

January 16, 2008

Mr. Tom Ferris,
Chairman of the Board of Trustees
John Gaipman, Superintendent of Schools
Greater Victoria School District
556 Boleskine Road
Victoria, BC V8Z 1E8

Messieurs Ferris and Gaipman:

I am writing to express the Union's concerns about the manner in which your January 9, 2008 letter was sent out to middle school teachers without prior notice to the union and to clarify a number of inaccurate comments contained therein.

Your letter suggests that the GVTA worked in partnership with the District to develop a protocol around middle schools. For the record, the GVTA has since 2002 consistently asked that the District negotiate middle school terms and conditions of work. All such provisions have been imposed unilaterally by the employer. The union has frequently expressed its apprehension at a process that was not developed through mutual negotiation.

The GVTA's position has been and continues to be that since there is no agreement between the District and the Union specifically regarding middle schools, the existing collective agreement is the only mechanism that exists to resolve issues and grievances arising from the creation of middle schools in this district. This position is further supported in spirit by the following clause in the Provincial Collective Agreement:

In the absence of any other agreement with respect to the instructional day and preparation time, the provisions of the Collective Agreement with regard to secondary schools shall apply to middle schools. (Article D.5 Middle Schools, 1.)

We believe that this clause of the Provincial Collective Agreement supports our claim that middle school teachers should have the right to 12.5% prep time (Article D.6 of the Local Agreement) and have the professional autonomy in determining how they make use of their prep time (Article F.4 of the Local Agreement).

In your letter you make reference to the value of common planning time within the exemplary middle school model. I want to make it clear that many teachers support this concept, but certainly not at the expense of individual preparation time. In making your argument, you refer to the *Turning Points 2000* report, in emphasizing the importance of Common Planning Time in the Exemplary Middle School model. Unfortunately, you only cited a portion of the document. I concur with my colleague, David Futter, a well known local middle school teacher, who comments on this point as follows:

References to CPT are restricted to schools that have set aside separate and additional planning time for teachers working together as a team. Schools that use their individual planning time to meet as a team are not considered to have CPT.

Can our district truly be considered a "beacon" for other districts regarding CPT when it is taken from personal preparation time? I think not. This point is even more significant when teachers realize that you as representatives of the employer are demanding that teachers take a **50% reduction to individual planning time** in order to accommodate CPT. For grade 8 teachers, prep time would be reduced from 12.5% of instructional time were they still working within the secondary school framework to approximately 5%.

This unreasonable demand would make middle school teachers in Victoria the teachers with the least amount of prep time of any teachers in the province. I suggest a district that more appropriately deserves the "beacon" status would be Alberni where they have entered into an agreement with their teachers that would give middle school teachers 12.5% of individual prep time and an additional 48 minutes of common planning time.

The GVTA asks that you clarify the following point in your letter. Are you ordering middle school teachers to attend scheduled team and student services meetings? You should be aware that teachers have not refused to attend these meetings. In fact, you can be assured that teachers, as the professionals that they are, are meeting often several times informally each day with their colleagues to discuss issues as they arise.

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COMING EVENTS

For times and meeting places for Committee meeting, BCTF events, Trainings and other opportunities, please see <http://gvta.net> and click on "Events Calendar"

Tapestry 2008

Presented by
Greater Victoria Teachers' Association and
the Sooke Teachers' Association

Over 50 workshops exploring
all the colourful strands
of professional development!

When: Friday, February 15, 2008
8:30 a.m.-2:30 p.m.

Where: Esquimalt Community School
847 Colville Road
(off Lampson Street)
Parking is limited.

Please carpool or use Bus #14
to attend the conference!

Hot lunch (veg friendly) included

For on-line registration, check
GVTA.net

Registration closes February 10, 2007

No registration at the door

Greater Victoria and Sooke Teachers.....	\$25.00
Out of District Teachers.....	\$40.00
TOC's and Student Teachers.....	\$15.00
CUPE Members.....	\$25.00

***(Workshop descriptions
begin on page 4 of this
issue.)***

COMMITTEES R US

If you are on a committee that meets with any representative of the Board/management, please call Diane at the office (595-0181) or email diane@gvta.net.

Your union local has standing committees that are mandated by the GVTA Constitution. We know who is on those as they meet and report to the GVTA Executive regularly. To GVTA members who have volunteered to sit on committees, thank you!

It's the "working groups" or "informal committees" that we would like to know about. If you volunteer for any working group/informal committee, please remember that any decisions made that affect colleagues cannot be made without the GVTA Executive's approval.

As well, we recommend establishing a framework for all committees / groups that establish and recommendations by motion, discussion and vote. Minutes should be taken and provided to all group members.

Here are just a few of the committees that GVTA members participate in, standing, contractual, joint board and GVTA, and other:

Enhancement Agreement Oversight Committee, BCeSIS Committee, Education Policy, DPAC, French Immersion Advisory Committee, Joint Committee on Curriculum and Implementation, Professional Relations Committee, GVTA Appeal Committee, Joint Committee, Operations Policy and Planning Committee, District Occupational Health and Safety Committee, District Gay Straight Alliance/Diversity Committee, Pro-D Committee, Contract Committee, Social Justice Committee, TOC/New Teacher Committee, ORCA/FSA/Testing Ad Hoc Committee, Ad Hoc Working and Learning Conditions Committee, Ad Hoc Middle School Advisory, Ad Hoc Election Campaign Committee, Victoria Labour Council.

District "working groups" include:

French Immersion Literacy K-5, FI Numeracy team, Late FI group, Middle School FI Literacy group, Secondary FI group, Web site steering group, FI Learning Assistance group, FI credential design team.

Please email diane@gvta.net if you are on an informal district/teacher committee.

Retiring? What Factor 88 Means For You

Be sure to check your personnel file at the Board office and apply to have any material critical of you as a teacher or any reprimand removed. This material can have a longer life than we would think.

Factor 88: at age 64, or if your age and contributory service total 88 you may withdraw from the BCTF Salary Indemnity Plan: Long Term. At 65, or when age and service total 90, you are no longer eligible for long-term benefits, and you should apply to withdraw. The forms are available from the BCTF Income Security Division (604-871-1920 or 1-800-663-9163), or online at bctf.ca/pensions/salary/LT-withdrawalForm.shtml. Don't wait, because you can't get your premiums back once you've paid them.

Consider joining the BC Retired Teachers' Association. The BCRTA is committed to improving pension, medical and dental benefits for its members. The BCRTA (<http://bctf.ca/rta/geninfo.htm>) is accorded voting rights which are comparable to a local association of the BCTF at the Annual General Meeting of the Federation whenever pension matters are being debated.

However, an amendment to the BC Human Rights Code to prevent employers from imposing retirement on anyone in any workplace will be in effect as of Jan. 1, 2008. So, now you can spend more time at the office!

GVTA at the Victoria Labour Council

Over the last year the Victoria Labour council has undergone notable changes. There is a new Executive Board, and changes have been made to the constitution. The energy is positive, with determination to be a strong voice of labour in Victoria.

Three of your four GVTA delegates (Jack Greenwell, Diane McNally, and Gary Rivers) to the Victoria Labour Council (VLC) attended the VLC meeting on the evening of January 16. A major focus of this meeting was the election of a new Executive Board to represent union affiliates in the Greater Victoria region. Jack Greenwell, a teacher at Oaklands, was one of three people nominated for the VLC Executive treasurer's position, but after the vote Mike Ferguson, COPE 378 was the new VLC treasurer. For VLC president there were again three people running and Mike Eso, BCGEU, CEP, won the post. Mary Ehle, HEU, was acclaimed as secretary. Wendy Strong is the BCNU executive appointee.

Jack Greenwell was elected by acclamation for the position of Small Union Rep. The new Board has 6 Large Union Reps (including a rep from CUPE, which qualifies as a large union) as well. The BCTF nearly qualified as a large union but only Local 61 sends delegates to the VLC and therefore our number of members is low by about 75. The number of voting delegates attending was 87, the best turnout I recall seeing at a recent VLC meeting. GVTA members who would like to attend to see what happens there, contact me. (jack@gvta.net)

**British Columbia Teachers' Institute on Parliamentary Democracy
2008 Spring Institute**

April 15-19, 2008

The Legislative Assembly of British Columbia offers an exciting professional development program for British Columbia teachers in elementary, middle and high school. Come to your Parliament Buildings in Victoria and learn about parliamentary democracy and the political process.

Eighteen teachers will be selected to participate in and experience B.C.'s parliamentary system first-hand, returning to their schools and communities with an enhanced understanding of democracy.

Deadline is February 15, 2008

For further information and to apply on line: www.leg.bc.ca/bcti

The Advocate

Newsletter of the Greater Victoria Teachers' Association

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Articles contained herein reflect the view of the authors and do not necessarily express official policy of the Greater Victoria Teachers' Association.

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Ed May Grant: Summary Report

Submitted by Linda Hall
November 2, 2007

This report is submitted to meet the requirements the Ed May grant that was approved for this project.

The United Nations declared 2007-2008 "International Polar Year." Educators have an important role to play to develop a heightened awareness, and foster a greater understanding, of this northern region of our country. The intention of this program (Canadian Teachers Breaking the Ice/CTBI) is to develop reciprocal relationships between the children of Arctic Canada and the children of the southern regions (initially Victoria—but we hope to grow to include many communities.)

The percentage of First Nations students in the Provinces of Canada who drop out of school prior to graduation is 60%. This number jumps to 75% for Inuit students in our northern territories. This problem is perpetuated by ignorance of the social and emotional issues that Inuit children face. Youth talking to youth is one way to create a better understanding of the problems, and perhaps help build the road to finding solutions.

The Canadian Coast Guard Service (CCGS), in an effort to connect children and teachers across the nation, has for two years supported the efforts of CTBI. By allowing a teacher to travel aboard an ice breaker (*Sir Wilfrid Laurier*) for several weeks in both 2006 and 2007, the CCGS have fostered connections between elementary and high school teachers and students in the Arctic and in Victoria.

The primary goals of this project are to educate participating students and teachers about the Arctic; to connect youth with youth; and to raise awareness of this vast, beautiful and rapidly changing environment.

Ongoing work resulting from Arctic Voyage 2007:

- I (a semi-retired high school teacher) travelled around the Arctic aboard the ice breaker the *Sir Wilfrid Laurier* from August 8 to September 19, 2007. It would be hard to overstate the benefit of meeting face to face with the students and teachers who will be principal contacts with my colleagues and students in Victoria. Because of this, when I email a student or teacher in the Arctic, they know me and why I am contacting them - rather than being just some
- I have begun working with youth groups at two high schools in Victoria where they have expressed a desire to start a group called "Canadian Students Breaking the Ice". The purpose of this "action group" (with chapters in different schools) will be to get high school students in southern communities communicating with high school students in Arctic communities. The vehicle of communication will mainly be the internet, where students can use web cams and free downloadable software, such as Skype, so that they can see each other while they talk. However, they will also be encouraged to exchange information through

- In order to give the students common ground for discussion (besides their initial interest in each other's music and sports tastes), I am working with teachers in several faculties who are interested in creating lesson plans jointly with northern schools. (For example, the art teachers at Mt. Douglas and at Gjoa Haven might give the same carving assignment to their students, and then allow the students to communicate to brainstorm ideas about it. Another example would be science teachers performing an experiment on the density of sea ice. Again students would communicate to discuss their results, etc.)
- I have appointments to speak to students in career programs at both Mt. Douglas and Oak Bay Secondary Schools. These talks will focus on careers in the Canadian Coast Guard from the first hand observations and conversations that I had aboard the ice breaker.



The *Sir Wilfrid Laurier*

- I have given one slide show presentation ("Mt. Douglas: Youth Combating Intolerance" group). There will be additional slide show presentations throughout the year at the school board office; professional development sessions; PAC meetings; and the Peer Counseling Group at Oak Bay Secondary School. I expect that other presentations will spring from these.
- I will write an article for Teacher Magazine and other articles for several school newsletters to explain the CTBI program and its goals.
- I have been asked to help to plan a "Social Responsibility Day" at Mt. Douglas Secondary School and the students have requested that the theme be the "Arctic." My trip aboard the ice breaker is the reason the students are planning to make the Arctic their focus.

While I am "semi-retired," I am still an employee of School District #61. For this project I am associated with the school that I taught at full time last year—Mt. Douglas Secondary School. The funds from the Ed May Grant will pay for TOCs for teachers who are devoting so much time to help me to develop lesson plans. The lesson plans will then be presented jointly in southern and northern classrooms.

I would like to sincerely thank the British Columbia Teachers Federation and the Ed May Grant Committee for supporting this endeavour.

Linda D. Hall
Canadian Teachers Breaking the Ice
(www.sd61.bc.ca/ctbi)

Did you know...

83,480: current salary in Canadian dollars of a London, Ontario teacher at category A4 max (equivalent to BC category 5 max)

200: number of minutes per week prep time for Ontario elementary teachers

88.4: percentage of Ontario primary classes with 20 or fewer students

25: percentage of prep time for Ontario secondary teachers

A comparison of teacher salaries across Canada has shown that in 2007 BC teachers have finally reached parity with teachers in Saskatchewan, but lag behind teachers in Ontario, Manitoba and Alberta. Here are some comparisons for teachers across Canada at the equivalent category of BC's category 5 max. In provinces where there aren't provincial salary scales, a representative city is used for comparison.

Newfoundland: \$63,879
PEI: \$62,318
Nova Scotia: \$63,451
New Brunswick: \$65,135
Québec: \$67,242
Ontario (London): \$83,480
Manitoba (Winnipeg): \$72,321
Saskatchewan: \$43,124
Alberta (Calgary): \$80,582
BC (Vancouver): \$67,362
Yukon: \$85,582
NWT: \$98,078
Nunavit: \$92,544

From the Ontario Ministry of Education and the Canadian Teachers' Federation

Crazy about work

This 24-page report was written in February 2007 by John Illingworth in Nottingham, England, for the National Union of Teachers. The research was generated because of a growing number of teachers accessing a local 'Teacher Support Line,' and because mental health practitioners were reporting an increased number of teachers as patients.

Some key findings included:

- More than 70% of respondents felt their work hours were excessive.
- Over 80% reported that increased monitoring and observation of their classes added significantly to work-related stress.
- 60% reported sleep problems, waking up thinking about work and unable to get back to sleep.
- About a third of respondents struggled with students' behaviour, felt they had no control over their job, and considered paperwork excessive.
- About a quarter felt afraid of violence from parents or students, with the same number reporting harassment or bullying at work.
- About 7% took prescribed medication to help them cope.

Access the full NUT report at:
www.bbc.co.uk/insideout/eastmidlands/series11/docs/work.pdf

Morning Workshops (10:45-12:15)

- A-1 **POETRYITIS: PREVENTION AND CURE (Language Arts) (Secondary)**
Barbara Pelman (30)
A sickish kind of feeling that comes on when there is an abundance of short lines that do not reach the end of the right margin. Symptoms include a tendency to groan or whine, an involuntary rolling of the eyes, restlessness, or an irresistible desire to sleep. How do you make this important aspect of the course exciting, nourishing, and enlightening? Learn strategies that work, activities that are both playful and illuminating both for yourself and your students. Get your own creative juices flowing!
- A-2 **HEALING AND HELPING THROUGH ART (Fine Arts) (4-12)**
Diane Moran (30)
A photography and DVD presentation shows the rebuilding of a school in St. Bernard Parish, Louisiana, 11 weeks after Katrina. Included will be interviews from both students and teachers from the Unified School in Louisiana. Incites on how to develop projects using Art that connects kids and establish social responsibility and caring connections will be shared.
- A-3 **ICEBREAKERS AND DIVERSITY AWARENESS (Cross-curricular) (K-12)**
Deanna C.C. Peluso (30)
A simple, fun, and interactive workshop that provides participants with a booklet of tools that provides strategies for discussions, communication, and how to conduct activities and use varying techniques. The workshop takes a different approach to icebreakers and techniques to enable groups, students and teachers to work together and learn about each other. Quick icebreakers or activities can enable communication on various topics, from diversity, cultural differences, understanding different learning styles, as well as many other factors that may occur in the classroom.
- A-4 **WHAT'S NEXT FOR THIS BEGINNING WRITER? (Language Arts) (K-3)**
Betty Schultze (30)
The most common questions that teachers ask about teaching writing to young children are answered. A step-by-step approach to engaging and creating confident young writers is demonstrated. Using lessons, ideas and excerpts from *What's Next for this Beginning Writer?* by Janine Reid, Betty Schultze with Ulla Petersen, and *Writing Anchors* by Jan Wells and Janine Reid, this workshop will provide numerous strategies to celebrate, extend, and set goals for young writers individually, in small groups and in whole class activities.
- WORDS THEIR WAY (Language Arts) (K-3)**
Carolyn Vincent & Anne Marie Johnston (30)
This is an introduction to Words Their Way, which is a brain friendly, developmental spelling program that can be used alongside your usual spelling/word work program or in place of it.
- A-6 **WORKING WITH ABORIGINAL YOUTH (Aboriginal) (K-12)**
Moira Currey (30)
This workshop helps participants develop plans to help create a welcoming environment, to be inclusive, and caring for all Aboriginal youth and to understand how to work with Aboriginal youth.
- A-7 **GLOBAL EDUCATION: IN AND BEYOND THE CLASSROOM (Social Justice) (K-12)**
Avrille Gosling (30)
This workshop invites teachers to stand and build on the theory and practice of global education in their classrooms and beyond. Participants explore ways to integrate and infuse a global perspective at any grade level and in any curriculum areas. Whether their passion is environmental issues, multiculturalism, media literacy, globalization, peace, international development, gender equality or human rights, participants discover the interconnections and possibilities to engage students in action for change.
- A-8 **BEGINNER'S POWERPOINT (Technology) (K-12)**
Darinka Popovic (24)
No experience needed! Enthusiasm required! Learn the basics of developing a PowerPoint presentation to spice up your lessons or use the skills to provide your students with a motivating method to complete assignments.
- A-9 **USING CUISENAIRE RODS TO TEACH ALL THE STRANDS! (Mathematics) (3-6)**
Jeannie DeBoice (30)
Explore the many uses of Cuisenaire rods to help build conceptual understanding and visual constructs for a variety of math concepts in all 4 math strands.
- A-10 **SIMPLIFY YOUR LIFE (Wellness) (K-12)**
Neil McKinlay (30)
Loosen the grip of your "over-stuffed" life and find out how S.I.M.P.L.E. will assist you in your daily life. Discover a way of being that is simultaneously sustaining and sustainable. Drawing from both personal experience and the presenter's work with people who are trying to find space for spiritual practice in their lives, McKinlay helps us ease the weight of modern living.
- A-11 **SMARTLEARNING: AN APPROACH THAT INTEGRATES THINKING, LISTENING, SPEAKING, READING, VIEWING AND WRITING, AND THOUGHFULLY DEVELOPS MORE POWERFUL LEARNERS (Language Arts) (K-12)**
Susan Close (30)
In this workshop Susan will model how to use the SmartLearning approach to develop more powerful thinking and learning across the curriculum. Through the interactions, she will show participants how to assess and explicitly develop the oral language outcomes in the new K-12 Language Arts/English curriculum. Video clips showing SmartLearning in action will be a feature of the presentation. During the workshop participants will work with thinking tools, powerful processes that can be immediately implemented in their classrooms. Focus for the morning session will be on reading.
- A-12 **TIME FOR TALK – AN ORAL LANGUAGE PROGRAM (Language Arts) (K-3)**
Colleen Hirschfield (30)
This workshop will outline a Primary Oral Language Program which has been given for three years. The goal of the weekly program is to develop speaking and listening skills within a small group setting. The topics covered in the program are community based and parallel to curriculum areas.

Tapestry

Professional Development

Workshops not listed here will be provided on gvta.net

- A-13 **LIFE YOGA (Physical Fitness/Wellness) (K-12)**
Beth Hanishewski (30)
Are you ready for your best year yet? Would you like it to be simple and easy? Then do not start with you (that's the hard way!). Instead, start with your environments. Discover Life Yoga and the easiest personal and professional growth plan ever. In just 90 minutes, you will discover how to manage the nine environments that hold the key to your success. Make this the year you create a personalized plan that brings ease into every realm of your life. Life Yoga is an opportunity to stretch, focus and be inspired about your path without having to do one downward facing dog.
- A-14 **WHAT'S NEW AND WONDERFUL IN CHILDREN'S BOOKS (Language Arts) (K-5)**
Berdina
Check out what's new and wonderful in the reading department for the upcoming year with this ever popular workshop.
- A-15 **I MOVIE (Technology) (K-12)**
Vic Daniels
Make your classroom videos come alive! Learn how to produce a video with all the special effects. In this hands-on workshop, you will learn how to capture video footage, export it to a computer, create a storyboard, professionally edit it, add transitions, import sounds and music and add titles and credits. Moreover, you will discover what software is available for both PCs and Macs to help you produce your video. So whether you are a novice or an expert with technology, just bring your favourite music CD, enthusiasm and creativity to this workshop.
- A-16 **THE CHILDREN THEMSELVES: FOSTERING RESPECT AND COMPASSION THROUGH HUMANE EDUCATION (Wellness/Social Justice) (1-4)**
Nicole Forsyth & Alexa Mergan
Note: This is a 2 part presentation. Participants may attend the a.m. workshop without going to the second. It is recommended that you attend the morning workshop if you plan to participate in the afternoon.
Part One is a two-hour presentation that provides an introduction to the history and future of humane education; the role of the human-animal bond in community; the approach of teaching humane education through reading stories; the relationship between critical thinking and empathy; and ideas for integrating humane education into the school day through curriculum standards alignment and character education (in the United States) or personal responsibility (in Canada) goals. See the p.m. session for more details.
- A-17 **CHILDREN LOCALLY CONNECTING WITH CHILDREN GLOBALLY (Social Justice) (K-12)**
Yves Parizeau & Maureen Mark
Are you a teacher interested in starting an overseas project at your school but are not sure how to go about it? If this is the case, then this session is just what you need! Come and hear from colleagues about their involvement with children from poorer countries and the tremendous learning opportunities for their students. A variety of projects will be introduced from countries such as Guatemala, Sierra Leone, Bolivia, Tanzania and India. The session will also give the teachers already involved a chance to hear about other projects and to do networking. As a follow up to the workshop, all the projects will be posted on the GVTA website in order to publicize them and facilitate a dialogue between all the teachers involved.
- A-18 **GET THEM THINKING—INDUCTIVELY (Cross-curricular/Science) (K-12)**
Sandy M. Wohl (30)
Inductive thinking has been promoted by leading educators in educational literature for years but is still a largely underutilized teaching strategy. Inductive thinking, as opposed to deductive reasoning, allows students to take a set of data and classify it. This is ideal for use in content areas where many diverse topics include simple to complex forms of classification. Inductive thinking lessons give students the opportunity to become familiar with terminology and concepts and are ideal for classrooms where teachers encourage groups of students to investigate and discover. Each practicing teacher (BCTF member) participating in this workshop will receive a complementary one-year membership in the B.C. Science Teachers' Association.
- A-19 **AN INTRODUCTION TO FRIENDS FOR LIFE (Personal Planning) (4-5)**
Jennifer Kovacs (10-30)
Participants will learn why FRIENDS is an important program for children, how it helps meet many of the personal planning learning outcomes and the theory supporting it. The workshop explains the concepts and skills that the students will learn over 10 weeks. The new video will be previewed to provide the participants with an example of how the program is delivered within a classroom setting. It is a preparatory workshop for those thinking about delivering FRIENDS within their classroom/school.
- A-20 **MUSCLING IN ON DANCE—DANCE IN PE (Physical Education) (K-10)**
Kathie Hunwick (20)
Whether it's the new 30 minutes per day or your regular PE slot, dance forms an important part of a PE program! Learn the basis of all dance techniques including the muscular "corset," warm-up and cool down techniques, and simple movement ideas that can be developed for any stage of dance in PE, for boys and girls.
- A-21 **IT TAKES A COMMUNITY (Community Support) (K-12)**
Marnice Jones
Ever wish you had time to discover who is in your community to support you in your work. Well, now you do! Wander among the many displays of local Youth Serving Community Agencies and learn about the resources and programs they offer and how to access them. You may be surprised who is there to help! This is a self-directed workshop that will give you time to explore the various booths.

2008

Conference Workshops

A-22 PRACTICAL WAYS TO INCORPORATE THE 6 + 1 TRAITS OF WRITING INTO THE CLASSROOM

(Language Arts/Cross-curricular) (3-5)
Paula Andrews (15-25)

The workshop will provide teachers with practical ideas and lessons to incorporate the 6 + 1 Traits in the classroom. Topics covered will include an overview of the model, ideas for teaching students how to use rubrics, assessment tips and strategies, and examples of lessons to teach the 6 + 1 Traits, including the use of picture books. Teachers will receive copies of ideas and lessons presented as well as a list of helpful resources.

A-23 CLASSIC SCIENCE DEMOS (Science) (9-10)

Don (30)

This workshop will highlight a series of classic demos that should be in every teacher's toolbox (elephant toothpaste decomposition, flaming milk jugs, dust explosion, Geiger counter, acid-base indicators) as well as a few of his favourites that are easy to learn and do (luminol cold light, milk of magnesia equilibrium, iodine clock). Emphasis on how to do demos safely. Written instructions provided. Demos and activities will match the new science 9 and 10 curriculums.

A-24 SIMULATIONS IN EDUCATION: THE WAY FORWARD (Cross-curricular) (K-12)

Regan Ross (8-30)

Learn what good simulations are, why kids love them, how they make your teaching better, how to design your own, and—for fun—we'll do one too!

A-25 THE IMPORTANCE OF TRADITIONAL KNOWLEDGE AND HEALING IN SCHOOLS

(Cross-curricular/aboriginal) (K-12)
Joe Jack & Louise Milburn (30)

Checkout the follow-up session in the afternoon

Joe Jack is a traditional Tagis Kwan healer from the Yukon Territory. Along with his healing and land-based knowledge, Joe's career has been in First Nations Governance and Treaty Negotiations. Louise Milburn is an Anishinaabe Traditional Teacher of the Eagle and Bear Clans. She has been leading the way in promoting "Self-Care" spaces in schools for both teachers and students, and has been sharing tradition teachings/healing in various school districts and communities across Canada for more than twenty years.

A-26 STRATEGIC USE OF RIVERDEEP DESTINATIONS SUCCESS PROGRAMS

(Mathematics/Language Arts) (K-8)
Connie Hendren & Shirley Lucyk (16)

Connie will instruct teachers on how to access and program Riverdeep for reading and math. Shirley will help teachers with programming from VIDMA, ORCA, unit tests and teacher observations. As well strategies for tracking and motivating students, and parent education will be covered. *Location: IT Training Room at SD61 School Board Office. 556 Boleskine Road.*

A-27 PROJECT RESPECT PREVENTING SEXUALIZED VIOLENCE AMONG YOUTH 14-19 YEARS OLD

(Personal Planning) (8-12)

Susana Guardado (30)

Sexual assault affects many youth in our community, in fact, 40 percent of recent survivors of sexual assault who accessed services at the sexual assault centre last year were young women under the age of 19. Project Respect is an award winning prevention program that works with youth to prevent sexual assault and sexualized violence. This workshop will combine the opportunity to experience Project Respect along with an outline of the project effectiveness and ideas for implementation. Participants will have the opportunity to experience first-hand the prevention tools that have been developed.

A-28 First Nations Studies 12 (Aboriginal) (12)

Anne Tenning (30)

This workshop will present an overview about First Nations Studies 12, suggestions for teaching this course by incorporating Aboriginal teaching practices, assignment ideas, and a presentation about the presenter's experience teaching First Nations Studies 12 at Vic High, including a short video and student quotes.

Afternoon Sessions (1:00-2:30)

B-1 GLOBAL ACCESS TO EDUCATION: TOOLS FOR SCHOOLS (Social Studies) (7-12)

Elizabeth Wallace (30)

This workshop will introduce educators to this new VIDEA, CIDA funded resource that examines the different facets of universal access to education and the manner in which education pervades our ability to achieve each of the Millennium Development Goals. The resource also includes a practical component that guides students and educators to create sustaining and mutually supportive relationships with schools in developing countries.

B-2 MAKING IT HAPPEN! (Cross-curricular) (7-12)

Chuck Groot (30)

What transcends all grade levels, subject areas, experience capabilities, and learning styles? Where can you combine research, literacy, numeracy, creativity, art, reading, and physical education? What will promote social responsibility, empathy, charity, and caring? What will engage, include, encourage, build confidence, and provide satisfaction for all of your students? Come to this workshop to find out!

B-3 SCHOOL LIBRARIES IN THE KALAHARI; FEEDING HEARTS AND MINDS (Global/Literacy) (K-12)

John Caldwell (30)

The Moshaweng Valley in the Kalahari region of South Africa is one of the

poorest areas in the country. Many of the people in the area were displaced during the Apartheid era and the challenges faced by the communities and the schools in the area are immense. The Kalahari Experience Project, out of Frankfurt International School, has sponsored plans for a Library Outreach Program that will supply books and resources to up to twenty schools in the area.

B-4 MARK LESS, ASSESS MORE (ALL) (K-12)

Iain Fisher (30)

This workshop will provide advice on how teachers can improve on their classroom assessment practice in ways that research has shown promotes learning, improves motivation, student self-esteem and at the same time, shifts their focus from marking to assessment.

B-5 STRATEGIES FOR SUCCESS: EFFECTIVE TECHNIQUES FOR TEACHERS-ON-CALL (K-12)

Duane Trovato (30)

This workshop is designed to support teachers on-call with current teaching practices and resources, and to enhance their confidence in their professional status.

B-6 SOCIAL JUSTICE IN EVERY CLASSROOM (Social Justice) (K-12)

Ami Kambo (30)

This workshop is designed for teachers to expand and enhance their teaching strategies for dealing with social issues in the classroom. These practical activities, which can be used throughout the curriculum, will assist teachers in creating and promote a safe and caring environment for all.

B-7 BEGINNER'S EXCEL (Technology)(K-12)

Darinka Popovic (30)

No experience needed! Enthusiasm required! Did you know that you could create a poster or sweeten up those graphing lessons?

B-8 DRAMA: AN APPROACH TO NEGOTIATED LEARNING (Language Arts/Social Studies) (K-12)

Carole Miller & Juliana Saxton (30)

The key question, what drives the decision to take a stand, underpins this exploration of a story drama structure with Cross-curricular applications in language arts and social studies. Participants will receive the complete lesson plan.

B-9 LEARNING TO MEDITATE (Wellness) (K-12)

Neil McKinlay (30)

This workshop guides participants through a basic meditation practice and deepens this practice with body-based relaxation exercises. You will be shown how to adapt presented material to the demands of daily living and offers direction for continuing the practice at home.

B-10 IT TAKES A COMMUNITY (Community Support) (K-12)

Marnice Jones (unlimited)

Ever wish you had time to discover who is in your community to support you in your work? Well, now you do! Wander among the many displays of local Youth Serving Community Agencies and learn about the resources and programs they offer and how to access them. You may be surprised who is there to help! This is a self-directed workshop that will give you time to explore the various booths.

B-11 SPEED POETRY (Arts/Literacy) (K-12)

Phil Duchene

Learn Whalespeak, perfect poetry with Kung Fu Punctuation and even run Poetry Slams! Amazing prize draws accompany 97 other test-driven, easily learnt activities (the cat could do them) from the briefest of warm ups to unit plans. Bring out the best in your budding bards = wait, there's some consonantal alliteration right there!

B-12 SMARTLEARNING: AN APPROACH THAT INTEGRATES THINKING, LISTENING, SPEAKING, READING, VIEWING AND WRITING, AND THOUGHFULLY DEVELOPS MORE POWERFUL LEARNERS (Language Arts) (K-12)

Susan Close (30)

In this workshop Susan will model how to use the SmartLearning approach to develop more powerful thinking and learning across the curriculum. Through the interactions, she will show participants how to assess and explicitly develop the oral language outcomes in the new K-12 Language Arts/English curriculum. Video clips showing SmartLearning in action will be a feature of the presentation. During the workshop participants will work with thinking tools, powerful processes that can be immediately implemented in their classrooms. Focus for the morning session will be on writing

B-13 TIME FOR TALK: A LITERACY PROGRAM (Language Arts) (K-3)

Collen Hirschfield (30)

This workshop will outline a literacy program which combines language enhancement and literacy training. The strategy uses the child's self-initiated sentences to train literacy. It has been found to be an engaging and motivating program for reluctant readers.

B-14 DISCOVERING THE POWER OF INTENTION—THE AMAZING SPOON BENDING WORKSHOP (Cross-curricular) (K-12)

Terrie Conway (30)

You have the power to create the life you want. This fun and unique workshop will help you discover the power you already have to create what you want—in your life and in your work—discover and activate the power of intention. Create a vision for what you want to be, to have, and do in your life.

B-15 PRACTICAL WAYS TO INCORPORATE THE 6 + 1 TRAITS OF WRITING INTO THE CLASSROOM

(Language Arts/Cross-curricular) (6-8)

Paula Andrews (15-25)

The workshop will provide teachers with practical ideas and lessons to incorporate the 6 + 1 Traits in the classroom. Topics covered will include an overview of the model, ideas for teaching students how to use rubrics, assessment tips and strategies, and examples of lessons to teach the 6 + 1 Traits, including the use of picture books. Teachers will receive copies of ideas and lessons presented as well as a list of helpful resources.

B-16 WHAT'S NEW AND WONDERFUL IN CHILDREN'S BOOKS (Language Arts) (6-12)

Berdina de Ritter

Check out what's new and wonderful in the reading department for the upcoming year with this ever popular workshop.

(For remaining workshops, see page 8)

“What a Concept” Department: A Transparent Review Process for Principals in SD61

Diane McNally, GVTA 1st Vice President

I imagine we've all filled out a principal review form, sometimes hoping that it would make a positive difference, especially for school principals who need immediate intervention and support in developing organizational skills, people skills, and general managerial competencies.

Some of us have participated in a major staff forum in which the entire staff felt there was nothing to lose (there is nothing to lose anyway – that's why you have a union) – and frankly laid out their serious concerns in person to Superintendent John Gaipman, an Associate Superintendent, Thierry Ponchet, then GVTA vice president and Diane McNally, contract chair at the time.

The union and the staff were deeply disappointed to see that nothing was done, and the change that took place at that school happened only because the individual retired.

Some principals and vice-principals have realized they are not cut out for principalship and have returned to the classroom, and kudos to them for their self-awareness.

As your union VP, I know that there are many struggling principals out there. Where are their mentors? I understand that new principal mentorship is left up to the mentor – some make regular contact, some wait for a call for help, some make very irregular contact.

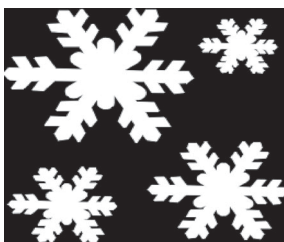
This is not good enough. The District needs to provide consistent visible supervision and mentorship for new principals, and creating great unease amongst school staff who have no other recourse but to tackle the problem themselves with union support.

The entire process is less than transparent. Google “principal review.” You will get review frames from all over – New Zealand, Iowa, New York City, Ottawa—but nothing for School District 61! Try adding “school”—again, nothing for SD61. Surprisingly, the Reynolds School growth plan is right there on the first page of hits, but nothing about principal review.

Even when “SD61 principal performance review” is entered, the process for New York City Schools is on the first page but nothing for SD61!

Why is this process so secret in School District 61? Why are concerned employees' voices not taken seriously?

Listening is not enough. Action is needed. The SD61 New Principal Mentorship and Review processes and (principal selection process) need a major visible overhaul.



It's FSA Season Again (Early This Year)

By Diane McNally, 1st Vice President

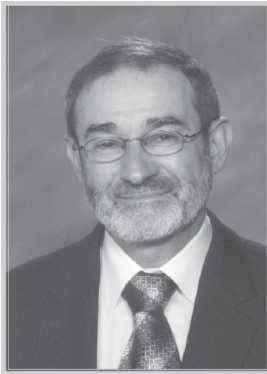
Most BC teachers are opposed to the FSAs in their current format.

Staff reps will be posting frequent updates of FSA information from the BCTF via the GVTA. Watch for them, and call the GVTA office if you have questions. And check the BCTF website often.

1. Make this BCTF page your home page, or bookmark it: <http://bctf.ca/AtoZindex.aspx> Enter “FSA” and you will find lots of helpful information.
2. Also useful are the articles in the Rethinking Accountability series at <http://bctf.ca/uploadedFiles/Education/Accountability/FSA.pdf>.
3. The BCTF Representative Assembly (people you elected to take your views to the BCTF) has taken the position that teachers should not mark FSAs.
4. Teachers are entitled to distribute BCTF FSA brochure.
5. Parents have the right to request that their children be withdrawn from writing FSAs, in spite of what BCPSEA, some districts and some principals are saying.

Teachers are not required to participate in the organization, co-ordination, or other aspects for planning for the E-FSA. These functions are the responsibility of administrators and/or support staff.

If you receive a direct order in regard to any aspect of the FSAs, please call the GVTA immediately. Our number: 595-0181.



Tapestry 2008 Keynote Speaker, Sandy M. Wohl

Author, educational consultant and University of British Columbia instructor, Sandy M. Wohl has provided Professional Development for thousands of elementary and secondary teachers in Western Canada, Washington and Oregon. Sandy returns to Vancouver Island to present award-winning examples of teaching strategies and activities for use in Grades K through 12 classrooms that encourage students to extend their thinking beyond rote learning. Sandy retired in June, 2006, after 34 years of teaching.

Sandy is a recipient of numerous national and international teaching awards, including the Prime Minister's Award. He is BC's Senior Pedagogical Consultant for McGraw-Hill Ryerson (BC Science 6-10 textbook series) and has worked as author and consultant on more than 15 textbooks. Sandy currently teaches in the Faculty of Education, UBC Vancouver.

For Tapestry 2008, Sandy will present two complementary workshops, “Get Them Thinking — Inductively” and “Cool Controlled Experiments.” Sandy will demonstrate how classroom assignments, classrooms and schools can transform themselves so as to capture the visual attention of students.

Continued from Page 1...

The provincial process that you allude to (Letter of Intent, Article D.5 of the Provincial Agreement) points to an arbitrated settlement when the local and the employer cannot agree to terms as is the case in our district. It also charges the arbitrator with the task of determining past practice as it existed in middle schools for the school year 2005-06. Given the huge range of practice as it applies to Common Planning Time amongst the middle schools in this district, the Board cannot impose attendance at meetings during prep time.

Moreover, as an arbitrator has been appointed to determine what constitutes past practice, it is presumptuous to impose your view of past practice before the arbitrator has rendered his decision this April.

Already, the Union is aware that the employer is increasing the demand for Common Planning Time during the course of the grievance, which is contrary to the agreement signed by both provincial parties and acting in bad faith.

The GVTA remains committed to a negotiated settlement around middle school language rather than the arbitrated settlement. It remains committed to protecting reasonable contractual provisions that enhance the working conditions of teachers and provide rich learning conditions for students. This Association is committed to meeting as soon as possible with the District to obtain a successful resolution of this issue.

Respectfully,

Thierry Ponchet
President, GVTA

Contract News

Tara Ehrcke, Contract Chair

The countdown begins . . . 8 MONTHS TO AN IMPROVED SCHOOL BOARD

In eight months it will be time for Victoria voters to elect another school board. Sadly, the current school board has a poor record on the critical issues facing Victoria schools:

- School closures
- Inadequate funding and staffing for students with special needs
- Failure to meet the requirements of Bill 33 on class size and composition
- Almost no advocacy for improved funding from the Provincial Government
- Rampant health and safety violations
- Poor employee relations
- Lack of meaningful consultation with teachers on education issues

This is the school board that thinks it is acceptable to try to force middle school teachers to work with 84 minutes of preparation time per week – the lowest in British Columbia.

This is the school board that chose to ignore the needs of vulnerable students by “rubberstamping” reports on class size and composition.

This is the school board that voted in favour of an “Achievement” contract that puts test results before student learning.

This is the school board that continues to impose the ORCA assessment despite the loud and clear pedagogical objections of teachers.

This is the school board that has done nothing to address health and safety issues raised by the Workers Compensation Board Audit in 2005.

Victoria teachers and students need a Board that takes an active and progressive role in the stewardship of our school system. This means a Board with Trustees who regularly visit our schools and work cooperatively with partner groups to develop priorities and make decisions.

School Boards can be different. Compare the Victoria Board to a previous Vancouver COPE and Green Party majority school board, which:

1. reduced class sizes in Grades 4 to 7 beyond the School Act by putting a cap on grade 4 and reducing the district average for other intermediate grades
 2. introduced a consultative budget process that welcomed parents’ and teachers’ voices at the table
 3. helped win back \$159 million in provincial funding for public schools
 4. stopped \$3 million in provincial cuts to inner-city schools and our most vulnerable children
 5. advocated for restored services for Special Needs students
 6. passed a comprehensive policy addressing corporate involvement in schools
 7. welcomed and sought out teacher input in decision-making at all levels
- Victoria’s teachers need a school board that will work together with its employee groups and parents to demand adequate funding from the provincial government, insist on sufficient resources for all students, and work to lessen the bureaucratic “accountability” agenda which detracts from student learning.

GVTA’S AD-HOC ELECTION COMMITTEE

GVTA’s Executive Committee recently passed a motion to set up an Ad-Hoc Election Committee for next fall’s municipal elections. This motion came after the General Meeting voted to include election campaigning as a priority for this school year.

Although it’s said that a week is a long time in politics, eight months can go by quite quickly. With a focus on school board elections, we want to mobilize teachers and educate others, question candidates on all important topics, and otherwise ensure that our issues are front-and centre during the campaign.

Teachers are very welcome in political campaigns because of the many skills they bring: organizational skills, expertise in communication, and strong writing and research abilities.

Teachers also often bring community and other connections, and their voices are generally well-respected.

The committee will have opportunities for anyone who wishes to be involved. Your involvement will depend on the type of work you find interesting and the needs of our campaign.

Possible tasks for the committee include identifying and mobilizing voters, attending/ coordinating panels and all-candidates meetings, writing/designing campaign literature and advertising, preparing candidate profiles, providing liaison with the political campaigns, and undertaking website updates and “e-campaigns.”

Please contact the GVTA Office if you are interested in joining the ad-hoc committee or helping out in some other way with the campaign. (Look for a notice going out to schools soon about the date of the first meeting.)

How do our schools rank?

Greater Victoria School District 61 – Class Size & Composition Progress Report : Classes Over the School Act Limits		
Secondary Schools	By Size (teacher consent NOT required)	By Composition (teacher consent NOT required)
Esquimalt High	3	23
Lambrick Park	21	33
Mt. Douglas	25	22
Oak Bay High	37	68
Reynolds	16	41
Spectrum	15	34
Victoria High	15	53
Total	132	274
Middle Schools	By Size (teacher consent IS required for 6/7)	By Composition (teacher consent NOT required)
Arbutus	0	3
Cedar Hill	0	13
Central	0	8
Colquitz	0	9
Glanford	0	4
Gordon Head	0	1
Lansdowne	0	9
Monterey	0	8
Rockheights	0	10
Shoreline	0	6
Total	0	71

Information was reported by the Greater Victoria School District at the October public Board meeting. Class Composition is defined by the number of students requiring an individual education plan (IEP). The School Act limit is 3 per class.

Every school **Principal** and the **Superintendent** approved these learning conditions for your children. **Are you concerned? We are.**

A message from the
Greater Victoria
Teachers' Association
gvta.net 

YOUR PERSONNEL FILE AND WHAT'S IN IT : CURIOUS?

Do you know what's in your file at the Board office?
Do you know what's in the file on you that your principal has?

To check the Board file, make an appointment with Human Resources @ 475-4118, and set up an appointment. An employee from HR needs to be with you while you go over the file. If there is anything in it critical of your performance as a teacher, or in the nature of a reprimand, apply to have it removed. Article E.6.5 c refers to application for removal after 3 years. Teachers have applied after 2 years. If you have any problems with having the material removed, call the union office @ 595-0181.

A principal may maintain a file on you at the school. You are to be given the file **without delay** upon asking. The contract language does not say “without a small / couple of days delay”. If you have any problems getting your file from a principal, call the union office.

When you leave a school you will be given this file if you request it. Any relevant computer files must be noted in hard copy in the file. These must be deleted from the administrator's computer when you leave the school.

Calling all Spectrum Class of '78 Grads 30 Year Reunion June 28-29, 2008

For more information, please contact:
spectrumgrad78@gmail.com

Your help is needed to assist us to track down everyone.



If you could please pass this email address on to any grads you are still in contact with, or can supply us with information regarding our fellow grads, we would appreciate it!

Sue (Bagot) Bégin
Janice (Windle) Foulger

Tapestry Workshops continued from page 5...

- B-18 THE CHILDREN THEMSELVES: FOSTERING RESPECT AND COMPASSION THROUGH HUMANE EDUCATION (Wellness/Social Justice) (1-4)
Nicole Forsyth & Alexa Mergan (30)
Note: This is a 2 part presentation. Participants must have attended the morning workshop to participate in the afternoon activity.
The second part is spent in training and practice using the HEAR discussion guides for teachers who choose to incorporate the HEAR materials into their classroom teaching. After completing the program teachers will receive HEAR discussion guides, humane education newsletter and other related information.
- B-19 CLEAN ENERGY CLASSROOMS: INTRODUCING RENEWABLE ENERGY/CLIMATE CHANGE TO STUDENTS (Cross-curricular) (30) (11-12)
Renewable Recruits, aka Randyn Seibold
This workshop provides a slide show that features renewable energy in the classrooms around the world. It introduces and describes quality education resources available to the BC teacher. There will be an introduction to post-secondary renewable energy education options in Canada. **The presenter will be videotaping this session.**
- B-20 COOL CONTROLLED EXPERIMENTS (Science) (5-9)
Sandy M. Wohl (30)
What do rubber bands, pendulums, tennis balls, laundry detergent and candles have in common? All of these inexpensive items can be used in separate, fun, hands-on activities that teach students about controlled experiments. These activities could be used as a basis for helping students start projects for school or district science fairs or exhibitions. Join Sandy to explore the possibilities of developing or expanding the use of controlled experiments in your elementary or secondary science teaching. Bring your running shoes or you will be left out of the Changing the Beat experiment! Sandy will supply the rest. Each practicing teacher (BCTF member) participating in this workshop will receive a complementary one-year membership in the BC Science Teachers' Association.
- B-21 THINK IT, DANCE IT (HOW THE MIND IS DEVELOPED THROUGH DANCE (Fine Arts) (K-12)
Kathie Hunwick (25)
Dance is not just moving to music, but it is important for developing various brain functions, and can even help children with such disorders as ADHA and ADD, Autism and depression. In this workshop, we will discuss the importance of creating correct "body memory" and movement pathways; will explore how, from early childhood, dance can have a positive impact on learning; and will develop some dance ideas with and without props to enhance mental development. Appropriate clothing is advised.
- B-22 GLOBAL CITIZENSHIP IN FISHERIES AND AQUACULTURE (Social Studies, Science, Social Responsibility) (6-8)
Yves Parizeau & Joachim Carolsfeld (10-20)
This will be launching a new on-line unit developed by the World Fisheries Trust and funded through CIDA's Global Classroom Initiative. This pilot project aims to inform and engage Canadian students on fisheries and aquaculture in a selected development country, Mozambique. Fisheries and aquaculture are uses of natural resources that reflect many of the issues and problems faced in developing countries, issues such as sustainable development, fair trade, gender equity, human rights, AIDS and climate change. This unit meets several learning outcomes for middle school. The unit will be made available at the workshop for teachers who would be interested in piloting the lessons.
- B-23 BRAIN-BASED LEARNING STRATEGIES FOR ELEMENTARY SCHOOL TEACHERS (Cross-curricular) (K-6)
Lora-Beth Trail (30)
Brain-based strategies to enhance purposeful learning that are natural, motivating and positive. Learning brain basics, strategies and exercise is very useful to elementary school teachers.
- B-24 PRINTMAKING TECHNIQUES (Fine Arts) (3-8)
The presenter will teach leaf/nature printing with a difference, styrofoam prints, and "easy cut" better than lino printing, collograph prints, and a new idea for those old CDs. Samples, lesson plans and a materials list will be provided.
- B-25 BUILDING THE READING-WRITING CONNECTION FOR BEGINNING WRITERS (Language Arts) (1-3)
Betty Schultze (30)
Writing takes place all day long in primary classrooms and much of the strategies that beginners need to become better writers are learned during reading instruction. Betty Schultze, co-author with Janine Reid and Ulla Petersen of "What's Next for this Beginning Writer?" shows you how you can create powerful writers and readers by building the links for writing into your reading groups. Learn about the simple routines for Reader's Circle, building reading fluency while learning self-editing skills, techniques for becoming an effective speller and recognizing and using author's craft while reading.
- B-26 SELF CARE SESSIONS (**HELD IN THE PM AT SJ WILLIS**) (Cross-curricular/Aboriginal) (K-12)
Louise Milburn & Joe Jack (30)
Let your stress melt away as you rejuvenate and renew your in/body/spirit in the "Healing Room" at S.J. Willis Education Centre. Experience the warmth of the infra-red, amethyst biomat, and the calm, serenity of this sacred space. Take what you experience, and create a self-care room in your school. Both Louise Milburn, Traditional Anishinaabe Healer/teacher and Joe Jack, traditional Tagis Kwan healer from the Yukon Territory, will be available for providing energy work and healing in the circle located in the Aboriginal room 100, at S.J. Willis. You are worth it!
- B-27 WORKING WITH WORDS (Language Arts) (K-8)
Chris Rolls
Working with Words is an important part of literacy at any grade, no matter what programs you are using. In this hands-on workshop, participants will explore activities that assist with building students' knowledge of words, sounds, and letter combinations. Activities include ideas from "Words Their Way," "Making Words," and other activities that Chris uses in her classroom.
- B-28 ICEBREAKERS AND DIVERSITY AWARENESS (Cross-curricular) (K-12)
Deanna C.C. Peluso (30)
A simple, fun, and interactive workshop that provides participants with a booklet of tools that provides strategies for discussions, communication, and how to conduct activities and use varying techniques. The workshop takes a different approach to icebreakers and techniques to enable groups, students and teachers, to work together and learn about each other. Quick icebreakers or activities can enable communication on various topics, from diversity, cultural differences, understanding different learning styles, as well as many other factors that may occur in the classroom.
- B-29 INVESTING 101 (Finances) (K-12)
David Wighton (30)
This session is intended for teachers who wish to learn more about the basics of investing so that they can better prepare themselves financially for life after teaching. The information and strategies that will be presented will be most suited for teachers who will be working for several more decades since the seminar's theme will be: "Start investing early so that you can build your personal retirement fund around safe, steady growth investments." Teachers closer to retirement may also find the seminar useful if they are not yet familiar with managing their own investments. Participants will be introduced to the concepts of fixed income investments (e.g., GICs, bonds), growth investments (stocks), and two types of investment funds. Principles of developing a balanced RRSP will be introduced and an example of a relatively low risk, moderate growth portfolio will be offered as a way of summarizing the concepts covered in the seminar.
- B-30 First Nations Studies (Aboriginal) (12)
Anne Tenning (30)
This workshop will present an overview about First Nations Studies 12, suggestions for teaching this course by incorporating Aboriginal teaching practices, assignment ideas, and a presentation about the presenter's experience teaching First Nations Studies 12 at Vic High, including a short video and student quotes.
- All Day Workshops (10:45-2:30)
Includes lunch break from 12:15-1:00
- C-1 INTRODUCTION TO AVID SOCIAL STUDIES – AN INTEGRATED APPROACH (Social Studies) (7-12)
Sue DuVall (30)
Learn some basic AVID strategies such as Crowell notes and scoop some great ideas and projects for your students. Very hands-on—you will come away with some great and usable work. Join this workshop for a day of FUN, laughter and prizes. **Participants to bring scissors, glue sticks, pencil crayons and felt pens.**
- C-2 ADDRESSING THE NEEDS OF DIVERSE LEARNERS IN THE CLASSROOM: DIFFERENTIATING INSTRUCTION (Cross-curricular) (K-12)
Frances Krusekopf, Laura Lancaster, Jeannie Deboice (30)
Good teachers have always recognized that "one size fits all." Instruction does not serve students well. In today's world where the backgrounds of our students are so diverse and their needs seemingly so numerous, teachers must find ways to consistently reach more kids more often. A daunting but not impossible task!
- C-3 CLAYMATION (Fine Arts/Cross-curricular) (K-12)
Mark Vonesch
A facilitated exploration of stop motion animation and a journey into the process of creative collaboration. You will come out of this workshop having made your own film and with the ability and knowledge to bring animation into your own classroom
- C-4 THE TRAVELING SUITCASE IN HOLOCAUST EDUCATION (Language Arts) (8-and interested)
Wendy Muscat-Tyler (30)
This workshop will introduce teachers to all the components of the Traveling Suitcase. Teachers will have the opportunity to examine and use the components of this project so that they can familiarize themselves with the subject, while they experience the practical hand-on contents. Once teachers feel comfortable with the unit, they will feel better able to undertake a comprehensive program of Holocaust education in their classrooms.
- C-5 PUPPET MAKING (Fine Arts/Cross-curricular) (6-12)
Judi Chessa (20)
Spend the day creating a puppet that can be used to dramatize part of your curriculum. Create a 50 cm puppet out of newsprint and masking tape. Materials are provided and you will be able to choose from a variety of fabrics. Bring a hot glue gun and a pair of scissors.
- C-6 I HAVE TO TEACH FRENCH BUT I CAN'T SPEAK IT! (French) (5-7)
Paule Desgroseilliers (30)
This workshop will provide strategies and activities to teachers with little or no French language skills to enable them to deliver the BC elementary Core French curriculum. Willingness to participate actively regardless of language skills is a definite asset.

Staff Rep Corner

Check the monthly calendars on the GVTA Web site at gvta.net for updates and other related information.