


Inclusion for TOCs	3
Judgment on Nuremberg	4
Bargaining—Round Two	5
Managing crisis	6
81st Annual General Meeting Agenda	7
Notice of special resolutions	7
Candidates' statements	8
APEC	11
CAPP	12
Beginning teachers' conferences	14
Political lessons	20

CONTENTS

President's message	2
Readers write	2
Top 10 lesson aids	3
Grievetalk	5
Retirement seminars	16
Classified	19
PD Calendar	19

MAIL
 
 POSTE

Canada Post Corporation / Société canadienne des postes
 Postage paid / Port payé
 B1k Nbre
 PERMIT NO. 0038940499
 Vancouver

Construction technology for women



by Vickie Jensen

It's 07:10, a time when many a teenager is hitting the snooze alarm and postponing the reality of the day's classes. But in one classroom at Templeton Secondary School, on Vancouver's East Side, a special group of students are already at work. They are in a brand new course, called Construction Technology for Women (CTW).

Instructor Jim Scoten starts each session of this unique all-girl class with a "big picture" discussion of construction technology, emphasizing the variety of skills and technology required. Then he moves to the specific lesson—today it's basic drafting. He talks about the importance of accurate communication in drafting, noting that the person who designs a building may never talk to the person responsible

Students in the new all-female class at Templeton Secondary School, in Vancouver. The class is part of a three-year federal pilot project to encourage young women to pursue careers in construction technology.

courses will be offered at Templeton and Windermere secondary schools, in Vancouver, as part of their regular course offerings and timetable.

Construction Technology for Women is offered in secondary schools at six sites across Canada: Vancouver, British Columbia, Balgonie, Saskatchewan, Winnipeg, Manitoba, Scarborough, Ontario, Cornwall, Ontario, and Foxtrap, Newfoundland. Only Vancouver will offer the pilot project at two schools—Templeton's first level 1 course is under way. Windermere will offer level 1 next fall.

An initiative of WITT National Network (Women in Trades, Technology, Operations, and Blue Collar Work), the CTW project brings together industry, labour, education, and government. Through collaboration, they hope to assist in the development of a diverse, skilled work force for the future.

As one of two co-ordinators for the Vancouver site, I see this partnering as one of the

special strengths of the project. Each of the six sites is advised and assisted by a local council: reps from local industry and labour groups, parents, educators, and counsellors, all working to give young women the knowledge, skills, and confidence to explore promising careers in technology.

...all working to give young women the knowledge, skills, and confidence to explore promising careers in technology.

Anabelle Paxton, the other site co-ordinator, believes such equity programs require sustained support on many fronts. Such efforts are necessary in light of sobering statistics:

- Women are 44% of the labour force but fewer than 10% of the technicians and technologists in Canada.

- In 1994, women were 32% of all doctors and dentists but only 19% of professionals in the natural sciences, engineering, and mathematics. (Status of Women Canada, 1996)
- Women predominate in low-paying and low-status jobs: clerical, sales, and service sectors. In comparison, men predominate in a wider range of jobs that are higher paying and higher status. The average weekly earnings for the accommodation and food-services sectors, where 60% of the employees are women, is \$195.23; the average weekly earnings for construction workers, where only 6% of employees are women, is \$680.79.

Construction Technology for Women is a Youth Internship Project, funded federally by Human Resources Development Canada. For more information, contact Vancouver site co-ordinators Anabelle Paxton, (604) 255-4565, or Vickie Jensen, (604) 731-5565.

President's message



Alice McQuade

In Sunday, February 16, *The Vancouver Province* began a series of six articles ranking our schools

according to results on provincial exams. The articles were inflammatory, purporting to be providing information vital for all good parents. The paper is playing into the hands of those who believe that parents should shop around for the best school for their children, a notion widely accepted in both England and New Zealand, until recently. Parents in both those jurisdictions have found that using only those measures and indeed selecting specific schools for their children have driven down the quality of all schools, and they have now moved from that philosophy.

This and many more such controversial issues will be discussed at our AGM, during spring break. There is more work to do at this AGM than I have seen in my nine years on the Executive, and much of it covers all the myriad of issues facing us in our classrooms and in society at large. I hope the delegates will ensure that the decisions we make are those that the majority of members will support. That will happen only if your local delegates hear from you. So please attend meetings and talk to your locally elected delegates.

Approaching my last AGM as president, I have mixed emotions. But even after 19 AGMs, I am still in awe of the respect the BCTF has for its democratic traditions. I hope to see you there.

Alice

The debate continues . . .

The level of rhetoric around the gay rights controversy in recent issues of *Teacher* strikes me as depressingly low. Homophobia, is worrisome; what I find even more worrisome is the frequency of calls to silence the opposition (see letters in October 1996). In a liberal democracy, this is the ultimate bigotry. One could say it is the one form of intolerance that must not be tolerated. It is bigotry because it assumes that there is only one possible point of view.

What is missing in the articles and correspondence on this issue is critical analysis. Is it not possible to disagree with a current, orthodox without being branded homophobic? Is it inconceivable that someone might hold a contra position on grounds other than hatred or fear? Scarcely any attempt has been made to understand the position of those who would oppose a positive gay-rights agenda in the school system.

As far as I know, sexual orientation has been an issue in all culture centres in history. On any issue it is possible, to hold more than one view. We could ask, to what extent our views reflect theories of genetic determinism or social constructivism. The philosopher Charles Taylor and the geneticist R.C. Lewontin (both of Massey Lecture fame) offer examples of how the issue of sexuality vis a vis science and society can be discussed rationally. If we simply prejudice every argument or resort to denunciations or, ultimately, censorship, we will never learn the strengths and weaknesses of even our own position.

I would urge the editors to stop treating gay rights in the public education system as a non-issue by its one-sided coverage, and correspondents to refrain from gutter press tactics. This is no way to encourage a healthy debate.

Ernest Evert
Vancouver

As a retired teacher with gay and lesbian friends both inside and outside the teaching profession, I was impressed with Ron Smuin's letter in the *Teacher* (Nov/Dec. '96). Thanks, Ron, for such a well-written and deeply moving expression of your feelings and concerns around this sensitive human-rights issue. With people like you willing to take a stand, the day will come when non-heterosexual people will feel less threatened in all areas of our society.

Arlene Kropp
Abbotsford

I was recently dismayed at the rebukes written by Chalmers and Warren (*Teacher*,

October 1996) in response to McNally's letter.

What I find most alarming is not so much the opposing views regarding the promotion of homosexual lifestyles in the school system, but the language used by Chalmers and Warren to stifle all opposition. Words like *homophobia* and *discrimination* and *prejudice* are used to intimidate into silence anyone with a different view on this matter. Disagreement is equated with fear and hatred. This is intellectual bullying.

The writers go so far as to suggest that his letter not be printed. Surely our writers still believe in the principles of democracy where one may openly voice an opinion on a matter.

Censorship and stereotyping do little to bring light to this important issue. With all the suffering that has taken place in the last two decades with sexually transmitted diseases, McNally's concern of health risks that often accompany this lifestyle should not be ignored. His is a call for intellectual honesty and compassion, not hatred or fear.

Joanne Soullie
Mission

I am writing to remind you that Grant McNally's published comments (*Teacher*, September 1997) comments are, upon closer inspection, homophobic. McNally's fears are unreasonable and do not hold true to the theme of openness and support that we try to create, as teachers, in our classrooms.

McNally shows a merely superficial understanding of the plights of gays and lesbians; yet he is comfortable judging their actions in totality, without remorse. He asks not one single open-ended question throughout his attack.

McNally could just as easily have written his piece, in the same tone as it stands published now, about the abuses that smokers inflict on our health-care system. Yet, he has clearly chosen gays and lesbians as his unwilling targets.

Actually, the target is not the important aspect of McNally's writing—that he has indeed openly chosen a fixed target is.

I reply to McNally not by singling him out as a target, but holding him accountable for his publicly and freely expressed views, as a responsible adult, living and teaching in a democratic society.

Thank you for the opportunity to voice my opinion, despite the sense of urgency I feel at your mistake.

Oliver Sterczyk
Richmond

We are writing in response to Avril Chalmers' and Murray

Warren's rebukes (*Teacher*, October 1996) to Grant McNally's letter, in which he asked, "How can we as educators, armed with the information on the devastating health problems affecting the gay community, endorse this lifestyle as a healthy, well-balanced alternative?"

What we did find particularly alarming are not so much the views of the authors, whether right or wrong, but their arrogation to themselves the right to say who shall not be printed. What does it reveal about the validity or strength of their arguments that their loudest complaint is that an opposing point of view was published?

Like all orthodoxies, the first step in shoring up a weak position is to stifle open and democratic discussion. The strength of any society is its accommodation of differing points of view.

McNally's views were stereotyped as homophobic merely because he brought forward important concerns regarding the healthiness of the homosexual lifestyle. Censorship and stereotyping are the weakest and most ignoble forms of argument. These are just intellectual intimidation.

With all the suffering that AIDS has caused these past 15 years, one would think that we might be more circumspect in recommending a lifestyle much visited by this ailment. Without this basic intellectual honesty we fail to provide our students with data that will give them the opportunity to make an informed choice. Opportunity and informed choice. What education is all about. We think.

Gary and Diana Westgeest
New Westminster

I disagree with Avril Chalmers' questioning why Grant McNally's letter "was printed at all." Why shouldn't it be printed? Is not the money being spent ours? Shouldn't we be allowed to discuss things that involve emotions and opinions, however different from Chalmers'? This newsmagazine is our forum for discussion. Let it not ever become a one-sided shaper of "correct thought."

John Dumas
Agassiz

The Consortium on Diversity in Education (CODE) has been working since 1992 to support and advocate for multicultural, aboriginal, antiracist, and human-rights educational initiatives. While our primary focus is on ethno-cultural diversity, we believe it important to defend efforts to eliminate all forms of prejudice and discrimination. This letter supports the resolution to the BCTF AGM:

"That the BCTF create a program to eliminate homophobia and heterosexism within the B.C. public-school system.

We at CODE are aware that this resolution is controversial and challenges the value systems and beliefs of some people. The fact is, though, that the health, well-being, and lives of our children are at stake. The disproportionate number of gay, lesbian, bisexual, and transgendered youth who commit suicide is frightening and unacceptable. We are of the opinion that fear and hatred harm all of us, not only the ones at whom it is directed. Our consortium of educators, community organizations, and government representatives strongly believes that the public education system must champion the rights of our most vulnerable members of society. Through curriculum about the lives of gay and lesbian people, we can break down myths, stereotypes, and fears. The acquisition of knowledge can help create a society where safety and equity prevail for everyone. In this way, we all benefit.

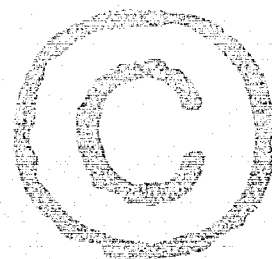
CODE urges the delegates to the BCTF AGM to consider the fate of lesbian, gay, bisexual, and transgendered youth in the province of B.C. We ask you to vote in favour of the resolution.

Bayla Greenspoon

Chair, CODE

Write to us

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



Are you clear on copyright?

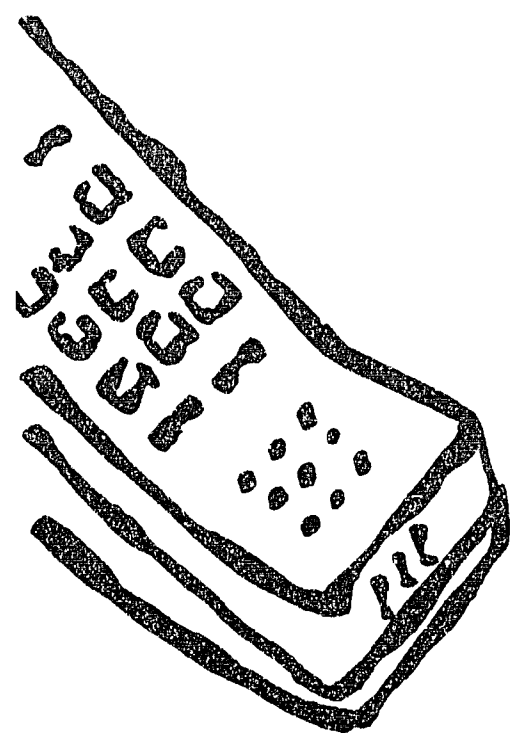
If you have questions or concerns about copyright issues, we can help! Facilitators are available throughout the province to present a free workshop for your school staff, PD Day, or ISA, outlining the provisions of B.C.'s CANCEOPY licence—what you can copy for classroom use. Contact Anne Field at the BCTF, at (604) 871-2251 or 1-800-663-9163, for more information and to book your workshop.

Facilitators are members of the B.C. Teacher-Librarians' Association. Financial support is provided by the BCTF and the Ministry of Education.

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.



Inclusion resource network

For the successful inclusion of students with special needs
A joint project of the
Ministry of Education and
the B.C. Teachers' Federation

Who can call?

- teachers, parents, administrators, support personnel, teachers' assistants.

What can I call about?

- Information about specific special needs.
- Services, associations, and organizations for specific disabilities.
- Networking with others working with students with special needs.
- General information on Ministry of Education policy, i.e., accessibility, reporting, resources, policy, procedures, and guidelines document.
- Professional development workshops and conferences on special education.
- Latest information for teachers' assistants on PEN-BC, in-service & CUPE-BC.
- Network of presenters available for district or school-based PD.
- Where to find secondary modified and adapted materials—BCTF database.
- Ordering information for materials.

Resources

- Two full-time co-ordinators with background in special education.
- Inclusion associates with experience in: gifted, counselling, school psychology, severe behaviour disorders, etc.
- Online database of all teacher friendly material—contacts and resources organized by topic: inclusion, IEPs, learning disabilities, FAS (Fetal Alcohol Syndrome).

How to contact the Inclusion Resource Network
Toll-free: 1-800-876-8542
Lower Mainland: 871-1864
fax: 604-871-2296

e-mail: jblenkinsop@bctf.bc.ca
khorne@bctf.bc.ca
address: 100-550 West 6th Ave., Vancouver, BC V5Z 4P2

Talk to Me, Susanne Tabata, 45 min. VHS videocassette © 1995. Ten secondary school students from diverse racial, gendered, and socio-economic backgrounds discuss sensitive issues of race, gender, and class in a personal narrative format. Includes a discussion guide. Secondary, LA SR300—\$24.95

Shaking the Tree—Social Responsibility in Education, Susanne Tabata, 55 min. VHS videocassette © 1995. What is social responsibility in education and is it necessary? Noam Chomsky keynotes this provocative documentary video for teachers, which examines how various social issues are addressed/not addressed in public education. Includes a discussion guide. Teachers, LA SR400—\$24.95

Developing Effective Reading Skills, Brenda Jones, 50-min. VHS videocassette and study guide © 1996. This video reviews the development of the reading process and the importance of integrating reading and writing skills when phonetic skills are first learned. The video demonstrates learning as the transference of information from the short-term memory to the long-term memory, based on a simple memory diagram, then demonstrates

Top 10 BCTF lesson aids

specific strategies for improving word recognition and reading fluency. Grades 1-12. LA 9920B—\$20

Body Systems, David Perrin, 60 p. 1992. This science resource encourages learners to explore the various systems of the human body. Teaches language through content. Includes visuals, graphic organizers, and six lessons. LA ESL207—\$12

The Button Blanket, Nan McNutt, 41 p. © 1984. Readers and activity book. Your students have a chance to make a Northwest Coast First Nations button blanket. Story, activities, and full instructions. Activity sheets are reproducible. Ages 5-9. LA 8201—\$16

The Cedar Plank Mask, Nan McNutt, 31 p. © 1991. Reader and activity book. Story and puzzles with activities associated with mask-making, together with background information and teacher-support material. Great resource for a unit on the Northwest Coast First Nations people. Activity sheets are reproducible. Ages 9-12. LA 8202—\$16

The Bentwood Box, Nan McNutt, 33 p. © 1984. Mazes, puzzles, and other activities focussing on Northwest Coast First Nations peoples' boxes. Teacher's guide includes background information and detailed instructions for all the activities. All of this is reproducible. Ages 9-14. LA 8203—\$16

Keyeye "Making Kids Safe" produced by Ken Gravelle and Robin Webb, 51-min. VHS videocassette © 1996. Discusses child safety, specifically stranger assault and abduction. The video strives to empower children by stressing that children can play a part in extricating themselves from situations that might be dangerous. The video demonstrates to children that they should trust their intuition, and that they should be suspicious and aware of what is going on around them. Includes an eight-page guide. Grades 3-7. LA 2321—\$24.95

Roots and Branches—A Legacy of Multicultural Music for Children, Judith Cook Tucker, 153 p. 60-min. cassette tape © 1994. Book and cassette present music from over 20 countries. There

are notes on each song and the lyrics are presented in the native language as well as in English. The melody is represented by the treble clef line. Background of each native singer brings the culture even closer. Lower intermediate, teacher. LA 2545—\$38.95

Sharing the Knowledge: A First Nations Resource Guide. Researched and compiled by Gene Joseph for United Native Nations and Legal Services Society of B.C., 101 p. © 1992. Provides up-to-date, accurate material on First Nations' legal issues. Lists 300 recent books, periodicals, and videos tracing the historical development of legal issues of First Nations people. Some topics covered: aboriginal title, child welfare, criminal justice, education, environment, Indian Act, self-government, and treaties. LA 2084—\$11

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.

Inclusion for TOCs

compass as a staff or committee, we can sort the concerns into those we own as colleagues, those we can take to management, those we already have in contract, and those we need to bargain. Concerns we own: TOCs often feel alienated from

TOCs often feel alienated from contract teachers.

contract teachers. They don't have a school address, they don't receive newsletters or staff-party invitations, they don't always know where to find art supplies or overhead projectors or photocopy access cards. Regular teachers ask them who they are all day, or ignore them altogether. TOCs who are already living on the edge, some of whom receive welfare just to get by until something real comes along, are criticized for their clothing, haircuts, accents, and misunderstandings about classroom routines. (I'm not making this up.)

As a profession, we value the diversity that makes our schools and education system strong. We pride ourselves as being *inclusionary*. We parade our social-responsibility consciences and promote awareness of and processes for dealing with discrimination.

When it comes to dealing with our TOC colleagues, we could:

- Get to know familiar faces, and make new people feel more welcome. Some schools designate a host to

watch out for guest teachers, to let them know where to find the basics and whom to contact for further information.

- Create a box in the office or a bulletin board space for news that might be of interest to TOCs (job postings, PD events, school activities).

- Invite TOCs to school meetings, staff meetings, staff parties, PD activities.
- Provide a basic classroom guide within our own classrooms/office mailboxes.

- Collaborate with our staffs to develop school guides for TOCs.

- Support TOCs by reminding (especially older) students that work done on a TOC day is real work—it will be marked and will count.

- Assume that TOCs are skilled professionals with unique talents and that they can be trusted to provide an excellent educational program.

If you are already doing these things, I applaud you. You are making a huge difference toward supporting your colleagues who live on-call.

Kathy Askew is a teacher on call, School District 71 (Courtenay).

BCTF Online

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

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

Leave the subject line empty. Type the following command on the first line in the body of the message: 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? • Selected articles from *Teacher* newsmagazine are now online. Click on the E-zine button at the BCTF home page.

Teacher
Newsmagazine of the B.C. Teachers' Federation
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2
871-2283, toll free 1-800-663-9163, Fax 871-2289
E-mail: news@bctf.bc.ca
Web site: <http://www.bctf.bc.ca/bctf>

Editor
Peter Owens
Editorial assistant
Kathleen Kolisnek
Design consultant
Betty Sommerville
Copyeditor
Debby Stagg
Proofreader
Wendy Qureshi

1996-97 *Teacher*
Advisory Board:
Janet Amsden
Chris Bocking
Gavin Hainsworth
Garth Holmes
Lois Johnstone

Staff writers
Peter Owens
Margaret Ross
Lynne Sinclair

1996-97 BCTF
Executive
Committee:
David Chudnovsky
Sue Ferguson
Kit Krieger
Margaret Little
Peter McCue
Alice McQuade
Ellen Smith
Rick Turner
Linda Watson
Grace Wilson
Neil Worboys

Volume 9
September '96
October '96
November '96
January '97
March '97
April '97
May/June '97

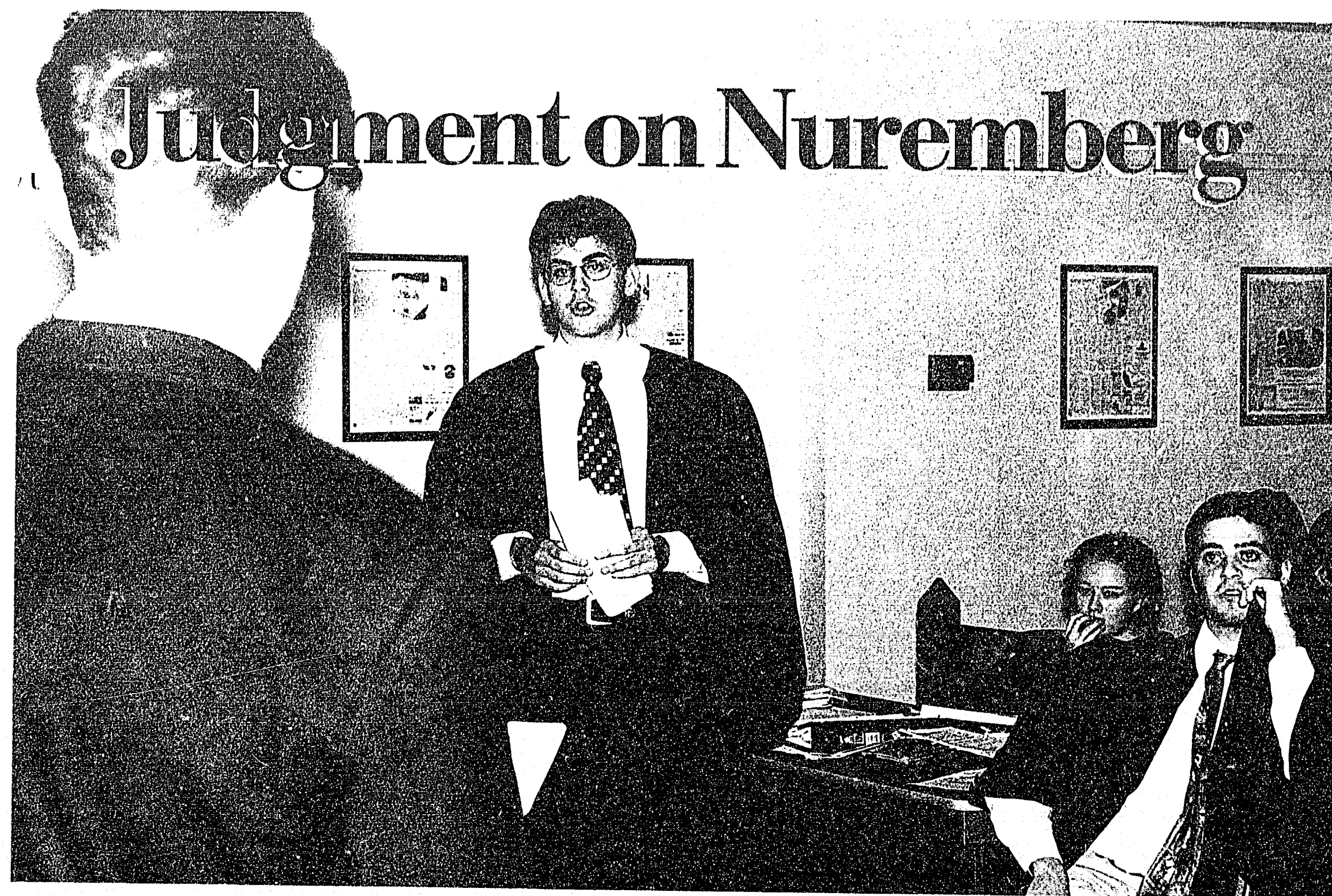
Deadlines:
August 16
September 13
October 18
January 31
March 27
April 25

PRINTED IN CANADA BY
MITCHELL PRESS LIMITED

ISSN 0841-9574

utfe

PRINTED IN CANADA BY
MITCHELL PRESS LIMITED



by Brian Latimer

It has been 50 years since the Nuremberg Trials in Germany after WW II. Those trials were important in calling leading Nazis to account for their actions in the war. The Vancouver Holocaust Education Centre is now sponsoring an excellent simulation experience of the Nuremberg Trials for senior students. "Judgment on Nuremberg: A Student Mock Trial of Julius Streicher" gives students an opportunity to learn and to apply some of the legal and moral principles of Nuremberg and the lessons of WW II. By participating in the workshop, students gain insight into the complexities of the investigation and trial of suspected war criminals currently being held at the International Tribunal at the Hague. The workshop also provides an excellent springboard into understanding current Canadian issues of hate propaganda and freedom of expression.

Julius Streicher... called for and supported the mass exterminations of the "final solution."

Simulations deepen awareness and understanding of complex processes and issues. Magee Secondary School's History 12 class threw themselves into recreating the Nuremberg trial of Julius Streicher, a leading Nazi who owned and published *Der Stürmer* (The Stormtrooper), railed against the "racial pollution" of Germany, and called for and supported the mass exterminations of the

War is a crime.



Magee Secondary School History 12 students conduct a mock trial at the Vancouver Holocaust Education Centre. The students roleplay judge, court counsel, prosecution, accused, witness, and juror in the case against Julius Streicher, a leading Nazis who published hate literature.

"final solution," but he may not have personally killed anyone. Is he a war criminal? The class was determined to get to the bottom of it.

Excellent pre-trial preparation provided by Holocaust Education Centre's teacher's guide is available to all participants. Each student selected the role they would play in the trial: judge, court clerk, the accused, defence

counsel, prosecution counsel, witness, and juror. Each participant was well supported with role profiles, documentary materials, and an easy-to-understand explanation of the role in proceedings. Lawyers had scripted questions and profiles of each witness to help them get to the crux of their arguments. Some of the students got so involved in their role that they did their

own research on legal precedents and historical information that would help their side win the case!

The class was given the use of the Holocaust Centre's simulated Nuremberg courtroom to stage the trial and was aided by expert facilitators, some of whom had participated in the actual trials in 1956 and who were able to quickly walk through the

procedures. At a break during jury deliberations, the class watched scenes from the Academy-Award-winning drama *Judgment at Nuremberg*. The students assumed and acted out their trial roles in a very impressive manner, and after two intense

By violently advocating genocide, did Streicher bear some responsibility for the exterminations that followed?

hours of testimony and argument, they reached their verdict.

The trial raises many interesting questions that bear discussion. Are people who tolerate racial slurs without comment really opposed to racism? Do journalists who write racist articles and editorials help create attitudes that might lead to violence and discrimination? Are they in any way responsible? By violently advocating genocide, did Streicher bear some responsibility for the exterminations that followed? Magee's Nuremberg judge and student jury thought so. One of the lessons of Nuremberg was that even in desperate situations people are responsible for their actions. Do today's advocates of hate and intolerance also bear some responsibility for creating hatred and the consequences it has? After much informed debate, Magee's History 12 class would argue that they do.

Brian Latimer teaches at Magee Secondary School, Vancouver.

Bargaining—round two

by Ray Worley

"You really are a masochist!" "Don't you ever get tired of punishing yourself?" "Why would you put yourself through all that again?" "Good luck!"

These are some of the printable responses from friends and colleagues to the news that I am on the Bargaining Team again, for Round Two of provincial negotiations. While I don't underestimate the amount of work ahead to achieve our second provincial agreement, I don't share their pessimism, their sense of impending doom. I am looking forward with confidence to Round Two, and I think there are good reasons for teachers to do the same. Why?

I visited many staffrooms during Round One as negotiations ground to a stalemate. In every visit, I was heartened by the level of support for the tabled issues affecting the day-to-day working lives of teachers. There was instant understanding of and commitment to issues such as preparation time, class size and composition, resources for integration, TOC working conditions, professional development, fair procedures for dealing with parental complaints, and due process for teacher evaluation and discipline, not to mention early-retirement incentives!

...whatever items are identified, we will be taking teachers' issues and priorities to the table.

Teachers will stand up for provisions hard won at the local level and will show their support for improvements in learning and working conditions for students and teachers. The Bargaining Conference will set the objectives for Round Two. I don't know if the list of objectives will be as long as last time, but I know that, whatever items are identified, we will be taking teachers'

issues and priorities to the table. When the team speaks, I'm confident it will be with the voice of over 40,000 members.

Just as teachers do in their daily classroom practice, the BCTF as an organization has reflected on the experience of Round One and made improvements and alterations to our structures and communications. The Bargaining Conference is a new structure involving nearly 300 participants from every local in the province. It will set the direction for Round Two, ensuring through the wide participation that the objectives directly reflect teachers' priorities. Local presidents will provide advice through the Advisory Council of Local Presidents as

We'll have to be smart, tough, and united. But together we'll do it.

Round Two progresses. Communications to and from members will be fine-tuned, based on surveys of members, staff reps, and local leaders.

The conclusion of Round One demonstrated the ability of the Federation to adjust in mid-course to changed circumstances. Collectively we achieved stability, made gains, preserved local provisions, took teacher bargaining out of the political hothouse of a provincial election, and gave ourselves a breathing space before Round Two.

Several other members of the team have just been appointed. With Sandra Audet (Terrace), Jim Iker (Burns Lake), Garry Litke (Penticton), Carol Price (Quesnel), and Teri Sobo (Langley) sitting at the provincial table along with President Alice McQuade, another EC member, and staff (yet to be named), I know that teachers will be very well represented.

It won't be easy. It may take a while. There'll be frustrating times. We'll have to be smart, tough, and united. But together we'll do it.

Ray Worley is the BCTF's chief negotiator.

Kindling the Spark—The Era of One-Room Schools

by Lorna Robb

The B.C. Retired Teachers' Association recently published this charming collection of true stories by teachers about their early experiences in teaching. The anthology is a tribute to the pioneers of our province, and it is both interesting and amusing.

Copies of this book are now on sale: \$19.50 includes taxes and postage. To order, send a cheque or money order to the B.C. Retired Teachers' Office, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2.

Only a limited number have been printed, so order your copy now to avoid disappointment.



Lorna Robb, a retired teacher, is a member of the editorial committee.

An open letter to Examinations and Assessment Branch

I am turning down your offer to mark provincial examinations. In my opinion, the conditions of employment are totally unacceptable. In particular:

1. You are asking teachers to work Saturday evening and Sunday. This means a full-time teacher will be working 12 days in a row. Clearly, this contravenes the spirit of the Employment Standards Act.
2. To be an eligible candidate for marking, a teacher must have taught the appropriate course for some years and be an experienced teacher. This requirement is logical, given the tasks to be done by markers. However, the rate of pay remains unchanged—\$100 for a day or \$50 for a half day. This remuneration is hardly

commensurate with the skills required for the work, or with my usual daily rate of \$300.

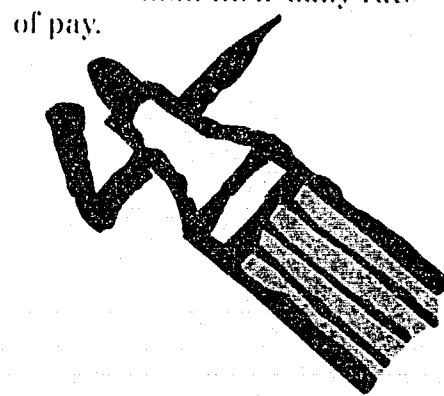
3. In essence, you are asking highly skilled professionals to accept approximately \$50 after taxes for a full day's work. In my opinion, this is an insulting sum of money and shows lack of respect for the work done by teachers.

I have enjoyed and valued my past sessions as a marker. Working with colleagues who teach the same course I do has been some of the best professional development I have experienced. However, the working conditions you have offered make it impossible for me to accept the position and retain my integrity.

Linda M. Lehr
Vancouver

RA says "Don't work for less"

The Representative Assembly on Saturday, February 1, 1997, recommended to members that they not undertake ministry work outside the school year at a rate less than their daily rate of pay.



The following advice is being provided to the Ministry of Education regarding marking of provincial examinations:

1. Subject specific teachers should be employed to mark exams.
2. Marking sessions should be organized on a provincial basis.
3. Payment for exam marking should be at the teacher daily rate of pay.

The issue of compensation for ministry work outside the school year is being forwarded to the bargaining objective-setting process.

—Peter Owens

What you can do on your summer vacation

Want a change this summer? Step out of the classroom and into the world of Big Business! *Work Experience for Educators* offers teachers the chance to spend a week this summer getting an in-depth, behind-the-scenes look at some of this province's major employers and key industries.

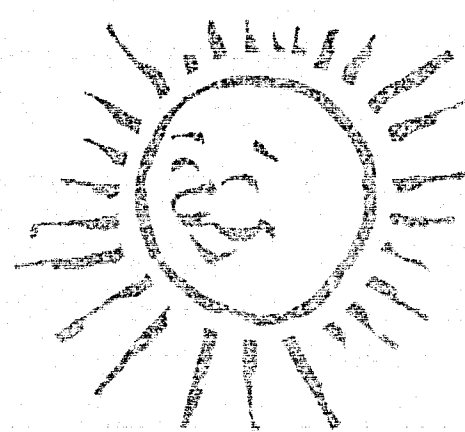
The Summer '97 Work Experience Program expands the benefits of this past October's Job Shadow opportunity. Sixty-eight teachers took part, choosing from 134 employer hosts. An enthusiastic participant reported: "Every time I participate in a work experience, I learn something to use in the classroom."

An employer host is equally positive: "Through our contact with teachers, we gained first-hand knowledge of their perspectives and concerns. The link between the business community and educators was strengthened."

This summer, there's a chance to roll up your sleeves and take part, rather than just observe! Through this program, teachers can find out exactly what goes on in business, from the communications skills required in marketing or human resources, to the practical

knowledge and technical expertise that are demonstrated on the shop floor or in the computer lab.

Specific employers will be available in each region of the province. The timing of the five-day placements may be worked out to the mutual convenience of teacher and host. Information will be arriving in your schools in early March. Watch for the *Work Experience for Educators* posters and brochures.



Applications and more information are available from: Norma Van Baale, Caledonia Secondary School, Phone: (250) 635-6571, ext. 114, Fax: (250) 635-5780 or Margaret Vennard/Lauri Burgess, Charles Hays Secondary School, Phone: (250) 624-5031, Fax: (250) 624-2418

This is a joint venture of the BCTF, the Ministry of Education, Skills and Training, and the Business Council of B.C.

Grievetalk

Class composition

Vancouver teachers at Prince of Wales Secondary School successfully grieved class composition. ASTA Vice-President Irene Lanzinger was counsel for the union in expedited arbitration before Arbitrator Bruce Greyell. She successfully argued that the employer violated the limit of one severe-category special-needs student per class. The employer had placed three severe-category special-needs students in the Bridge Program, an alternate class.

Although the principal of the school testified that it would not be easy to move these students within the system, the arbitrator concluded that while a move could be problematic, the employer was in breach of the collective agreement: "In view of the clear language of Article 9.K.6, I can only conclude that the assignment of three students who were classified as 'severe' under Article 9.K.2 constituted a breach of the Article."

The arbitrator directed the parties to try to resolve the matter themselves, but he remains seized of the matter should no resolution be reached. Although this decision is non-precedential, as it was under the expedited provisions of the Vancouver agreement, it is an important victory for class size.

Congratulations to Irene Lanzinger and the teachers at Prince of Wales!

Terrace teachers also were victorious in a class-size arbitration. The union argued that the flex factor did not apply to class size when students with special needs are integrated. The grievor taught an intermediate class in which were placed three students with special needs, for a total of 30 students. The collective agreement stipulates that a class must be reduced by one student when students with special needs are integrated. The employer argued that the flex factor of 10% applied and that the limit of the grievor's class was actually 32! Arbitrator Judi Korbin upheld the grievance, ruling that the language was clear and that the flex factor could not be read into the class-size limit in this instance.

Noon-hour supervision posting

The Grand Forks teachers grieved a posting that included supervision of noon-hour supervisors. The union contended that the posting violated the duty-free-lunch-break provision of the collective agreement by including noon-hour supervision as part of an assignment. Arbitrator Jim Dorsey agreed, finding the posting illegal.

—Lynne Sinclair

Working through grief together

by Dorothy Watts

The phone rings late at night. A student in your school has been killed. The message evokes myriad thoughts and images: the boy's face, the unimaginable pain of his parents, and the deep sense of personal loss. As an educator, you wonder what you will do tomorrow, how you will address the needs of the students in the school, how you will support the family, what you can do to ensure that the school provides a healthy response to the grief.

The rest of the night is a restless rehearsal of the scenarios that will play out in the morning: the silences, the questions, the sadness, and the dictum that life must go on. The staff arrives, and the long day begins.

This scene plays out in school districts throughout the province every month. Each district has struggled to deal with death and trauma in constructive ways that facilitate the grief process. A few years ago in Delta, a group of administrators, teachers, and counsellors came together to formulate a protocol based on procedures from Vancouver, Coquitlam, Surrey, and Langley. In turn, we have loaned our protocol to other districts who are designing a response, and they, in turn, will provide resources to other districts. As districts use protocols, they add, delete, change, and revamp existing procedures.



Before response documents existed, we dealt with each crisis on an ad hoc basis. There were no set modes of operation, and at the end of the day we hoped that we had acted responsibly, that we had provided a comprehensive response to the tragedy. When we used the protocol for the first time, we realized how

much anxiety was alleviated by the step-by-step, comprehensive document before us. Samples of statements to classes, lesson plans on grief, typical grief reactions, letters to parents, lists of resources, and checklists for school emergency teams to support schools in the throes of trauma.

Within the school district, co-operation, sharing of information, and joint discussions regarding district needs are essential. Senior administration, principals, teachers, counsellors, secretaries, special-education assistants,

custodians—all people working within the system—must know of the protocol, and representatives from various constituencies should be included on school emergency teams. This makes the protocol meaningful and ensures that it will be used appropriately. Support from the teachers' local is vital. Some districts are creating interagency response teams composed of mental-health workers, public-health nurses, police officers, hospice counsellors, and others who can support the school in times of sudden death or trauma. These agencies are contacted immediately in a crisis and can respond quickly because they are cognizant of school protocols.

In Delta, we recognized a need to offer debriefing to school staffs when a sudden death or trauma occurred. School personnel may be devastated by the death of a teacher or student or by some other traumatic event. Yet, while trying to process this grief for themselves, they must help the students in their classes deal with the event.

Critical Incident Stress Debriefing brings staff together in small groups to talk about the impact of the loss on them personally. The process encourages people to speak to their own reactions and listen to the responses of others in order to work through their grief. Counsellors from our employee and family assistance program, have trained seven teams of debriefers to offer this service to the schools.

The latest development in this continuing story is that representatives from some Lower Mainland districts are now meeting formally to discuss common problems, share protocols, discuss professional development in this area, and set up a system of sharing debriefers.

When a tragedy strikes, it is reassuring to know that there are procedures derived from the expertise of many representatives of the school community from all over the province. Beyond that, community agencies can effectively support the efforts of the school. In addition, school districts can band together to offer additional assistance when needed. Sudden death or trauma is always painful, but there is great comfort in knowing that because of the support from our own districts and beyond, we are not alone.

Dorothy Watts is an elementary school counsellor in the Delta School District.

Managing crisis

by Perry Haddock

Students, staff, parents, and indeed the whole community learned the meaning of crisis response when two students from Langley Secondary School were shot during an incident in January. Neither injury was life threatening.

For Langley Secondary, the incident has demonstrated the value of preparedness for dealing with critical-incident stress and for managing the safety and emotional concerns of a school community in a time of crisis.

A number of years ago, after several incidents in Langley schools had required emergency responses beyond the resources of the individual schools, Langley School District, in co-operation with community agencies, formed a Crisis Response Team so that future incidents—serious car accidents, suicides, or sudden deaths—might receive immediate and appropriately directed services for students.

Members of the Crisis Response Team included site-based school counsellors on loan from other schools, district counsellors, community mental health workers, youth and family counsellors, and members of the RCMP Victims' Services Division. Depending on the particulars of an incident, other members

are added as required. Such additional team members have included youth pastors from community churches, multi-cultural workers, and police-school liaison officers. Since its inception, the team has supported schools during the critical period immediately following a crisis. The ideal of "collective expertise" has served the Langley district well, including the recent schoolyard shooting incident.

Thanks to quick action by teachers and students, first aid was available within minutes, and police and ambulance services arrived quickly. Good reports from witnesses and an alert RCMP in a nearby cruiser resulted in the arrest of the suspects within eight minutes of the 911 call. The shooting occurred when most students had returned to classes. Nonetheless, the school was soon in shock, as students and teachers began reacting to rumours. The reassuring information of the arrest was not known until many tense minutes had passed.

While most teachers worked to reassure students and maintain calm within their classrooms, others began to move students without classes into the school cafeteria. The school administration and the crisis team began to make plans to deal with both the immediate crisis and the

follow-up support services required. No matter how well our experience had taught us, somehow the rules didn't quite fit. It was Friday afternoon, and many questions needed answers:

Were the victims going to be OK? Had someone called their parents? Would the suspects be let out on bail? If so, when? How could we keep students safe? How could upset and angry students be prevented from putting themselves at risk in an attempt to seek revenge? How would we deal with the news media? How could we help the many students, staff, and parents who were already displaying signs of acute critical-incident stress? With a weekend coming, what could we expect on Monday?

When the news came that the suspects had been arrested, a decision was made to give the students a prepared statement with information to take home, and to dismiss them. When the students had finished calling parents and arranging rides, most of them left the building. Some students stayed to see counsellors or to talk with friends or teachers. At 13:45, an emergency meeting informed staff and encouraged them to prepare for their own stress reactions and to avail themselves of school counsel-

ling resources or EAP services if they wished. Much of the meeting was a debriefing of the afternoon's events, and a preparation by the crisis-response team of what teachers might expect for Monday morning.

On Monday, the crisis-response team met with the administration at 08:00 to co-ordinate the day's activities. The team had prepared discussion questions and materials, for the administration to distribute for first period. We hoped to devote a portion of the first period to a discussion of the incident so teachers could identify students who might need immediate counselling. We stressed that "closeness to the action" was not necessarily the important criterion, since incidents such as this often trigger flashbacks or reactions that reveal earlier unresolved issues.

The crisis team also planned meetings with student leaders (peer helpers, student council, senior ESL students, senior boys' soccer team, and BD program students) for the second period of the day to:

- allow them to express their concerns.
- discuss their leadership role.
- encourage them to identify students affected by the incident.

- encourage them to make referrals to the counselling centre.
- encourage them to support one another.
- hear their input regarding rumours.

Following the meetings, the crisis-response team was available for student and staff counselling, and the balance of the day was spent in individual and small-group sessions. At the end of the day, the administration distributed another letter for students to take home to parents, and then called a brief staff meeting to debrief the day's events. Following the staff meeting, the crisis team met to prepare for the next day. Among the plans were parent meetings for both the Tuesday evening and the Thursday afternoon.

At time of writing, strategies are being developed to continue to work with our students and parent community on both the immediate response phase of this emergency, as well as the recovery and preventative phases, which may well be the real test of our effectiveness. This crisis has demonstrated the benefits of a team approach to protecting our school and community.

Perry Haddock is a counsellor at Langley Secondary School, Langley.

Namibia and the BCTF partnership

by Don Reader

The three-year tripartite training of trainees project between the BCTF/ OXFAM-Canada and the Namibia National Teachers Union (NANTU) has been completed. It was a resounding success. Fifty NANTU teachers were trained to deliver workshops to their colleagues. Some teachers were present for all three years of training; some, for two years; and others, for one. Altogether, six workshops were developed for the union, and the format for further additions was set.

It was exciting for the graduates of the program and for the 1996 BCTF Training Associates Jean Chan (Langley), Susan Lambert (Burnaby), and Don Reader (Vancouver Elementary)—to see the initial goals of the project completed.

As a developing democratic nation, Namibia has much it wants to work on to better the life of its citizens. Improving public education and strengthening the teachers' union are just two of the priorities of its leaders.

Our Namibian colleagues showed a strong personal commitment to do their part. Some of them work under very difficult conditions, but they are dedicated to the struggle to improve both their classrooms and the country as a whole. I shall never forget the emotion that flowed when their national anthem was sung. They deeply love Namibia—land of the brave—born of a revolution from apartheid.

The Namibians would like the BCTF to continue to be involved, and OXFAM-Canada also sees the value of continuing support. Just what that involvement will look like is up to the BCTF Executive Committee and the International Solidarity Committee.

Many locals participated in the extra project to provide equipment for the regional offices of NANTU (there are ten regional offices). The Training Associates took cheques for over \$6,000 and presented them to the NANTU president at a media event and the Namibian press reported the contribution. We also gave OXFAM-Canada in Namibia a copy of the 1996 International Solidarity Award presented to them at our AGM last March. The group also took several hundred English library books (collected by Susan Lambert) and made a major presentation to a school library in Windhoek and several minor presentations in the regions.

Even though the logistics of working in a developing country present many difficulties, it is possible for B.C. teachers to share their expertise with colleagues in Namibia.

Don Reader is an area counsellor in the Vancouver School District.

81st Annual General Meeting Agenda

Saturday, Mar. 15

FIRST SESSION

19:00

Welcome Preliminaries
a. Adoption of chairpersons, scrutineers, tellers, Resolutions Committee
b. Adoption of agenda
c. Adoption of 1996 AGM minutes
President's Report
Constitution and By-laws
Recommendations 8-10 (p. 12)

Resolution 101 (p. 12)
Organization of the BCTF
Recommendation 48 (p. 24)
Publications of the BCTF
Resolution 160 (p. 41)
Annual General Meeting
Recommendation 11 (p. 13)
Resolutions 103, 104 (p. 13)

20:30 Timed item

Greetings from: B.C. School Trustees' Association, B.C. Confederation of Parent Advisory Council, B.C. Federation of Labour,

Honourary Membership Recommendation
Continuation of Previous Items

21:30 Timed item

Election Statements: Candidates for Table Officer Positions

22:00

Adjourn
All candidates Question and Answer Period

Sunday, Mar. 16

SECOND SESSION

09:00

Executive Committee Leadership Report
Recommendations 1-7 (p. 8-9)
Bargaining
Recommendations 12-34 (p. 14-17)
Resolutions 105-110 (p. 17-18)

12:00

Guest Speaker - Maude Barlow

12:30

Lunch

THIRD SESSION

14:00

Executive Director's Address
Affirmative Action
Resolution 102 (p. 13)
Bargaining (continued)
Leaves of Absence
Recommendation 54-56 (p. 32)

Professional Ethics, Rights and Standards
Recommendation 65 (p. 41)
Strikes and Job Actions
Recommendation 67 (p. 41)

Supervision and Reporting on Members
Recommendations 68-69 (p. 41)
Teacher Education
Recommendation 70 (p. 42)

Teachers on Call
Recommendation 71 (p. 42)
Teacher Tenure
Recommendation 72 (p. 42)

Unfinished Business
16:30
Election statements from candidates for Member-at-Large positions

17:00

Adjourn

20:00

Dance - Plaza Ballroom

Monday, Mar. 17

FOURTH SESSION

09:00

Health and Welfare
Recommendations 51-53 (p. 28-29)
Resolutions 126-137 (p. 29-32)

Unfinished Business

12:30

Lunch

FIFTH SESSION

14:00

Minister of Education - Paul Ramsey
Education Policy
Recommendation 37 (p. 20)
Resolutions 116-120 (p. 20-21)
Ministry of Education
Resolutions 138-139 (p. 33)

Professional Development
Recommendation 64 (p. 40)
Pensions
Recommendation 63 (p. 37)
Resolutions 152-157 (p. 38-39)

Organization of the BCTF
Recommendation 58-62 (p. 33)
Resolutions 140-151 (p. 34-37)

16:30 - Timed Item
College of Teachers' Report
Resolution 111 (p. 19)

16:45
Continuation of Business
Unfinished Business

17:15
Greetings from CUPE

17:25
Final Call for Nominations

17:30
Adjourn

NOTE: An evening session will be scheduled, if necessary.

Tuesday, Mar. 18

SIXTH SESSION

09:00

Elections
Finance
Report of the Financial Statements
Recommendations 38-49 (p. 22-25), 39-40, 50 (p. 26)
Recommendation 52 (p. 28)
Resolutions 121-125 (p. 26-28)
Legal Services
Recommendation 57 (p. 32)
Education Finance
Recommendation 36 (p. 19)
Resolutions 112-115 (p. 19-20)
Unfinished Business

10:45
Questions on Committee Reports

11:00
Local Recognition Ceremony
An opportunity to recognize those locals going out of existence due to amalgamation.

12:30
Lunch

SEVENTH SESSION

14:00 - Timed Item
Address: Maureen Morris, President, Canadian Teachers' Federation
Hilroy Award

Past President's presentation
Canadian Teachers' Federation
Recommendation 35 (p. 18)

Public Affairs
Recommendation 66 (p. 40)
Resolutions 158-159 (p. 40-41)

Conflict of Interest
Violence Prevention
Resolution 161 (p. 42)
Unfinished Business

Late Resolutions
New Resolutions

17:15
Closing courtesy motion

17:30
Adjourn

Notice of special resolutions

Notice is hereby given in respect of the following Special Resolutions which may be considered by the 1997 AGM "with or without amendments" within the scope permitted by the Society Act.

By-laws

Recommendation 8
That the Purposes of the BCTF Constitution be amended by deleting Purposes 8 and 9; by re-numbering present Purposes 10, 11 and 12 as Purposes 8, 9 and 10 respectively; and by adding a new Purpose 11 as follows: "11. To act as the bargaining agent for members."

Recommendation 9
That By-law 3.2 (page 20) be deleted and that the remaining by-laws be renumbered accordingly.

Recommendation 10
That By-law 4.5 (page 21) be deleted.

Resolution 101
(Kitimat District Teachers' Association, Terrace District Teachers' Union)
That By-law 3.4 (page 21) be deleted.

Recommendation 51
That regulation 1.3 of statement 13.C.02 (page 74) be amended by deleting "factor '89'" and replacing it with "factor '88'".

Recommendation 53
That the preamble of statement 13.C.02 (page 74) be amended to read: "These regulations, adopted by the 1984 Annual General Meeting and amended by subsequent Annual General Meetings, are effective September 1, 1997."

These regulations apply to members whose first date of eligibility to receive benefits occurs on or after September 1, 1997. Members whose first date of eligibility to receive benefits is prior to September 1, 1997 will continue to receive benefits based on the plan in effect at that time."

Resolution 130
(Burnaby Teachers' Association)
That statement 13.C.02 - 3.4 (page 75) be amended by adding to the end the phrase "provided the physician(s), psychiatrist(s), or other registered therapist(s) is acceptable to the member and his/her physician."

Resolution 131
(Burnaby Teachers' Association)
That statement 13.C.02 - 3.6 (page 75) be amended by

adding the word "reasonable" before the word "periodic."

Recommendation 65
That the Code of Ethics (page 98) be amended as follows:

- (a) That #9 be deleted.
- (b) That #5 be amended by:
 - (i) adding "(excluding harassment complaints under the collective agreement)" after the word colleague when it first appears.
 - (ii) deleting the reference to the note at the end of #5 and including the wording of the note as part of #5.
- (c) That the word local be deleted in #7.

CANDIDATE STATEMENTS

For President



Pressures on public school teachers have never been greater. The tension between growing expectations and diminishing resources must be addressed. Teachers must go to work each day confident that their union is supporting their work and addressing their concerns. Federation priorities must continue to be increased funding, rational education change, collective bargaining, and social programs. The impact of mainstreaming merits particular attention. Government and others

must learn that changes which are not supported by teachers will not work. The imposition of provincial bargaining and the ongoing centralization of power in Victoria and at BCPSA necessitates a greater concentration of resources at the BCTF. However, centralization does not mean diminished democracy. Effective locals and member involvement must remain the primary strength of the Federation.

I will continue to advocate practices which enable the BCTF

to adapt to change. Our policies and structures are not ends in themselves, but are means by which teachers maintain and improve economic and professional rights.

Attempts to improve schools are doomed to failure unless they address the working conditions of teachers. Our advocacy for children and public education must be accompanied by an assertion that children and schools are the responsibility of all citizens.

EXPERIENCE: *Provincial:* BCTF Executive (3 yrs.), BCTF Administrative staff (4), AGM delegate (7); Task Force on Teaching Conditions and Professional Practice; Task Force on Bargaining Structures and Related Matters; Staff rep training associate; News magazine advisory committee; CTF delegate; *Local:* President (5); Executive of Bargaining committee; Bargaining chair; LR; Staff rep. *Teaching:* 22 yrs. secondary social studies in West Vancouver. *Education:* BA (History) and teaching training (UBC).



Experienced leadership is needed to address both internal and external issues. Members must be involved in a meaningful way at the local level to create a strong Federation.

We all must work for a new contract and build on our experience to achieve a contract for all members. Resources are required to ensure the contract is enforced, understood, and supported on a consistent basis throughout the province.

Erosion of our ability to be the effective voice for sound education

reform is unacceptable. Teacher workload, reporting, and health and safety issues have to be addressed. Facilitating the work of PSAs and supporting our representatives on committees helps address professional concerns.

Working in partnerships, we remain part of a collective voice on the conditions facing students. Our networks and advisory committees are our conscience. We must provide such opportunities for more members. Leadership that addresses poverty, racism, sexism, and homophobia must be specific

and supported if we are to provide safe environments for learning.

A strong Federation builds unity through continued grants and training for both staff representatives and PD representatives. Being responsive to diverse local needs creates a democratic and member-focused union.

Working for all member. I will be a visible advocate and a strong voice for public education. I seek your support for president of our Federation.

EXPERIENCE: *Provincial:* BCTF First Vice-president (3 yrs.); Member-at-large (5); Prov. curriculum adv. etc. (5); Education leave etc. (4); FEA Adv. (2); Ministry for Children & Family (1); CTF AGM delegate (5); AGM delegate (17); LR (2); Staff rep training facilitator (4); Children's rights etc. (2); Hilroy selection etc. (3); PSAC Council & Executive (5); Counsellors' PSA exec. (9). *Local:* Nominating pres. (3); Bargaining agreements (7); Political action (10) (7); Curriculum (2); Neg. team (3); District employee assist. (3); Counsellors' PSA exec. (7); Industrial health and safety (3); Education etc. rep (5). *Teaching:* 19 yrs. English, social studies, law, counselling, family life, and adolescent development. *Education:* B.Ed. (sec) (1); M.Ed. (counselling) (UBC).

For First Vice-President



Education is in the news. Myths and criticisms continue. The government continues to develop proposals rather than to take responsibility for adequately funding education. We must continue our individual and collective efforts to defend and promote public education and to press hard for adequate funding.

The Federation must lead in areas that touch teachers in the classroom: violence, poverty, integration, ESL. We must build on current initiatives. We must ensure that the teacher voice

through the federation is heard and influences government.

A second round of bargaining and our changing bargaining structures make membership involvement and support imperative. A unified commitment to our objectives and strategy are necessary to achieve a strong collective agreement for all teachers. Communication is critical to our success.

The issues the federation faces are many and complex. We must provide effective services in bargaining, professional

development, and social responsibility programs. Amalgamating locals will need additional support as they proceed. All this must be accomplished within the present membership fee.

I support the structural changes and new initiatives in the areas of social responsibility that the federation has begun. I want to continue to be part of an Executive that listens to members, displays tolerance, and builds provincial consensus on divisive matters.

EXPERIENCE: *Provincial:* BCTF Executive member at large (4 yrs.); Finance committee (2); Benefits review committee; Local president's advisory committee (2); BCTF rep to ministry's accreditation committee (4); CTF director (2); CTF/AGM delegate (3); Alternate LR (3); AGM delegate (11). *Local:* President NDTA (6); Vice-president (1); Bargaining (8); Amalgamation council treasurer (3); PD committees (3); Mainstreaming (4). *Teaching:* 19 yrs. primary and intermediate; TOC (4). *Education:* B.Ed., Music Diploma (UBC).

For Second Vice-President



Members anticipate this round of bargaining with foreboding and grim determination. They will not stand for reductions in their standards of living or increases in class sizes and work loads.

How can we ensure success in bargaining and the other important initiatives of the Federation? The strength of the BCTF and its ability to achieve its goals depends on the participation of our locals and the control of our members.

Too often, our Federation operates on agendas and timelines

determined by others instead of the needs of locals and members. We criticize the Ministry of Education when it imposes curriculum change, or assessment/evaluation processes without appropriate consultation with teachers. We need to show the same consideration for our members. Whether we're developing processes for amalgamation, preparing for the vote on affiliation with the B.C. Federation of Labour or determining bargaining objectives, teachers need time to discuss,

develop, and debate the issues if we want them to be involved and committed. Leaders must have the courage to take principled positions to the membership—and then encourage, facilitate and respect decision-making by those members. That's my commitment to our Federation.

develop, and debate the issues if we want them to be involved and committed.

Leaders must have the courage to take principled positions to the membership—and then encourage, facilitate and respect decision-making by those members. That's my commitment to our Federation.

EXPERIENCE: *Provincial:* BCTF Executive member at large (4 yrs.); 2nd Vice-president (2); LR (2); Staff rep trainer (3); Substitute teachers'

association; Committee Against Racism; Association for community education; Adult basic education association; Surrey-Delta Immigrant Services Society (board of directors). *Local:* Surrey grievance officer (3); Vice-president; Secretary; Chair of anti-racism & bargaining committees; WLCC committee and economic welfare committee member; chief negotiator (5); Strike co-ordinator (2). *Teaching:* Nursery school, elementary, secondary and university level in Ontario, England, and B.C. *Education:* BA (honors) York University; B.Ed. U of Toronto.

EXPERIENCE: *Provincial:* BCTF Executive member at large (5.5 yrs.); CTF delegate (3); LR (3); Summer conference (7); WIN candidate BCTF bargaining conference; Capilano college labour studies program advisory committee (5); Finance committee (1). *Local:* President North Vancouver (3); Executive (10); Negotiating team (10); Other committees: working and learning conditions, mainstreaming/integration, district screening, grievance, bargaining, science curriculum, RA steering. *Teaching:* Elementary (16); Secondary LA (4). *Education:* B.Ed. (UBC).



The BCTF has been striving to influence education change in ways that will help teachers to manage their diverse loads. We must continue to press for gradual, proven curriculum initiatives; more support for our complex, integrated classrooms; and more say for teachers in all levels of education policy-making. Our professional voice should be a powerful support for teachers and for public education.

Provincial bargaining will be a major priority next year, and will

require the best two-way communication with members that we can muster. We also need to secure contracts for our members in Continuing Education and in the Francophone Education Authority.

Examination of BCTF budget and structures should continue as we adjust to changing times. We need to finance bargaining, provide support to help amalgamating locals make a successful transition, and offer the range of professional programs

that have made BCTF such a vibrant organization. We must try to give members the best service we can and the best value for their fees.

I would appreciate the opportunity to continue working on your behalf.

CANDIDATE STATEMENTS

For Member-at-Large



We in the BCTF must continue to advocate for our members who do an outstanding job of teaching despite the increasing challenges that we face as a profession. We must focus clearly on the fundamental goals of education at the bargaining table, in the media, and across the back fences of the province.

As a member-at-large I will ensure that teacher concerns related to inclusion and to violence prevention will be well represented on the BCTF

Class size, curriculum change, report cards, integration, IP, student (and parent!) behaviour, hiring practices, MO's expectations, harassment, accreditation, retirement, leaves, sick days, pay periods, professional survival.

These are daily concerns of teachers.

Since I began teaching, there hasn't been a year without "crisis." Members want to know that whatever the emergency, they have a strong union to fight for

My experience within the BCTF makes me an excellent addition to the Executive Committee. We must stay true to our principle of supporting strong, focused local leadership that keeps us connected to teachers in the Locals, so we are responsive to ever-changing needs.

The next two years will be critical as we negotiate the provincial collective agreement. I have experience and training in negotiation, mediation, and administration of our Local

As a teacher activist and advocate at local and federation levels for 20 years, I have gained tremendous experience in a wide variety of roles. The strengths I bring to any commitment I undertake are the ability to communicate, respect for the views of others, a strong work ethic and an essential sense of humour.

The next two years are going to be as challenging as any the BCTF has ever faced. Foremost will be our ability to manage change,

I am a Learning Assistance Teacher in an inner city school. I cannot be effective in my job without a better collective agreement and a strong union whose members are committed to eliminating racism, sexism, and homophobia.

Our collective agreement must include:

- better provisions to deal with the continued inclusion of students with special needs,
- a staffing formula which looks at class composition—not just numbers of students,

I am proud to be a member of the BCTF. The Federation has accomplished much for teachers and students in its long history. Yet there is still much work to do.

I believe that the time has come for the BCTF to focus on making our provincial union more relevant to members. We must continue to make improvements in working and learning conditions. We need to make more of a difference at the grassroots level for both teachers and students in the areas of time and wellness. And we need to directly assist

Executive Committee. Teachers in Maple Ridge have recently made many recommendations regarding the delivery of service to children with special needs. Our local has conducted an exhaustive review of current practices in placement, resource allocation, assessment, in-service and violence prevention. I believe that these recommendations represent the shared concerns of teachers throughout the province.

Teachers are experts in education and must continue to

their rights and to help them keep their balance. Each member of the BCTF Executive Committee is committed to service. We DO NOT need separate groups within the Federation to work things out. Creative dissonance is a factor upon which all organizations depend to define belief and direction. Conflict can be a creative force. Let's not limit ourselves to factions and parties. "Collective Judgment" means letting go of individual goals, listening to the membership, and

collective agreement, moreover in organizing professional development opportunities and curriculum work with PSAs. Teachers deserve working and learning conditions that will enable us to do our best for children.

The sacred trust of public education is to open the doors of opportunity for each and every child. We are more than a "special interest" group. We have the interests of all children near to our hearts. Issues that affect the

within the public school system and the Federation itself. We must build stronger links with members—from more effective school leadership training to better use of technology. We must reach out to our education partners and be prepared to listen if we expect to be listened to. We must vigorously and firmly represent the interests of all members to ensure that the voice of teachers is heard and respected. Our ability to deal openly and effectively with change

- time to complete IEPs,
- time to write reports and report to parents,
- the provision of a teacher-on-call when I am absent,
- the guarantee of a safe work place,
- language that ensures continued existence of non-enrolling positions.

Students in my school need the BCTF to work aggressively on its anti-poverty campaign. Cuts to social programs devastate my school community. The BCTF must be a stronger voice in opposing

members dealing with integration, health and safety, violence, racism and poverty issues in their school communities.

My perception is that our members at the classroom level feel greatly distanced from their provincial union. In order to strengthen our Federation through increased member participation in and commitment to Federation activities, we must ensure that we do hear and do respond to members' immediate needs by:

- securing and maintaining a collective agreement with improvements in the areas of working and learning conditions and employment rights,
- enhancing the provision and delivery of BCTF-sponsored professional development services in all locales of the province,
- enhancing direct member access to income security services.

In seeking your support as member-at-large, I offer my energy and experience to work towards these ends.

work with government to ensure that the expectations of the Ministry are consistent with best practices in education.

In 1997 we will be negotiating a new collective agreement which must contain strong language regarding working conditions for teachers. We are a highly skilled and experienced group of professionals who need the supports in place that allow us to do what we do best—to teach.

serving the "common good." I have my own passions. I believe that every teacher has skills and strengths which need to be recognized, shared, and developed. I believe that we each develop professionally in different ways and at different times. I believe that teachers are healers and warriors, caregivers and magicians, facilitators and guides. I believe that our profession, like no other, will shape the future.

EXPERIENCE: *Provincial:* North Island PD Zone co-ordinator (6 yrs.);

classroom, such as special needs, poverty, violence and safety are complex and must be addressed in a co-ordinated manner. We must support social justice and basic human dignity. Teachers are the leaders of education change whether it be in curriculum, policy or attitudes.

I look forward to continuing to act on behalf of teachers' needs and public education.

will be our greatest strength, particularly in the securing of a strong collective agreement.

We face another tough year, but we face it together. I seek your support and the opportunity to use my experience and commitment in representing you at the BCTF Executive table.

EXPERIENCE: *Provincial:* South Island Bargaining co-ordinator (5 yrs.); Bargaining advisory committee

such cuts. A properly supported public education system is a matter of political will. No more excuses.

The Executive Committee must listen to teachers, understand their day-to-day problems, and respond with creative and dynamic actions that address both our needs and the needs of our students. I am committed to helping our BCTF be such an organization.

EXPERIENCE: *Provincial:* AGM delegate (18 yrs.); LR (11); VISTA rep to provincial bargaining committee & council; Staff rep training associate (4); Bargaining advisory committee (3); Fergusson memorial award

trustee (4); CTF delegate (1); RA agenda (2); Task force on the membership of principals in the BCTF (1); Federation appeals board (3); Newsletter editorial board (2); Political action (3). *Local:* Executive Vancouver (90-present); Grievance (93-present); News editorial board (1988-96); Bargaining committee (89-present); Chair Bargaining & collective agreement implementation committee (1992-93, '96); Negotiating team member (1992-93, '96); Member-at-large (1990-91); VISTA rep on many VSB committees and grievance joint committees; Langley sign-up co-ordinator 1987; President 1985-87; Executive 1978-88; Steering committee & executive of special ed 1977-80; IFA negotiating team for many years; member of all standing committees and many ad hoc committees. *Teaching:* 22 years classroom teacher, teacher-librarian, learning assistance. *Education:* B.Ed (UBC).

EXPERIENCE: *Provincial:* News magazine advisory board (7 yrs.); AGM delegate (3); Summer conference delegate (3). *Local:* President Maple Ridge (1); Bargaining chair (2); Communications chair (1); Staff rep (3); Bargaining team (1); Past president council for exceptional children (Dowdney); Past member SEA (3). *Teaching:* 21 years (primary/intermediate (3), learning assistance (11), district resource (1), school support (4). *Education:* B.Ed. (UBC), MA special ed (UBC).

PDAC co-chair (4); Bargaining council rep (2); PD associate (Conflict resolution & school-based planning, Hilroy fellowship "Grade Six World Tour" (1995). *Local:* President (1); Vice-president (2); LR (2); Secretary (1); Agreements chair (3); Bargaining chair (2); PD chair (2); WLCC chair (2); Liaison chair (1); Staff rep (6); School PD rep (3); AGM delegate (16); Summer conference (12); Other committees: Community interaction, CTFE liaison, newsletter, parent advisory, status of women. *Teaching:* Intermediate (9); Primary (4); ESL (4); TOC (2). *Education:* B.A. (U Vic), Diploma in Education (U Vic).

EXPERIENCE: *Provincial:* BCTF Executive member-at-large (1 yr.); PSAC (6); Chair (2); Deputy chair (2); Special Ed PSA; President (2); SEA newsletter editor (2); Conference director; LPAC (1); AGM delegate (8); Bargaining council, expanded bargaining division, summer conference (5) plus numerous committees and frequent workshop provider; CTF delegate (1). *Local:* President Victoria (3); Vice-president (2); Member-at-large (1); other committees: PD, Bargaining, Negotiations, Joint committee, Wellness coalition, Special education ISA. *Education:* B.Ed. SFU, Diploma Education of the Deaf UBC.

(5); Bargaining council co-chair (2); AGM delegate (13); LR or alternate (12); Summer conference training (11); Federation appeals board (6); Judicial council (6); LPAC (1) Interim bargaining structures committee; CTF delegate (1); Task force on future bargaining structures chair. *Local:* Staff rep (6); staff committee chair (4); many local executive positions including: Gulf Islands Barg. (8); Chief negotiator (1); President GITA (4); Saanich Barg. (5); Chief negotiator (1); President STAA (4). *Teaching:* 25 yrs. Elementary: rural multigrade (6), French Second Language (14), Teacher-librarian (2), administration (3).

(5); Bargaining council co-chair (2); AGM delegate (13); LR or alternate (12); Summer conference training (11); Federation appeals board (6); Judicial council (6); LPAC (1) Interim bargaining structures committee; CTF delegate (1); Task force on future bargaining structures chair. *Local:* Staff rep (6); staff committee chair (4); many local executive positions including: Gulf Islands Barg. (8); Chief negotiator (1); President GITA (4); Saanich Barg. (5); Chief negotiator (1); President STAA (4). *Teaching:* 25 yrs. Elementary: rural multigrade (6), French Second Language (14), Teacher-librarian (2), administration (3).

EXPERIENCE: *Provincial:* LR (5 yrs.); AGM delegate (6); RA agenda committee (1); Member of councillor, learning assistance and special education PSAs. *Local:* President Cowichan (5); CTFA Executive (6). *Local PD chair:* committee (8); Agreements committee (7); Grievance committee (5); Cowichan Valley Interim Council (1). *Teaching:* 20 years teaching in B.C., 2 in Alberta and 2 in Nova Scotia. *Education:* B.P.E., B.Ed. (Calgary), M.Sc. (Oregon).

Career and personal planning



by Lynda Milham

Implementing Career and Personal Planning at our school has been a bit like bringing a new baby home from the hospital: exciting, exhausting, and requiring commitment and flexibility. After two years of teaching CAPP, we can say that, for the most part, it's working well at Westsyde Secondary School. The best way to tell you about it is to describe CAPP in action in our school.

Larry Edwards, our CAPP co-ordinator, works on student placements for the 30-hour work-experience component. He interviews each student, discusses the variety of ways students are fulfilling their 30-hour work-experience requirement, signs their SLP, and generally takes care of the administrative details of the program here. He holds regular CAPP Department meetings and keeps us up-to-date with in-service opportunities and new resources. He believes that CAPP is "essential for any teenager." Daryl Fieber, our principal, is chatting with Edwards. That she has taught CAPP herself gives her a realistic sense of the curriculum, with its joys, frustrations, and challenges. We started teaching CAPP as a separate course last year. This year, for the most part, we combine it with another course, integrating it where possible or "chunking" it in separate units.

Some of our Grade 11 students sell their artwork outside the gym. The project was designed by Julie Hounslow for her Art/Capp 11 course. The kids formed a company, *Helios Art Company*, invested their own money to pay for the supplies to get it

off the ground, designed their logo, and created art, which they sold in two sales. They were responsible for all parts of the operation of their business, including accounting and writing the letters to the charities they chose to receive their profits. Christmas

Amalgamated received \$87.78 and the Cancer Society received \$54.41. When Hounslow asked the kids for their evaluation of the project, they talked about "learning responsibility" and "teaching us about real life." Life skills from art sales—CAPP in action!

Grade 10s asleep at their desks? Not at all. Lana Langevin is teaching her class some relaxation techniques. She leads them through a career-imagining exercise that is part of an entrepreneurship unit we have in our district. She feels "the kids enjoyed doing something that they haven't tried before. Their reflections after the lesson showed a lot of thought." One student wrote, "I was amazed to think that I could see my future in such a positive way."

Rachel Ball, a Grade 8 CAPP teacher extraordinaire, is chairing our Healthy School Committee. One of the main reasons we have moved ahead so quickly with CAPP is that it is part of a comprehensive

We are continually working towards an awareness of healthy living both in and out of CAPP classes.

health focus at Westsyde Secondary. Health became our school goal after we underwent accreditation three years ago. Our school is now a non-smoking zone, we have an outdoor volleyball court where the smoke pit used to be, we held a school-wide health conference, and we are continually working toward an awareness of healthy living both in and out of CAPP classes.

I have given you a mental picture of some of the committed teachers on our staff who teach CAPP. When we started to implement the program, we asked for volunteers—for teachers who wanted to teach the course. This year, because of the enthusiasm of this core group, we now have 12 CAPP teachers. It is exciting to see these teachers moving, with courage and trepidation, into a totally new area. Are all our

teachers comfortable with all parts of the curriculum? No, and that's where my contribution comes in.

I am a floater—an on-call CAPP teacher. I move from class to class and work with the kids in the areas that are sensitive and uncomfortable for some teachers. This year, I am teaching all the Grade 9 Family Life portion of the

We are continually working towards an awareness of healthy living both in and out of CAPP classes.

curriculum. The kids jokingly refer to me as the Dr. Ruth of Westsyde Secondary, and I do lessons in other grades when asked. As the teacher-librarian, I also organize resources for our CAPP Department. Each grade has colour-coded videos and a binder containing ideas and successful lessons.



My last image is the most important. You can see Lance and Allison and some of their friends. CAPP is about kids, and our kids are not hesitant to give us their opinions. They tell us CAPP is:

- O.K.
- A veg course.
- A reality check, man.
- It teaches us about real stuff.
- Great...remember that goal I set?
- I now have a job and the truck I wanted.

Opinions are as varied as opinions would be for any course.

Lynda Milham is a CAPP teacher and teacher-librarian at Westsyde Secondary School, Kamloops.

Seycove Secondary

by Cathy Pearce

In 1992, when Seycove Secondary Community School went through the accreditation process, the staff recognized that senior students needed additional curriculum to support their transition to life after secondary school. One of the six accreditation growth plans was a curricular program at the Grade 11 and 12 level, called CAPS (Career and Personal Studies). The program was to integrate three components: the Learning for Living curriculum, a career-development program, and a personal-planning component. Initial implementation was for the fall of 1995.

When the Ministry of Education announced the new mandatory CAPP curriculum, the staff of Seycove were already developing curriculum and planning implementation strategies for such a program. We extended our growth plan to include students in Grades 8, 9, and 10. All Grade 9 students took a full semester Guidance 9 program and a full semester of keyboarding.

Grade 10 students received their Business Education 10 requirement in a stand-alone one-semester course. Grade 8 students were all scheduled into weekly small-group tutorials to ease the transition into secondary school. Working with these existing programs, the staff began implementing the new Career and Personal Planning curriculum.

The immediate challenge for Seycove was to develop a flexible timetable in a semester school that would allow CAPP to be implemented as a year-long program that would not interfere with the students' selection of courses. A flexible, modular timetable now supports the needs of staff, students, and the new programs.

Teaching structure

Grade 8 CAPP is taught by most staff. Students meet in small-group tutorials once a week in the first semester of the year. Emphasis is on orientation, planning, and strategies for success in secondary school.

Grade 9 and 10 CAPP classes are taught in conjunction with keyboarding in a computer lab. Both the planning process and career-development learning out-

comes are effectively practised with computer-skills activities. These twice-weekly classes are backed with PE 9 in Grade 9 and with one semester of PE 10 and the other semester of Science 10 in Grade 10. The same two staff members teach all the CAPP 9 and 10 classes, providing consistency and sequential development. The personal-development learning outcomes are addressed primarily in a full-semester mandatory Guidance 9 course. Two teachers teach all the Guidance 9.

Grade 11 students meet twice weekly all year long in a stand-alone course. Two staff members deliver curriculum from all three CAPP components. One of this team of teachers is the school's work experience co-ordinator. She also teaches all the year-long once-a-week CAPP 12 classes, providing the final preparation to our graduates. She oversees the consistency and sequencing of the senior-level CAPP material.

Additional staff support for the implementation of CAPP learning outcomes occurs in other curricular areas including English, science, drama, home economics, and physical education.

Support for work experience

Considerable thought and planning give students the best opportunity to have meaningful work experience. The

The implementation of CAPP has resulted in an extension of school-wide planning well beyond CAPP.

school's Career Centre includes a teacher as work-experience co-ordinator and a CUPE staff member as work-experience facilitator. A fully developed process for work experience is in place along with a system of record keeping for work experience and student-learning plans. The 30-hour CAPP work-experience requirement is developed through the Grades 9 to 12 CAPP classes. Each year, as part of their career development, students are given work experience assignments and projects to accumulate 20 hours of work experience. To complete the 30-hour requirement, they are encouraged to participate in volunteer work, part-time employment, and/or field experiences that relate to their student-learning plans.

Grade 11 and 12 students are encouraged to participate in an extended work experience and career preparation.

School-wide planning

The implementation of CAPP has resulted in an extension of school-wide planning well beyond CAPP. Programming and course selection were re-

Continued development of good planning skills will have a positive impact on the whole school and will provide students with an essential lifelong skill.

structured to assist students in planning a meaningful program of studies. Students have been offered a concentration of courses in a variety of

career-focus areas preparing them for life after secondary school.

Staff help students develop their planning skills. The student agenda is an integral part of the CAPP 9 program, developing good work habits in the students. Staff support this effort by encouraging the use of the agenda in their classes. Pages in the agenda have been created specifically by Seycove for students to record their volunteer activities and work experience, thus helping with their personal record keeping. Continued development of good planning skills will have a positive impact on the whole school and will provide students with an essential lifelong skill.

Cathy Pearce teaches at Seycove Secondary Community School, North Vancouver.

Top 10 problems—CAPP

by Gerry Olund

1 Educators, students, and parents are still sorting out the significance of this course. Some see it as essential; others see it as a non-academic obstacle to learning. Not knowing the rationale for mandating and implementing CAPP is our greatest problem.

2 Administrators have been bombarded with a number of changes to the system, so they look at CAPP with skepticism and frustration. Administrator support at all levels is as essential for this curriculum as it is for all other curricula. It is difficult to get firm administrator support for a curriculum when rumours of the imminent demise of the course pervade districts throughout the province.

3 That CAPP was implemented very quickly left school districts, administrators, and teachers scrambling to develop, offer, and teach this course. The CAPP curriculum is only a year and a half old, therefore, it is not at all surprising that we have developmental pains!

4 Administrators are having difficulty creating timetables that will allow students to take CAPP.

5 Some teachers are very reluctant to teach CAPP because they don't feel that they have the necessary knowledge base, teaching skills, and personal skills to teach this course.

6 That students are being asked to put more into their core course loads, (Applied Skills, Fine Arts, and CAPP) prevents their making the personal choices they prefer.

7 That students do not see the importance of this course results in the inevitable "Why do we have to do this?" Where

learning outcomes have been outlined and discussed with students, students do see the relevance and importance of CAPP.

8 There is an abundance of learning resources in schools and in the community to teach CAPP. What is needed is teacher time to consider the existing preponderance of learning resources so that teachers can adequately and competently develop and teach their lessons.

9 The number of learning outcomes addressed by CAPP is overwhelming for teachers and can lead to redundancy. CAPP teachers must be given the opportunity to communicate about the learning outcomes they are addressing in their lessons.

10 Schools have placed significant emphasis on the Career Development and the Planning Process learning outcomes but not on the Personal Development learning outcomes. Students pointed this out in their Youth Forum '96 document.

What does all this mean? Some B.C. administrators and teachers are frustrated but, most important, all educators must address the problem of CAPP rationale. We need to come to some common agreement and consensus that the perceived need and intent for this course is real and vital.

These needs are best summarized by Howard Gardner, the author of *Frames of Mind: The Theory of Multiple Intelligences*. "People are very uneducated about their own cognitions. It's terribly important that people living in a complex world understand themselves, their abilities and their options."

Gerry Olund is curriculum implementation co-ordinator for Kamloops/Thompson.



(Top) CAPP students at Westsyde Secondary School, in Kamloops, with their Helios Art Company projects for sale. (Middle) Julie Hounslow with CAPP students who are selling their projects at a craft sale. (Bottom L-R) Westsyde Secondary teachers Al Grimes, Barb Boonstra, Lana Langevin, Lynda Milham, Julie Hounslow, and Larry Edwards.

Beginnings...



An historical perspective by Patricia Clough

Building on the success of last year's pilot conference, the B.C. Teachers' Federation this year sponsored two conferences, on January 9, 10, and 11 and January 16, 17, and 18. The format and content were identical.

Close to 400 teachers in all attended, and having two conferences kept the numbers small enough each weekend for participants to make connections and build their professional networks.

Most locals were represented. Teachers attended workshops specifically designed to help make their beginning years easier. The teaching assignments of participants reflect the times. Many are in part-time positions, combining a classroom teaching assignment with work as a teacher on call, and most began their career as a TOC. Conference evaluations indicated a high level of satisfaction with the conference content, and reflected an appreciation that the Federation is listening to the needs of beginning teachers. Highlights for many were the opportunities to tour the BCTF Building and to mix and mingle with Executive members.

Kudos to those who made it to the conference. I hope that your journeys home were safe, especially for you who came from as far north as Fort St. James and places like Alexis Creek.

—Margaret Ross

I want to persuade you, not just to join a Provincial Specialist Association but to find passion and perspective in your profession, because I believe these are what keep you a caring teacher.

In my first year as a beginning teacher I was 18

years old, my take-home pay was \$257 a month, and I had a class of 45 Grade 4 students. Shortly after Christmas, the superintendent came to tell me that three more Grade 4 students were enrolling in our school. Because most classes were considered full at 45 students, this was a potential problem. However, the Grade 3 class had only 40 students, so we could enroll those three students in that classroom as Grade 4s, and they could come to my classroom after roll call!

My salary and class size have certainly changed since those days. No school board offered to improve my working conditions and my students' learning conditions; however, the bargaining division of my local and my Federation worked to achieve much-improved learning conditions.

I learned many lessons about teaching that first year. It isn't just *what* you teach but *if* you teach. No students came up to me years later to tell me that they remembered the day they understood long division, but over the years, students revealed a lot to me about what I did teach them.

I have two satisfactions in my professional life—as chairperson of the PSA Council and as local representative for my local. I had input into professional development and governance issues in the Federation.

Last November, a man named John phoned and asked if I remembered him from my 1969 Grade 4 class.

I did, and we spent some time discussing how we remembered each other. He said I had been a happy teacher who seemed to like my job. I asked John why he had tracked me down through various moves, jobs, and school districts. John said he had been to a confer-

ence where it was suggested that participants call someone who had made a difference in their lives. I asked John if he knew what his phone call meant to me, how it was a validation of my career. John said Sure he knew, because he was a teacher!

So that's why I wear a pin that says "I make a difference—I teach." And that's part of how I have developed perspective and passion in my teaching.

The students you feel you haven't done all that you wanted to with could be the students who will do the most to make you proud.

Good luck, enjoy your conference, join a PSA, and go back to your school to make a difference. You will!

Patricia Clough as chairperson of the PSA Council made this presentation to the Beginning Teachers' Conference.

Something for everyone

What grade do you have? How do you teach spelling? What management strategies work for you? May I have a copy of that?

Those are a few of the numerous questions that circulated among new teachers at the second annual Beginning Teachers' Conference.

As a newcomer to the teaching profession, I was very impressed with the variety of workshops available and the practical suggestions each guest speaker offered. The sessions not only provided valuable information and



reproducible resources but also allowed us to mingle, exchange experiences (just months into our careers), share ideas, gasp at others' job placements, and laugh about classroom bloopers. It was refreshing to hear the tales new teachers from all over B.C. had to share, especially since a common link among these stories was the

obvious enthusiasm and energy teachers are bringing into their classrooms.

The most valuable tools I acquired from the sessions were the science and math packages linked to the new IRPs and providing children with hands-on activities. Each workshop provided helpful suggestions and encouragement. I recommend that every rookie try to attend this BCTF conference; it promotes a positive, helpful beginning to our profession. Besides, devoted teachers are always learning right along with their students!

Cynthia Ackerman
McWilliams Centre
Central Okanagan

Paola Begrooti
École Secondaire Langley
Langley

Une journée de partage et de soutien

J'ai eu la chance d'assister cette année à la Conférence des professeurs débutants offerte par la FECB. Ça a été, pour moi, une expérience très positive, vu que je me suis retrouvée entourée d'environ 400 autres novices, eux aussi à la recherche d'idées, de tuyaux, de matériel, de secrets du métier, etc. Les deux journées étaient remplies de différents ateliers et d'échanges de ressources; nous avons donc tous quittés avec les mains pleines. D'autre part, nous avons pu partager nos besoins et nos frustrations avec les responsables de la Fédération. Au nom de ceux qui sont encore au début du chemin, merci aux organisateurs et aux présentateurs.

Paola Begrooti
École Secondaire Langley
Langley

Opinion

A gay teacher speaks out

by James Chamberlain

s educators, we attempt to address many social issues. Racism, sexism, multiculturalism, the list of "isms" is endless. We are faced with overwhelming roles as teachers, counsellors, mediators, social workers, parent educators. I'm sure you've worn many different hats.

One hat that most of us avoid wearing for fear of reprisal is teaching students about sexuality. We cringe at discussing a taboo topic like homosexuality. Our profession still does little to debunk the stereotypes of gay and lesbian teachers.

As a gay teacher, I know first hand how parents murmured when I was hired to teach Kindergarten in a community that prides itself on family values. "Oh no! What are we going to do? All of our little girls are in there?" exclaimed one distressed parent, at the thought of a male teacher. I could just imagine the conversations everyone would have had if they had known I was a gay man.

The big issue suddenly became, "Okay, I know what I'm up against here. What do I do now?" I was surrounded by nuclear families with a bad case of what I call "Kindergarten Anxiety." I had two options: Blend in and stay closeted, hoping no one would figure out I am gay or be true to myself by being openly gay and working to challenge my students' reality and belief "that everyone is the same."

If you've ever taught Kindergarten, you'll understand that developmentally these learners are egocentric, viewing everything through their reality. The thought of challenging stereotypes seems appealing, but what kind of parent reactions could I expect? On the other hand, being "out" to colleagues in the past had created friction. Wasn't it easier and safer to stay in the closet? Or, was I perpetuating the conspiracy of silence that gay and lesbian teachers don't exist?

At first, I erred on the side of caution. Always editing my speech to exclude my partner...using "I" instead of "We." Worrying about how I would deal with conservative colleagues. Going to the staff Christmas party alone, without my partner. I loved my job, but part of me felt miserable trying to live a dual reality.

The situations in my classroom provided some answers. I concentrated on teaching; parents were welcomed in my classroom. They saw me teach, helped me in the room, and became strong allies over time.

When some children began trying to keep boys out of the house centre and girls from playing with Lego, we

challenged sexism. We read a story called *The Bear, She Bear*, about non-traditional occupations. We talked about how people could do any job regardless of their gender. I worked hard to erode sexist stereotypes in my classroom and celebrate acceptance of differences.

Our theme Fairy Tales created excitement. The dress-up centre included damsel hats and princess dresses, among other things. A furor began when two boys dressed up in them and wore tees. We talked about how we could pretend to be anyone when dressing up. The children learned to accept one another in any imaginary role.

Soon a parent came in saying she thought it was wrong for me to be teaching sexist and homophobic fairy tales. My heart jumped when she said "homophobic." I thought, "Does she know about me?"

I avoided the comment completely (out of my fears of being seen as a gay teacher) but addressed her concerns about sexism. I showed her *Princess Smartypants*, whose heroine lives happily ever after as a Ms. We also discussed *Eagle Rider*, whose heroine dresses as a boy to become one of the best eagle riders in the land. The kindergarten decides to change the rule of "boys only" when she reveals that she is a girl. I told this parent that her concerns are ones that I share also. She talked about how she did not want her sons to buy into sexist attitudes and expressed worry over that her son no longer chose to play with dolls at home as he had in preschool.

Throughout many of my teaching experiences, I felt a mixture of shame and pride. I felt guilty for having values that weren't consistent with the local community's. Conversely, I had an overwhelming responsibility to give my students a rich, diverse education and not be censored by those community values. My conscious decision to teach about appreciation for all people allowed my students to gain valuable insights into other realities and accept other points of view.

My experiences last year confirmed for me that I am a good teacher. I loved teaching Kindergarten, and still do. However, my apprehension about teaching somewhere I didn't fit in were real. They were scary, but they didn't defeat me.

This year, I no longer attempt to hide within the classroom closet, and I know that my teaching has become richer. As a gay teacher, I am a strong, proud role model who continues to challenge hurtful stereotypes within my schools. In doing so, I am creating an inclusive environment in which all my students are valued.

James Chamberlain teaches at Henry Bose and Latimer Road elementary schools, Surrey.

Pumped up by conference

If you gals and guys were there to pump us rookies up, well you did it! Wow! Am I pumped up!

Oh behalf of all the beginner teachers who attended the second annual BCTF Beginning Teachers' Conference, I thank the BCTF for hosting the conference. I found the conference to be well organized and effective. The conference allowed new teachers to gain a renewed confidence, new working strategies, and the ever needed time management skills and tips on personal wellness. It's nice to know that the BCTF is full of dedicated professionals who really have our best interests at heart.

Until I visited the BCTF Building, on Thursday night, I did not realize just how many people work for the Federation or just what the Federation does for its 40,000 union members. After the conference, I took a few days before writing this letter, to reflect on what I had been exposed to at

I feel especially proud to be a teacher in B.C.

the BCTF Building and at the conference. I feel secure in knowing that we teachers have a dynamic organization to represent us and our brothers and sisters across the province. I feel especially proud to be a teacher in B.C.

Some highlights for me:

- well-organized workshops with excellent speakers

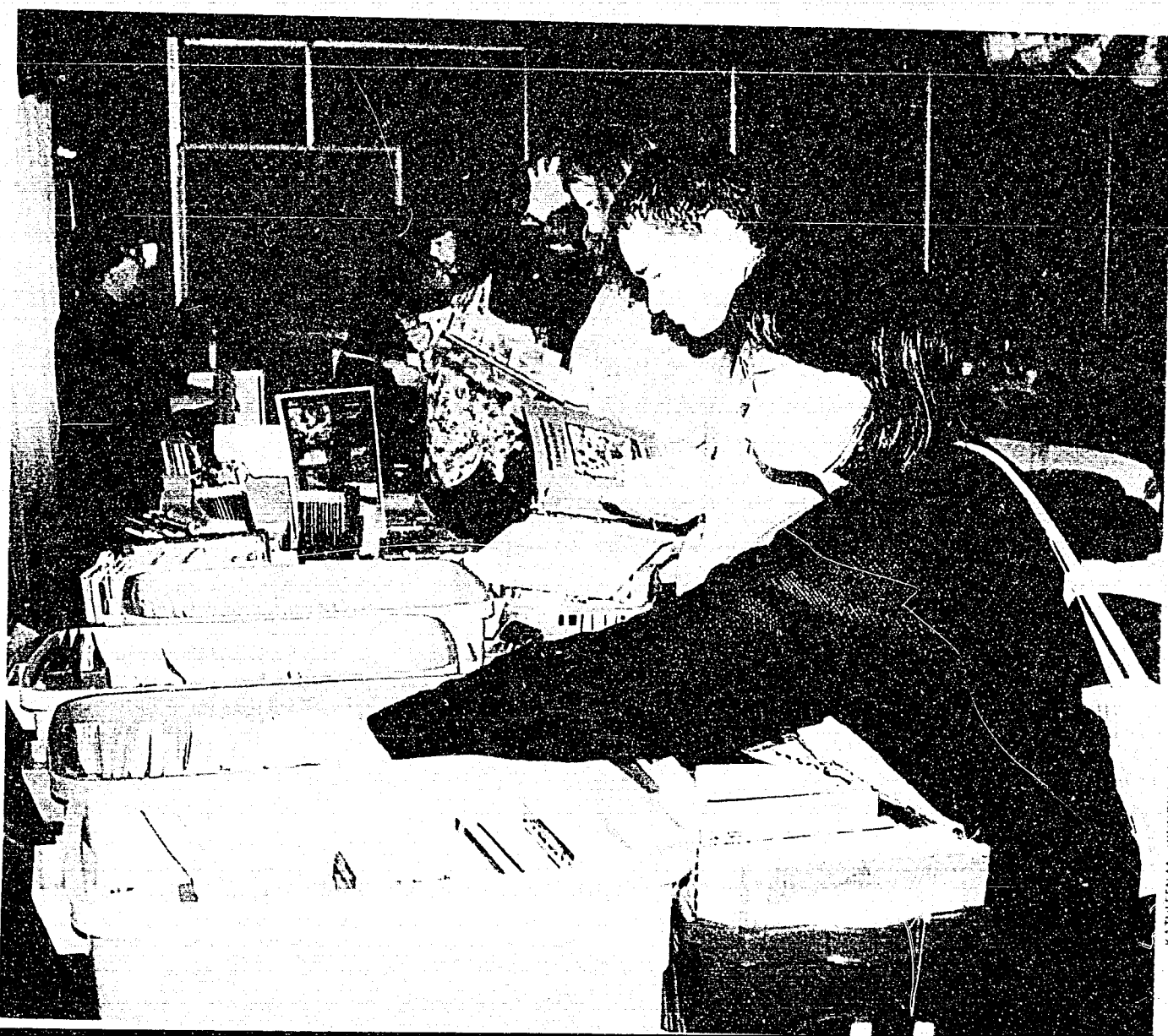
- comfortable surroundings
- superb introductions of the BCTF Executive
- incredible support by our veteran teachers
- great post-session networking
- simply marvellous lunch on Saturday
- the ability of the BCTF members to make everyone feel welcome.

Kudos to those who made it to the conference. I hope that your journeys home were safe, especially for you who came from as far north as Fort St. James and places like Alexis Creek.

I feel especially proud to be a teacher in B.C.

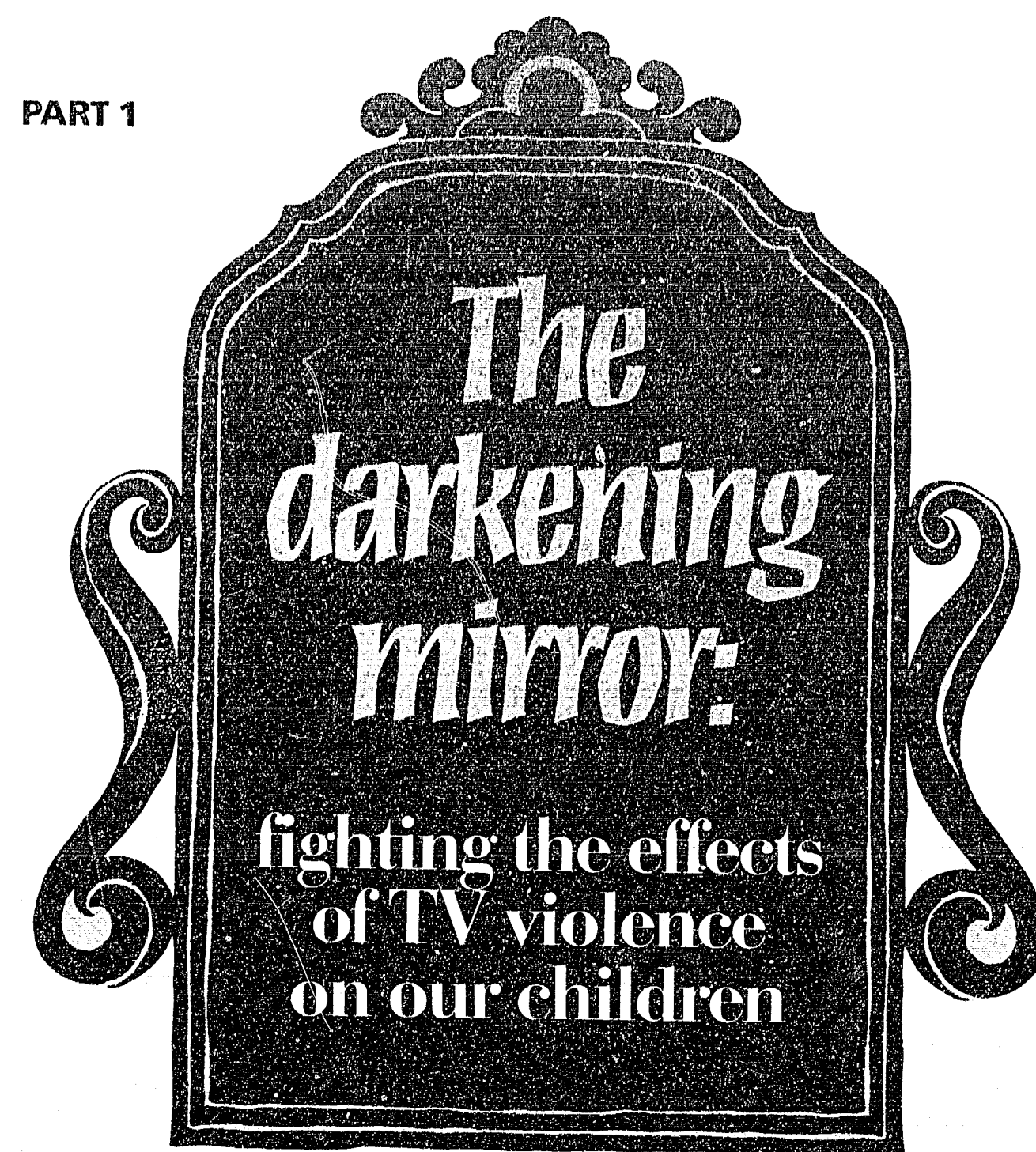
It is important that as teachers we are always there for one another, not only in our first year, but throughout our careers. We are members of a rather large team and should always remember that we are special people who do a very special job. We are the educators of Canada's future. Through our teachings, children will gain knowledge and understanding. As we come to grips with this special task, and we learn to work together with parents, students, and other teachers, we can be effective, innovative, and understanding educators. Thank you for pointing that out to us.

Kevin Carl
Carson Graham
Secondary School
North Vancouver



I make a difference—I teach

PART 1



by Gavin Hainsworth

A pre-schooler surprises her family by expressing fear and hostility toward "black people" after seeing *Roots* on TV. A frightening scene of a slave's whipping has caused her to conclude that the character must be a very bad person to be so severely punished, a belief supported by his dark skin and pain-contorted face, which appear to her to be both evil and scary.

A teenager reduces his own fear through identification when watching *Nightmare on Elm Street*. "It was easy, I pretended I was Freddy Kruger. Then I wasn't scared. Now that's what I always do."

These accounts come from the most comprehensive report ever done in Canada on the effects of television violence on children. Entitled "Television Violence: A review of the Effects on Children of Different Ages," (1995) it condenses nearly 300 significant sources, and explores the dangerous potential effects of unregulated viewing of violent media from toddlers through to adolescents. Like a darkening mirror, television violence extinguishes the hope that lights childhood, reflecting what is dark within ourselves and our society.

The report's author, Dr. Wendy L. Josephson, provides sound strategies for parents to teach media literacy that are grounded in her discoveries about how children at each stage of development view the media.

Toddlers (aged 18 months to three years old) are able to sustain attention long enough to develop an interest in TV. By the age of three, most have selected and established a loyalty to a favourite show, and they watch an average of two hours per day. At two years of age, they can recite complete phrases from soft-drink ads. They prefer educa-

tional programming and children-oriented action, situation comedy, and game shows.

Preschoolers (ages three to five) can follow a script. They are especially drawn to vivid production features, cartoons, loud music and sound effects, and peculiar or non-human voices. They cannot distinguish advertising from program content or follow program plots lasting more than eight minutes. They rely on subtle, formal features to distinguish good from evil (appearance, music, and unfamiliar accents). They rarely remember characters' motivations or connections between suffering of victims and the later punishing of the perpetrators. They see TV as "not real" only in that it is not happening to them. They do see TV's characters as existing in the outside world. In other words, Elmo lives, but not at their address.

Suggestions for parents of preschoolers

- Examine your own viewing behaviour; your children look to you as their media-viewing role model.
- Limit or prevent viewing of violent media. Remember, these children's definition of "real" means that TV accurately reflects the outside world.
- Watch TV with your children, and mediate the content. Do not see TV as an electronic babysitter any more than you would abandon your child downtown. Comment on the contents and the techniques used by the media, and allow the child to express his/her observations and fears.
- Emphasize the difference between advertisement and program content. Middle childhood (six to 11 years) contains the critical period (usually eight years old)

in the development of aggression and television violence. Children will not become more aggressive themselves if the violence they see is portrayed as evil, as causing human suffering, or as resulting in punishment or disapproval. The children must go beyond their tendency to identify with aggressive heroes at a time when they are seeking their own sense of power and autonomy, and to refine their definition of the reality of TV beyond "possible in real life" to one of social desirability.

Suggestions for parents of elementary school students

- Restrict the amount and types of programming children watch to one hour a day for preschool children and two hours a day for young school-aged children. Explain why you are doing so.
- Establish a viewing schedule to ensure that your children do other things as well as (or before) they are allowed TV watching time (homework, chores, and physical activity). By forcing them to be selective in their viewing, they will value their choices.
- Help your children overcome their fear by talking during the frightening content. Surprisingly enough, turning off the TV at such a point only increases fear. Point out the unrealistic aspects, such as not screaming for help or fighting back.

By secondary school, the world view presented by the media is further complicated by the tendency to portray youth as victims or victimizers—while they are searching for their individual identities. By the time they start school, children will have seen an average 9,000 murders and 100,000 other acts of violence on television. The number of

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.

Seminars are on Saturdays from 09:00 to 16:00, except where noted. Bring a calculator and your recent pension statement.

Date	Location
April 3, 1997 (Thurs., 16:00-20:00)	Smithers, Hudson's Bay Hotel
April 4, 1997 (Fri., 16:00-20:00)	Prince Rupert, Crest Motor Hotel
April 5, 1997	Terrace, The Terrace Inn
April 12, 1997	Chilliwack, Best Wm. Rainbow Country Inn
April 19, 1997	Castlegar, Sandman Inn
April 26, 1997	Prince George, Ramada Inn
May 3, 1997	Victoria, Holiday Inn

media murders seen is over 100,000 by graduation; the acts of violence and destruction, uncountable. The more television watched, the greater the likelihood of seeing the world as a meaner, scarier, and more random place. Adolescents watch less TV than younger children, and they have the skills to watch critically. They can spot the media techniques used for emotional effect and see TV reality as "plausible or probable." The bad news is that they rarely use these new abilities, and instead see TV time as passive, relaxing, and requiring low concentration.

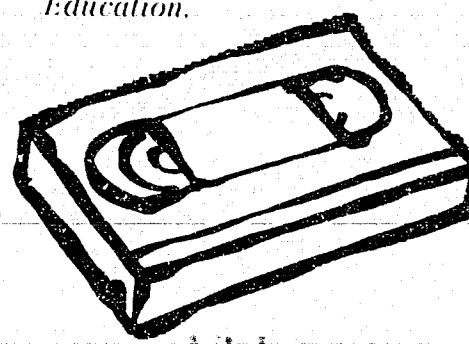
Suggestions for parents of secondary school students

- Encourage your adolescents to analyze and question television content, since this strategy has been found to reduce adolescents' fears and aggressiveness.
- Debunk rape myths either before or after exposure to "slasher" films and violent pornography to reduce the negative effects of these films on beliefs and attitudes.
- Watch for changes in mood and personality, and obsession with certain genre characters. Adolescents show a susceptibility to imitate television violence and crime—often improving on the flawed performance they have seen. This is particularly true for "at risk" children, both young offenders and potential suicides.

Josephson concludes that "an entertainment medium that purports to meet the needs of the Canadian public should not be so saturated with potentially harmful content that parents are considered negligent if they don't constantly monitor their children's watching." Those

children who are most vulnerable to the effects of television violence may be the ones whose parents are least likely to be vigilant mediators (for example, abusive parents and families in distress). In the second part of this series, I will discuss what broadcasters and teachers can do to combat the negative effects of television violence on children.

Gavin Hainsworth teaches at North Surrey Secondary School, Surrey, is a member of the Teacher Newsmagazine Advisory Board, and is vice-president of the Canadian Association for Media Education.



Video competition

The B.C. Teachers' Federation and the Canadian Association for Media Education (CAME) invite secondary students to submit 30-second to 10-minute videos addressing *The corporate presence in schools: How is it affecting your educational experience?*

Submissions will be accepted in two categories: Grades 8 to 10 and Grades 11 and 12. Two prizes of \$300 for best overall video and four prizes of \$175 in each of the categories cinematography, script, and editing will be awarded.

Obtain entry forms from the CAME Web site <http://interact.uoregon.edu/MediaLit/EV/MILC> or by fax request to CAME (604) 734-9251.

Look for more information on the CAME Web site or at CMEA <http://www.stargate.ca/cmea/>

Deadline for video submission is May 15, 1997.

The Iron Is Hot

... and so are our loans

YOU CAN:

- save money with low rates
- reduce payments by consolidating debt
- manage better with 10 month payments
- insure your loan

NEW TEACHERS ESPECIALLY WELCOME • CALL TODAY.

Teacher Savings

Oakridge Branch 324 6655 Insurance 324 2225 Dunbar Branch 224 3361 Surrey Branch 581 9828 Insurance 581 0170 Victoria Branch 593 5191 Burnaby Branch 291 5106

Toll Free for Oakridge Branch and Administration 1-800-663-3345

Our mission is to bring and volunteers to the needs of teachers in a manner that is and contributes to the better understanding of the role of forests in culture, history, environment, careers and communities.

is the only exclusively dedicated to forest education. For assistance throughout BC, call:

Or call:

- (604) 582-7170 Lower Mainland
- (250) 897-0311 Vancouver Island
- (250) 964-9422 Northern Interior/Cariboo
- (250) 860-6410 Southern Interior

Catalyst '97

~ Science and the New Explorers ~
A conference for K-12 science educators
B.C. Science Teachers' Association
<http://www.educ.bfu.ca/catalyst>
May 16-17th, 1997
Delta Pacific Resort and Conference Centre, Richmond, B.C.

Featuring:

- Col. Nancy and Jerry Jaax, USAF Ebola Virus Hunters in the "Hot Zone"
- Steve Spangler, Denver, Co Director, Hands-on Science Institute, featured on NBC
- T. Elgin-Wolfe, U. of Toronto, "The Science of Sport"

GONZAGA UNIVERSITY

"We Come To You"

Master of Arts in Curriculum & Instruction

- Two year program
- Convenient schedules
- Taught entirely on-site
- Reduced tuition
- Practical Coursework
- Enhance your skills

Earn a Master degree with part-time classes in just two years! No residency is required.

For more details call: (800) 533-2554
Dr. Bob Bialozor, ext. 3509
Kim Thomas, ext. 5912

KODÁLY SUMMER DIPLOMA PROGRAM

July 2 to 22, 1997

A distinguished international faculty with Lois Choksy, Liszlo Vikár, János Horváth

- Graduate credit
- 3 summer leading to a Diploma in Kodály (year 2 unavailable in 1997)
- Master's programs with Kodály concentration

Professor Lois Choksy
U of C Department of Music,
2500 University Drive NW
Calgary, Alberta, Canada T2N 1N4

Phone: (403) 220-5376
Fax: (403) 284-0975

THE UNIVERSITY OF CALGARY

www.ucalgary.ca

Shots

BC's Journal of Classroom Practice

Looking for relevant, useful and innovative teachings ideas written by teachers, for teachers?

Ask your BCTF Pro-D Rep for our winter issue on Aboriginal Education, featuring a poster map of BC's First Nations. Or visit us in cyberspace at: <http://www.snapshots.org>

ASPEN GROVE EQUESTRIAN ACADEMY

P.O. Box 217, Vernon, B.C. V1T 6M2
Phone: (250) 545-9470

INSTRUCTIONAL RIDING HOLIDAYS

- Childrens Summer Camps
- Mother/Daughter Camps
- Ladies Weekend Getaways
- Week long Adult Riding Camps
- Workshops, Meeting Facilities

For more information and brochure call or write

CARWISE SERVICES

Looking to buy a new or used vehicle?

Let independent car purchase consultants do the work and save you:

☛ TIME ☛ MONEY ☛ HASSLES

PAGER: 686-7958.

DISNEYLAND • MEXICO • BARBADOS

Are you thinking of a weekend getaway?

- *local bed and breakfasts
- *Grandma's House
- *hitting the slopes
- *slot machines or Mickey Mouse

Mention you're a BCTF member for special discounts.

Call your "leisure specialists" at
W.E. TRAVEL SERVICES LTD.
(formerly Travel Unlimited B.C.)
(604) 253-5585
toll-free 1-800-663-4703

BAHAMAS DISNEY WORLD

PRO-D FOR THE SELF A WORKSHOP FOR TEACHERS

Spring Break: Thurs. March 20 (start 1:30 pm)
& Fri. March 21 (end 3:30 pm) 1997
Cost: \$175 & taxes (inc. rm. & bd.)
To register, send \$75 non-refundable deposit

Developed by teachers, for teachers, this unique wellness workshop presents techniques and approaches to help reduce stress and create fresh energy, both at home and at school. Held at Haven By-the-Sea, educational centre on Gabriola Island (near Nanaimo), with its superb spa facilities. Includes journal writing, yoga, meditation, visualization and drawing in a relaxed, supportive setting. Instruction packages for use with students provided. Spouses and partners welcome.

Information/registration: pd seminars,
240 Davis Road, Gabriola Island, BC V0R 1X0
Tel: (604) 247-9211, Fax: (604) 247-8454

CHINA PHOTOGRAPHY TOUR

July 17-August 2, 1997

Join Wesley Anderson, photography teacher and seasoned China traveller to China's most photogenic spots. Spectacular shots include: Li River Comorian fishermen, spectacular sunsets & Hot Springs of Mt. Huangshan (Yellow Mountain), Huangshan's Monument West Lake, The Great Wall & other exotic sites.

Tour includes: Special photo shoots, 5/c hotels, most meals, all taxis

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

EUROPE
9 days \$594 • 16 days \$1359 • 23 days \$1774
per person (triple occupancy)
INCLUDES:
Air • Hotel • Car • Metro • Breakfast
744-3001 (Victoria)
Toll-free: 1-888-808-8454
Far & Away
ADVENTURES INC.
www.islandnet.com/~norm

Hawaii Airfares
Low airfares, condos and car rentals
TRAVELINK
INTERNATIONAL
1884 West Broadway
Vancouver
Tel: 736-8944 Fax: 736-8569

CLASSIFIED ADS
will be accepted on or
before deadline date as
space permits. Ad cost is
60¢ per word plus 7% GST.
Ads must be received in
writing and prepaid.
Send to K. Kolisnek, BCTF.

TRAVEL/VACATION

BLACKCOMB/WHISTLER. Luxury townhome on Benchlands. 1200 sq. ft., one-level, 2 bdrm, 2 bath, full kitchen, dishwasher, microwave, all linen, washer/dryer, patio, fireplace, TV/VCR, telephone, underground secured parking, sleeps 6, ski-in/ski-out, on cross-country trails, walk everywhere, above Chateau Whistler. (604) 943-4927 or 943-3354.

MAYNE ISLAND. 2 bdrm, cottage on waterfront, quiet, non-smoking, adults only, no pets (604) 291-8487. **WHISTLER CREEK.** Tamarisk, 1 bdrm, condo, sleeps 4-6, tennis, pool, fireplace, sauna, summer/winter rates. Clara (327-3840). **PROVENCE** in 16th century village house, Mazan, Sunny, 2 bdrm, apt with private terrace overlooking rooftops of medieval village of Mazan. Sleeps 4. From \$600/wk. \$1,100/mo. long-term avail. Tel/Fax: (604) 922-2349 or direct to France: 011 33 4 90 69 66 39.

BIG WHITE. Large luxurious, ski condo, spa, fireplace, on run. (250) 769-6326. **WHISTLER VILLAGE.** Deluxe condo, 1 bdrm, & den, 2 bath, sleeps 4-6, walk to lifts. Fully furn., fireplace, cable, w/d, underground parking, hot tub, central village location. \$135 to \$200 nightly, 2 nights. (604) 738-9606, Cell (604) 657-7748.

MAUI KANAPALI townhouse, pool, tennis, ocean view near beach, beautiful quiet setting. NS: (250) 492-6871.

BIG WHITE. Luxury condo. Ski in/out, 4 bdrm, plus den, 2 baths, fireplace, hot tub. (250) 764-4703. **CONDO TIME.** Anywhere in the world. Phone us for "Star 5" accommodations! Will beat any price offered anywhere! Book early! (250) 770-7821.

WHISTLER CREEK. 1 bdrm, condo at Lake Placid Lodge, sleeps 4, fireplace, hot tub, swimming pool, sauna and under parking. Walk across parking lot to ski lift. B.C. Transit stops at front door. Convenience store and restaurant next door. Book early to avoid disappointment. Call Jan or John at (604) 530-0958.

CANTREK TOURS INC. offers the Beautiful Bulkley Valley, in Northern B.C. "True Wilderness" adventure & accommodation packages. Bahamas too! Write to: Cantrek Tours Inc., Box 783, Smithers, BC V0J 2N0. Phone: (250) 847-2797, E-mail: info@cantrek.com or visit our home page: <http://www.sd54.ca/tech/cantrek/cantrek.htm>

HAWAII KUIHEI, MAUI. Beautiful fully furnished apartment. Terrific Kamalo Beaches. Great complex, great location. (250) 598-6955.

BLACKCOMB. Perfect ski-in/out townhome. Multi-person hot tub, colour TV, VCR, Stereo, woodburning fireplace, jacuzzi tub. Sleeps 6. Also 6 bdrm, luxury chalet sleeps 12. Best quality, best rates. Pam (604) 938-9737.

FOR MODERN PILGRIMS. Walk the Pilgrims' Way to Canterbury (Aug. 4-13) or the footpaths of Spain or France to Santiago de Compostela (April 14-26) or Thomas Merton's Prades (July 16-25). SFU travel study programs led by John Mills and Don Grayson. Call (604) 291-5094 for detailed brochures.

SALTSPRING ISLAND. Waterfront, 3 bdrm, furnished home. Private beach. Walking trails at doorstep. (604) 739-8590.

FRANCE. Two-1 bdrm, fully furn., one located Central Paris; one 25km south of Paris; also modern fully furn. house Provence overlooking Rhone vineyards. Wkly/monthly rates avail. (604) 738-1876.

WHISTLER. 4 bdrm, 3 bdrm, home with spectacular mountain views, hot tub and all extras. No pets. No smoking. Four night min. 936-7098. **WOMEN'S WEEKENDS.** Salt Spring Island. Our caring staff will pamper you with revitalizing health treatments, herbal steam session, massage, reflexology and facials. Yoga, wood-fired sauna and 69 rural acres to roam make this a truly restful weekend. You're worth caring for! Free brochure. Phone: (250) 537-2326.

WHISTLER SPRING BREAK. 2 bdrm, 2 bath condo. Close to Valley Trail. (604) 420-0725.

WHISTLER. Beautiful 2 bdrm. Alta Vista sleeps 4-5, gas fireplace, forest setting, near lake and valley trail. 5 min. drive to Creekside/Village (604) 275-8628.

WHISTLER Ski in/out. Rent our condo close to Blackcomb Day Lodge and Wizard Chair. Sleeps 6. 2 bdrm., 2 bath, hot tub, undergr. prk. Book spring break & Easter now! Fully equipped kitchen. TV/VCR. Very close to cross country trails &

DIH MHI-LEER, ALBERTA. Visit Canada's Dinosaur Capital. The Dinosaur composite school has a 100 bed dormitory facility that is excellent for education groups. At \$8 a night it is difficult to beat. We also have full cafeteria facilities for all your dining needs. For more information, call or write to DCHS, 450 - 17th Street East, Drumheller, AB T0J 0Y5. Ph: (403) 823-5171, Fax: (403) 823-4058.

EDU CATORS BED & BREAKFAST Network. \$27 a night for two. Private membership travel network of B&Bs for educators. Stay with members at more than 3250 locations in 40 countries. House-sitting registry avail. Choose your destination and we do the rest. Call (800) 377-3480, write Box 5279, Eugene, OR 97403, Fax (504) 686-5818, or see our home page at <http://www.educatorbedbreakfast.com/>

SPRING BREAK MT. BAKER. Snowwater 1 bdrm, condo. Luxury resort, excellent amenities. Elie (250) 653-2040, E: (250) 653-9711.

SALT SPRING ISLAND oceanfront getaway, 1 bdrm, suite with kitchen or luxury B&B guest rooms. Private entrances and ensuite (1 jacuzzi). Special teacher rates! Elie (250) 653-2040, E: (250) 653-9711.

QUADRA ISLAND/BIHARTI BAY. Beautiful 2,600 sq. ft. home overlooking stunning marine/mountain view. Tons of decks, private acre lot in a convenient location. All modern appliances and amenities. A deliciously relaxing ambience. Outdoors persons' paradise. Available July and August. \$1,000/wk. up to six persons. Phone/fax (250) 285-3601.

KUIHEI, MAUI. Large selection of fully equipped condos at preferred rates. Great beaches. Call Alf (604) 291-1751 or E: (604) 421-5858.

WHISTLER BLACKCOMB spring skiing or summer fun. Luxury fully equipped condo on Blackcomb Benchlands. Sleeps 4, pool, hot tubs, secure underground. pkg. \$85-175. 3 night min. (604) 929-6589.

SUMMER COTTAGE. Shuswap Lake, sleeps 6. Bedding and dishes provided. \$450/wk. Sat. to Sat. Box 37, Anglemont, BC (604) 955-6544.

SPECTACULAR INSIDE PASSAGE. View magnificent scenery and wildlife. Fishing and crabbing. Explore old cannery and pulp mill sights. From Kinnik by "Boats Working Charters." George (250) 563-8855.

SAILING VACATIONS. Learn to sail while you cruise beautiful Gulf Islands. Singles, couples, families or groups. Fully equipped yachts. CVA cert. avail. We also offer bareboat charters. Call Maple Bay Yacht Service (250) 746-5454.

MEXICO Puerto Vallarta, condo available during March break in 5 star, beachfront resort. Suitable for couple or small family. \$950 US/week (negotiable). (604) 224-5939.

VOLUNTEER HOLIDAYS in Canadian Rockies. Assist Park wardens/researchers and learn about Rocky Mountain wildlife and ecosystem in Banff, Yoho National Parks. Seven-10-, 14-day research adventures. (250) 343-6324. <http://www.worldweb.com/Parks/Canada-Yoho/>

DIEMAN ISLAND summer waterfront cottage for rent. Sleeps 4. No pets. Non-smoking. Avail. weekends, breaks and July/Aug. (250) 337-5063.

SPRING BREAK OKANAGAN getaway, accommodation for 4 in character home, downtown Penticton, avail. March 15-31. \$300/wk. inclusive or both weeks \$500. Joanne (250) 770-1297.

WHISTLER. 4 bdrm, 3 bdrm, home with spectacular mountain views, hot tub and all extras. No pets. No smoking. Four night min. 936-7098.

WOMEN'S WEEKENDS. Salt Spring Island. Our caring staff will pamper you with revitalizing health treatments, herbal steam session, massage, reflexology and facials. Yoga, wood-fired sauna and 69 rural acres to roam make this a truly restful weekend. You're worth caring for! Free brochure. Phone: (250) 537-2326.

WHISTLER SPRING BREAK. 2 bdrm, 2 bath condo. Close to Valley Trail. (604) 420-0725.

WHISTLER. Beautiful 2 bdrm. Alta Vista sleeps 4-5, gas fireplace, forest setting, near lake and valley trail. 5 min. drive to Creekside/Village (604) 275-8628.

WHISTLER Ski in/out. Rent our condo close to Blackcomb Day Lodge and Wizard Chair. Sleeps 6. 2 bdrm., 2 bath, hot tub, undergr. prk. Book spring break & Easter now! Fully equipped kitchen. TV/VCR. Very close to cross country trails &

Lost Lake. Summer rates are \$475 per week. 926-8190 or 926-4315. **SHI SWAP LAKE.** Cabin, near Colista. Full facilities, sleeps 4 adults, 2 children, good beach. \$800/week. Call (250) 471-4900 evenings.

INTERNATIONAL HOME EXCHANGE. Swap or rent your home/cottage/condo for any vacation period. Access to 11,000 homes worldwide through Canada's largest home-exchange service. First 1997 directory avail. mid-Dec. World-Homes Holiday Exchange (and HomeLink International), 1707 Platt Cres., North Vancouver, BC V7J 1N9. Tel/Fax: (604) 987-3262, e-mail: iggraber@direct.ca, Web site: <http://www.homelink.org>

BLACKCOMB & CREEKSIDE. Deluxe 1 bdrm, slope-side on Benchlands, Slp. 4, until April 5. \$210, Apr. 6-closing \$150. Creekside studios & 1-3 bdrm, units, 7 min. walk to new gondola \$75-\$320. 2 min. min. weekly rates. Van (604) 988-6600 or 1-800-792-2089, Fax (604) 986-7748.

HALFMOON BAY. Waterfront 4 rm. cottage on 1.5 acres on the Sunshine Coast. Just 15 min. from Sechart. Incl. use of private dock. Close to general store and government dock. Available for weekends and holiday rental. (604) 294-0033.

QUEEN CHARLOTTE ISLANDS. Sea Kayaking adventures, 8 and 10 day tours avail. June-Aug 97. No experience necessary. For info contact Colin MacNeil, Ocean Sound Kayaking, Tel/Fax: (604) 736-0377, Toll free: 1-888-736-0377.

VACATION on Savory Island (off Powell River). Cottage for rent. Extensive walk-on sand beaches. Long along quiet forest trails. 15 min. water taxi service. (250) 652-2265.

SUN PEAKS RESORT. 3 bdrm., 2 bath, new luxury townhouse near ski lift. Sleeps 6. Winter summer rental. Phone/fax (250) 578-2681.

WHISTLER TAMAHA. 1 bdrm, condo sleeps 4. Winter summer reasonable. (604) 732-6881, (604) 299-5056.

RUSTIC COMFORTABLE Salt Spring cottage, sleeps four avail. for wknd, wkly, or monthly rental. \$70-\$80/night, \$350-\$450/week. Phone Joan/Charlie 937-3475 Van. or Rosemary 477-7430 Victoria.

BLACKCOMB/WHISTLER Luxury ski chalet. New 3 bdrm., 2 bath, view, ski-out, hot-tub, fireplace, full kitchen. Walk to village, golf. Caren or Tom (604) 876-6665.

FOR RENT
NORTH VANCOUVER. Avail. Sept. for 1 yr. 3 bdrm. main floor family home, fully furn. Backs onto Capilano Canyon. Schools, transit nearby. NS/NP. Refs. \$1200 plus utils. (604) 985-4190.

EAST VANCOUVER. 1 bdrm. sublet avail. July '97. Leave message 255-4767.

MAPLE RIDGE. Beautiful modern 2 bdrm. condo, has fireplace, centrally located, beautiful view. Avail. Apr 197. \$1000/mo. Call (604) 463-5306.

VICTORIA. 4 bdrm. furn. house. July & Aug. Close to beaches, stores, downtown, UVic. On bus route. No pets. \$1500/mo. (250) 730-2815.

VANCOUVER. Summer in Vancouver? Lovely 2 bdrm. twbsh. with patio and garden centrally located in upper Kitsilano. \$1100/mo. or weekly rates. (604) 732-1724.

VICTORIA. July & Aug. 97. Furn. 2 bdrm. & den, waterfront condo. Pool, tennis court. Near town. On bus route to UVic. Phone (250) 388-5881.

ABBOTSFORD. June/July/Aug. Fully furn. spacious 3 bdrm. family home. View of Mt. Baker, everything incl. Tel. please. \$950/mo. (604) 859-5930.

SHI SWAP LAKE. Summer cabin close to Shuswap Prov. Park. Avail. June/July & Sept. \$600/wk. Phone: (250) 374-1666.

NEW WESTMINSTER. July 197 to Apr. 30/98 (approx.) 3 bdrm/2 bath, den, heritage home, walk to all amenities, non-smokers. \$1300/mo. (604) 540-6301.

VICTORIA. Avail. Aug/97 to Aug/98. 3 bdrm., 1 bath. Charming home. Furn. Attractive neighbourhood. Close to schools, amenities. \$1400/mo. plus util. (250) 386-6374.

VANCOUVER. West End, 2 bdrm apt. furn. Avail. June 28. Aug. 26-97. \$1400 plus call setting for this period. Looking for responsible tenants and a damage deposit is required. (604) 689-1777.

TEACHER EXCHANGE
AUSTRALIA. Industrial arts teacher in Blue Mountains seeks B.C. exchange. Contact Lynn Thomson, #201, 50 Songhees Road, Victoria, BC V9A 7J4 or (250) 381-3680.

FRANCE. English teacher in La Roche Sur Yon, near Nantes is willing to exchange with a French teacher, working in a B.C. high school. Would prefer Vancouver Island. M.P. Bosson, 140 bd d'Italie, Apt. 6, 85000 La Roche Sur Yon, France. Tel: 31-05-36-61.

ONTARIO. Secondary English teacher in town of 30,000 (Southern Ont.) seeking 1 yr. exchange with same (primarily interested in location on Vancouver Island). 23 yrs. exp. as teacher/coach. W.J. Walker, 128 Highway Dr. St. Thomas, ON, N5H 5H4. e-mail: WWWALK@comcast.ca

ONTARIO. High school PE and Science teacher in Brantford (1 hr. from Toronto) seeking exchange for the 97/98 school year. Interested? (519) 759-3210.

SCOTLAND. Female biology teacher seeks teaching exchange preferably in Lower Mainland area/Vancouver Is. For more info: (250) 352-9533 (evenings).

FOR SALE
MANUAL FOR PARAGRAPH AND ESSAY writing. Designed for teachers/parents of weaker or remedial students. To order send \$10.75 plus \$1.45 postage to Astyan Publications, 8850e Young Rd., Chilliwack, BC V2P 4P5. Phone (604) 792-0859.

PRIMARY ARITHMETIC. K to 3. \$10 buys directions for 27 simple and educational games, plus more. For info, Phone/fax (604) 531-5238, e-mail: g_games@universe.com

PAPER MAKING KIT. Junk mail to finished paper, ready to write on in 20 min. Educational and brings out creativity. Discount to schools. Also avail. for PD conferences. (604) 454-8044.

SPRING BARGAINS/GULF ISLANDS. Come and discover Gabriola and see what makes these special! \$2 pr. mobile very close to beach \$60,900; \$2 bd. cottage with view & studio \$89,900; *Gabriola home with loft, 1.18 ac \$99,400; *Rustic & cottage, great view, 6 ac \$139,900; *Gardener's delight, home 1.54 ac \$149,900; *West-coast design, magical setting \$159,000. Other listings avail. Call for catalog. Will pick you up at ferry, save car fare! Call J. Springfield toll free 1-800-845-8080, e-mail springfield@island.net Gabriola Village Realty.

1997/98 DAILY PLANNER for teachers. Excellent resource enhances organization, instruction, and record-keeping. \$13.65. Learning Resources, 12360-142 St., Edmonton, AB T5L 4X9. E: (403) 422-9750.

MISCELLANEOUS
PENSION COUNSELLING. Need advice about your teachers' pension? Private, complete, personal consultations. Contact Ken J. Smith, Ph: (604) 435-5907, Fax: (604) 435-5917, e-mail ken_smith@mindlink.bc.ca

COLLEAGUES. Looking for a new or renewal mortgage? Looking for mortgages for investment purposes? Call Janis or David 329-3943, 1-800-550-8424, e-mail: tmortgage@direct.ca

CANADIAN GLOBAL TESOL. Training Institute offers in Victoria (June 11-15) and Vancouver (June 18-22) a 1-week evewkend, intensive course to certify you as a Teacher of English (TESOL). 1,000s of overseas jobs available now. Free information brochure (403) 438-5704.

EARN YOUR FREEDOM with residual income. Global business opportunity. (604) 687-2579.

MAKUNA MATATA. "No more worries!" Substantial weekly second income from an exploding Canadian home-based business. Take charge! Free information. No obligation. No risk. Call toll free 1-888-271-7598 (24 hrs.) 5-DAY GOLF SCHOOL starts March 31 at Qualicum Beach. Call (250) 746-9344.

INFORMATION GATHERERS professional library research and document retrieval service. For brochure or enquiries, phone (604) 526-6577 or e-mail slough@mindlink.bc.ca

PD CALENDAR

2666. (telecopier: 858-3773), mjoseph@clm.etc.bc.ca

24-26 Vancouver, B.C. Business Education Association Spring Conference 1997. Business Ed's Excellent Advancements. Hyatt Regency Hotel. Contact Bob Austin, Kitsilano Blvd. Contact Bob Austin, Kitsilano Blvd. Contact Bob Austin, Kitsilano Blvd. Contact Pearl Wong, Ph: (604) 576-1528.

14-15 Burnaby, Provincial Intermediate Teachers' Association Mini-conference on elementary technology. Contact Ray Myrtle, 4695 West 6th Avenue, Vancouver, BC V6R 1V6, S: (604) 664-8306 (local 114), E: (604) 664-8308.

22-23 Vancouver. The Language of Images, a workshop using the human body as a way for people of any background and culture to sculpt their stories, by Patti Fraser, Emily Carr Institute of Art & Design. Contact (604) 844-3810, E: (604) 844-3801 or psinfo@ciad.bc.ca

24 New Westminster. Sexual Harassment and Human Rights in the Workplace. Justice Institute of B.C. 8175. Contact Mark Lalonde (604) 528-5624, mlalonde@jibc.org To register, phone (604) 528-5590.

1-2 Vernon, B.C. School Counselors' Association Regional Conference, Change—The Never-Ending Story, a conference on change, resiliency, and issues relating to supporting students and youth at risk, at Okanagan University College. Contact Lynette Wren, S: (250) 545-7289, E: (250) 549-1093, F: (250) 558-3610.

3 Vancouver. Dyslexia: Meeting the Challenges, Cultural Diversity: Technology Change. The One Change Story, a conference on change, resiliency, and issues relating to supporting students and youth at risk, at Okanagan University College. Contact Lynette Wren, S: (250) 545-7289, E: (250) 549-1093, F: (250) 558-3610.

3-5 Surrey. ADVA/ADHD Spring Conference. Contact Bryan Callowhill, (604) 591-5156, F: (604) 591-1669.

4-5 North Vancouver. TEAL '97, Celebrating 30 Years of Instruction and Research in English as an Additional Language. Canadian International College. Contact Marilyn Low, c/o CIC, 2420 Holburn Highway, North Vancouver, BC V7H 2V1, or call TEAL, (604) 294-8325.

5-6 Vancouver. Understanding the Fine Art Print, a workshop on all aspects of original prints and including a demo of lithography, by Bob Evermon, Emily Carr Institute of Art & Design. Contact (604) 844-3810, E: (604) 844-3801 or psinfo@ciad.bc.ca

11 Chilliwack. Spread Your Wings V. The Journey of Change, \$90 for hands-on workshops on strategies and resources related to all aspects of the curriculum. Mt. Slesse Middle School, 08:30-15:00. Keynote: Jamieson McKenney, director of media and technology for Bellingham Schools. Contact Chilliwack Teachers Association, (604) 792-9233, F: (604) 792-9389.

11-13 Vancouver. Design and the Built Environment, presented by architect Carole Aronson for teachers who want to explore design and architecture with their students. Emily Carr Institute of Art & Design. Contact (604) 844-3810, E: (604) 844-3801 or psinfo@ciad.bc.ca

14-15 Kelowna. Valley Connections, 7 school districts involved in a retreat for gifted students. Topic: science and technology. Contact Terry Collis, F: (250) 497-8279, or Patricia Clough, E: (250) 832-9428.

14-16 Parksville/Qualicum. Building an Ethical Community. The Impact of the Human Rights Act on the Education System. Keynote, dinner theatre & sessions on Implications of the Act, Conducting an Ethical Investigation, Alternatives to Suspension (Prevention and Remediation), The Role of Parent and Student Advocates. Contact Bill Morrison (250) 248-5437 or wmorriso@sd69.bc.ca

18 Kelowna. Kim Calder, Visualizing & Verbalizing: Judy Rourke, Emotional IQ, and Pat Lainsbury, Adapting/Modifying Curriculum. Grand Okanagan, Contact Larry Dixon, S: (250) 579-9221, E: (250) 372-9786.

19 Vancouver. Workshop: Responsible Leadership in a Chronically Anxious Society, with Dr. Edwin Friedman, author, theorist, and teacher of leadership skills. Vancouver Public Library Central Branch, \$105 to March 19; \$125 thereafter. Contact North Shore Counselling Centre, 2104 Gordon Avenue, West Vancouver, BC V7V 1V9, (604) 926-5495, F: (604) 926-5498.

20 Vancouver, B.C. Teachers of English Language Arts Spring Conference. Realms of Gold, 08:00-14:30, Arbutus Club. Contact Mary Stager, E: (604) 736-9511, S: (604) 435-8121, F: (604) 435-8066.

25-26 Abbotsford. Congrès de l'APPICP. Responsable: Jacqueline Brunet, téléphone: 859-4891 (télécopieur: 852-8587) ou pour de plus amples renseignements contactez: Martine Joseph, téléphone: 858-

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

Compiled by Debby Stagg, PSA services co-ordinator, Professional Development Division, BCTF. Fax (604) 871-2291, or dstagg@bctf.bc.ca, adhering to our format.

URL: <http://www.bctf.bc.ca/PDcalendar/pdcalendar.html>

Investigate our accredited, flexible degree granting programs, all TQS approved. They include:

Master of Arts in:



PETER OWENS PHOTOS

How do we bring the political process into the classroom? This is the question that motivated the Teachers' Institute on Canadian Parliamentary Democracy. The institute was held in Ottawa from November 5-9, 1996. Hosted by the Honourable Gilbert Parent, Speaker of the House of Commons, a former teacher, the institute brought together 70 Canadian teachers, from every region of the country. "Bringing educators into direct contact with our democratic institutions, we will bring Parliament closer to Canadians." Participating teachers met the parliamentary librarian, heard Speaker Parent in the House of Commons, participated in an orientation with the deputy principal clerk of the Commons, toured Parliament Hill, witnessed Question Period, and sat in on Senate and Commons standing committee meetings. Projects that may be taken into classrooms across Canada, are expected to be completed during 1997 by inter-provincial teams of teachers. Susan Walker teaches at Maple Ridge Senior Secondary School, Maple Ridge-Pitt Meadows. Back in my classroom at Lord Byng Secondary School, Vancouver, inspired to bring students closer to the government process, I shaped teaching activities with information I'd gleaned from activities and teacher development sessions. What follows are two study activities that can be duplicated in any Canadian classroom. Find the clip A brief lesson on the role of media in reporting about government. To explore the process of manufacturing news about the business of government, students assume the role of reporters in the press gallery during Question Period in the following assignment. I downloaded from the Internet the text of Question Period [06 November 96] and asked students to read the text as if they are a journalist seeking the most newsworthy clip for a story. After making their selection, students compared, and explained, their decisions. After discussion about sound bytes, colourful moments in Parliament, and events that may be the seeds of future newsmaking events, students were organized into four newsroom teams to write a story for the evening news. To extend this, I watched both provincial and federal Hansards and identified 10 topics that may directly affect student lives and gave the class a list of topics on which they could vote. In our case, students decided that they wanted to study photo radar. I downloaded Hansard excerpts of the provincial legislature debates and Question Period discussion on the topic with which students could begin their research. Working as teams of journalists, students used the documents as the basis for a news story on photo radar. They also pursued additional sources for background material on photo radar as would a team of journalists. In addition, they were encouraged to interview the public officials and work their findings into their story. Reading the media to find the truth December 13 was the CBC/Much Music media launch of the Department of Canadian Heritage's Stop Racism National Video Competition targeted to further youth's understanding of racism. Students at Lord Byng Secondary, one of the high schools in MP Hedy Fry's Vancouver Centre Riding, was selected as the site for this video launch. This event, Day for the Elimination of Racism, talking to fellow students who were participating in CBC interviews that would be used for the national advertising campaign, and reviewing the script of the event that they would attend. Following the event, students: wrote brief news stories of the event, compared them with their classmates' news stories, discussed the disparities, and wrote a composite news story. analyzed both the television and the newspaper coverage of the event, compared it with their perceptions of the event, and speculated on why the stories emerged in that form. invited MP Hedy Fry (secretary of state, multiculturalism, status of women) to come to their classroom for further discussion about racism, immigration policy, and how she works with the media. "Students respond skeptically and at times cynically when suggestions are made that they participate in the government process. They often feel that their young voice is ignored by politicians and political staff who operate in a world that listens to select opinions. Some of these perceptions are shaped by the media's presenting stories about good guys and bad guys. In her talk with students, Fry advised students to get involved in politics because party policy-makers do listen to the youth caucus. In bringing the institute back to my classroom, I see the importance of teaching students strategies for both understanding the media's process of manufacturing stories and getting the attention of those who govern. More information about this institute and its follow-up activities is available from either Dianne Brydon, Public Information Office, Ottawa (613) 996-0238, or Ed Harrison, (250) 635-3459, or E: (250) 635-3490. Phyllis Schwartz teaches at Lord Byng Secondary School, Vancouver. Web sites • The Teachers' Institute Web site, with complete information, contacts for practical classroom use, and e-mail links to participants: <http://infoweb.magi.com/~pmacleod/> • Federal Government Hansard: <http://www.parl.gc.ca/> and the Provincial Government (B.C.) Hansard: <http://www.legis.gov.bc.ca/hansard/> • Canadian Institute of Parliamentary Democracy: <http://infoweb.magi.com/~pmacleod/> • Infocan: <http://www.infocan.gc.ca/> • Parliament: <http://www.par.gc.ca/> • Canadian Parliamentary Review: <http://magi.com/~infoparl> • Government of Canada: <http://www.canada.gc.ca/> • Government of British Columbia: <http://www.gov.bc.ca> • Legislative Assembly of British Columbia: <http://legis.gov.bc.ca/> • B.C. Hansard: <http://www.legis.gov.bc.ca/hansard/> • CPAC on line: <http://www.cpac.ca/>

Political lessons

by Phyllis Schwartz and Susan Walker

Twelve teachers from B.C. attended the inaugural session of the Teachers' Institute on Canadian Parliamentary Democracy held in Ottawa November 5-9, 1996. Hosted by the Honourable Gilbert Parent, Speaker of the House of Commons, a former teacher, the institute brought together 70 Canadian teachers, from every region of the country. "Bringing educators into direct contact with our democratic institutions, we will bring Parliament closer to Canadians."

Participating teachers met the parliamentary librarian, heard Speaker Parent in the House of Commons, participated in an orientation with the deputy principal clerk of the Commons, toured Parliament Hill, witnessed Question Period, and sat in on Senate and Commons standing committee meetings. Projects that may be taken into classrooms across Canada, are expected to be completed during 1997 by inter-provincial teams of teachers.

Susan Walker teaches at Maple Ridge Senior Secondary School, Maple Ridge-Pitt Meadows.

Back in my classroom at Lord Byng Secondary School, Vancouver, inspired to bring students closer to the government process, I shaped teaching activities with information I'd gleaned from activities and teacher development sessions.

What follows are two study activities that can be duplicated in any Canadian classroom.

Find the clip

A brief lesson on the role of media in reporting about government.

To explore the process of manufacturing news about the business of government, students assume the role of reporters in the press gallery during Question Period in the following assignment. I downloaded from the Internet the text of Question Period [06 November 96] and asked students to read the text as if they are a journalist seeking the most newsworthy clip for a story. After making their selection, students compared, and explained, their decisions. After discussion about sound bytes, colourful moments in Parliament, and events that may be the seeds of future newsmaking events, students were organized into four newsroom teams to write a story for the evening news.

To extend this, I watched both provincial and federal Hansards and identified 10 topics that may directly affect student lives and gave the class a list of topics on which they could vote. In our case, students decided that they wanted to study photo radar. I downloaded Hansard excerpts of the provincial legislature debates and Question Period discussion on the topic with which students could begin their research. Working as teams of journalists, students used the documents as the basis for a news story on

photo radar. They also pursued additional sources for background material on photo radar as would a team of journalists. In addition, they were encouraged to interview the public officials and work their findings into their story.

Reading the media to find the truth

December 13 was the CBC/Much Music media launch of the Department of Canadian Heritage's Stop Racism National Video Competition targeted to further youth's understanding of racism. Students at Lord Byng Secondary, one of the high schools in MP Hedy Fry's Vancouver Centre Riding, was selected as the site for this video launch. This event,

In bringing the institute back to my classroom, I see the importance of teaching students strategies for both understanding the media's process of manufacturing stories and getting the attention of those who govern.

important in its own right, became a laboratory for students to examine the role of the media in a politician's work. Students prepared for the event by researching the history of the International

Day for the Elimination of Racism, talking to fellow students who were participating in CBC interviews that would be used for the national advertising campaign, and reviewing the script of the event that they would attend. Following the event, students:

- wrote brief news stories of the event, compared them with their classmates' news stories, discussed the disparities, and wrote a composite news story.
- analyzed both the television and the newspaper coverage of the event, compared it with their perceptions of the event, and speculated on why the stories emerged in that form.
- invited MP Hedy Fry (secretary of state, multiculturalism, status of women) to come to their classroom for further discussion about racism, immigration policy, and how she works with the media.

"Students respond skeptically and at times cynically when suggestions are made that they participate in the government process. They often feel that their young voice is ignored by politicians and political staff who operate in a world that listens to select opinions. Some of these perceptions are shaped by the media's presenting stories about good guys and bad guys. In her talk with students, Fry advised students to get involved in politics because party policy-makers do listen to the youth caucus.

In bringing the institute back to my classroom, I see

the importance of teaching students strategies for both understanding the media's process of manufacturing stories and getting the attention of those who govern.

More information about this institute and its follow-up activities is available from either Dianne Brydon, Public Information Office, Ottawa (613) 996-0238, or Ed Harrison, (250) 635-3459, or E: (250) 635-3490.

Phyllis Schwartz teaches at Lord Byng Secondary School, Vancouver.

Web sites

- The Teachers' Institute Web site, with complete information, contacts for practical classroom use, and e-mail links to participants: <http://infoweb.magi.com/~pmacleod/>
- Federal Government Hansard: <http://www.parl.gc.ca/> and the Provincial Government (B.C.) Hansard: <http://www.legis.gov.bc.ca/hansard/>
- Canadian Institute of Parliamentary Democracy: <http://infoweb.magi.com/~pmacleod/>
- Infocan: <http://www.infocan.gc.ca/>
- Parliament: <http://www.par.gc.ca/>
- Canadian Parliamentary Review: <http://magi.com/~infoparl>
- Government of Canada: <http://www.canada.gc.ca/>
- Government of British Columbia: <http://www.gov.bc.ca>
- Legislative Assembly of British Columbia: <http://legis.gov.bc.ca/>
- B.C. Hansard: <http://www.legis.gov.bc.ca/hansard/>
- CPAC on line: <http://www.cpac.ca/>