND FUND SURPLUS		
ACCOUNTS PAYABLE	\$ 291	\$ 169
DUE TO General Operating Fund	83	15
PROVISION FOR CLAIMS (Note 4)	369	354
Short-term	3,035	2,949
Long-term	97,127	87,674
FUND SURPLUS	13,184	861
	<u>\$114,089</u>	<u>\$92,022</u>

Approved by the Executive Committee

W. R. Long
Peter Milne

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

	1996 (in thousands)	1995 (in thousands)
REVENUE		
Membership fees (Note 2)	\$27,198	\$26,537
Teachers' share of unemployment insurance premium reductions	1,902	1,930
Investment income	14,115	5,163
	<u>43,215</u>	<u>33,630</u>
EXPENSES		
Benefits (Note 4)	27,596	26,148
Pension contributions (Note 4)	865	811
	<u>28,461</u>	<u>26,959</u>
Excess of current year's revenue over benefit and pension expenses	14,754	6,671
Increase in prior years' benefit and pension expenses (Note 4)	(19)	(6,853)
Adjusted net revenue (expense)	<u>14,735</u>	<u>(182)</u>
Administrative expenses	2,139	1,851
Investment management and trust company fee (Note 5)	273	273
	<u>2,412</u>	<u>2,124</u>
NET REVENUE (LOSS) for the year	<u>12,323</u>	<u>(2,306)</u>
FUND SURPLUS, beginning of year	861	3,167
FUND SURPLUS, end of year	<u>\$13,184</u>	<u>\$ 861</u>

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 ended 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 \$109,332,502 compared to a carrying value of \$109,332,502 (June 30, 1995 market value—\$94,761,079; carrying value—\$87,258,331).

4. CLAIM EXPENSES AND PROVISION FOR CLAIMS

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

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

Pension options—What are they?

by Karen Harper

When you apply to the Superannuation Commission for a pension 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 single-life 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 West style

by Cathy Nesbitt

On 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 teacher-ages. Next was a tour of the school itself. We cleaned up our 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

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 survivor.

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.

Option including temporary annuities

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 first.

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 annuities.

Cost of pension plan options reduced

For all pensions commencing on or after January 1, 1997, the new pension-plan option tables will be used. The cost of 5-, 10-, and 15-year guarantees have been adjusted downwards by 25 to 50%. The cost of joint-life and last-survivor options is now 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 options.

The cost of the various options will be adjusted on a triennial basis as a result of the findings of the actual use and cost of these options in the Actuarial Valuation of the Teachers' Pension Plan.

Karen Harper is the BCTF staff person responsible for pension issues.

Reminder—Long-term SIP

A reminder to teachers 64 years or older, or whose age and contributory service with the Teachers' or Municipal Pension Plan equals "89"—enrolment in the BCTF Salary Indemnity Plan, Long Term is optional.

If you fit 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 Department for withdrawal application forms.

Need more life insurance?

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

CHINA PHOTOGRAPHY TOUR

July 17-August 2, 1997

Join Wesley Anderson, photography teacher and seasoned China traveller to China's most photogenic spots. Spectacular shoots include:

- * Li River Cormorant fishermen
- * Spectacular sunrises & Hot Springs of Mt. Huangshan (Yellow Mountain)
- * Huangshan's Magnificent West Lake
- * The Great Wall & other exotic sites

Tour includes:

- Special photo shoots, F/C hotels, most meals, all tours

\$4,290, p/p (twin)

For details call: CULTURAL TOURS (604) 736-7671 or 1-800-663-4160

QUINELLA AUTO BROKERS

QUINELLA AUTO

New Car Purchase Plan

offered to the members of the B.C. TEACHERS' FEDERATION

"For the best possible price, factory order your next new vehicle at \$200 over the dealer cost."

R.G. "Bob" Montgomery
1-800-307-4808
#209, 1815 Blanshard St.
Victoria, BC V8T 5A4
Office 380-7777
Fax 386-1313

UBC THE UNIVERSITY OF BRITISH COLUMBIA FACULTY OF EDUCATION

Master's Degree in Curriculum & Instruction or Early Childhood Education with a focus on Teacher Development & Supervision

The Centre for the Study of Curriculum and Instruction, in conjunction with the Teacher Education Office and the Centre for the Study of Teacher Education, at the University of British Columbia invites a limited number of teachers to engage in full-time studies toward a Master's Degree in Curriculum and Instruction, with a focus on teacher development and supervision, while holding an internship (funded at between \$8,000 to \$16,000) in the supervision of B.Ed. student-teachers.

For additional information, contact:

Dr. Hillel Goelman, Associate Director, Centre for the Study of Curriculum and Instruction, Phone: 822-6502, Fax: 822-8234
Email: hillel.gelman@ubc.ca

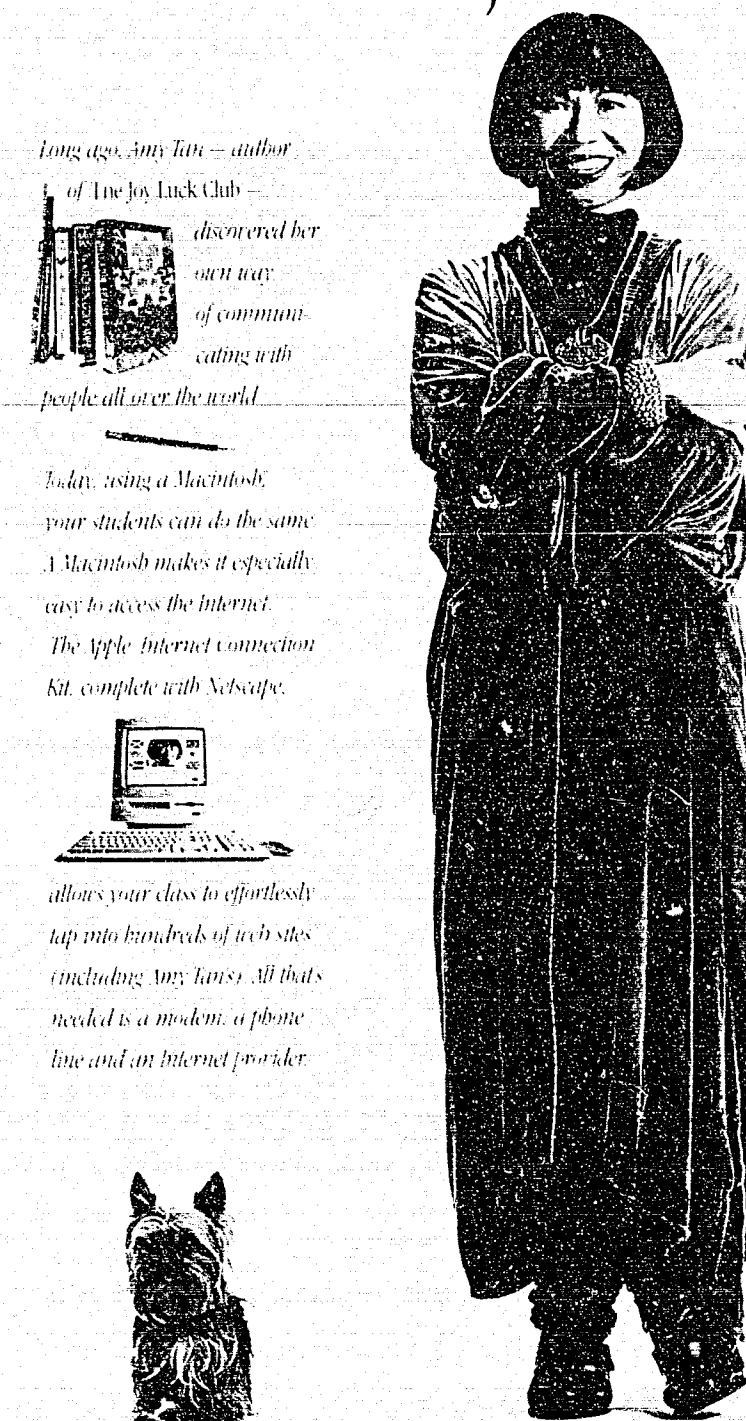
WESTERN WASHINGTON UNIVERSITY

Are you interested in earning a Master's degree in School Administration? Do you want to be part of a program that focuses upon the practice of being a principal with classes taught by current school administrators? Are you interested in a program that individualizes for you and adjusts to your needs? Would you like a program offered in your own neighborhood or area?

Western Washington University has prepared hundreds of practicing B.C. school principals for several decades. Talk with any of our graduates or talk with us if you are interested in a Master's degree from a long-recognized quality institution—Western Washington University.

Call or write: Dr. Marvin Klein, Program Chair
School Administration—MS 9087
Woodring College of Education, WWU
Bellingham, WA 98225-9087
Ph: (360) 650-3829 or (360) 650-3708
Fax: (360) 650-6526
Email: mklein@wcc.wwu.edu

With Apple's Internet tools, your students can discover just about anything.



Long ago, Amy Tan — author of *The Joy Luck Club* — discovered her own way of communicating with people all over the world.

Today, using a Macintosh, your students can do the same. A Macintosh makes it especially easy to access the Internet. The Apple Internet connection kit, complete with Netscape,

allows your class to effortlessly tap into hundreds of web sites (including Amy Tan's). All that's needed is a modem, a phone line and an Internet provider.



For more information, visit us on the Internet at <http://education.apple.com>. To visit Amy Tan's web page, http://www.palomar.com/palomar/books/author/amy_tan/amy_tan.html.

BRITISH ISLES GARDENS TOUR by Cruise Ship
August 14 - 28, 1997 From Vancouver
2 nights pre-tour visit to public & private Gardens including Sissinghurst and Wisley.
Sail from Dover on the Island Princess visiting Guernsey, Cornwall, Ireland, Wales & Scotland.
PLUS An exclusive shore excursion option including guided garden visits.
From \$4,298 (US\$).
Includes airfare, 2 nights England pre-tour, contact Julia McIntosh, C.T.C.
PANORAMA TRAVEL CONSULTANTS LTD.
2225 Folkstone Way, West Vancouver • 925-2677 • 1-800-820-3377 • fax: 925-7610

Autism treatment services of Canada
Association Canadienne pour l'Obtention de Services aux Personnes Autistiques
Présents
Working to Solve the Treatment Puzzle
MAY 14-16, 1997
Calgary, Alberta
This conference will offer presentations on a wide variety of topics and issues dealing with autism. The conference will be of interest to families, care givers and educators. Keynote Speakers: Jean-Paul Boyce and Julie Donnelly. Feature Presenter: B.J. Freeman. For information, or to be put on our mailing list, please contact: Conference Coordinator at (403) 253-6961

March Break '97 CRUISE
Mexican Riviera
March 16-23
Cabo San Lucas
Puerto Vallarta
Mazatlan
\$899 USD
from
\$50 USD shipboard credit!

Includes:
• airfare from Vancouver
• transfers to/from airport
• meals, entertainment, activities.
CRUISE HOLIDAYS
20416 Douglas Crescent, Langley
533-4279 • 1-800-430-4279



UNIVERSITY OF VICTORIA Faculty of Education GRADUATE PROGRAMS THE QUALITY CHOICE

SUMMER PROGRAMS, 1997: (MED)

Coaching Studies (Co-op), Curriculum Studies, Educational Administration, English Language Arts, Music Education

WINTER PROGRAMS: (MA, MED, MSC)

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

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

PHD PROGRAMS: Educational Psychology, English language Arts

CONTACT: Graduate Secretary, Faculty of Education, University of Victoria, Box 3010, Victoria, BC V8W 3N4 Tel: (250) 721-7882 Fax: (250) 721-7767



Tall Timbers Publishing Corporation

The Brummitt-Taylor Music Listening Program: A Non-Directed Approach

Written by two British Columbian music educators

David Brummitt
Co-author of 120 Singing Games
and Dances for Elementary School

Karen Taylor
Faculty, The University of Calgary
Kodály Summer Programme

Daily listening to classical music—the musical equivalent of "read aloud" stories.
• use school-wide over the PA
• use in individual classrooms

Complete with teacher's guide containing daily scripts, a five-year plan, tips for implementation, learning outcomes, extension activities, and reference material.
AND
a set of eight CDs containing over 130 music selections, including compositions by Bach, Beethoven, Mozart, Vivaldi, Copland, Stravinsky, Palestrina, and more!

Five years of listening with NO additional preparation required!

Cost: \$295.00 (plus GST and shipping)

For more information or to place an order, contact by fax or phone:

(604) 534-2826

DISNEYLAND • MEXICO • BARBADOS

Are you ready for MICKEY MOUSE?
Are you ready for MAYAN RUINS?
Are you ready for THE JUNGLE?
Are you ready for NEW YORK, NEW YORK?
Are you ready for ROMANCE?
Are you ready for SUN AND SURF?

ARE YOU READY FOR SPRING BREAK '97?

Call Kyla-Rae at
W.E. TRAVEL SERVICES LTD.
for special BCTF discounts on many travel packages!
604-253-5585 or 1-800-663-4703

BAHAMAS • DISNEY WORLD

LAS VEGAS • CALIFORNIA • WHISTLER

MAUI • JAMAICA • HONOLULU

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."

"What I don't forget, when I see a mountain, what I do understand."

—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—knowledge 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 Vanderkerk-hove 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 Earthquest with discipline, high self-esteem, 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.



Theresa Beer Photo

(Top) Darren Pederson back-country 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-esteem, 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 Gaden, 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 parent-organized 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 back-country 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 \$7,000 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*.