The practice of teaching:

A handbook for new teachers and TTOCs

British Columbia Teachers’ Federation

bctf.ca/uploadedFiles/New_Teachers/handbook.pdf
A message to new teachers

A very warm welcome to the teaching profession! Ours is a noble calling and a wonderful career. I want to offer you my congratulations for choosing teaching, and my very best wishes as you begin teaching.

What job could be more important than helping students learn, grow, and become active citizens in our democratic society? In today’s rapidly changing world, schools and teachers play an increasingly crucial role in the lives of our young people.

On behalf of your 41,000 colleagues in the BCTF, I also want to welcome you into our Federation—a union of professionals. The BCTF has been the voice of teachers in this province since 1917. The purposes of the Federation remain the same today as they were then: to foster and promote the cause of education, to raise the status of the teaching profession, and to promote the welfare of teachers. Professional development, economic welfare, and social justice still form the foundation of our work in the BCTF.

Through collective bargaining, the BCTF and its locals gained many improvements for teachers, students, and the public education system as a whole. These gains included smaller class sizes, preparation time, inclusion of students with special needs, teacher autonomy, and top-notch professional development opportunities. Teachers’ working conditions and students’ learning conditions truly are one and the same!

In January 2002, however, the BC Liberals stripped many important provisions from our collective agreements: provisions such as class-size limits and guaranteed support from non-enrolling teachers, provisions that protected quality of education. Without these contractual guarantees and with the funding freeze, working and learning conditions are being eroded in BC schools.

There can be no doubt that you are entering our profession at a particularly difficult time in the history of public education in BC. School boards are facing multi-million dollar funding shortfalls. Teaching positions are being cut, and over 200 public schools have been closed. Despite the devastating impact of these cuts, teachers and parents continue to work together to meet the needs of students and build strong communities of learning.

Public opinion research shows that British Columbians understand the many challenges we face in our schools. British Columbians believe that classroom teachers are the most credible sources of information about education, and they support teachers’ right to speak out on issues.

Throughout the school year, please try to make time in your busy schedule to keep up to date with events and issues in your school, your local, and the BCTF. Regular School Staff Alerts are posted in the staff room, Teacher newsmagazine will come to your mailbox, and Issue Alerts will inform you of emergent issues. I encourage you to get involved in the work of our union through your local and Federation networks (professional development, social justice, health and safety, and staff union representative).

The BCTF is a proud union of professionals. It is your union. We are here to support and assist you through many programs, services, and leadership initiatives. We welcome your voice and encourage your active participation.

Sincerely,

Susan Lambert
President
This handbook can also be found on the BCTF web site at:

bctf.ca/NewTeachers/handbook.pdf

**Reproduction**: Teachers and/or local associations may copy sections of this handbook without permission. All others must obtain the written permission of the BCTF to reproduce any part of this publication. Please contact Marion Shukin at mshukin@bctf.ca to request permission.

**Distribution**: New teachers, local presidents, BCTF Executive Committee, Provincial Specialist Association Council, Professional Issues Advisory Committee, Professional and Social Issues Administrative Staff, Canadian teacher organizations.
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Setting the BC context</td>
<td>5</td>
</tr>
<tr>
<td>The BCTF: A union of professionals</td>
<td>5</td>
</tr>
<tr>
<td>School Act and Regulations and Ministerial Orders</td>
<td>7</td>
</tr>
<tr>
<td>Collective agreement</td>
<td>7</td>
</tr>
<tr>
<td>Beginning your career: Teachers teaching on call</td>
<td>9</td>
</tr>
<tr>
<td>Who are teachers teaching on call?</td>
<td>10</td>
</tr>
<tr>
<td>Teachers teaching on call: Networking in the local</td>
<td>11</td>
</tr>
<tr>
<td>Your assignment as a teacher teaching on call</td>
<td>12</td>
</tr>
<tr>
<td>Should there be no lesson plan for the day</td>
<td>12</td>
</tr>
<tr>
<td>Other responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>Reporting to the contract teacher</td>
<td>14</td>
</tr>
<tr>
<td>TTOC report to teacher (form)</td>
<td>15</td>
</tr>
<tr>
<td>Tips for success</td>
<td>14</td>
</tr>
<tr>
<td>Long-term assignments</td>
<td>19</td>
</tr>
<tr>
<td>Beginning your career: Your first classroom</td>
<td>21</td>
</tr>
<tr>
<td>Prior to the first day</td>
<td>22</td>
</tr>
<tr>
<td>The first day</td>
<td>22</td>
</tr>
<tr>
<td>Planning</td>
<td>23</td>
</tr>
<tr>
<td>Long-term planning</td>
<td>23</td>
</tr>
<tr>
<td>Short-term planning</td>
<td>25</td>
</tr>
<tr>
<td>Daily planning</td>
<td>23</td>
</tr>
<tr>
<td>Classroom management</td>
<td>24</td>
</tr>
<tr>
<td>What works</td>
<td>24</td>
</tr>
<tr>
<td>What does not work</td>
<td>24</td>
</tr>
<tr>
<td>Dealing with power struggles</td>
<td>25</td>
</tr>
<tr>
<td>School policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>Setting standards</td>
<td>25</td>
</tr>
<tr>
<td>Guidelines for effective classroom management</td>
<td>25</td>
</tr>
<tr>
<td>Establishing a positive environment</td>
<td>26</td>
</tr>
<tr>
<td>Building students’ self-esteem</td>
<td>26</td>
</tr>
<tr>
<td>Tips for fostering self-esteem</td>
<td>26</td>
</tr>
<tr>
<td>Encouraging students</td>
<td>27</td>
</tr>
<tr>
<td>Homework tips</td>
<td>27</td>
</tr>
<tr>
<td>Homework do’s and don’ts</td>
<td>27</td>
</tr>
<tr>
<td>Teaching strategies and classroom complexity</td>
<td>27</td>
</tr>
<tr>
<td>Student assessment and evaluation</td>
<td>28</td>
</tr>
<tr>
<td>Tips for assessment and evaluation</td>
<td>29</td>
</tr>
<tr>
<td>Record keeping</td>
<td>29</td>
</tr>
<tr>
<td>BC performance standards</td>
<td>29</td>
</tr>
<tr>
<td>Student reporting</td>
<td>30</td>
</tr>
<tr>
<td>Official reporting policy in BC</td>
<td>30</td>
</tr>
<tr>
<td>Learning resources</td>
<td>30</td>
</tr>
<tr>
<td>Communicating with parents/guardians</td>
<td>31</td>
</tr>
<tr>
<td>Meet-the-teacher night</td>
<td>31</td>
</tr>
<tr>
<td>Communication checklist for conferencing</td>
<td>32</td>
</tr>
<tr>
<td>Sample conference formats</td>
<td>33</td>
</tr>
<tr>
<td>Students with special needs</td>
<td>33</td>
</tr>
<tr>
<td>Resources</td>
<td>34</td>
</tr>
<tr>
<td>Ministry of Education—special education policy</td>
<td>34</td>
</tr>
<tr>
<td>References/resources</td>
<td>36</td>
</tr>
<tr>
<td>Contact</td>
<td>36</td>
</tr>
<tr>
<td>Parent involvement in schools</td>
<td>36</td>
</tr>
<tr>
<td>The context</td>
<td>36</td>
</tr>
<tr>
<td>BCTF policy on parent involvement in schools</td>
<td>37</td>
</tr>
<tr>
<td>Working with teacher assistants</td>
<td>37</td>
</tr>
<tr>
<td>Preparing for a teacher teaching on call</td>
<td>37</td>
</tr>
<tr>
<td>Specific classroom information for your TTOC</td>
<td>39</td>
</tr>
<tr>
<td>Classroom procedures and routines</td>
<td>40</td>
</tr>
<tr>
<td>Classroom routines</td>
<td>41</td>
</tr>
<tr>
<td>Working with volunteers</td>
<td>42</td>
</tr>
<tr>
<td>The context</td>
<td>42</td>
</tr>
<tr>
<td>BCTF policy on volunteers in schools</td>
<td>42</td>
</tr>
<tr>
<td>Wellness—taking care of yourself</td>
<td>43</td>
</tr>
<tr>
<td>Personal life and work life</td>
<td>43</td>
</tr>
<tr>
<td>Perfectionism and survival</td>
<td>43</td>
</tr>
<tr>
<td>Asking for help versus doing it all yourself</td>
<td>43</td>
</tr>
<tr>
<td>Saying “yes” and saying “no”</td>
<td>43</td>
</tr>
<tr>
<td>Building a support system</td>
<td>44</td>
</tr>
<tr>
<td>Fill in the blanks (form)</td>
<td>44</td>
</tr>
<tr>
<td>How the BC Teachers’ Federation helps</td>
<td>45</td>
</tr>
<tr>
<td>Structure, decision-making, and services</td>
<td>45</td>
</tr>
<tr>
<td>The 33 PSAs within the BCTF</td>
<td>46</td>
</tr>
<tr>
<td>How your BCTF local helps</td>
<td>46</td>
</tr>
<tr>
<td>How the collective agreement helps</td>
<td>47</td>
</tr>
<tr>
<td>Others who can help</td>
<td>47</td>
</tr>
<tr>
<td>Professional development</td>
<td>48</td>
</tr>
<tr>
<td>Professional Responsibility and BCTF Code of Ethics</td>
<td>50</td>
</tr>
<tr>
<td>Evaluation of teachers</td>
<td>51</td>
</tr>
<tr>
<td>BC College of Teachers</td>
<td>51</td>
</tr>
<tr>
<td>Teacher Qualification Service</td>
<td>51</td>
</tr>
<tr>
<td>Resources</td>
<td>51</td>
</tr>
<tr>
<td>BCTF web site</td>
<td>51</td>
</tr>
<tr>
<td>BCTF online e-mail lists</td>
<td>51</td>
</tr>
<tr>
<td>BCTF publications</td>
<td>52</td>
</tr>
<tr>
<td>Local publications</td>
<td>52</td>
</tr>
<tr>
<td>PSA application form</td>
<td>53</td>
</tr>
<tr>
<td>The job search</td>
<td>55</td>
</tr>
<tr>
<td>School districts, superintendents, secretary-treasurers</td>
<td>55</td>
</tr>
<tr>
<td>Job interviews</td>
<td>55</td>
</tr>
<tr>
<td>What do they ask</td>
<td>55</td>
</tr>
<tr>
<td>What should not be asked</td>
<td>55</td>
</tr>
<tr>
<td>What should you ask</td>
<td>55</td>
</tr>
</tbody>
</table>
GOVERNANCE

Members

Constitution and By-laws

Locals

Annual General Meeting

Representative Assembly

Executive Committee

President
Introduction

The BC Teachers’ Federation offers you assistance, support, and encouragement through its many services, programs, and publications. Your colleagues in the union are willing and eager to help. Ask!

Please call your local teachers’ association or the BCTF for information and advice about any professional, personnel, or welfare issue.

Visit the BCTF online at bctf.ca/contacts. cfm?page=presidents for a list of the BCTF locals.

Setting the BC context

Following are a number of background pieces for easy reference.

The BCTF: A union of professionals

In 1872, the initial Public Schools Act for British Columbia contained few rights for teachers. In 1917, the BC Teachers’ Federation was formed, with the original objectives of dealing with the economic, professional, and social concerns of teachers. Teacher salaries at the time were determined by lists developed by school boards. There was no pay equity for women or for teachers working at the elementary level as opposed to the secondary level.

From 1917 until 1987, many gains were made in bargaining salary and benefits. However, the right to full and free collective bargaining remained a major objective of the BCTF.

Then, in 1987, the government introduced two pieces of legislation, known as Bill 19 and Bill 20, which were to have a major impact on the BCTF and teacher bargaining.

An end to the denial of basic bargaining rights for teachers was contained in an amendment to the Industrial Relations Act (Bill 19), which eliminated the restriction on teachers being considered as employees under the act. Bill 20 eliminated compulsory membership for teachers, took principals and vice-principals out of our bargaining unit, and created the BC College of Teachers. The legislation was viewed by teachers as an attempt to split the BCTF, and on April 28, 1987, BC teachers closed schools and held study sessions in every community in the province to protest the assault on their organization. On June 1, 1987, BC teachers acted in solidarity with the rest of the labour movement and participated in a general strike to protest Bills 19 and 20.

The legislation required teacher locals to decide whether or not to choose the union model with the right to strike, or to opt for the association model, with limited access to resolution rights. Teachers in all 75 locals chose the union option and in a massive voluntary sign up of members, 98% to 99% of all teachers in BC joined the BCTF.

Task forces on membership, PSAs, and the BC College of Teachers helped restructure the BCTF. Meanwhile the organization mobilized its energies to prepare for the first round of what was close to full and free collective bargaining.

In 1988, trained and co-ordinated by the BCTF, locals went to the bargaining table for the first time as equals to their employers.

Through local and provincial collective bargaining, the BCTF and its locals have gained many improvements for teachers, students, and public education. These gains include issues that are central to the teaching/learning process, such as smaller classes, preparation time, inclusion of students with special needs, teacher autonomy, professional development, education change, and improvements for teachers teaching on call.

The third round of provincial bargaining began in March 2001. The government of the day hijacked the collective bargaining process despite an historic strike vote that saw 91.04% of members vote in favour of job action to achieve a fair agreement negotiated at the bargaining table.

Instead, two pieces of legislation were passed in January 2002. Bill 27 (Education Services Collective Agreement) imposed a settlement and Bill 28 (Public Education Flexibility and Choice Act) eliminated agreement provisions that determined maximum class size, workload, and support provisions.
In the summer of the same year, a government appointed “arbitrator,” Eric Rice, set to work striking out clauses dealing with class size, class composition, support for students with special needs, and ratios for specialist teachers from all teacher collective agreements around the province. The Federation appealed the ruling of this arbitrator and in the spring of 2004 won a significant victory in the courts. Justice D.W. Shaw of the BC Supreme Court ruled that “in light of the fundamental nature of the errors of law, the determination of the arbitrator must be quashed.” However, in response to the decision of the BC Supreme Court, the government passed Bill 19, which legislated the contract-stripping decisions of Eric Rice into effect.

The elimination of learning condition guarantees in the collective agreement has been coupled with the under-funding of public schools in BC. Beginning in 2002, a three-year funding freeze was imposed while, at the same time, additional costs were downloaded to school districts. The impact has been dramatic. In June 2002, 44 schools in communities around the province were closed and another 45 were closed the following June. At the end of the school year in 2004, an additional 24 schools were slated to join the list of closures.

In the course of the school years from 2002–04, class sizes have increased significantly and many students with special needs are not getting the services they require in order to be successful. The number of specialist teachers, such as teacher-librarians, ESL teachers, counsellors, learning assistance and resource teachers, has been reduced. Programs have been eliminated and, in some districts, the number of full days per week that school is in session have been reduced.

For many decades, teachers in BC have played a significant role in advocating for public education. In the past three years, teachers have spoken out about the impact of underfunding and instability in the system, at times in the face of many efforts to discredit and diminish the voice of teachers. Research conducted through focus groups and polling, clearly shows that the public holds teachers in high regard, considers teachers the most credible source of information about education, and fully expects teachers to speak out about conditions in the schools. Teachers care deeply about students and public education. Speaking out is simply part of being a teacher.

In the spring of 2003, the government took political control of the BC College of Teachers by passing Bill 51, the Teaching Profession Amendment Act. The duly elected college councillors were dismissed and replaced with twenty councillors directly appointed by the minister of education. These appointees adopted a set of “standards” for the teachers, actively encouraged parental complaints, hired additional staff for the college, and increased the expense rate for college councillors. However, teachers in BC held firm to the belief that the college of teachers should be a democratic body governed by a majority of councillors chosen from the teaching profession. They also felt it was most unfair for teachers’ college fees to be paying for the cost of running a college that had been taken over by political appointees. The Federation, locals, and members undertook a campaign which saw members refusing to pay their fee to the college and paying into a BCTF Democratic College Fund instead.

Teachers continued to speak out on the problems caused by Bill 51 and were able to secure a very high degree of member and public support for the BCTF position.

The campaign was so successful that many school boards joined the BCTF and its locals in opposition to Bill 51, and the government eventually declared that the legislation would be amended to grant that a majority of college council positions would be elected by the members of the college.

In the fall of 2005, faced with government legislation that imposed yet another contract on teachers and effectively banned any form of job action by teachers, teachers in British Columbia withdrew their services. This job action had significant public support and became the longest province-wide strike by teachers in the history of the province. It lasted from October 7 to October 23.

The strike was ended when mediator Vince Ready recommended a series of actions to be undertaken by government.

Government was advised and agreed to provide additional funds to school districts to address learning conditions issues, in particular class size.
and composition. The government was also advised and agreed to address issues in the education of students with special needs. The Ready recommendations also called on government to improve communication processes with the BCTF.

Teachers teaching on call received improvements in rates of pay with the base daily rate of pay set at $190.

The government agreed to pay part of the cost of the BCTF long term disability insurance plan and this resulted in a one-time cash payment of about $800 per teacher.

As part of the process of resolution the government committed to revising and improving provision for teachers’ collective bargaining. Hopefully, this endeavour will restore a fair process for the negotiation and settlement of collective agreements for teachers in the future.

Without question the teachers’ strike of 2005 resulted in significant gains for BC teachers. Government realized that teachers had to be treated fairly, their professional concerns listened to and addressed. Government also discovered that teachers could and would take direct and assertive action to protect their professional rights and the learning conditions of their students.

School Act and Regulations

The school system is governed by the School Act and Regulations and Ministerial Orders. The School Act and Regulations outlines the roles, responsibilities, and rights of teachers, administrators, parents, and students. Current policy changes are found in the Ministerial Orders. For example, the School Act and Regulations requires that teachers write report cards for their students while the Ministerial Orders detail the specifics about which letter grade can be used and how often the reports must be sent.

Where to find: This information is available at your school, at the local union office or the school board office or, go to bced.gov.bc.ca

Collective agreement

Your provincial local collective agreement is an important source of information, and you should have your own copy. Ask your school staff rep and/or your local president for clarification you require. The collective agreement documents your rights, responsibilities and benefits as an employee. bctf.ca/BargainingAndContracts.aspx

Glossary of terms

Integrated resource package (IRP)

An IRP is the official curriculum that all teachers in the province must teach. The IRP format is the same for all subjects. Column one details the “Intended Learning Outcomes,” (ILOs) the only required component of the IRP. As a teacher, you must teach the ILOs. The second column lists a number of “suggested instructional strategies,” the third column offers a variety of “suggested assessment strategies,” and the fourth column offers a number of recommended “learning resources.” Columns two through four are suggestions only. Using your professional judgment, you may choose to use the ideas or to develop your own. As a teacher, you have the professional autonomy to choose the “how,” “when,” and “where” of the curriculum. Only the “what” is mandated. Copies of all IRPs can be downloaded at bced.gov.bc.ca/irp/irp.htm

Adapted program

An adapted program retains the learning outcomes of the prescribed curriculum, but it is adapted to accommodate different abilities or learning needs. An adapted program may include adjustments to instruction, assessment, or the amount of time allocated for specific studies to help the student achieve success. Students on adapted programs are assessed using the standards for the course or program, and they can receive credit toward a Dogwood Diploma.

Modified curriculum

A modified curriculum has learning outcomes substantially different from the prescribed curriculum. Modifying curriculum involves changing or deleting significant numbers of the learning outcomes in the provincial curriculum so that low-achieving students can achieve success. Courses modified at the school level are not counted as credit toward a Dogwood Diploma.
Individual education plan (IEP)
When students with special needs are unable to meet the learning outcomes of a course and it is necessary to modify the program, an individual education plan (IEP) outlining goals and objectives for each student must be developed.

In these cases, the use of letter grades and percentages on reports is inappropriate. Structured, written reports are used to report how well students have succeeded in meeting the modified goals and objectives of their IEPs.

Letter grades and percentages may be assigned only when students with special needs are able to meet the learning outcomes of the provincial curriculum.

Assessment/evaluation/reporting
Teachers gather information and data on student achievement on an ongoing basis (assessment), make judgments about student growth (evaluation), and then share the information with students and parents (reporting). (See also Student Assessment and Evaluation section.)
Beginning your career: Teachers teaching on call
Beginning your career: Teachers teaching on call

Many teachers are beginning their careers in British Columbia as teachers teaching on call (TTOCs). As a TTOC, you are a very important component of the school system.

Few explorers have set out to conquer the unknown with more uncertainty than teachers teaching on call. You may be called at a moment’s notice regarding your teaching assignment: where you will teach, what you will teach, and whom you will teach. All this can be overwhelming unless you keep in mind that, first and foremost, you are a teacher.

As a professional teacher doing the job of a teacher teaching on call, you are vital to the effective operation of the school system. No school can run without you! Fortunately you are around to take on this often difficult job.

Who are teachers teaching on call?
TTOCs are certificated and qualified individuals who replace a regular classroom teacher for the purpose of continuing the instructional program, maintaining discipline, and generally promoting the educational welfare of the students.

There are also more blunt descriptions, descriptions that indicate a great deal about how TTOCs and others perceive their role and their importance to the educational process.

The stereotypes
TTOCs are often viewed as:
- Baby sitters—implying that they aren’t expected to do any “real teaching.”
- Cannon fodder—like lambs to the slaughter, TTOCs are often seen as expendable, thrown to the lions (the students) as some sort of sacrificial offering.
- Stand-ins—replacing the “star” performers when they are unable to perform.
- Spare tires—sitting in the trunk until needed in an emergency.
- Outsiders—“alien beings” from some strange planet, unable to fit into our world.
- Chameleons—old lizards with the uncanny ability to alter their appearance. Thus, when encountered, they are usually addressed as “just a sub”—implying that the TTOC has no training or authority in the classroom.

The reality
- In the classroom, TTOCs are as legally responsible as any other teacher.
- TTOCs are not trainees. They are equal in training to many contract teachers.
- Stress is added to TTOC work by the multitude of unknowns.
- TTOCs are always eager to hone their management skills as discipline can be the biggest challenge of the day.
- TTOCs face daily challenges of implementing another teacher’s plan and strategy.

The following information is based on a BCTF Research Department Survey on TTOCs conducted in 2005 and to which there were 1,861 respondents.

The “typical” teacher teaching on call in BC today
- Is female—76% of TTOCs are female.
- 41% are under 35 years of age, 28% are 55 years or older.
- Most TTOCs teach in urban (42%) or suburban (28%) districts.
- About one-third (30%) of TTOCs teach in rural/remote districts.
- 20% of TTOCs are retired.
- Retired TTOCs are more likely to be male (38%) compared to female (15%).
- 19% of TTOCs have less than one year teaching experience.
- About half (49%) of TTOCs have one to three years teaching experience.
- 70% worked as a TTOC only—23% also worked in a term teaching position.
- About half (54%) of TTOCs want a permanent teaching position.
- On average, TTOCs worked 70 days in 2007-08.
- About half (54%) of TTOCs assignments were full-day.
- 28% of assignments were four days in a row.
- 41% of TTOCs had less work than they would like.
- 45% supplemented TTOC earnings with non-TTOC work.
- About one-third (36%) of TTOCs earned less than $10,000 from TTOC assignments.
- Most (79%) TTOCs earned less than $30,000 from TTOC assignments.
• 27% of TTOCs owed student loans with about half of them owing $20,000 or more.

The six most important issues for TTOCs were
• Hiring procedures: TTOCs feel district hiring is unfairly handled.
• Amount of work.
• Daily rate and no benefits.
• Call out fairness.
• TTOC status among non-TTOC teachers: TTOCs want more recognition and support from the local teachers’ association and contract teachers.
• Opportunities to participate in the local.

The advantages of being a TTOC
• You are able to observe a variety of classroom and school environments.
• It’s often the route to a full-time position.
• It “opens the door,” and lets administrators see what you can do.
• On-call teaching provides flexibility in your working schedule.
• On-call teaching is interesting and challenging work, offering the chance to exercise knowledge and creativity.
• On-call teaching provides the opportunity to experiment with different teaching strategies and to become familiar with a variety of resources.
• Daily professional development.

Teachers teaching on call: Networking in the local
It is important for you as a TTOC to develop a strong support system to tap into for any number of issues/situations and to offset the potential isolation in your job. Find out who your local president is and who the staff reps in the various schools are. They can answer your questions and concerns immediately and provide necessary assistance. Find out if your local has a TTOC committee; if not, consider starting one. Get involved. Your local president can help.

Ideas for a local teacher teaching on call committee to pursue
• Set up a local telephone answering machine with messages, and update regularly.
• Establish a TTOC telephone tree, with a coordinator to manage it and initiate messages.
• Have the local association mail materials to teachers teaching on call (newsletters, notices, etc.).
• Provide teachers teaching on call with mailboxes or bulletin boards in staff rooms.
• Provide a local teachers teaching on call newsletter or a column in the local association newsletter.
• Set up a local e-mail listserv.
• Set up a TTOC link on the local web site.
• Write a local newsletter.
• When items like a bargaining survey are distributed, see that all teachers teaching on call members receive a copy.
• Arrange for the local association to set up a board for TTOCs at its office for notices related to professional development and curriculum implementation.
• Provide an orientation session for teachers teaching on call.
• Establish a teachers teaching on call host teacher in each school to welcome teachers teaching on call and provide any current information the local wishes to pass on to teachers teaching on call.
• Encourage school staffs to invite teachers teaching on call to school staff functions.
• Ensure that teachers teaching on call are included in staff representative training.
• Inform teachers teaching on call of PD opportunities and social activities.
• Invite TTOCs to induction ceremonies.
• Encourage the local to provide professional development dollars for TTOC use.
• Plan TTOC socials and resource swapping events.
• Plan TTOC workshops through the BCTF Training Department.

TTOC committees are eligible for a BCTF New Teacher conference grant.

Sources of support and opportunities for involvement in the BCTF and/or local
• The BCTF has a web page for TTOCs. It is bctf.ca/TeachersOnCall.aspx?id=5022
• BCTF meetings—be aware of, and become informed about, the provincial Teachers Teaching On Call Advisory Committee (TTOCAC).
• BCTF web site—bctf.ca
• BCTF workshops—have your local book through the BCTF PSI Division Training Department
• Local association meetings—volunteer to serve on, or to develop, a local TTOC committee
• Teacher news magazine
• BCTF New Teachers’ and Student Teachers’
Conference. Annual conference held in January or February
• TTOC standing committees at the local level
• BCTF zone meetings
• BCTF Annual General Meeting (AGM).

School Act requirements to hire certificated TTOCs
In British Columbia, the School Act requires school boards to hire teachers who:
• hold certificates of qualification, and
• are members of the BC College of Teachers.

The only exception to this requirement exists when no teacher holding a certificate is available and the assignment is for 20 or fewer consecutive teaching days. In such instances, a non-certificated teacher may be employed.

Section 19 of the School Act covers this requirement. It reads as follows:

Teacher and administrative officer qualifications
19. (1) Subject to subsection (2), a board shall not employ a person as a teacher, administrative officer, superintendent of schools, or assistant superintendent of schools unless that person is:
(a) a member of the college and holds a certificate of qualification as a teacher, or
(b) holds a letter of permission to teach issued under section 25(3) of the Teaching Profession Act.

(2) A board may employ a person who possesses qualifications approved by the board but does not meet the requirements of subsection (1), if that person is:
(a) employed for 20 or fewer consecutive teaching days and teaching a particular class or classes where no teacher holding a certificate of qualification is available, or
(b) instructing a general interest course that is not leading to school graduation.

Your assignment as a teacher teaching on call

Duties and responsibilities
Arrive well in advance of the first bell. You will need at least 30 minutes when posted to a new situation. Advise the school if you will be late due to a last minute notification of assignment.

Upon arriving at the school
• Check in at the office for information and keys.
• Orient yourself to the building and introduce yourself to staff. If time permits, find the medical room, staff room, gym, and fire exits. Ask for a safe place to store your valuables (purse, wallet).
• Some teachers are able to prepare clear instructions for a TTOC for a planned absence. Others may not, due to an unexpected absence. If the teacher has not provided information regarding the absentee procedure, check with the office. Ask if there is supervision in the school.
• Locate the teacher’s daybook and go over the day’s lesson plans.
• Verify the absentee procedure, materials, and seating plan.
• Find the copy machine code, teacher supply room, and supervision schedule.
• Run off any material needed.
• Write your name on the board (and a special message/greeting if you wish).
• Put up any board work assignments.
• If audiovisual material is to be used during a lesson, double check to make sure the necessary equipment has been signed out at the school and that it works.
• Plan your introduction. Check on class opening exercises. If there are uncertainties about directions or you have questions about materials, ask a neighbouring teacher.
• Ask about attending meetings (staff, committee).
• Ask about medical alert, custody orders, medical orders or anything that might impact health and safety of a student and staff.

Should there be no lesson plan for the day
There will be times (rarely, it is hoped) when there is no daybook or lesson plans. Sometimes, the proposed material may be too difficult to cover adequately with no prior preparation, or the plan may be too sketchy to be understood. Here are some suggestions:
• Check with the office; the contract teacher may have phoned in instructions, or asked for you to call her/him for direction.
• Consult with the principal and/or another teacher teaching the same subject.
• Refer to the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lessons. Student notebooks may be checked if the day book is not available.
• Accumulate a set of your own prepared materials—a “survival kit.” Include math reinforcement worksheets, creative-writing stencils, educational puzzles and games, books to read aloud, art ideas, thinking skills, etc. Materials for the subject and grade levels assigned to you can usually be reproduced quickly at the office.

• Younger students often become disturbed by a departure from the routine. Explain to them that some things will be done differently that day. Ask students for their patience and co-operation.

• A teacher teaching on call’s visit is often enjoyed by the students—they are glad for the break from their normal routine. Capitalize on this by providing activities that have an element of fun.

When the students arrive
• Welcome the students as they enter.
• Introduce yourself to the class.
• Explain to the class that you are the teacher who has been called in, that the contract teacher has left lessons that would normally have been taught, and that you will teach them. Follow lesson plans as closely as you can.
• Don’t expect to cover everything. It is better to go for quality rather than quantity. Remember, your pace will be different, as well the students’ responses.
• Record absentees and late arrivals. Check the seating plan. If there is no seating plan quickly draw one up. Attempt to match names to faces.
• Try to keep seating arrangements as shown in the seating plan.
• Collect or check any pertinent notes such as absentee notes, permission forms for field trips, etc. If there is a need to collect money, turn it in to the office for safekeeping, with the division number, the student’s name, and the amount indicated. If you are giving out supplies such as pencils, notebooks, and erasers, record which students are receiving what items.
• Go over the classroom rules and your expectations (keep them brief—three or four rules) and the consequences (ones you can enforce) you will use for inappropriate behaviour.

The first few minutes of attending to a class are crucial in clarifying values and setting the stage for the general routine of the day. Getting pupils down to work quickly is one of the best methods of good classroom management. Act upon the first sign of sustained unco-operativeness. Students from Primary to Grade 12 must learn that some behaviour will not be tolerated under any circumstances. It is important not to make a scene in front of the class, so take a student aside and discuss the matter one on one.

In the secondary schools, attendance (backed up with a head count) must be taken at the beginning of each period or block. If possible, check the class roll call with the school’s list of absentees, note any students not on the list who are missing from your class, and report those names to the teacher and the office.

In the primary grades particularly, try to learn names as quickly as possible—use name tags if they are available.

Medical situations
Report medical emergencies to the office immediately.

Under no circumstances should you attempt to move a seriously ill or injured student. The class should not be left unattended. Know where your students are at all times. Send a student to the office for assistance.

Rules and consequences
Be aware of already established consequences and procedures. Make children aware of any new classroom rule that you will use for the day. Refer to pages 30–35 for tips on rules, classroom management, and establishing a positive environment.

Other responsibilities
Make sure you know the following procedures prior to starting your day. In a crisis, you will not have the time to familiarize yourself with the procedures.
• Any injuries to yourself or to students or medical emergencies must be reported to the administrator immediately.
• If a student appears to be seriously injured, do not move her or him.
• Students who indicate they are ill and wish to go
The practice of teaching: A handbook for new teachers and teachers teaching on call

home during the day must get approval from the office.

• Follow up on any student sent to the office.

Fire drills or emergencies

• Check the fire drill regulations for the classroom.
• Remember to carry the class list with you during an alarm.
• You are responsible for taking your class outside.
• When outside, account for all students and keep them together.
• Remain outside until the all-clear signal is given.

Reporting to the contract teacher

Reporting absences

• Leave a dated slip of paper for lates and absences (afternoon and morning).
• Check the roll call with the school’s absentee list, at the end of the day.

Finishing off your day

• Allow things to wind down a few minutes early, to tidy up and put things away.
• You may wish to play a game or other fun activity to finish off the day.
• Thank the students for their co-operation—you’ll tell their teacher how co-operative they were.
• Leave a detailed history of the day.
• Mark the day’s work. If you are unable to do so due to the complexity of the work, leave a note to that effect.

Reporting on the day

• Follow as closely as possible the work planned by the contract teacher.
• Make note of any deviations from or extensions to the regular day plan.
• Indicate in the daybook what work has been completed.
• Mark written work, particularly if it is objective.
• If you feel some marking can’t be done because of its complexity or subjectivity, leave it for the teacher with an accompanying note.
• Include any specific items of concern or interest. Include the names of students who were co-operative or unco-operative students. Single out students for praise.
• Whenever possible, prepare a daybook for the next day’s work, unless directed otherwise by the teacher.
• Include comments or suggestions on follow up from the day’s work and feedback for the contract teacher on class and individual progress.
• Leave your phone number so that the classroom teacher can contact you.

Tips for success

Survival kit

Should you need a little more time to read through the teacher’s lesson plan, you can engage the students with one of the following activities.

Problem-solving activities for teams of students

These activities should:

• be fun.
• require minimal explanation.
• take between 20 and 30 minutes to complete.
• be something that the whole class can share briefly when completed.
• challenge and engage students’ minds and imagination.

Here are some examples:

Thinking activities

• think of all the things that come in pairs
• think of all the things with:
—buttons
—handles
—zippers.
• think of what you could eat if there were only:
—purple things for dinner
—yellow things for dinner.
• draw the dashboard of your parent’s car
• think of all the things that are:
—pointed
—red and hard
—cold and soft.
• what are some things to smile about?

Discovery activities

Assign the following questions for discussion and online research if computers are available in the classroom. Advise students that there will be a sharing of creative responses.

Are there two kinds of rainbows?
Where do wood knots come from?
Can a fish drown?
Why are furs warm?
Can seaweed predict the weather?
Why do aging things turn yellow?
You and the classroom teacher could use the following form to facilitate communication.

**TTOC Report to Teacher**

TTOC’s name ________________________________________________________________

Phone number _____________________________ Date ____________________________

In for ______________________________________________________________________

At __________________________________________ Grade _________________________

It was a _____________________________________________________________________

**Work completed**

All work was assigned and completed as requested. Any exceptions are noted below:

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Observations/marking _____________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Student behaviour ________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Student’s name ________________________________________________________________

Behaviour ________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Action taken ________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

Other comments ________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________

_______________________________________________________________________________________
Do plants sleep?
Why do stars twinkle?
Does oil calm troubled waters?
Why does a glowworm glow?
What do blind people dream about?
Why does an egg harden when it is boiled?
What is 24 carat gold?
Why does salt make us thirsty?
What is Fool’s Gold?
Why does tea run up through a lump of sugar?
What is the origin of blue jeans?
Why doesn’t the sea freeze?
What makes fabric shrink?
Why is the sky blue?
What makes the holes in swiss cheese?
Why will a rotten egg float?

• puts her/his shoes on in the same order as you.
• puts her/his shoes on in the opposite order as you.
• was born in a different province than you.
• was born in the same province as you.

Ideas for forming pairs
Have students find the other half of a pair. To prepare, write paired items on slips of paper. To accelerate pairing, one half of the slips should be one colour and the other half a second colour. In other words, part one of a pair is one colour and part two of the same pair is another colour. (Save the slips to use again. You might laminate them.) Have each player draw a slip from the container and find the person with the matching half.

Here are some ideas:
• Capital and small letters—A and a, B and b, C and c.
• Famous couples—Bert and Ernie, Hansel and Gretel, Simon and Garfunkel.
• Fairy tales—Split the title in two: Snow/White, Sleeping/Beauty.
• Opposites—Hot and cold, tall and short, quiet and noisy, neat and messy, smooth and rough, easy and difficult, wide and narrow, north and south, morning and evening, big and little, up and down.
• Pictures and words—A picture of an apple and the word apple.

Dividing into teams randomly
Counting off
Have players count off by:
• Arm positions—Example: For two teams, players count off by alternately raising both arms up high or holding them close to the sides. Arms up high are one team; arms close to the sides, another.
• Colours—Example: For three teams, count off with red, white, and blue. Reds are one team; blues, another; and whites, a third. Select familiar groups of colors, such as school colors, state or province colors, or those in a country’s flag.
• Days of the week—Example: For seven teams, count off by the days of the week.
• Exclamations—Example: For five teams, count off with Oh no!, Ahhh, Wow!, Hmmm, and Huh?
• Motions—Example: For six teams, count off by motions, such as clap hands, snap fingers, pat thighs, wiggle fingers, circle arms, raise elbows.
Word groups
Choose a word with the same number of letters as the number of groups you need. If you need four groups, you could use the word team. (All the letters have to be different.) The class counts off by saying the letters. All the Ts are one group, the Es another, and so on.

You can write the letters or words in large print on separate pieces of paper. As each student says her or his letter, she or he holds up the letter so that the same letters can find one another quickly.

Create a calendar
Divide the class into 12 groups, and have each group create one month of a calendar on a sheet of newsprint. Each group member will write a significant day or event on the group’s calendar. Post the months so classmates can add important dates and family celebrations to one another’s calendars and share events in their lives.

Question box
Set up a question box, and call it “Dear Funny-Bones” or another humorous name. Encourage students to write humorous questions and jokes and put them in the box. At various moments during the day, invite a student to read a question from the box and invite the class to answer it.

Food favourites
Students count off with food combinations, such as the ingredients for a great pizza. For example, “sausage,” “pepperoni,” “cheese,” “mushrooms,” and “onions.” All “sausages” then come together as a group. Do the same using ingredients for a favorite ice cream sundae or for trail mix.

Card games
A number of books are available on educational card games. One of the best is Reading, Writing and Rummy, by Margie Golick (Pembroke Publishers Ltd., Markham Ontario). Golick shows how to use a deck of cards as an educational tool through games that develop memory, number skills, visual/spatial concepts, and problem-solving.

Creativity and problem-solving
Students can benefit from problem-solving activities which act as a break from subject-oriented lessons and activities. A number of “mental exercises and warm-ups,” such as brainstorming and synectics, can take up those difficult 15 or 20 minutes of “dead time” at the end of a period.

Two excellent source books are Edward DeBono’s Lateral Thinking (Penguin Books, 1985) and Sydney Parnes’ Guide to Creative Activities (Wiley 1977). Teaching Creativity Through Metaphor, by Donald and Judith Sanders (Longmans, 1984), is another book that teachers have found useful. The Critical Concept, an OSSTF Resource Booklet co-authored by Barry Duncan and Neil Walker, provides good ideas for creative activities involving the popular media.

Memory enhancement skills are examined in Improve Your Memory Skills, by Francis Belleza (Prentice-Hall, 1982). This book includes a number of classroom activities that can help students remember names, faces and details. Popular techniques such as mnemonics are described.

Trivia games
The huge popularity of Trivial Pursuit and similar games can be exploited easily in the classroom. Regular classroom teachers use homemade trivia games to liven up Friday afternoons and to lessen the agony of reviewing course content.

Mental Gymnastics for Trivia Freaks and Puzzle Nuts, by noted Canadian educator Ken Weber (Methuen Publications, 1984), provides a number of enjoyable trivia games and word puzzles. It can also be a jumping-off point for developing your own games and activities.

Facts versus opinions
The following is a variation on a theme used most often by History and English teachers. Students are given a number of sentences and asked to identify which are fact and which are opinion.

Directions: If the following statement is fact, circle the F. If, on the other hand, the statement is an opinion, an inference, or a judgment, circle the O.

F O She goes to church only to show off her new clothes.
F O It was a wonderful car.
F O She really thinks a lot of herself.
Jerry was convicted of theft and served two years in prison.

Look at that drunken driver.

For sale: 1995 two-door Ford Mustang.

A man was killed and two teenagers injured in an auto accident.

The performance began at 8:30 sharp.

He is un-Canadian.

**Letter writing**

One of the easiest types of writing assignments is letter writing. Students can write letters as an exercise in many different subjects. Specify the length of letter required. Also consider how the letter will be evaluated. Teachers do not appreciate having to do additional marking.

- **History**—Students write a letter to a world leader they admire (past or present).
- **Geography**—Students write a letter describing another country or region.
- **Languages**—Students write to an imaginary pen pal in the language they are studying.
- **Art**—Students write a letter to their favorite artist, asking questions about the artist’s style, subjects, etc.
- **English**—Students write a letter to their parents or to their future child.

**Using newspapers and magazine articles**

An interesting article from the morning’s newspaper or downloaded from the internet can be put to good use in the classroom, so can a short article from a magazine. Students can analyze, dissect, and criticize the article. They can debate a controversial topic raised by the article. They can write their own letter to the editor in reply to an article.

**Scrambled ladders**

**Directions:** Using the number 1 to indicate the highest abstraction, the number 2 to indicate the next highest, and so forth, unscramble these ladders.

**Example:**

- livestock: 3
- hamburger: 6
- animal: 2
- ground beef: 5
- beef: 4
- living creature: 1

**forest**

- maple wood: _______
- maple table: _______
- tree: _______
- plants: _______
- living things: _______

**equipment**

- Parker ballpoint pen: _______
- a pen: _______
- a writing tool: _______
- school equipment: _______
- green Parker ballpoint pen: _______

**army weapon**

- grenade: _______
- equipment: _______
- M15 anti-tank grenade: _______
- army battle equipment: _______
- anti-tank grenade: _______
- army equipment: _______
- military equipment: _______

**cooking equipment**

- pan: _______
- frying pan: _______
- copper bottom pan: _______
- cooking utensil: _______
- household item: _______

Marge likes to sew.

- Marge sewed a button on my blouse yesterday: _______
- Marge is an excellent homemaker: _______
- Marge makes all her own clothes: _______
- Marge made the drapes for the living room of her home: _______
- Marge is very capable: _______

**Naval vessel**

- USS Wisconsin: _______
- battleship: _______
- ship: _______
- warship: _______
- flag ship: _______

Have the students create their own scrambled ladders.

**Classroom routines/procedures checklist**

Every school has policies and procedures for the following:
• behaviour during PA announcements
• dismissing the class
• distributing supplies and materials
• fire drills, earthquakes, and emergencies
• format for assignments
• hall movement
• lining up
• lunch
• make-up work
• playground
• putting away supplies and equipment
• roll call, absentees, students who leave early
• tardy students
• washroom routines
• what students do when they are finished.

Try to familiarize yourself as much as possible with these policies and procedures.

**Long-term assignments**
Some TTOCs will be offered the opportunity to be employed in longer-term/temporary assignments. If you find yourself in this position, more extensive planning and student reporting is required.

With thoughtful planning in place, you will be confident in providing quality learning opportunities for your students.
• Get acquainted with the physical layout of your school.
• Familiarize yourself with school/school board policies and handbooks, and with your collective agreement.
• Prepare short-term and long-term learning objectives, and assessment and evaluation strategies.

**Long-term planning**
In most instances, the contract classroom teacher will have already done long-term planning. Consult with the teacher. In the event that long-term plans are unavailable, you will be responsible for planning, assessing, and evaluating.

You will find the IRPs of great assistance, so follow them closely. Copies of the IRPs should be available at the school. They can also be downloaded at [www.bced.gov.bc.ca/irp](http://www.bced.gov.bc.ca/irp).

Include the following in your long-term planning:
• the learning outcomes for the course
• the instructional strategies you will use

**Short-term planning**
Initially, your planning will be very detailed. Design individual lessons as part of the whole unit to increase knowledge and skills based on previously learned concepts. This way you will give your students the learning opportunities they need, and avoid gaps and needless repetition.

**Daily planning**
Organize and carefully prepare daily lesson plans. They should include the following:
• student learning outcomes
• subject matter
• learning strategies
• materials to be used
• assessment and evaluation process.

Collective agreement provisions can be found in your local agreement available from your local union office. Provisions covering pay and benefits are provincial and can be found at [bctf.ca/ProvincialAgreement.aspx?id=4878](http://bctf.ca/ProvincialAgreement.aspx?id=4878).
Beginning your career: 
Your first classroom

Summer is over, and the new school year is about to begin. Making the year meaningful for you and your students requires advance preparation. Below you will find a checklist to help you get started.

Take advantage of the experience of other staff members. Ask for their help. If you have been partnered with a mentor, make a list of things to ask. Some of the questions may come from the list.

Prior to the first day
You will want to prepare your classroom before the first day of school. Check with the school about summer hours. This is an opportunity to meet some colleagues, the support staff, and the administration.

Ask about school policies and procedures
• opening day
• registration
• class lists
• enrollment
• parent information forms
• meet-the-teacher evening
• hospitality fund
• school-wide rules
• school keys and security schedules and timetables
• student fees
• petty cash
• staff parking
• student supervision duties
• school arrival and dismissal times
• fire/earthquake drills
• photocopying
• paper and other supplies
• field trips
• student assessment and evaluation
• staff and grade/subject meetings
• library resources for students/teachers
• resources available for Aboriginal programs
• school handbook (policy, procedures)
• school assemblies
• TTOC procedures
• additional student supplies
• student handbook and agenda
• homework
• school calendar.

Prepare bulletin board areas for display
• announcements
• calendar and current events
• different subjects
• student work.

Prepare your classroom
• plan the first day in detail—ask an experienced teacher what they do on their first day
• duplicate materials needed for the first few days
• prepare an outline for the first week
• prepare the classroom arrangements and seating plan
• make signs for the room
• put your name outside the classroom door with a class list
• prepare class list and post a copy
• make a checklist for forms that need to be returned
• organize your daily plan book to include learning outcomes
• plan a textbook distribution record
• set up learning centres
• locate the emergency kit for your classroom.

Find out about your students
• find out which students are receiving special help
• prepare an inventory to find out student interests
• review your resources to meet individual needs
• meet a counsellor to discuss students with individual or modified learning plans
• prepare activities to find out different student interests
• check out your resources to meet individual needs.

Assemble materials
• classroom supplies
• attendance materials
• textbooks and accompanying materials
• supplementary teaching materials
• appropriate books for reading or reference.

The first day
A well-planned first day is crucial. It sets the tone for the remainder of your year.
• Before starting your first day, review the program of studies, the relevant IRPs, so that you know your materials and how they support the learner expectations.
• Be at the door to welcome your students.
• Begin your first day with a friendly, businesslike manner. Classroom management works well when you provide the framework and then form rules co-operatively with the students. Expectations worded in a positive sense have greater impact than does a list of things not to do.
• Review the school’s code of conduct.
• Form rules with the students governing classroom behaviour.

Plan for a memorable and interesting day. Use a game to help you learn students’ names. Here are some suggestions to help you remember your students’ names:

Have your students form a circle. Pick a letter from the alphabet. Have each student whose name begins with that letter introduce herself/himself and say two things about herself/himself. Make sure to write down the name on a circle chart that you will have prepared beforehand.

Read through the class list prior to the first day and rehearse names that are difficult for you. Ask teachers in the school to help with unfamiliar names.

Make your first day a meaningful one for you and the students by being prepared, organized, and welcoming.

One of the most powerful tools you have for learning is self-reflection. Self-reflection means looking at, and thinking about, what you do and how you do it. Self-reflection includes asking yourself why you make certain choices over others, what you observe the results to be, and what else you might do. Self-reflection means asking yourself how you’re feeling about your work and yourself.

Consider starting a journal or meeting with other new teachers on a regular basis. Write brief notes to yourself each day, and reread them on a regular basis. Take time to talk informally with both new and experienced colleagues.

Planning

The more grounded you are, the greater will be your successes in the classroom. With thoughtful planning in place, you will be confident in providing quality learning opportunities for your students.

• Get acquainted with the physical layout of your school.
• Familiarize yourself with school/school board policies and handbooks, and with your collective agreement.
• Systematically prepare short- and long-term objectives.
• Share information and resources with other staff members.

Long-term planning
To carry out your teaching responsibilities, you will need to do long-term planning, following the guidelines set out by the Ministry of Education and your employing board. Familiarize yourself with the IRPs. They are the curriculum. Copies can be downloaded at bced.gov.bc.ca/irp.

Your long-term planning should include:
• the learning outcomes for the course
• the instructional strategies you will use
• the learning resources you will use
• the assessment strategies you will use
• the time to be allocated.

Short-term planning
Initially, your planning will be very detailed. Design individual lessons as part of the whole unit to increase knowledge, abilities, and skills based on previously learned concepts. This way, you will give your students the learning opportunities they need and avoid gaps and needless repetition.

Daily planning
Organize and carefully prepare daily lesson plans. They should include the following:
• student learning outcomes
• subject matter
• learning strategies
• assessment and evaluation processes
• materials needed.

Write up the daily plan before you leave school each day and leave it on your desk. In the event that you are away, it will guide a teacher teaching on call.
Classroom management

“Wondering how to maintain a positive classroom environment with minimal disruption can cause more anxiety for new teachers than any other aspect of their new career. Classroom management focuses on prevention and problem solving rather than on punishment. A secure, inviting classroom, along with purposeful activities and respect for the dignity of everyone, prevents most discipline problems. Your role as teacher is crucial in establishing an effective learning environment. Your objective is to instill inner self-control in students, not merely to exert your control over them. Set the tone of your classroom from the start by being firm and fair, friendly yet professional. When you are more confident of your ability to maintain order, you will be more relaxed and students will perceive you as a person who really cares. Students appreciate an orderly classroom. Without order in your classroom, very little learning will take place. Children are basically good and appropriate behaviour is a purposeful response to a need for power, freedom, love, and fun.” (Glasser)

Discipline and good behaviour are learned, and they must be constantly reinforced. Guide your students to know what to do in all situations rather than punish misdeeds. Help your students understand that with rights come responsibilities.

Encourage your students to be responsible for their learning and behaviour. When students make choices, they learn new skills and gain social awareness from the outcome of those decisions.

What works
• Involve students in forming rules and consequences.
• Tell students what you expect, provide a model for good behaviour, check for understanding, and allow for practice and follow-up. Don’t assume that students know how to act appropriately. They need to be taught and coached to manage their behaviour.
• Create a classroom environment that provides structure and support and reinforces positive behaviour. Set your standards high, be clear and realistic in your expectations.

Classroom conflict is more likely to be reduced if you:
• are in the classroom when your students arrive.
• are organized and prepared.
• insist that everyone be treated with respect.
• seek student opinions.
• consider student feelings.
• listen to your students.
• maintain your sense of humour.
• assist students to make appropriate choices.
• teach students decision-making skills.
• encourage students to learn from their mistakes.
• use a quiet, friendly tone of voice.
• build on individual student’s strengths.
• provide tasks that enhance the self-esteem of all students.
• have a low-key, consistent, and matter-of-fact manner.
• enforce consistently the consequences adopted by the class.
• move around the classroom.
• use praise and positive reinforcement.

What does not work
Even with the most tact and careful preparation, students will test you. Let them know that while you disapprove of their actions, you still value them. If you are going to show that you are angry, do it because you have decided it is appropriate, not because you are “out of control.” You should touch a student only in extreme circumstances such as imminent danger to yourself, other students, or the student in question and file a violent incident report immediately. Be aware of the legal rights and responsibilities of both teachers and students. If you have any concerns or questions, contact your school staff rep.

Discipline problems may arise when a teacher:
• accepts excuses, bargains, or blames
• acts hastily without knowing the implications of actions
• offers “bribes/rewards” for behaviour
• preaches, nags, criticizes, shouts, and threatens
• punishes as a way to teach appropriate behaviour
• punishes the whole class for the misdeeds of a few
• rescues students rather than teaching problem-solving skills
• uses put-downs, sarcasm, embarrassment, or humiliation.
Dealing with power struggles
Power struggles can be difficult for beginning teachers. When this happens to you, try to:
• ignore the student's attempt to engage you in a power struggle.
• describe to the student, in objective and explicit terms, the unacceptable behaviour.
• give a warning, emphasize the consequence, and then follow through.
• arrange for time out from the classroom.
• consult appropriate school personnel for advice.
• communicate with the parents to discuss a behaviour management plan.

School policies and procedures
Be aware of school policies and procedures for the following:
• roll call, absentees, early dismissals
• tardy students
• bullying, intimidation
• damage to school property
• classroom guests
• putting away supplies and equipment
• dismissing the class
• make-up work
• cheating
• washroom routines
• lining up
• playground
• fire drills, earthquakes, and emergencies
• lunch and lunch time activities
• hall movement
• field trips.

Setting standards
Give thought to setting standards, expectations, consequences, and procedures. Having the students participate in making classroom rules gives them a sense of ownership.

Tips for rules
• keep rules short, precise, and succinct to focus on specific behaviour
• limit yourself to six rules
• post rules, and send a copy home
• state rules in positive terms whenever possible
• teach rules, possibly use role-play and/or quiz
• add a new rule if a misbehaviour is repetitive
• when enforcing rules, preserve student dignity.

Tips for consequences
• be logical, clear, and specific
• have a range of alternatives

• use consequences, not punishment
• post alongside the rule.

Sample rules
• students will be quiet during PA announcements
• students will raise their hands for permission to speak
• students will walk in the classroom or halls.

Suggested consequences for the sample rules:
• ask the chatty student to remind the class of the advantages of listening to the announcements
• teacher will not respond to a child who has not raised her or his hand
• students need to retrace their steps by walking.

Guidelines for effective classroom management

Three basics to remember:
Monitor student behaviour
Use an “active eye.” See what is going on. Don’t become preoccupied with someone or something and ignore the rest of the class. In terms of discipline and effective teaching, one teacher on her or his feet is worth two in the seat. Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says “I saw what you did, and I want it stopped!”

Be consistent
Have the same expectations of all students for appropriate behaviour. Your students should know that you will enforce rules consistently and apply an appropriate consequence. Your goal is to be fair, but that might mean not applying the identical consequence to all students. If one student frequently fails to return homework, you may apply a different consequence than you would to the student who forgets her/his homework for the first time. Knowing that you’ll be fair, but not equal, your students should understand that being equal is not always fair. To be consistent, be certain that the consequences you apply are reasonable and appropriate.

Promptly manage inappropriate behaviour
For effective classroom management know that misbehaviour must be handled immediately or there is risk of a snowballing effect. To provide maximum time for learning and to reduce minor behaviour problems, you can employ strategies
that deal with behaviour in the least amount of time, with the least disruption and the least negative feeling.

**Strategies**

**Proximity**
While teaching, move about the room, pausing near potential “trouble spots.” Remaining behind your desk or seated in the front of the class encourages misbehaviour in the less visible areas of the room.

**Pause**
Continuous teacher talk may give students a noise screen for their own conversations. An occasional pause—just a few seconds of silence—brings an off-task student back in focus.

**Asking for a response**
Hearing one’s name can be an attention-getter, even if one is not paying attention. Working an off-task student’s name into a question can often bring the student back into the lesson. Remembering the student’s dignity, say the student’s name first in order to allow her/him to hear the question to be answered. The purpose is to get the student back into the lesson, not to embarrass her/him.

**Active participation**
Sometimes having the student respond to a question or become involved in an activity can eliminate the undesired behaviour. Asking for a show of hands, having students perform a physical activity, or having each student write a quick answer to a question can make all students accountable for an immediate response.

**Avoid lengthy teacher talk**
Plan your lesson with a sequence of instruction, practice, and sharing.

**Praise desirable behaviour quietly**
Thank a student quietly, and thank the class for getting their books out so quickly. This will often cue a student to her/his attention.

**Cueing**
Change direction; for example, a group of chatting students may be quieted by announcing an impromptu quiz on the subject at hand.

**Humour**
When all else fails, you might have to stop instruction to remind the class of appropriate behaviour. Keep it light.

---

**Establishing a positive environment**

**Building students’ self-esteem**
Self-esteem is how people feel about themselves. It’s their perception of self-worth. Students with positive self-esteem feel good about themselves. If students do not value themselves, they will present themselves to others as negative. Ultimately, one’s sense of worth shows up everywhere.

There is a correlation between academic achievement and self-esteem. You can foster self-esteem, and you can make a difference. You can promote a feeling within a child of being lovable and capable. You can create a safe and accepting environment where each child feels free to grow and change. As you begin to shape a child’s self-esteem, you also nurture your own. It is important to consider how classroom organization and routines can build self-esteem.

**Tips for fostering self-esteem**
- acknowledge positive qualities
- be non-judgmental, and accept students as they are
- demonstrate appropriate ways of releasing anger
- develop skills to help a child feel better about herself/himself
- emphasize what each child knows
- encourage positively; say, “You can succeed”
- give students choices
- inform parents/guardians about student growth
- keep boundaries that allow give and take
- listen reflectively and genuinely give support for growth and change
- participate, facilitate, and share feelings
- provide a safe classroom—minimum risk fosters openness and honesty
- provide acceptance
- teach self-awareness
- provide undivided recognition
- reaffirm a child’s existence with a compliment or an acknowledgment
- respect others’ feelings
- see the uniqueness of each student
- separate the action from the person
- structure opportunities for success
- use humour, but not at the expense of students
- use “I messages” such as “Heather, I hear exciting events in your story”
- validate feelings.
**Encouraging students**

Not all students react to praise the same way. Your objective in using praise is to get students to develop an internal focus of control to improve behaviour and academic achievement. Here are some suggested uses of praise:

- At times, give praise privately to avoid competition, embarrassment, or “teacher’s pet” syndrome.
- Be careful not to compare one student with another: “Gee, you have almost caught up to Karen.”
- Don’t minimize a student’s success: “Your math assignment must have been easy, you finished so quickly.”
- Draw the student’s attention to her or his effort and ability: “You sure learned those 10 addition facts quickly. You must have spent a lot of time practicing.”
- Give praise for desired behaviour, and define the behaviour: “Thank you for picking up the paper. You really helped the class save time.”
- Praise needs to be genuine and matched by your body language.
- Vary your praise, and be creative. Don’t simply say: “great,” “fine,” “wonderful.” Be specific with praise.

**Homework tips**

There is a difference between homework and home study. Even though a student may not always have homework, she or he should be encouraged to do home study and to develop study habits. Organize a study schedule for the students so that they study for a given time each night. The subject and time schedule can be communicated to the parents/guardians to establish a study partnership.

Some schools have homework policies. Consider these purposes for homework. Homework can provide:

- an opportunity to practice a skill or concept that has been taught.
- an opportunity to tie in school learning with real-world experiences.
- different ways to monitor student learning other than tests.
- a means of communicating with the home on student progress.
- open-ended activities that allow for success.
- student preparation for in-school activities.
- ways to involve the family in the student’s education.

**Homework do’s and don’ts**

**Do’s**

- Do be aware of the resources that are, or are not, available in students’ homes in order to complete the assignment.
- Do give feedback and acknowledgment on completion of homework.
- Do have a homework policy, and communicate it to students and parents/guardians.
- Do hold students responsible for completion of homework, but be sensitive to outside obligations.
- Do make sure students know objectives of the assignments.

**Don’ts**

- Don’t assign homework every night. Check your school policy.
- Don’t assign homework just because a parent requests it.
- Don’t give 25 problems if 5 will accomplish the objective (more is not always better).
- Don’t give homework as punishment.
- Don’t make unrealistic demands on students’ time.
- Don’t use homework as busy work.

**Teaching strategies and classroom complexity**

In any given day, you may have more than 1,000 personal interactions with students. Each of these complex interactions must be interpreted on the spot. Respond to these immediate needs as you teach, and make the time to later reflect on what you are doing and planning to do. Teaching is helping young people meet the learning outcomes of the curriculum.

Teachers need to develop a repertoire of teaching strategies that become second nature. By having many teaching strategies, you can continually monitor the class and make adjustments during the busy and complex task of teaching, and the busy and complex process of learning.

Vary your teaching strategies. The process of learning is as important as what is being learned. Teacher talk or lecture has its place in instructional strategies, but there are other effective strategies that engage students.
Remember the principles of learning:
• Learning requires the active participation of the student.
• People learn in a variety of ways and at different rates.
• Learning is both an individual and a group process.

Teaching strategies can be grouped into five broad categories:
• Direct instruction—The teacher imparts knowledge or demonstrates a skill.
• Experiential learning—The students experience and feel; they are actively involved.
• Independent study—The students interact more with the content than with the teacher or other classmates.
• Indirect instruction—The teacher sets up strategies, but does not teach directly; the students make meaning for themselves.
• Interactive instruction—The students interact with one another and the information; the teacher is facilitator.

When choosing which type of teaching strategy, consider the nature of the topic, the resources available, and the age, maturity, learning styles, and gender of the students, as well as your teaching style. Your lessons will be more successful if you structure opportunities for students to be involved and to apply the content and skills they have learned.

Learning together promotes co-operation, interaction, individual and group accountability, and development of group skills. There are various approaches to grouping students for learning activities:
• Group inquiry—Have groups of two to six students work together using inquiry, discussion, co-operative planning, and execution.
• Jigsaw—Have individuals within the group learn parts of the material, discuss it with like members from other groups, and then teach their own group.
• Teams, games—Have team members assist one another to master materials or skills in order for the team to compete against other teams.

Experiment with a variety of teaching strategies. Select these while recognizing the different learning styles and multiple intelligences of your students. Remember that a strategy may work well with one group and be less successful with another.

Reflect on your teaching. Ask yourself the following questions:
• If I did this again, what things would I change?
• What made it work well or not?
• What connections were made to other learning or real life?
• Were all the intended outcomes met?
• Make a note of the best resources.
• Try different methods of grouping for instruction for different lessons.
• Did I address the different learning styles of my students?

Teaching is challenging and exciting work. Recognize your successes, analyze your failures, and build on them. Discuss ideas with colleagues and share your questions and experiences. Remember, you are a life-long learner too!

Student assessment and evaluation
Teachers must assess, evaluate, and report student progress in relation to the learning outcomes in the prescribed curriculum.

Teachers have professional autonomy in deciding what methods to use to assess student work in their classrooms—observation, tests, portfolios, checklists, written assignments, projects, etc.

The purpose of classroom assessment is to support learning. Teachers assess student learning—describe what the student knows and is able to do—and use this information to adjust instruction for individual students, small groups of students or the whole class, and to plan further instruction. Assessment that provides descriptive feedback is more effective than assessment that provides evaluative feedback (right or wrong, a mark). Descriptive feedback focuses on:
• what students have or have not achieved, including improvements to earlier work.
• explanations to a student that they are right or wrong and why in a timely fashion.
• specific ways in which the work could be improved.
• inviting the student to suggest ways they can improve.

Bangert-Downs et al, 1991; Crooks, 2001; Tunstall and Gipps, 1996
Assessment that is focused on supporting students’ learning is often called assessment for learning, as opposed to assessment of learning that is focused on determining what students know.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”

UK Assessment Reform Group, 2002

“We know, from research, that effective assessment for learning can improve student achievement substantially, and that improved classroom assessment helps low achievers the most.”


Teachers are also required to evaluate student progress—make judgments about students’ learning in relation to learning outcomes in the curriculum, and/or IEP goals—and to report their evaluation to parents.

Evaluations of student progress, whether anecdotal or in the form of percentages or letter grades, must be in relation to the learning outcomes in the curriculum. Evaluations of student behaviour, including work habits, attitude, and effort, and information about attendance must be reported separately; they are not part of the students’ marks for a course.

Teachers, especially beginning teachers or teachers teaching unfamiliar subjects and grade levels, often worry that their “A” will not be another teacher’s “A.” The learning outcomes spell out what students are required to know and be able to do, but not what is “good enough” at a particular grade level. The ministry has developed performance standards for reading, writing, numeracy and social responsibility:

www.bced.gov.bc.ca/perf_stands

Students will demonstrate their learning better if they enjoy the task.

• Provide students with evaluative criteria and exemplars of various levels of performance. Students need to know how their work will be judged in order to do their best.

• Use a variety of assessment strategies; e.g., short written assignments, teacher observations, conferences with students, quizzes, student self-assessment, tests, performance tasks.

• Give students feedback in the form of descriptive feedback, rather than in the form of a check mark, number, or letter grade.

• Never use marks as a threat, punishment, or classroom management tool.

• Use the results of student assessment and evaluation to plan for further instruction. Provide focused instruction on areas of weakness. Use areas of strength to scaffold the next concept to be taught.

**Record keeping**

• Record keeping can be in the form of an anecdotal file in addition to, or instead of, a mark book.

• Have students keep a portfolio of their work so that they can demonstrate their learning and progress to parents.

For a new teacher, making judgments about student progress may seem a bit overwhelming, but with organization and a good plan for evaluation, you will be able to give your students quality information about their progress.

**BC performance standards**

Performance standards have been developed for Reading, Writing, and Social Responsibility K–10, and Numeracy K–8.

The performance standards include rating scales that describe the following performance levels of specific grade levels in detail:

• not yet within expectations

• meets expectations (minimal level)

• fully meets expectations

• exceeds expectations.

They also include Quick Scales, a short version of the rating scale for daily use/quick reference, and sample tasks with illustrations of student work at all four levels, along with teacher comments.
The standards focus exclusively on performance assessment where students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks. The standards include both evaluative statements (e.g., not yet within expectations), and assessment criteria (e.g., supports and elaborates ideas, makes comparisons); they support a criterion-referenced approach to evaluation.

The performance standards are available on the Ministry of Education web site bced.gov.bc.ca/perf_stands/. Supplementary materials, such as additional tasks, with two samples of student work and a worksheet for planning instruction or intervention, developing criteria with students, elaborating or tailoring criteria for special purposes, outlining assessment tasks, recording observations, and guiding discussions, are also available on the web site.

Student reporting

The purpose of reporting on student progress is to communicate to students and parents/guardians how well students are progressing in relation to the learning outcomes in the curriculum of the course or subject they are taking. Teachers gather evidence of what students are able to do in each course, evaluate students’ progress, and report that to parents/guardians and students. The process of assessing, evaluating, and reporting student progress enables you to monitor student learning and identify what action, if any, is needed to help students succeed.

There are many ways to inform students and their parents/guardians of progress in school. It is important to have communication with the students and parents/guardians long before the first report card goes home. Document any communications with parents/guardians.

Provincial policy requires that teachers report to parents/guardians both formally (on report cards) and informally. Methods for reporting information include:

- notes sent home
- parent-teacher conferences
- interim reports
- student-parent-teacher or student-led conferences
- teacher-student conferences
- telephone calls home, reporting outstanding performance as well as concerns.

Official reporting policy in BC

Teachers are required to do three formal reports and two informal reports to parents each year. The requirements for these reports is set out in the ministry policies but the format of the report card is set by the local school board.

The relevant ministry policies can be found in two ministerial orders, the Student Progress Report Order and the Provincial Letter Grades Order, available on the ministry website at bced.gov.bc.ca/legislation/schoollawle.htm

Learning resources

Learning resources are generally understood to be texts, videos, software, and other materials that assist students to meet the expectations for learning defined by provincial or local curricula.

Before a learning resource is used in a classroom, it must be evaluated to ensure that criteria are met such as curriculum match, social considerations, and age or developmental appropriateness. This evaluation may take place at the inter-provincial, provincial, district, or classroom level.

The Ministry of Education evaluates and recommends learning resources using teams of teachers appointed by the BCTF. The evaluation criteria for provincially approved learning resources can be found in Evaluating Selecting, and Managing Learning Resources: bced.gov.bc.ca/lr/resource/res_main.htm. A subset of the learning resources, made up of those with the greatest degree of curriculum fit, is designated as the Grade Collection. The grade collections for all IRPs can be found on the ministry web site at: bced.gov.bc.ca/lr/resource/gradcoll.htm.

The ministry makes continual changes to recommended resource lists. Teachers with print copies of IRPs are advised to consult the electronic copies of the IRPs on the ministry web site, bced.gov.bc.ca/lr/resource/gradcoll.htm for up-to-date lists of provincially-recommended learning resources.
The ministry does not evaluate individual story books, novels, and plays, as they believe “decisions related to these types of materials are best made by educators at the local level to permit consideration of local priorities, as well as individual and classroom needs.”

School boards are required to have criteria and processes in place for the selection and evaluation of learning resources that are not provincially recommended. Guidelines and suggestions for school district criteria and processes may also be found in Evaluating Selecting, and Managing Learning Resources.

Teachers often use learning resources that have not been evaluated and recommended at the provincial or district levels. Some are resources such as newspapers or periodicals that teachers use to support current events or “teachable moments.” Some are learning resources that teachers have purchased with their own money. Some are learning resources that are provided free of charge by the BCTF, its PSAs, community organizations, or educational organizations. These learning resources are evaluated for suitability by individual classroom teachers. Teachers should consider using the criteria found in Evaluating Selecting, and Managing Learning Resources.

The suitability of learning resources can be challenged. Challenges regarding provincially-recommended resources that are not resolved at the school or district level, are dealt with at the provincial level. School districts are required to have parallel processes in place to deal with challenges of learning resources evaluated and selected by the school district or individual classroom teachers.

Communicating with parents/guardians

Developing a strong home-teacher partnership is important. Your relationship with parents/guardians can be critical for your teaching success. Be sensitive to different family configurations. You and the parents/guardians share a common goal: to help students achieve their fullest potential. The parent-teacher-student conference is an excellent way for parents/guardians to be involved in the education of their children. In enlisting the assistance of parents/guardians, your approach will have a lot to do with the level of co-operation you might receive. Very few parents/guardians object to a teacher approaching them with an idea that might help their child if the idea shows the teacher’s commitment to the success of that child.

Please note that you, the classroom teacher, have every right to comment on and report to parents (http://bctf.ca/publications/SchoolStaffAlert.aspx?id=4198) and administrators, your concerns with respect to class size, class composition and the learning conditions of the students.

When working with Aboriginal parents, asking the Aboriginal worker to assist you with making direct contact with the parent is ideal. Working closely with the parent and the child builds strong support network for making improvements in the child’s progress.

Meet-the-teacher night

The first informal introduction to parents/guardians will usually be a meet-the-teacher activity. This is a time to introduce yourself and your curriculum.

• About parents/guardians — You will want to talk to colleagues to find out what parents/guardians expect from the session.
• About you — As a new teacher, many parents/guardians will be coming to “check you out.” Be prepared to instill confidence regarding your instructional abilities and your interest in their child. Communicate your relevant experiences. Let your enthusiasm show!
• All about your classroom management — Explain the learning outcomes for the year. Highlight some of the activities planned. Discuss the classroom code of behaviour and your expectations.
• Your presentation — Be well prepared for the session by making an outline of points to address. Some of the following may help: handouts of curriculum, grading procedures, homework criteria, code of behaviour. Dress professionally.
• Working together — Identify how home and school can work together. Inform parents/guardians of when, where, and how you can be reached, and discuss how parents/guardians can best support their child’s learning. Inform parents how they can be involved.
• **Cautionary note**—Don’t let one parent monopolize the discussion or sidetrack you. Suggest that a personal appointment at another time would be welcome.

Once you have opened the doors of communication with parents/guardians, you are on the road to developing a trusting relationship. Use several ongoing means of communication such as phone calls, e-mail, newsletters, progress reports, notes, “happygrams,” and conferences (informal and formal). Suggest they visit bctf.ca for ideas for supporting their child’s learning.

---

**Communication checklist for conferencing**

The best communication climate is a comfortable one; if you are relaxed, parents/guardians usually will relax, too. There are many communication techniques that will lead to a successful conference. You may wish to use some of the following:

**Before the conference**
- Be aware of school procedure on parent-teacher conferences.
- Before your meeting with parents/guardians, review the school history of the student.
- Complete a data page on each student’s strengths (emotional, social, physical, intellectual).
- Be well prepared: use the student portfolio and other work to substantiate your evaluation.
- Ensure privacy. Hold the conference in a private area.
- Arrange informal seating around a table displaying the student’s work.
- Post appointments outside the door, and keep to the schedule; invite parents/guardians needing additional conference time to come at a later date.
- Have chairs available outside the classroom.
- If the conference is part of the regular reporting period, send home a newsletter describing your programs and some of the topics being studied.
- If the students are not included in the conference, meet with them beforehand so that they are aware of what will be discussed.
- Prepare a conference form for record keeping to keep the discussion focused and to be an aid for future conferences and for follow-up.
- Successful conferences deal with only a few issues because of time constraints; make sure to cover your points but allow equal time to cover parental concerns.

**During the conference**
- Greet the parents/guardians at the door.
- Introduce yourself with a friendly voice; keep opening comments to a minimum to allow for more discussion time.
- Be clear and concise in your comments; be an attentive listener.
- Keep the parents/guardians involved by encouraging them to share pertinent information with you.

Use the following stems to keep the conversation positive and focused on the student:
- How might I, at the school, and you, at home, work together to help (student) be successful in (subject area)?
- When thinking about (student)’s behavior, what are the things that we most want to focus on?
- Here are some examples of (student)’s behavior in class. Can you tell me if some of these things are also noticeable outside of school?
- Here are some things that I have noticed about (student)’s interaction with other students.
- How might we use these examples of behavior that we have observed to set up a program to help (student) change the unacceptable behavior?
- As (student)’s parent, what would you like to see in place to help her/him modify her/his behavior?
- What are some of the reasons that would lead (student) to act this way?
- No matter how many problems a student has, find some positive things to report. Mention some at the beginning of the conference and some at the close off.
- With the parents/guardians’ help, develop some goals or an action plan for the next learning period.

**Concluding the conference**
- Check that the parents/guardians have a clear understanding of what was discussed.
- Highlight the conclusions and the agreed-upon actions.
- Set another date for another interview if one is needed.
- Write a few key points down on paper for the parent to take home. It often helps to ensure communication with the other parent who may not have been able to attend.
- End as you began—on a positive note.
- Thank the parents/guardians, and walk them to the door.
- Summarize the points covered, and add them to your files.
The following stems will help you close the conference:
• How would you like to be kept informed of (student)’s progress in (subject)?
• How would you like to be kept informed of (student)’s progress with the behavior management program that we have discussed?
• Looking at what we have worked out together to help (student), the chances for success are very high. We will keep in touch by a weekly call and a note in the agenda.

After the conference
• If agreed to, phone the parents/guardians with a progress report.
• Keep a brief record of all communications with parents.
• Keep your principal informed.

Ways to communicate regularly with parents/guardians
• Keep file cards for each child, noting the positive things that have happened; then send home a couple of ‘happygrams’ during the term using the information.
• Make phone calls or send an e-mail about the good things the child has accomplished.
• Send newsletters containing student work.
• When you discuss a problem with parents/guardians, be truthful, sincere, and objective; they will respect your integrity.

Sample conference formats

Regularly scheduled conference

Introduction
State the agreed-upon purpose of the conference. Share something positive about the child. Provide an update on past concerns, if necessary.

Academic achievement
Discuss academic strengths/weaknesses. Present documentation. Seek parental input and reaction to information. Discuss one academic goal.

Social interaction and behaviour
Discuss social strengths/weaknesses and behaviour. Present specific examples. Seek parental input and reaction. Discuss a behaviour/social goal, if necessary.

Other issues
Invite parent to discuss other issues. Provide additional information.

Closure

Problem-solving conference format

Introduction
State the purpose of the conference. Update the situation.

Description of the problem
Describe the problem and supporting documentation. Describe what has been done to date. Allow the parent time to react to the problem.

Problem-solving
Seek parent input and suggestions. Discuss possible solutions. Develop an action plan for improvement. Identify specific actions.

Closure
Plan for follow-up. Close on a positive note.

Additional sources of information are four assessment handbooks available from the Ministry of Education. They are:
• Student-Centred Conferences
• Portfolio Assessment
• Performance Assessment
• Student Self-Assessment.

Students with special needs

One of the challenges teachers have faced in recent years is how to meet the diverse needs of students in today’s classrooms.

The BCTF supports the principles of equity and opportunity for all learners, and the concept of inclusion, while recognizing that inclusion may not be appropriate for all students some, or all, of the time.
Careful planning is necessary for a student with special needs to be placed appropriately, and with the required resources available. The assessment of a student with special needs must be an ongoing process of consultation between the teacher or teachers, the parents, the administrative officer, paraprofessional personnel, and the student (where applicable).

Most likely you will have one or more children with special needs in your class(es). You should expect to be consulted in planning for this student.

An Individual Education Plan (IEP) must be prepared for each student with special needs. The IEP documents the resources and strategies that are needed to help the student meet her/his full potential. The IEP is often jointly written by the school-based team (SBT). Be clear about the resources and the help you will need in order to provide a successful experience for the child, and insist on regular follow up with the SBT.

Ask your staff rep for specific integration/mainstreaming policies and procedures. Other sources of assistance are school-based resource teachers (learning assistance, special education teachers), district resource staff, consultants, your administrative officer, and community resource people.

Often district workshops and/or in-service funds are available for classroom teachers to support them in this area.

**Resources**

**BCTF Teaching to Diversity Web Project**
This web site bctf.ca/IssuesInEducation.aspx?id=10564 is designed to provide access to information, resources, and contacts for teachers and all those who support the needs of learners in the BC public school system.

The focus is on information relevant to meeting the needs of students who receive Special Education Learning Assistance or ESL services but who are for the most part included in mainstream classrooms.

We strongly recommend beginning teachers and teachers teaching on call visit this web site, especially the resource inventory.

**Ministry of Education publications**

Through the Ministry of Education, there are a variety of resource materials to help classroom teachers understand and work with students who have special needs. They are as follows:

- **Awareness of Students with Diverse Learning Needs** (Volume 1)
- **Hard-of-Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers.** Ministry reference #RB0033
- **Individual Education Planning for Students With Special Needs** (1996)
- **Students with Visual Impairments: A Resource Guide to Support Classroom Teachers**
- **Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers** (1996)

Many of these documents can be found online at: www.bced.gov.bc.ca/specialed/sped_res_docs.htm
- Select “online documents” under Resource Documents.

**Ministry of Education**

—special education policy

Issued September 29, 1995
Replaces Policy Circular 95–09, issued September 29, 1995
Current policy

**Policy statement**

Students with special needs require accommodations, reflected in individual education plans, to ensure equitable access to learning and the opportunity to pursue the goals of their educational programs.

**Rationale**

British Columbians want an education system that reflects their belief that all students are unique, all students are to be valued, and all students can learn. British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners.
**Legislation/regulations**

*Special Needs Students Order M150/89*: defines students with special needs, describes the obligation of school boards to consult with parents in the placement of students with special needs and describes policy regarding integration.

*Individual Education Plan Order M638/95*: sets out the requirements for school boards to design and implement individual education plans for students with special needs

*Student Progress Report Order M191/94*: describes reporting requirements for students who have special needs.

**Additional definitions**

*Student with special needs*: a student who has a disability of an intellectual, physical, sensory, emotional, or behavioral nature, has a learning disability or has exceptional gifts or talents.

*Individual education plan (IEP)*: an individual education plan designed for a student that includes one or more of the following:
- learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide,
- a list of support services,
- a list of adapted materials, instruction, or assessment methods.

*Educational program guide*: a document specified as an educational program guide in Ministerial Order 333/99, the Educational Program Guide Order.

**Policy**

**Placement**

A. A school board must ensure that a principal offers to consult with a parent of a child who has special needs regarding the student’s placement in an educational program.

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

**Planning**

A. A school board must ensure that an IEP is designed for a student with special needs as soon as practical after the board identifies the student as having special needs, unless
- the student requires little or no adaptations to materials, instruction or assessment methods,
- the expected learning outcomes have not been modified, and
- the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

B. A school board must ensure that the IEP is reviewed at least once each school year, and where necessary, is revised or cancelled.

C. A school board must offer the parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of the IEP.  

*Note: The School Act [section 7(2)] requires a parent of a student to consult with the student’s teacher or an administrative officer about the student’s educational program, when requested to do so.*

D. A school board must offer each student who has special needs learning activities in accordance with the IEP designed for that student.

**Reporting**

A. Unless a student with special needs is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, the student’s progress report(s) must contain written comments describing:
- what the student is able to do;
- the areas in which the student requires further attention or development; and
- the ways of supporting the student in his or her learning.

B. Reports described in (a) above must contain a statement that the progress of the student is in relation to the expected learning outcomes in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation...
to expected learning outcomes set out in the curriculum for the course or subject and grade, and should describe the time period required to enable the student to demonstrate such learning.

C. A letter grade (the typical manner for reporting student progress in grades 4 through 12) may only be assigned for a student with special needs where that student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade.

D. Where a professional support person other than the classroom teacher is responsible for providing some portion of the student’s educational program, that person should provide written reports on the student’s progress for inclusion with the report of the classroom teacher.

Funding: See the Special Needs Funding Policy

**Procedures**

An Individual education plan (IEP) is a concise and usable document which summarizes the plan for the student’s educational program. The IEP will reflect the complexity of the student’s needs and, accordingly, can be brief or more detailed and lengthy. The IEP must set out:

- the present levels of educational performance of the student;
- those learning outcomes that are different from the learning outcomes set out in the applicable educational program guide;
- all the required adaptations to educational materials, instruction, and assessment methods;
- all the support services to be provided; a description of the place where the educational program is to be provided;
- the names of all personnel who will be providing the educational and support services during the school year; and
- the period of time and process for the review of the IEP.

**Reference/resources**


---


**Contact**

If you have any questions relating to this policy, please contact the Diversity and Equity Unit at EDUC.DiversityandEquity@gov.bc.ca.

---

## Parent involvement in schools

**The context**

BCTF members agree, and research overwhelmingly concludes, that when parents/guardians participate in their child’s education, children tend to be more successful learners. That is why teachers endorse policies that promote a positive relationship between the home and the school.

Parents/guardians have always been involved with schools and teachers by coming to PAC meetings, sitting on school committees, or dropping in before and after school. Most have, at one time or another over the years, accompanied a class on a field trip, made cookies for bake sales, talked to a class about their career, or promoted “dry grad” parties.

The 1989 *School Act* gave new powers to parents. Parents in each school could establish Parent Advisory Councils (PACs) to “advise the board and the principal and staff of the school...respecting any matter relating to the school...”

This provides an opportunity in which parents and teachers can speak frankly, confidently, and respectfully about their concerns and opinions.

In the spring of 2002, legislation was introduced creating School Planning Councils in every school. Teachers do not involve themselves with the School Planning Councils. At its 2006 AGM, BCTF delegates voted to withdraw teacher participation from School Planning Councils effective September 2006. Teachers cited concern for the government’s current accountability agenda which relies on randomly focused standardized testing as the main vehicle for determining the effectiveness of our schools. Speak with your staff union rep for more information.
BCTF policy on parent involvement in schools

Detailed policy information is in the Members’ Guide to the BCTF (ask your staff rep for a copy).

Key points to remember:
• The BCTF believes in working co-operatively with the Ministry of Education and the BC School Trustees Association, the BC Confederation of Parent Advisory Councils, community agencies, and other groups interested in education.
• The goals and directions of the school system should be determined by interaction of students, parents, and teachers at the local level through a process that would involve examination of present and future needs of our young people.
• Teacher locals are encouraged to establish regular communications with their District Parent Advisory Councils.
• Each school staff should consult with the students of the school, the parents of the students, and other members of the community, with a view to formulating school policy regarding the effective and orderly operation of the school.
• The BCTF supports the concept of parent and student involvement in educational decision making.
• Teachers are encouraged to develop further the relationship between the home and the school.
• All the educational partners continue to support and encourage meaningful student, parent, and community involvement in schools.

Working with teacher assistants

Although all decisions related to designing, supervising, and assessing educational programs for students are your responsibility, the teacher assistant is an important partner on the educational team, providing support to students with special needs. Invite the teacher assistant to sit in on any conferences that are pertinent. Hold meetings for sharing information and decision-making.

When the roles are defined and clarified, the teacher assistant can then decide how to approach the assigned responsibilities. For students to receive maximum benefit, you will need to build a climate of trust and give encouragement and support to the teacher assistant.

Key points to remember:
• A teacher assistant must always work under the direction of a teacher or the principal.
• The teacher’s role is to manage the classroom.
• Teachers must fulfill their responsibility for diagnosing learning needs, for selecting and implementing appropriate educational programs, and for assessing educational results.
• The assistant’s role is to carry out the work that has been planned and developed by the teacher, either with an individual student or a small group.

The BCTF and CUPE BC have published a joint paper entitled, Roles and Responsibilities of Teachers and Teacher Assistants. A copy is available in your school or online at bctf.ca/uploadedFiles/Public/Issues/InclusiveEd/RolesAndResponsibilitiesTeachersTAs.pdf

If you have any questions or concerns about working with teacher assistants, contact your staff rep and/or your local president.

Preparing for a teacher teaching on call

Most schools have developed a policy handbook for TTOCs. If your school does not have one, the following information may be useful.

To ensure that a quality education program continues in your absence, advanced preparation for a TTOC is important. Such planning will help to maintain a consistent routine in a safe and caring environment. Students should be aware of your expectations for behaviour when a TTOC is in charge of the class. The TTOC is an important part of the education system, and provides for meaningful and authentic teaching and learning opportunities in your absence.

Prepare an information folder for the TTOC, which could include the following:
• class list with phone numbers
• class rules, expectations, and responsibilities
• seating plan
• classroom routines
• daily and weekly timetable, showing bell times
• homework assignments and policy
• information about students with special needs, including health needs
• map of the school, including the fire exits
• name of the teaching assistant and assignment of work
• names of some students who could be of help
• names of administrators who deal with discipline matters
• notes on procedures such as taking attendance, opening exercises
• notes on procedures such as student becoming ill during class
• supervision schedule and guidelines
• up-to-date daily plan book
• supplementary material the TTOC could use.

It is not always possible to anticipate everything that a TTOC will need, so it is helpful to indicate the names of teachers and/or teacher assistants who may be able to provide assistance.

See the following forms for examples.
Specific classroom information for your TTOC

My buddy teachers are ________________________________________________________________
______________________________________________________

Class rules/routines ________________________________________________________________
______________________________________________________

Washroom/break procedures __________________________________________________________
______________________________________________________

Free-time activities _________________________________________________________________
______________________________________________________

Recess/lunch time procedures _________________________________________________________
______________________________________________________

Quiet signal ________________________________________________________________
______________________________________________________

Other signals ________________________________________________________________
______________________________________________________

Acceptable rewards ________________________________________________________________
______________________________________________________

Discipline procedures ______________________________________________________________
______________________________________________________

Helpful students ________________________________________________________________
______________________________________________________

Special-program students ____________________________________________________________
______________________________________________________

Students who need extra attention __________________________________________________
______________________________________________________

File for ________________________________________________________
Grade/Year ___________ Phone number __________________

The practice of teaching: A handbook for new teachers and teachers teaching on call 39
# Classroom procedures and routines

<table>
<thead>
<tr>
<th>Section</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bells and class times</td>
<td></td>
</tr>
<tr>
<td>Homeroom and opening procedures</td>
<td></td>
</tr>
<tr>
<td>Washroom and drink procedures</td>
<td></td>
</tr>
<tr>
<td>Duty days, times and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Library routines</td>
<td></td>
</tr>
<tr>
<td>Emergency evacuation procedures</td>
<td></td>
</tr>
<tr>
<td>How to assist ill students</td>
<td></td>
</tr>
<tr>
<td>Pets and plants</td>
<td></td>
</tr>
<tr>
<td>Students with health or behaviour concerns</td>
<td></td>
</tr>
<tr>
<td>Additional notes</td>
<td></td>
</tr>
</tbody>
</table>
## Classroom routines

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signal for getting student attention is</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>All students should STOP, LOOK, and LISTEN.</td>
</tr>
<tr>
<td>Attendance taking</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Collecting completed assignments</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Correspondence from home</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Dismissal</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Distributing books, supplies</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Drinking fountain</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Entering the classroom</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Failure to bring materials</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Pencil sharpener</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Restroom</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Tardiness</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>What to do when finished with work</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
<tr>
<td>Additional notes</td>
</tr>
<tr>
<td>____________________________________________</td>
</tr>
</tbody>
</table>
Working with volunteers

Volunteers bring special talents to our schools.

The context
For generations, parents/guardians, grandparents, university students, neighbours, young, and old, have volunteered in our public schools. Volunteers come to school to talk to students about their jobs, listen to children read, help coach school teams, sew or paint backdrops, help out on field trips, make hot dogs for all the kids, or cook special meals with classes.

At the same time as services in public schools have expanded so has employment of people to provide them. In various situations, conflict arose regarding the roles ascribed to employees and to volunteers. At the BCTF Annual General Meeting of 1986, teachers adopted a policy that welcomes and defines appropriate roles for volunteers in schools.

People volunteer for a variety of personal reasons. We recognize, however, that a volunteer’s first commitment may not be to the school, and that career or family commitments may prevent her/him from helping on the day or time planned.

We do not expect volunteers to be familiar with all the employer’s rules and policies that guide us in our work. Volunteers complement the work of paid teaching and non-teaching staff; they do not substitute for it.

In recent years we have all noticed fewer services in our schools. Many elementary and secondary schools have lost staff, caretaker hours have been cut back, band programs have been cancelled, and fewer teacher assistants are available to help with students with special needs.

Volunteers have sometimes been asked to replace employees who have had their hours reduced, have been laid off, or were never hired for needed positions. Often volunteers do not know that the work they have been asked to do is part of regular duties of absent employees. Sweeping the hallway, providing regular assistance for a student with special needs, providing withdrawal remedial programs, and driving school buses are all jobs done by paid staff. Volunteers should not be asked to evaluate students’ work, nor should they implement programs with groups of students. That is the job of a teacher. Parents/guardians, some of whom are school volunteers, deserve to feel confident that their child is being taught, assessed, and evaluated by a teacher.

Volunteers bring special talents to our schools. In the best scenarios, volunteers and the public schools benefit equally from the relationship. Volunteers continue to enrich the lives of the children in their communities, and volunteering brings them closer to their neighbours and their neighbourhood.

BCTF policy on volunteers in schools
Detailed policy information is in the Members’ Guide to the BCTF.

Key points to remember:
• Volunteer participation in schools will be encouraged and will be related to educational programs where volunteers can bring their special talents to schools.
• Volunteers will be used on a by-need, special occasion basis in the co-curricular and extra-curricular activities of the school.
• Teachers will respect the provisions of any collective agreements between boards and non-teaching employees regarding the use of volunteers in the schools.
• In the absence of any such provisions in collective agreements, teachers will be guided by the following principles:
  (a) Policies regarding the use of volunteers should be developed at the district level and with agreement from the school board, teachers, and non-teaching employee unions.
  (b) Implementation of policies on use of volunteers should be monitored by a committee with representatives from the school board, the teachers, and non-teaching employee unions.
  (c) Districts should develop, through such monitoring committees, mechanisms for:
    (1) ensuring school adherence to policies,
    (2) resolving conflicts that may arise between teaching or non-teaching staff and volunteers.
  (d) Volunteer participation in schools should complement the work of paid teaching and non-teaching staff and should not substitute for it.
  (e) Volunteers should not be used in schools to
Knowledge of this policy by volunteers in schools can prevent conflict. If you have questions or concerns about a particular situation, ask your staff representative or call your local teachers' union office.

**Wellness—taking care of yourself**

Wellness depends on our lifestyle and on how we cope with physical, mental, and emotional demands. Good wellness habits formed in our initial years of teaching are an investment for our career.

First-year teachers are going through a transition from student to professional teacher. Transitional phases are sometimes difficult and painful. You may be away from family and long-time friends for the first time. You may be aware that your expectations and your capacity differ. You may also be overwhelmed by your workload and, therefore, work late into the night, on weekends, and at lunch and recesses, to the point where your health and wellness may suffer.

You are facing the challenge that all first-year teachers face: striking a healthy balance.

**Personal life and work life**

Your work may consume you. There is so much to do and learn. Personal life may suffer in the first year of teaching. Exercise is forgotten, and there is little time to meet new friends let alone join them for activities outside school. Taking time to relax every day and to exercise relieves stress and makes your transition easier. Exercise and seeing friends will maintain your energy.

You may have a variety of emotions, and it's important to stay connected with what's really going on. Experience it fully, and act accordingly. Everyone has a first year. Laugh at yourself, and enjoy your talents even when others do not.

Recognize your emotions. You can express them appropriately rather than at times when “they just come out.” You will need to decide if you can live with the difference between the dream you had of what teaching would be and your discovery of what it really is.

**Perfectionism and survival**

To have the perfect lesson and the perfect class, where all students are working to their potential all the time, is impossible. Realize that there are students in your classroom with so many personal and home problems that no matter how your lessons are planned or what you do, they are unable to focus on the work at hand. Do not take that personally. It does not mean you are not being a good teacher. Look for the help of colleagues when you need support or ideas.

A teacher needs to contain the demands and set priorities. It takes too much energy to be perfect all the time. No one else expects a first-year teacher to be perfect. Surviving the first year depends on letting go of thinking you have to do it all, all the time, all alone.

**Asking for help versus doing it all yourself**

You are a trained teacher with new ideas and information. Situations or concerns may come up that you do not know how to handle. Ask others, and ask early. It is not a sign of incompetence to ask questions. Other people have experience in areas that you may not have. Asking early may save a lot of grief and a lot of time. Ask for support. Be honest about how hurt or how excited you are about a situation or project. Ask any of the following for help/advice: colleagues, mentor, staff rep, local president, other new teachers, school counsellor, and PSAs.

**Saying “yes” and saying “no”**

It is all right to say no to too many extra-curricular activities or assignments. First-year teachers often think they have to do everything that is asked of them and do it well. There are only so many hours in a day, and you have only so much energy. If something is too much for you, say so. It doesn’t help anyone for you to be so stretched that you cannot do anything well or you are not getting the sleep you need. If you cannot figure out how to get into balance, get support from friends and staff members.
For more information, check with your staff rep or local president, and seek out information about employee-assistance programs, BCTF wellness workshops or mentoring/collegial support programs.

**Building a support system**
As you begin teaching, develop a support system you can tap into for any number of issues/situations. Further in this handbook is a discussion of who might form your support system; however, the best model is that of “teachers helping teachers.”

Do you know:
• Who your staff rep is?
• Who your local president is?
• Which teachers on your staff teach the same grade level or the same subject?
• If there is a formal mentoring program in your district? How do you become a participant?

• What specific provisions in the collective agreement benefit you as a new member?
• Which Provincial Specialist Associations (PSAs) would support your teaching assignment?

**Aboriginal teachers**
The BCTF supports Aboriginal teachers and students through the following:
• Aboriginal Education Association
• Aboriginal Education Advisory Committee
• BCTF Training Department
• The BCTF Aboriginal education assistant director will assist you in finding information regarding Aboriginal education in areas such as locating resources, connecting with resource teachers, etc.

Remember that teaching is both a demanding and a very rewarding profession. Take care of yourself, and enjoy being part of a profession that truly does make a difference.

---

**Fill in the blanks**

My local president is ____________________________________________________________

The local’s phone number is _____________________________________________________

The first report cards are due _____________________________________________________

For help, I could ask _____________________________________________________________

I have 35 kids in my class. I need to ________________________________________________

I teach a split class. ________________________________________________________________ can help me with the organization and delivery of curriculum.

I’m entitled to _____________ minutes of prep time a week.

My staff rep is _________________________________________________________________

My PD rep is _________________________________________________________________

The BCTF web site is _____________________________________________________________

An electronic mailing list for new teachers is ______________________________________

A teacher mentor or helpful colleague is ____________________________________________

I will take care of myself and have fun by __________________________________________

I can access funds for my PD this year by ___________________________________________
How the BC Teachers’ Federation helps

Structure, decision-making, and services

Annual General Meeting (AGM)
The sovereign decision-making body of the Federation, it is made up of the members of the Representative Assembly, the BCTF Executive Committee, and one or more delegates elected by each local on a per-capita basis. The AGM meets 3.5 days during spring break, decides policies for the Federation, and sets fees for the year.

Representative Assembly (RA)
Made up of elected representatives from each local, it meets three times a year to advise the Executive Committee (EC) and adopt a budget based on the fee set by the AGM.

Executive Committee (EC)
Made up of 11 members elected at the AGM, it is responsible for making decisions for the Federation between Annual General Meetings.

Full-Time Table Officers (FTTO)
The president, first vice-president, and second vice-president are released full time from their teaching duties to represent the 38,000 members. The president is responsible for the general supervision of all matters and affairs of the Federation.

Executive Director
The executive director advises the EC and is responsible for assigning duties and directing the activities of the Federation’s 140 administrative and support staff.

Locals
Locals represent teachers in each school district in the province. The Francophone Education Authority (Conseil scolaire francophone) is the school district for all teachers working in the francophone program. SEPF (Syndicat des enseignantes et enseignants du programme francophone) is the local for all teachers employed by the Francophone Education Authority (FEA). Some teachers belong to another local but their services are purchased by the FEA.

Organizational divisions within the BCTF

Field Service Division (FSD)—Supports locals and assists with political action/outreach campaigns; professional, social justice, and Aboriginal education issues; grievances, personnel, and health and safety matters; working and learning conditions issues.

Legal Services—Has responsibility for legal and related collective agreement matters such as grievances and arbitrations, college discipline cases; supports bargaining and collective agreement implementation/administration; health and safety prevention initiatives, and WCB advocacy.

Professional and Social Issues Division (PSID)
—Has responsibility for curriculum, education policy, and PSA support, including PSA services; professional issues and teacher career development matters; French Programs and Services; Social Justice Program; Aboriginal Education Program; Lesson Aids service; Program for Quality Teaching; BC College of Teachers liaison; liaison with universities, and Peer Support Services; Teachers Teaching on Call Advisory Committee (TTOCAC); Employment Insurance (EI) advice; Judicial Council and Internal Mediation Services (IMS).

Communications/Campaigns Division (CCD)
—Provides support for Federation governance structures; internal and external communications including graphics; community and labour outreach; political action initiatives and campaign co-ordination.

Research and Technology Division (RT)—Provides research for the Federation.

Advisory committees
• Professional Issues Advisory Committee—PIAC
• Committee for Action on Social Justice—CASJ
• Aboriginal Education Advisory Committee—AEAC
• Adult Education Advisory Committee—AEAC
• Advisory Committee on French Programs and Services—ACFPS
• College Advisory Committee—CAC
• Provincial Specialist Association Council—PSAC
• Teachers Teaching on Call Advisory Committee (TTOCAC)
• Pensions Committee—PC
• Finance Committee—FC
• Income Security Committee—ISC
• Teacher Newsmagazine Advisory Board
• Health and Safety Advisory Committee—HSAC
• Working and Learning Conditions/Bargaining Advisory Committee—WLC/BAC
• WR Long International Solidarity Committee

Advisory committees provide advice to the BCTF Executive Committee.

**Provincial Specialist Associations (PSAs)**

The 33 PSAs foster professional development through a variety of means and provide members with:

- teaching/learning materials
- information on new teaching methods
- support for new teachers
- a network via local chapters
- a collective voice to help shape BCTF direction and influence curriculum policies
- specialty publications
- support for exemplary practice and teacher awards.

PSAs host for members:

- annual general meetings
- annual conferences
- local or regional conferences.

**The 33 PSAs within the BCTF**

*bctf.ca/PSAs.aspx*

<table>
<thead>
<tr>
<th>Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEA</td>
<td>Aboriginal Education Association</td>
</tr>
<tr>
<td>AEPSA</td>
<td>Adult Educators’ Provincial Specialist Association</td>
</tr>
<tr>
<td>AEGTCCBC</td>
<td>Association for Educators of Gifted, Talented, and Creative Children in BC</td>
</tr>
<tr>
<td>ABCDE</td>
<td>Association of B.C. Drama Educators</td>
</tr>
<tr>
<td>APPIPC</td>
<td>Association Provinciale des Professeurs de l’Immersion et du Programme-Francophone</td>
</tr>
<tr>
<td>BCAEA</td>
<td>B.C. Alternate Education Association</td>
</tr>
<tr>
<td>BCATA</td>
<td>B.C. Art Teachers’ Association</td>
</tr>
<tr>
<td>BCAMT</td>
<td>B.C. Association of Mathematics Teachers</td>
</tr>
<tr>
<td>BCATML</td>
<td>B.C. Association of Teachers of Modern Languages</td>
</tr>
<tr>
<td>BCBEA</td>
<td>B.C. Business Education Association</td>
</tr>
<tr>
<td>BCCA</td>
<td>B.C. Culinary Arts Provincial Specialist Association</td>
</tr>
<tr>
<td>BCCLPSA</td>
<td>B.C. Co-operative Learning Provincial Specialist Association</td>
</tr>
<tr>
<td>BCDEA</td>
<td>B.C. Dance Educators’ Association</td>
</tr>
<tr>
<td>BCDEDL</td>
<td>B.C. Educators for Distributed Learning</td>
</tr>
<tr>
<td>BCMEA</td>
<td>B.C. Music Educators’ Association</td>
</tr>
<tr>
<td>BCPTA</td>
<td>B.C. Primary Teachers’ Association</td>
</tr>
<tr>
<td>BCRTA</td>
<td>B.C. Rural and Small Schools Teachers’ Association</td>
</tr>
<tr>
<td>BCSCSA</td>
<td>B.C. School Counsellors’ Association</td>
</tr>
<tr>
<td>BCSCTA</td>
<td>B.C. Science Teachers’ Association</td>
</tr>
<tr>
<td>BCSSATA</td>
<td>B.C. Social Studies Teachers’ Association</td>
</tr>
<tr>
<td>BCTEA</td>
<td>B.C. Technology Education Association</td>
</tr>
<tr>
<td>BCTELA</td>
<td>B.C. Teachers of English Language Arts</td>
</tr>
<tr>
<td>BCTLA</td>
<td>B.C. Teacher-Librarians’ Association</td>
</tr>
<tr>
<td>BCPAGE</td>
<td>B.C. Teachers for Peace and Global Education</td>
</tr>
<tr>
<td>CUEBC</td>
<td>Computer-Using Educators of B.C.</td>
</tr>
<tr>
<td>EAR</td>
<td>Educators Against Racism</td>
</tr>
<tr>
<td>ESLPSA</td>
<td>English as a Second Language Provincial Specialist Association</td>
</tr>
<tr>
<td>EEPSA</td>
<td>Environmental Educators’ Provincial Specialist Association</td>
</tr>
<tr>
<td>LATA</td>
<td>Learning Assistance Teachers’ Association</td>
</tr>
<tr>
<td>PEBBC</td>
<td>Physical Education British Columbia</td>
</tr>
<tr>
<td>PITA</td>
<td>Provincial Intermediate Teachers’ Association</td>
</tr>
<tr>
<td>SEA</td>
<td>Special Education Association</td>
</tr>
<tr>
<td>THESA</td>
<td>Teachers of Home Economics Specialist Association</td>
</tr>
</tbody>
</table>

You may join as many PSAs as you wish. For a PSA application form see page 53 of this handbook or, for online registration, go to *bctf.ca*. If you are being inducted into the BCTF and your local, you are eligible as a new teacher or new TTOC to receive a free membership in one PSA.

**PD workshops**

Workshops on a variety of topics are designed and delivered by BCTF facilitators. See your school PD representative and the *BCTF Services Handbook* for details or visit *bctf.ca/uploadedFiles/Professional_Development/Resources/PD-ServicesBook.pdf*

**How your BCTF local helps**

Your BCTF local is a source of support and information on professional, contractual, and personnel matters. Find out who your school representative(s) are and what services are available through your local. Locate and read the collective agreement and other material to find out how you can take part in your professional organization. Information regarding local funding for PD and in-service
activities is available through your local. Talk to your local PD rep. Information regarding health and safety concerns is available through your local and your Health and Safety school representative.

**Staying safe at work**
No matter how minor an injury might seem, it is important to document it with your employer. For example, a paper cut can lead to a secondary infection and a twinge in your back from lifting textbooks may be indicative of a more serious injury.

The procedure for reporting an injury is:
1. Inform an administrative officer of this injury or disease that you feel is work related. Make sure the information is documented. WCB requires that you report your injury as soon as practical, don’t delay.
2. Make sure the appropriate person has filled in the first aid log at the worksite. Always get the log filled in no matter how minor the injury, as it may develop into something more serious.
3. File a *Workers’ Report of Injury or Occupational Disease to Employer*. This is WCB Form 6A. The employer is required to file a Form 7 within three days of receiving the report from the member.
4. At the same time you file the report to your employer file an *Application for Compensation and Report of Injury or Occupational Disease, Form 6* to WCB. If you are not sure about the questions seek help.
5. Always copy Form 6A and Form 6 to the local union office. Always ask for help for the WCB claim’s process.
6. Always report your injury or occupational disease to your doctor and request that the doctor file a *Physicians First Report, Form 8* to WCB.
7. A WCB officer should contact the worker after they have received Form 6.

**How the collective agreement helps**
In general, the existing language includes one or more of the following as a way of providing special consideration for the needs of new teachers:
- mentor programs
- release time for professional development, mentorship
- orientation to district and school.

**Others who can help**

**Colleagues, colleagues, colleagues**

**Mentors**—Many locals, in partnership with the school district, have formal mentoring programs in which new teachers are matched with experienced teachers.

If there is no formal process, develop your own network of mentors by tapping into the knowledge and expertise of experienced teachers in your school or in your district.

Meet with other new teachers and develop a support system. Ask your local for assistance in organizing a meeting.

**Resource/special education/learning assistance teacher**—Works with other teachers who have children with special needs in their classrooms. The resource teacher can help you design appropriate activities. In some cases, the resource teachers also operate programs that may take children with special needs out of their regular classrooms for part of the day or week. A resource teacher can be an important part of your support system. Find an early opportunity to meet to discuss how you can best work together to benefit the student.

**Teacher-librarian**—A teacher-librarian does more than look after the collection of library materials. She or he can assist you in co-operative planning and help you design research-based projects and information-retrieval programs. Familiarize yourself with policies about using the resource centre, but also take advantage of the teacher-librarian’s ability to help you develop resource-based learning strategies to enhance instruction. Your teacher-librarian may also assist you in ordering student and teacher resource materials.

**School counsellor**—Your school counsellor can help you overcome many obstacles. Find out if there are any ongoing concerns in your class from previous years. The counsellor can be invaluable when meeting with parents, and she or he is often a good source for strategies when dealing with difficult students. Your students are your responsibility, and the counsellor is there as a support, not a disciplinarian. Ask how to make referrals.
**School administrator**—The principal and the vice-principal are important parts of your support network. Don’t wait for them to ask how things are going—let them know. When it’s comfortable for you, invite the administrators into your classroom. Show an interest in their work so that you can gain a broader understanding of school operations.

**Custodial staff**—A good working relationship with the school custodian will make life much easier for you. Ask the principal about the caretaker’s responsibilities. Introduce yourself, and discuss ways you can work together to keep your classroom a pleasant place for you and your students.

**School secretary**—The school secretary is an important link between you and the administration, and she or he is often the first contact parents have with the school. Learn about the secretary’s responsibilities and what services might be available to you. Requests made of you by the school secretary are frequently for information required by the principal. Respond promptly.

**Educational psychologists, speech therapists, and itinerant teachers**—Your school district may employ or have access to educational psychologists, speech therapists, and itinerant teachers. You will need to know about students with whom they have been working and about referral procedures. Talk to members of the school-based team (SBT), the resource teacher, and/or counsellors. See your local collective agreement for specific information.

**Aboriginal support workers**—Aboriginal family support workers and Aboriginal home-school co-ordinator.

**Multicultural support workers**—Multicultural home-school co-ordinators can assist you with communication, including language.

**Professional development (PD)**

The purpose of professional development is to enhance student learning through socially responsible quality teaching. Professional development includes all those experiences that provide an opportunity for professional growth and learning. As a professional you have a responsibility to keep abreast of new developments in education and to take part in ongoing professional development.

As teachers, we need professional development because change is affecting all of us, our families, our work, and our communities. As active learners, teachers use PD days to keep on top of changes that affect their work with students (new technology, new ideas about teaching and learning, and different community needs). Skilled, enthusiastic teachers are key to maintaining the quality of education.

Change is a highly personal experience. It may involve new materials, new behaviours and practices, or new beliefs and understandings. Change in behaviours and beliefs are interactive. Change in practice frequently precedes change in beliefs and understandings.

People’s attitudes to change differ. Responses to change might include the following:

- “This does not affect me because...”
- “How will this affect me?”
- “How will this affect my student?”
- “Will I ever get it all organized?”
- “Who will help me?”
- “What are other people doing?”
- “I know something that will work even better!”

Think about accepting and addressing our diverse individual concerns and pooling our strengths to support each other as we make changes.

Professional development activities are organized at various levels and times throughout the year. All locals have a PD fund that you may access to attend conferences and participate in other professional development activities. The school may offer PD days on topics that come from the classroom experience of learning and teaching. Teachers decide individually and together the issues to address. They attend workshops and conferences, participate in mentoring programs, pursue self-directed professional development, and undertake other activities designed to enhance teaching and learning. Self-directed PD could also include classroom visits, co-operative planning, peer coaching, reading journals and references, action research, and study groups. PSAs are an excellent source of professional development. You may join one or more provincial
specialist associations, take part in the PD activities organized by them, and receive their publications.

The BCTF has developed workshops specifically designed by teachers teaching on call, for TTOCs, and facilitated by TTOC associates.

Be sure to contact your school PD representative and the local PD chairperson for further information about PD opportunities. A number of PD brochures and leaflets are also available. (See section on resources.)

Note: As a recent graduate, consider assisting the PD program at your school by sharing current research and ideas from your teacher education program.

BCTF Declaration of Continuing Education states the BCTF’s belief in the importance of professional development in the lives of teachers, and represents the collective professional opinion of members of the BCTF. It is based on values and principles that reflect a democratic perspective on public education and is intended to provide a provincial standard of continuing-education principles.

1. It is the responsibility of the individual teacher to make a continuing effort to develop professionally.

2. Participation by teachers in professional development should be on a voluntary basis.

3. An effective needs assessment process should be the starting point of professional development. Planners of professional development should work as colleagues with the users in identification of needs, the planning of training, and the continuing tailoring of the activities to fit the members’ needs.

4. Professional development activities should include the growth of competence, collegiality, influence, social, and personal development and health.

5. Effective professional development requires a commitment of adequate resources, time, and organizational support.

6. The individual teacher should be given the opportunity and the time to pursue her or his professional development objectives.

7. The organization and delivery of PD programs are most effectively achieved at the school staff level or with other intact groups.

8. Effective professional development activities incorporate presentation and discussion, demonstration or modeling, and practice with feedback.

9. Collegial support, on-site coaching, and ongoing support should be available to the individual teacher to allow for adequate internalization or behaviour change.

10. The idea of teachers teaching teachers should be promoted in the provision of professional development programs.

11. Professional development programs should incorporate a wide repertoire of teaching approaches, and no one professional development program should be viewed as a universal panacea for the improvement of instruction.
Professional Responsibility and Code of Ethics

As a teacher in the public school system, you are bound by a code of ethics and by professional practice, rights and standards. Details of the professional rights and standards of practice can be found in the Members’ Guide to the BCTF. In all of your dealings with your students, their parents, your colleagues and other school personnel, be guided by the BCTF Code of Ethics.

**BCTF Code of Ethics**

The Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union.

1. The teacher speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.

2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The teacher follows legal requirements in reporting child protection issues.

3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.

4. The teacher is willing to review with colleagues, students, and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.

5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct the criticism in confidence to appropriate individuals who are able to offer advice and assistance.* It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues.

6. The teacher acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in her or his professional union.

7. The teacher adheres to the provisions of the local collective agreement.

8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of her or his professional union.

9. The teacher neither applies for, nor accepts, a position that is included in a Federation in dispute declaration.

10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

*See 31.B.12 of the Members’ Guide to the BCTF.
Evaluation of teachers

As a new teacher you will be required to engage in an evaluation process or, in a few districts, a professional growth plan. The process and procedure is outlined in the collective agreement between your employer, the school district and your union, and the local association.

Check your local collective agreement for the process and procedures that have been established in your local. Also, some aspects regarding the practice of supervision of learning may cross into, or conflict with, contractual language on evaluation. If you have any questions or concerns, ask your staff representative and/or your local president. This could be most important in your professional career. Do check if you are not sure.

TTOCs should ask the local president about TTOC evaluation procedures.

BC College of Teachers (BCCT)

The BC College of Teachers, created under the Teaching Profession Act, is the professional regulatory body for teachers in BC. The college establishes standards for the education of teachers, issues teaching certificates, conducts certificate reviews and, where necessary, suspends or cancels certificates. School districts are required to report disciplinary actions to the BCCT. If you have any concerns about the BCCT please contact your local president.

The BCCT provides legal advice and financial support to members who are being investigated by the college. Your local president can advise you on how to receive this help.

For further information:
BC College of Teachers
400–2025 West Broadway
Vancouver, BC V6J 1Z6
Phone: 604-731-8170
Toll-free: 1-800-555-3684
Fax: 604-731-9142
BCCT web site: bcct.ca

If you have any questions related to the BCCT, please contact the Professional and Social Issues Division at 604-871-1849.

Teacher Qualification Service (TQS)

The Teacher Qualification Service was established in 1969 by the BCTF and the BC School Trustees’ Association. The purpose of the TQS is to serve as a neutral and independent body to deal with the issue of relating teacher salaries to their level of training. The TQS issues a TQS card indicating a category which reflects the teacher’s level of training. Teachers wishing to upgrade their salary category must apply to the TQS. If you have any concerns about your salary category please contact your local president.

For further information:
Teacher Qualification Service
106–1525 West 8th Avenue
Vancouver, BC V6J 1T5
Phone: 604-736-5484
Fax: 604-736-6591
TQS web site: tqs.bc.ca

Resources

BCTF website

- bctf.ca—Provides up-to-date information on BCTF policy, news, bargaining, teaching resources, research, links to other teacher organizations, links to other educational sites, and much, more, including the New Teachers’ home page bctf.ca/NewTeachers.aspx

- Online Resource Centre bctf.ca/teachingresources.aspx?id=8336—Provides links to teaching materials, web resources covering educational issues, and electronic journals for professional research.

BCTF online e-mail lists

- bctf-beginteach—A list to facilitate discussion among and between beginning teachers and experienced teachers.
- TTOC-contacts—A closed list for local TTOC representatives.
- bctf-diversity—A forum for educators working with students with a diversity of needs in their classrooms. The forum encourages questions, comments, information, and resource sharing related to the inclusion of these students.
- bctf-e-alert—A list to alert members to new information on the BCTF web site.
• **bctf-edtech-issues**—An open list for exchange of information about technological issues, concerns with curriculum, implementation, professional development, assessment, and related issues around information and communications technologies.

• **bctf-edtech-news**—A weekly report on issues regarding teachers and education technology which might have an impact on BCTF members with regard to implementation of information and communications technology.

• **bctf-enfrancais**—A discussion list, open to all educators interested in the field of French education.

• **bctf-indigenous**—Gives teachers involved in indigenous education a place to ask questions, share ideas, and build a community.

• **bctf-pd-issues**—An information forum for professional issues including curriculum implementation, assessment, and related BCTF initiatives.

• **bctf-research**—Announcements about BCTF research projects, summaries of BCTF research reports, and education/labour research URLs and resources.

• **bctf-socialjustice**—A vehicle for the sharing of information, ideas, and activities on social justice issues. The scope is broad and includes women’s issues, racism, poverty, homophobia, violence, the social effects of globalization, especially the aspects of these issues which affect children, schools, and teachers.

• **bctf-ttoc**—An open list for new teachers, TTOCs, and mentors to join.

• **ttocac**—A closed list for the Teachers’ Teaching on Call Advisory Committee.

To subscribe to a BCTF e-mail list:
Go to our mailing lists web page, bctf.ca/cgi-bin/mailinglistssub.pl for instructions to select and join a list or contact listsupport@bctf.ca

---

**BCTF publications**

For a complete list of BCTF publications (current news, briefs and position papers, catalogues, magazines, journals, maps, and research reports) visit the BCTF web site at: bctf.ca/publications.aspx

• **PD Calendar**—A list of conferences offered by PSAs and other professional groups. It is available in print in the *Teacher* newsmagazine and online. bctf.ca/uploadedFiles/Professional_Development/PD-Calendar.cfm

• **Teacher newsmagazine**—Articles of interest to teachers. It is distributed to all teachers in their schools and is available online. bctf.ca/publications/TeacherNewsmag.aspx

• **Le Coin**—Articles of interest to French teachers in French. It is distributed to all French Immersion, Francophone, and FSL teachers. Le Coin is available online at bctf.ca/Français.aspx

• **School Staff Alert**—A newsletter to staff reps about significant issues. It is available through your staff rep and online. bctf.ca/publications/IssueAlert.aspx

• **BCTF Services Handbook**—Contains information about professional and social issues programs and services. It is available through your school PD rep and online. bctf.ca/BCTF-ServicesHandbook.aspx

• **BCTF e-alert**—To know what’s new on the web, sign up to e-alert: bctf.ca/signup

• **Various Brochures**—Published throughout the year as needed on a variety of issues, such as *Why No School Today?*, which gives answers to common questions about professional development days.

---

**Local publications**

Ask your staff rep and/or your local president about the following publications:

• local bulletins
• local newsletters
• school newsletters.
**PROVINCIAL SPECIALIST ASSOCIATIONS**

<table>
<thead>
<tr>
<th>Surname _____________________________</th>
<th>BCTF ID number ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given name(s) ________________________</td>
<td></td>
</tr>
<tr>
<td>Former name _________________________</td>
<td></td>
</tr>
<tr>
<td>Address ____________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>City ____________________________</td>
<td>Postal code ________________________________</td>
</tr>
<tr>
<td>Home telephone ( ) __________________</td>
<td>Fax ( ) _____________________________________</td>
</tr>
<tr>
<td>School telephone ( ) __________________</td>
<td>Work telephone ( ) _________________________</td>
</tr>
<tr>
<td>(if different from school)</td>
<td></td>
</tr>
</tbody>
</table>

**Name and address of school/institution/business**

**School district number __________________**

**Print your name, address, etc., and check the appropriate association(s). Cite Visa/Mastercard card details, or enclose your cheque or money order, made payable to the BC Teachers’ Federation. Do not mail cash.**

<table>
<thead>
<tr>
<th><strong>PSA MEMBERSHIP—BCTF members</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCTF MEMBER</strong></td>
</tr>
<tr>
<td>41</td>
</tr>
<tr>
<td>42</td>
</tr>
<tr>
<td>44</td>
</tr>
<tr>
<td>45</td>
</tr>
<tr>
<td>46</td>
</tr>
<tr>
<td>47</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>49</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>51</td>
</tr>
<tr>
<td>52</td>
</tr>
<tr>
<td>53</td>
</tr>
<tr>
<td>54</td>
</tr>
<tr>
<td>55</td>
</tr>
<tr>
<td>57</td>
</tr>
<tr>
<td>58</td>
</tr>
<tr>
<td>59</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>62</td>
</tr>
<tr>
<td>63</td>
</tr>
<tr>
<td>64</td>
</tr>
<tr>
<td>65</td>
</tr>
<tr>
<td>66</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>68</td>
</tr>
<tr>
<td>69</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>71</td>
</tr>
<tr>
<td>72</td>
</tr>
<tr>
<td>73</td>
</tr>
<tr>
<td>74</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>76</td>
</tr>
</tbody>
</table>

**Subscriptions for non-BCTF members or institutions**

Fees include GST (R 106779291 RT0001). HST registration R106779291T.

<table>
<thead>
<tr>
<th><strong>SUBSCRIBER</strong></th>
<th><strong>HST</strong></th>
<th><strong>TOTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>$53.50 Art</td>
<td>$6.42</td>
</tr>
<tr>
<td>42</td>
<td>$53.50 Business Education</td>
<td>$6.42</td>
</tr>
<tr>
<td>44</td>
<td>$40.00 Counsellors</td>
<td>$7.02</td>
</tr>
<tr>
<td>45</td>
<td>$35.50 Immersion/Francophone</td>
<td>$6.42</td>
</tr>
<tr>
<td>46</td>
<td>$35.50 English Language Arts</td>
<td>$6.42</td>
</tr>
<tr>
<td>47</td>
<td>$35.50 Home Economics</td>
<td>$6.42</td>
</tr>
<tr>
<td>48</td>
<td>$35.50 Intermediate</td>
<td>$6.42</td>
</tr>
<tr>
<td>49</td>
<td>$58.50 Teacher-Librarians</td>
<td>$7.02</td>
</tr>
<tr>
<td>50</td>
<td>$58.50 Mathematics</td>
<td>$7.02</td>
</tr>
<tr>
<td>51</td>
<td>$48.50 Modern Languages</td>
<td>$5.82</td>
</tr>
<tr>
<td>52</td>
<td>$78.50 Music</td>
<td>$9.42</td>
</tr>
<tr>
<td>53</td>
<td>$53.50 Learning Assistance</td>
<td>$6.42</td>
</tr>
<tr>
<td>54</td>
<td>$47.50 Physical Education</td>
<td>$5.70</td>
</tr>
<tr>
<td>55</td>
<td>$60.75 Primary</td>
<td>$7.29</td>
</tr>
<tr>
<td>57</td>
<td>$53.50 Science</td>
<td>$6.42</td>
</tr>
<tr>
<td>58</td>
<td>$48.50 Technology Ed</td>
<td>$5.82</td>
</tr>
<tr>
<td>59</td>
<td>$48.50 Social Studies</td>
<td>$5.82</td>
</tr>
<tr>
<td>60</td>
<td>$48.50 Special Ed</td>
<td>$5.82</td>
</tr>
<tr>
<td>62</td>
<td>$53.50 Drama</td>
<td>$6.42</td>
</tr>
<tr>
<td>63</td>
<td>$53.50 Gifted</td>
<td>$6.42</td>
</tr>
<tr>
<td>64</td>
<td>$43.50 Distributed Learning</td>
<td>$5.22</td>
</tr>
<tr>
<td>65</td>
<td>$43.50 Computer</td>
<td>$6.42</td>
</tr>
<tr>
<td>66</td>
<td>$43.50 Environmental Ed</td>
<td>$5.22</td>
</tr>
<tr>
<td>67</td>
<td>$38.50 Rural and Small Schools</td>
<td>$4.62</td>
</tr>
<tr>
<td>68</td>
<td>$43.50 Peace &amp; Global Ed</td>
<td>$5.22</td>
</tr>
<tr>
<td>69</td>
<td>$43.50 ESL PSA</td>
<td>$5.22</td>
</tr>
<tr>
<td>70</td>
<td>$48.50 Alternate Ed</td>
<td>$5.82</td>
</tr>
<tr>
<td>71</td>
<td>$43.50 Aboriginal Ed</td>
<td>$5.22</td>
</tr>
<tr>
<td>72</td>
<td>$38.50 Co-operative Learning</td>
<td>$4.62</td>
</tr>
<tr>
<td>73</td>
<td>$53.50 Dance</td>
<td>$6.42</td>
</tr>
<tr>
<td>74</td>
<td>$38.50 Adult Educators</td>
<td>$4.62</td>
</tr>
<tr>
<td>75</td>
<td>$48.50 Culinary Arts</td>
<td>$5.82</td>
</tr>
<tr>
<td>76</td>
<td>$38.50 Educators Against Racism</td>
<td>$4.62</td>
</tr>
</tbody>
</table>

**Collection, use, and disclosure of your personal information and your privacy consent**

The British Columbia Teachers’ Federation (“BCTF”) is committed to both protecting the privacy and confidentiality of our members’ personal information and to complying with British Columbia’s Personal Information Protection Act. We are collecting your personal information on this form because it is needed for PSA membership records. It will enable us to identify you, send publications to you, and to communicate with you, as needed, to fulfill the PSA’s obligations to you. We will also use this information to confirm your eligibility for services, to comply with various professional legal and regulatory requirements, to provide services to you, and to conduct research. The BCTF plans to transition to primarily electronic communication which is why we are requesting your e-mail address information.

We will disclose your personal information, but not your credit card or other financial information, to your PSA. However, we will not otherwise disclose your personal information without your permission, except as required or authorized by law. We have also employed appropriate security measures to ensure only authorized individuals have access to your personal information. By completing this membership form, you are providing your consent for the BCTF to collect, use, and disclose your personal information in the manner identified above.

If you have any questions, please contact the BCTF’s privacy officer at 604-871-2283, privacy@bctf.ca.
REGARDING BCTF MEMBERSHIP

20. MEMBERSHIP

DEFINITIONS

1. Active members [by-law 1.1(a) and 1.1(b)] must sign up with a local and the Federation. Have voting rights.
2. Associate members [by-law 1.2] must apply to the Federation. Do not have voting rights.
3. Honorary associate members [by-law 1.3] have membership conferred on them by the Executive Committee. Do not have voting rights, other than the right to select delegates to vote on pensions resolutions at the Annual General Meeting.
4. Honorary members [by-law 1.4] have membership conferred on them by the Annual General Meeting or the Representative Assembly. Do not have voting rights.
5. Honorary life members [by-law 1.5] have membership conferred on them by the Annual General Meeting. Have voting rights.
6. Affiliate members [by-law 1.6] must apply to the Federation. Do not have voting rights. (Includes affiliate administrative members.)

A. ACTIVE (VOTING) MEMBERSHIP (By-law 1.1)

20.A.02—Active (voting) membership shall be granted for the term of a person’s employment to:
1. All persons employed as teachers in a B.C. school district who sign up to a local and the Federation, including:
   (a) teachers on call who hold a valid B.C. teaching certificate; and
   (b) persons who hold a valid BC teaching certificate, and who are employed by school boards to teach night school or adult education courses which are part of the regular school curriculum, or equivalent thereto.
2. All exchange teachers coming to B.C. from another country or province, without signing up or paying a membership fee.
3. Associated professionals who are employed in a school district to provide professional services to students and/or teachers, who are covered by the collective agreement, and who sign up.
4. Persons employed by school boards who teach in night school or adult education programs or courses which are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, who are covered by the collective agreement, and who sign up.

B. ASSOCIATE MEMBERSHIP (By-law 1.2)

20.B.02—Associate membership shall be granted upon application and receipt of fees to the following people:
1. Persons holding instructional positions in recognized education institutions that are not public schools. “Public school” means a school established and maintained under the provisions of the B.C. School Act.
2. Persons who do not hold valid B.C. teaching certificates and are employed as teacher replacements by a board of school trustees.
3. Persons who hold valid B.C. teaching certificates but are not employed as teachers.
4. Persons employed as home-school co-ordinators by a board of school trustees.
6. Teachers, active or retired, holding certificates valid in other provinces.
7. Students enrolled in programs of study in university/college programs leading to certification as teachers.
8. Associated professionals who are employed in a school district to provide professional services to students and/or teachers, and who are not covered by the local’s collective agreement.
9. Persons employed by school boards who teach in night school or adult education programs or courses which are part of the regular school curriculum or equivalent thereto, who have university level training or relevant specialized experience, and who are not covered by the local’s collective agreement.

10. Members who as active or affiliate administrative members have been in receipt of, and who will continue to receive Salary Indemnity Plan benefits or benefits from another salary continuance plan, who cease to be employed by a school board, shall be granted associate membership without application or payment of fees.
11. Other persons who meet the criteria of by-law 1.2, and who apply to and are accepted by the Executive Committee.

20.B.06—That associate membership entitle a member to:
(a) receive the Members’ Guide to the BCTF, on request;
(b) receive the Appointment Calendar, the Teacher news magazine, or their equivalents;
(c) purchase Lesson Aids without paying a surcharge;
(d) join provincial specialist associations on payment of the PSA membership fee;
(e) participate in BCTF PD activities, as appropriate;
(f) participate in BCTF/Seaboard Voluntary Group Life Insurance Plan, the BCTF/North American Group Life Insurance Plan, and the BCTF/Royal Trust Group Registered Retirement Savings Plan where school board payroll deduction is available, and subject to eligibility conditions under the terms of those plans.

C. AFFILIATE MEMBERSHIP (By-law 1.6)

20.C.02—(a) That, in keeping with by-law 1.6, the BCTF enter into affiliation with the education student society executive committees of the public universities and university-colleges of B.C. according to the terms agreed to by both parties.
(b) That no affiliation fee be levied upon the education student society executives of the public universities and university-colleges.

D. AFFILIATE ADMINISTRATIVE MEMBERSHIP

20.D.02—That affiliate administrative membership entitle the member to:
(a) participate in the Salary Indemnity Plan;
(b) participate in the BCTF/BCSTA Group Life Plan, the BCTF/Seaboard Voluntary Group Life Plan, and/or the Citadel Life Insurance Plan, their equivalents, where applicable;
(c) receive pension and income security advice, such as advice on BCTF benefit plans, unemployment insurance, WCB, the teachers’ pension plan and the Canada pension plan, and have the right to attend pension seminars;
(d) receive the Members’ Guide, on request;
(e) receive the Appointment Calendar and The B.C. Teacher, or their equivalents;
(f) purchase Lesson Aids without paying a surcharge;
(g) access materials available through the Resources Centre on the same basis as active members;
(h) join provincial specialist associations;
(i) participate in BCTF PD activities, as appropriate.

E. HONORARY ASSOCIATE MEMBERSHIP (By-law 1.3)

20.E.02—HONORARY ASSOCIATE MEMBERSHIP
1. Honorary associate membership shall be granted to retired members on receipt of an application.
2. The following persons may be granted honorary associate membership:
   (a) other members whom the Federation wishes to honor on the occasion of their leaving the profession;
   (b) members who leave teaching for public service, such membership to expire at the end of their terms of office;
   (c) former members whom the Federation wishes to honor on the occasion of their retirement; e.g., district superintendents.
3. Recommendations to grant such memberships may be made by any local and may be approved by the president and executive director.
The job search

Many teachers use teaching on call as a stepping stone to continuing types of employment. You can do several things to prepare for this prospect.

• update your résumé
• learn more about job interviews and practice those skills
• find out about teacher supply and demand around the province: enrollment increases, grade and/or subject demand, TTOC shortages
• check online for the latest information: bctf.ca/publications/ResearchReports.aspx?id=5630
  bctf.ca/OpportunitiesForMembers.aspx?id=5504
  bctf.ca/OpportunitiesForMembers.aspx?id=5494.

School districts, superintendents, secretary-treasurers

The superintendent’s list is on the BCTF web site: bctf.ca/contacts.cfm?page=superintendents or the Ministry of Education web site: www.gov.bc.ca/bced

Job interviews

Visit the school district or school homepage prior to the interview to gather as much information as possible.

What do they ask

Following are some questions that might be asked in an interview for a teaching position:

• From your observations and experience, what particular instructional strategies appeal to you?
• How do you feel about working in a collaborative setting?
• How do you think you would go about helping a child who is having more difficulty than the other children?
• How might you make use of the school library? The services of a teacher librarian? The learning assistance teacher?
• How would you describe an effective teacher?
• Tell us about a lesson that went really well during your practicum or as a teacher teaching on call.
• Tell us about a student who presented you with a discipline challenge, and describe how you handled it.
• What are some of your priorities in establishing a positive learning environment in your classroom?
• What are some specific evaluation methods that appeal to you?
• What are your strengths and weaknesses?
• What do you think are the major educational issues facing schools today?
• What classroom themes might you use?
• What other work and community experiences have you had?
• What professional development activities have you undertaken?
• What protocol do you follow for ongoing discipline problems?
• Why did you decide to become a teacher?
• Why would you like to teach in this district?
• What age group do you think you will be most comfortable with as you begin your teaching? Why?
• How will you include a student with special needs in your classroom?

What should not be asked

• What are your family plans?
• What are your personal values?
• What are your religious beliefs/affiliation?
• What extra-curricular work will you undertake?

Note: When you are interviewed at a school for a particular position, subject-specific questions are often asked. Be prepared to answer questions in your areas of expertise.

What should you ask

If invited to ask a question in an interview, try one or two of these:

• What professional development opportunities exist in the district?
• Is there a mentoring program for new teachers to the district?
• Is there an orientation program for new teachers to the district?
• Is a statement of the school/district philosophy (mission statement) available to study? (If you did not find the information online.)

If you are in an interview for a job in a remote or rural district, you might want to ask questions about: housing, community activities, transportation, district resources, and out-of-district professional development opportunities.

Always have a question ready to ask. Most interviews now provide for this.
Notes & Quotes

Questions . . .

Ideas . . .

Reflections . . .

Notes . . .

Contacts . . .

Actions . . .

Follow-up . . .
### Colleagues, Contacts, Friends I’ve Met . . .

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching is a planned process based on standards of professional practice which incorporate principles of pedagogy, social responsibility, ethical practices, and collaborative relationships.

Adapted from BCTF Policy 31.A.02
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.

Margaret Meade
A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove... but the world may be different because I was important in the life of a child.

Author unknown