



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create

Imagine

Explore

Play

Wonder



Volume 50 No. 3

BCPTA NEWSLETTER

WINTER 2012/13



Editor's Corner



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As we get closer to the busy season of Christmas and Winter celebrations, we often reflect on the first term of school and plan ahead for the rest of the year. Did we find a balance between old and new ideas in term 1? Did we steer the children in the path of growth and improvement? Did we find time to honour ourselves in the process? In the end, did we find inspiration within ourselves and did we in turn inspire the children we teach?

Our aim at the BCPTA is to inspire you with new ideas (and of course remind you of those tried and true great ideas that should never be forgotten) In this newsletter you will also see some work we have been doing to have your voice heard about the direction of primary learning in BC . We at the BCPTA hope our ideas engage you, and in turn you aim to share with us with your ideas. We thank those who contributed to this issue. We'd love to see more, so please send them to us at janine.fraser@sd51.bc.ca. Happy Holidays! May you feel invigorated on your holidays!

PRESIDENT'S MESSAGE



By Janine Fraser

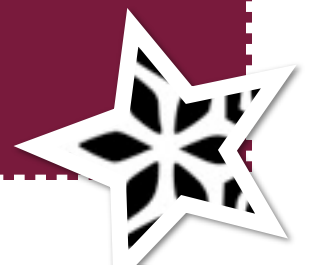
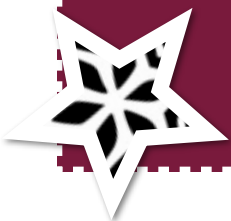
“Ubuntu” in the
classroom...

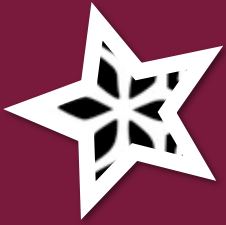
In the last newsletter, I wrote about my goal for myself and my classroom this year. On my journey to enhance joy and happiness in the classroom, I stumbled upon a poster on facebook a few months ago that has captured my attention and imagination. Have you heard of Ubuntu? Here is the text from that poster to help explain:

“An anthropologist proposed a game to children of an African Tribe. He put a basket of fruit near a tree and told the kids that the first one to reach the fruit would win them all. When he told them to run they all took each others hands and ran together, then sat together enjoying the fruits. When asked why they ran like that, as one could have taken all the fruit for oneself, they said, “Ubuntu, how can one of us be happy if all the others are sad?” “UBUNTU is a philosophy of African tribes that can be summed up as “I am because we are” (www.facebook.com/TheGreatSpirit.God)

This made me think of this quote I encountered when thinking about peace near Remembrance Day:

“If we have no peace, it is because we have forgotten that we belong to each other.” - Mother Teresa



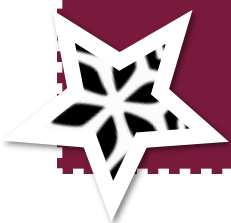


In my classroom, how can we have happiness if we have forgotten that we belong to each other? How can we be happy if one of us is sad? These are guiding principals I have adopted in my classroom. I encourage children to remember that their individual choices affect others and that we truly are interconnected. When someone is hurtful, the consequence isn't about retribution. Rather, it is about reconciliation and mending the relationships and mending the connections, because in the end, we belong to each other and have to continue to live with each other.

May our students journey through the holiday season and the remaining school year remembering to care for others and that spirit of interconnectedness. May we as teachers continue to stay interconnected in the BCPTA and remember how important it is to inspire and support each other. Happy Holidays from the BCPTA and best wishes for 2013. We look forward to seeing you at conferences and events in 2013.

*How can we have happiness if we have forgotten
that we belong to each other?*

How can we be happy if one of us is sad?



FALL CONFERENCE

WITH

✧ **Stuart Shanker** ✧



On October 19, 2012 Dr. Stuart Shanker addressed the audience of teachers gathered at the Marriott Pinnacle Hotel in Vancouver for the annual British Columbia Primary Teacher's Association Conference.

He spoke to us about his five-domain model of self regulation which includes:

1. The Biological Domain: how you respond to stimuli at a biological level.
2. The Emotional Domain: how you deal with strong feelings
3. The Cognitive Domain: how you process, store and retrieve information.
4. The Social Domain: how you understand and respond to social cues.
5. The Prosocial Domain: how you demonstrate positive social skills like empathy.

Teachers need to help children move towards managing their own self-regulation. Successful self-regulators know how to:

- 1) Feel calm and alert and know what it feels like
- 2) Know the signs of stress and what causes it.

- 3) Have a desire to deal with those stressors.
- 4) Recognize stressors both inside and outside of the classroom.
- 5) Develop strategies to deal with stressors.
- 6) Be able to recover efficiently and effectively from stressors.

Teachers left the keynote inspired and interested to put his ideas to practice.

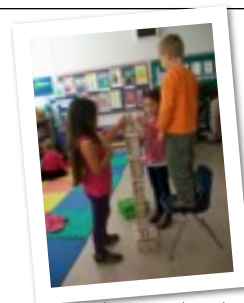
"We are in the midst of a revolution in educational thinking and practice. Scientific advances in a number of fields point to a similar argument - that how well students do in school can be determined by how well they are able to self-regulate."
-Stuart Shanker



The BC Primary Teacher's Association Executive would like to express our gratitude to the following vendors who donated gifts to the Fall Conference door prizes:

- | | |
|--------------------------|---------------------|
| Barefoot Books | Native Northwest |
| Kidsbooks | Action Schools B.C. |
| Nelson Education Ltd. | Heartfelt Stories |
| Scholastic Education | Pearson Canada |
| Teachers' Learning Store | RIC Publications |
| Discovery Toys | McGraw Hill |
| Ben Minuk & Associates | Edu-Pac Services |





The Start of Something Remarkable

Stuart Shanker
Distinguished Research Professor of Philosophy and Psychology
Director, The Milton and Ethel Harris Research Initiative
York University

We have just finished the first three months of the Canadian Self-Regulation Initiative (CSRI) and, quite frankly, the response has caught us all by surprise. Mike McKay, the CEO of the CSRI, launched the effort relatively quietly at the end of August. This was an entirely grass-roots phenomenon, prompted by and funded by the six school districts that are members of the First Wave (Bulkley Valley, Coquitlam, Nanaimo, Surrey, Victoria, and West Vancouver). Almost immediately, however, Mike was being bombarded by requests from other school districts in BC that wanted to join. To meet this demand, he created a new category of Associate Membership, together with a website that provides valuable resources on a weekly basis (www.self-regulation.ca).

I also published *Calm, Alert and Learning: Classroom strategies for self-regulation* in August, and I can honestly say that we are all surprised by the response to this book: not just my editors and myself, but even the publisher (Pearson).

Interestingly, interest in the CSRI has continued to grow, and not just in BC, but across the country. In large part this has been driven by media interest, not just in Canada, but in the US as well

(see <http://www.npr.org/blogs/13.7/2012/11/12/164968299/there-are-no-bad-lazy-stupid-children>).

Naturally we have been thinking deeply about why we have seen this response. It seems clear that we have hit a raw nerve. There is a real need out there: a growing sense that children today are dealing with unparalleled levels of stress. The CSRI not only helps teachers understand the nature of these stressors, and why they're having the effect that we're seeing on children's behavior, attention and mood, but more importantly, provides strategies for helping children respond to and master these challenges.

One of the biggest challenges we have faced is coming to terms with the complexity of the concept of self-regulation. There are a number of competing definitions of the term, depending on how it is studied by different fields. What they all have in common, however, is that they all deal with how effectively and efficiently a child deals with a stressor and then recovers from the effort.

In *Calm, Alert and Learning*, self-regulation is broken down into the five domains that are thought to constitute five primary sources of stress on children:

- Environmental
- Emotional
- Cognitive
- Social
- Prosocial

What makes this model even more complex is that these five domains constitute what is known as a ‘dynamic system’. That means that all of the levels interact with and influence the others. So in practice, when we look at a child’s self-regulation we have to look at the whole child: i.e., at all five levels.

The earliest indications are that this lens for reframing children’s behaviour, and the techniques being employed to enhance self-regulation at the level of the child and the level of the classroom are already starting to have a marked effect. Again we are somewhat surprised, as we have barely begun to roll out our educational supports, including a webinar series that is being prepared as I write. What is particularly interesting about these webinars is that they combine scientific expertise in some particular domain of self-regulation with reports from the various First Wave sites of the techniques they have developed and how they have gone about implementing them.

This last point raises what I see as one of the most interesting if not important aspects of the CSRI. I mentioned above how really this is a grass-roots phenomenon. A critical aspect of this collaboration is that the CSRI represents a shared learning experience. That is, rather than constructing a manual and then conducting training sessions and testing for fidelity, we are presenting teachers with the latest scientific findings about self-regulation, and the clinical team at MEHRI has been consulting with them about particular problems or goals they might have; but the teachers themselves are developing the materials and practices to implement those techniques that they feel are best suited to their particular situation or needs.

We are already seeing a remarkably rich cross-pollination as this nascent community of learners shares with us the areas they are targeting, and why; and methods they have developed to meet their goals that are already proving to be effective. The scientists that I work with are every bit as excited about this process as the teachers; for the teachers' insights are triggering all sorts of exciting research questions and, indeed, a deeper understanding of self-regulation.

We simply have no idea at this stage as to what the CSRI is going to look like three months from now, let alone three years. What we do know is that, with the scientific and clinical advances we have seen over the past two decades, the new technologies that are being developed, an absolute wealth of programs designed to enhance self-regulation in children of all ages in each of the domains outlined above, and a cadre of teachers who are dedicated to the fundamental principle of helping each and every child realize their potential, we are witnessing the start of something quite remarkable in Canada.



Changing Results for Young Readers



go to www.changingresultsforyoungreaders.bclibraries.ca/ to find the above website.

Teacher says, “Do you want to go back to class, it’s center time?”

Student says, “No I want to stay with you and do some more reading.”

Changing Results for Young Readers (CR4YR) is a Ministry of Education initiative that was highlighted in our Fall 2012 newsletter. It begins with the premise that all children can learn to read with a structure of support for teachers. The initiative has provided districts with funding for 12 teachers to work together on an inquiry project. The project is based on a case study model where each teacher chooses one student to focus on. Although the goal of the project is to improve literacy in young learners, it does not focus solely on reading instruction. It encourages teachers to look at the child through the lens of social emotional learning, self-regulation and indigenous principles of learning.

After three meetings, the teachers in our group have enjoyed the time we have to reflect on our work, to share our thoughts and concerns, read current research and to develop goals and plans. We have the time to formulate important questions: “How can we make a pull-in model work in our school?”, “What if we begin a conversation around aligning our reading support with our classroom practice?” and “How will using Richard Allington’s Six Elements of Reading Instruction make a difference for my students?”

What I have found most interesting is the conversations teachers have had with their ‘case study’ children. Each teacher has taken the time to ask important questions, to learn more about them as learners and as children. The answers are providing us with insights on how children make sense of their learning.

Even more exciting, however is after spending 15 minutes 1on1 time with a student, the teacher asks, “Do you want to go back to class, it’s center time?” and the student replies, “No, I want to stay with you and do some more reading.”

submitted by Wendy Adams

OUR CONNECTIONS TO EARLY

LEARNING IN BC

Community Plan for a
Public System of Integrated
Early Care & Learning
\$10/day child care - the solution
to the child care crisis in BC
Supported by the BCPTA

"We, the British Columbia Primary Teachers Association, endorse the Community Plan for a Public System of Integrated Early Care and Learning proposed by the Coalition of Child Care Advocates of BC and the Early Childhood Educators of BC. This Plan has the potential to make a real difference for BC children, families, and communities. We urge the provincial government to commit to the Plan's vision and work with communities to immediately begin its implementation."

What would it mean to your family if quality child care was available for \$10 a day?

What about no user fee for families who earn less than \$40,000 a year?

What if Early Childhood Educators earned an average of \$25 an hour?

Child care services make it possible for parents to participate in the paid workforce or in further education while their children grow and thrive. But, for many parents child care is still unaffordable and unavailable. Fees are too high and spaces are too few, and too many children arrive at Kindergarten vulnerable on one or more of the developmental domains.

The \$10/day child care Plan, released in 2011 by the Coalition of Child Care Advocates of BC and the Early Childhood Educators of BC, continues to garner huge support and enthusiasm across the province. Parents, Grandparents, ECEs, Family Child Care Providers, City Councils, School Trustees, Labour Leaders, Academics, and ECD Tables are all supporting the Plan as a solution to the current child care crisis.

More than 1200 individuals have personally endorsed the Plan on the website at www.cccabc.bc.ca/plan (have you endorsed the Plan yet?) and there have been over 200 presentations in more than 50 communities across BC. There are 14 municipal governments supporting the Plan, as well as noted academics at the Human Early Learning Partnership at UBC, the Surrey Board of Trade, the BCTF and the BCNU, and many others too numerous to list here. To see the growing list of supporters go to the website at <http://www.cccabc.bc.ca/plan/endorse-the-plan/organizational-support/>.

To help build the momentum we've launched a postcard campaign for supporters to mail to their local MLA's – we also have petitions available for supporters to sign. An exciting Money in Your Pocket campaign has also been launched with replica money to visibly demonstrate how much parents would save with the Plan and how much more child care workers would earn. Please contact us if you'd like to join in these campaigns.

We have 4 easy to read Fact Sheets (one for parents, one on the economic rationale for investment, one on demographics and one on how the \$10/day Plan will reduce family poverty). The Parent Fact Sheet is available in six languages. You can also watch an on-line video presentation of the Plan, endorse the Plan on-line and check out the Tool Kit on moving the Plan forward with your School District and your Municipal or Band Council. There are also opportunities to host or attend a presentation as we welcome your support in promoting the Plan.

Momentum for the \$10/day child care Plan is focused toward the next provincial election scheduled for May 14th, 2013 when we'll need your help to ensure that all candidates commit to reducing parent fees, raising staff wages, and building more spaces, if they're elected.

All our resources are available free of charge by request and are also accessible on the website. We hope you'll work with us to ask your local businesses and organizations to also endorse the Plan as a solution to the current child care crisis in BC. Please be in touch with us at info@cccabc.bc.ca if you'd like more information, to have materials mailed to you or to arrange for a presentation of the Plan.

Sharon Gregson
CCCABC

IN THE MEADOW YOU CAN BUILD A TRIANGLE SNOWMAN!

Whether it is snowing outside or not,
this snowman is sure to please!

White felt

Coloured felt of choice (hat and scarf)

Stuffing

Hot glue gun

Yarn

Buttons

Black and Orange acrylic paint

Scissors

Pattern (see the website for the free printable pattern and full instructions)

OTHER IDEAS:

*USE A LARGER PIECE OF FABRIC AND MAKE A TRIANGLE SNOWMAN PILLOW !

*TRY SEWING INSTEAD OF HOT GLUING,
KIDS LOVE TO SEW!

*TURN THE TRIANGLE TO MAKE AN ANIMAL BY ADDING
EARS AND ANTLERS!

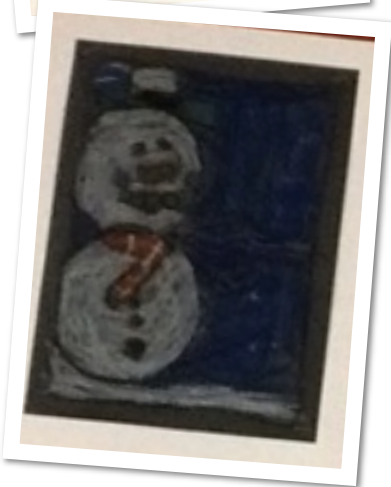
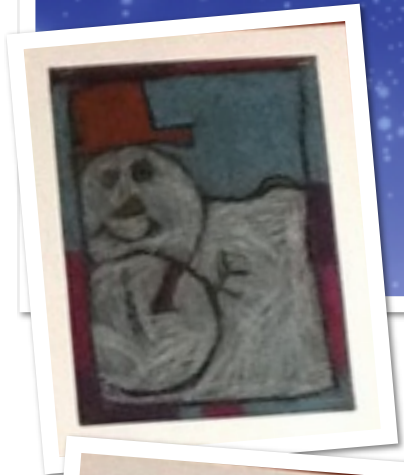


PHOTO FROM CRAFTS.KABOOSE.COM

[HTTP://CRAFTS.KABOOSE.COM/STUFFED-TRIANGLE-SNOWMAN.HTML](http://crafts.kaboose.com/stuffed-triangle-snowman.html)

IN THE MEADOW YOU CAN BUILD ANOTHER KIND OF SNOWMAN!

✕ This website (www.artprojectsforkids.org)
was recommended by
kindergarten teacher, Deb
Mullin. ✕



On a black piece of paper, the children used a ruler to draw a frame around the outer edge. Then they traced circles using an old CD. Lines were drawn using a black pastel and shapes were filled in with pastels, being careful not to colour over the lines.

THIS MOOSE BELONGS TO ME

submitted by Wendy Adams

Kittens meowed, puppies barked and mice roamed freely in the classroom. We had the camping center up for a month or so and it was time for a change. When I watched the children play, the next dramatic play center theme became quite obvious.

The Pet Shop opened equipped with a basket of stuffies, and an aquarium. Business boomed, as our limit of four was negotiated to 8 and the boundaries of the area were extended. The children then began taking paper from the writing center to take orders and make appointments. We quickly provided them with clipboards and a new level of play emerged with workers, customers and pets.

For storytime, we read, "This Moose Belongs To Me" by Oliver Jeffers. It is a delightful story of a boy who finds a moose and promptly attaches a name to the him, as he pronounces ownership. The moose, of course is completely unaware of his new owner and goes about his business. At times this fits with the boy's 'Rules' of ownership and at other times, it does not.

We talked about pets that we have and then answered the question, "What kind of pet would you choose from the forest?" Most children chose common pets (cats, guinea pigs, fish) or pets from other habitats (eels, lions, tigers) The answers the children provided, told me that we needed to learn more about animals in our local environment, which led into a Life Science unit.

Kindergarten Processes and Skills:

- *observing
- *communicating

Kindergarten Life Science:

- *describe features of local animals
- *compare common animals

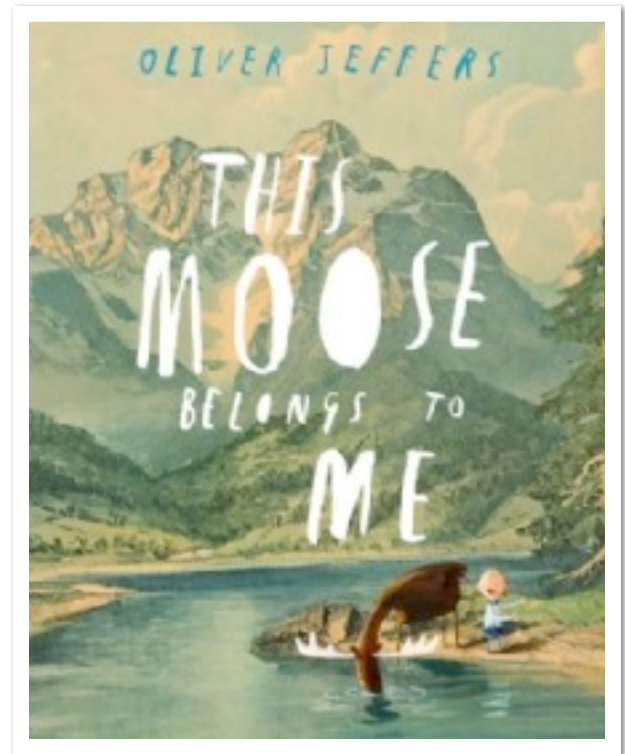
Grade One Processes and Skills:

- *classifying
- *communicating

Grade One Life Science:

- *describe the basic needs of local animals;
- *describe how the needs of animals are met in the local environment

We then read a few non-fiction books about the forest and talked about different animals and where we would find



them. From this we listed the animals we have in our forest and talked about what we need to live and compared it to what an animal would need to live.

From the list of forest animals, the morning question became; "Which animal lives in our forest?" The choices might be: a cougar or a house cat, a whale or a deer, a bobcat or guinea pig.

Next we planned a walk in the woods near our school and discussed what to look for in terms of homes and food for animals.

Children then chose forest animals to create from "Paper Tube Zoo" by Joy Evans, and went to work providing homes and food for their animals.



"Which forest animal would you choose as a pet?"

Tacky the Penguin

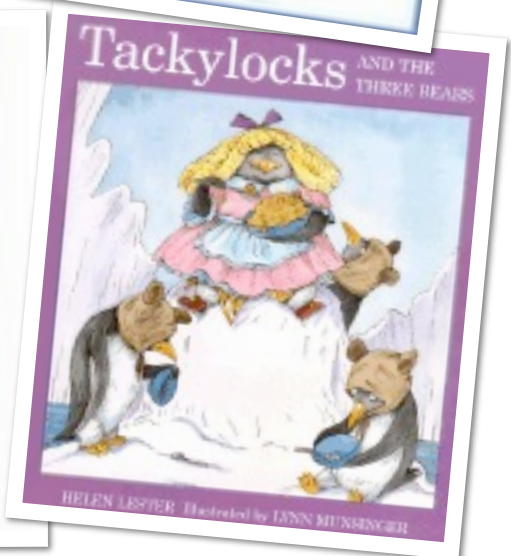
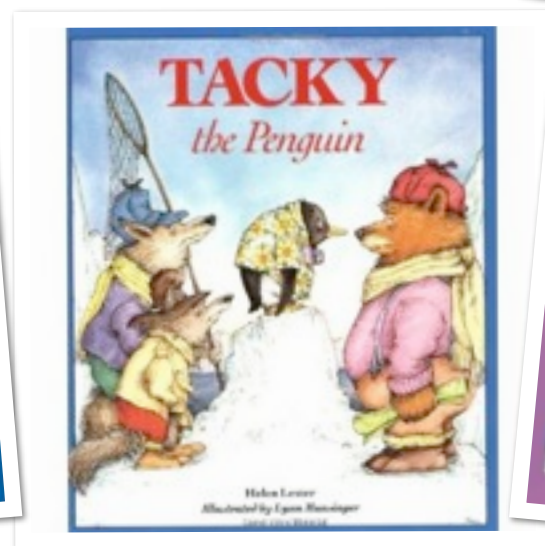
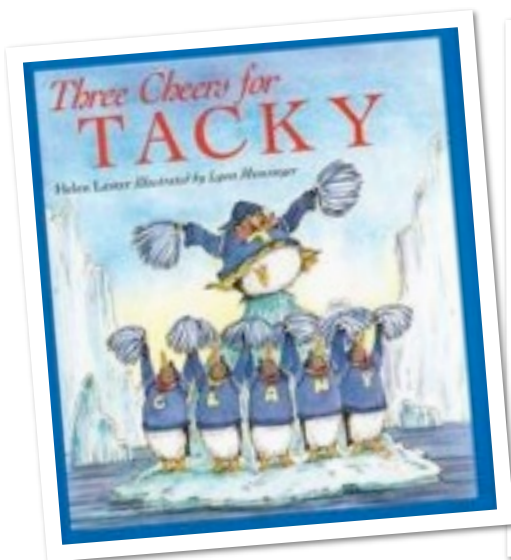
Submitted by Leanne Gahan

This lovable story about a penguin, that just doesn't fit in, is a favorite of mine. Last year, I found some great art and writing ideas on the blog, "*Finally in First.*"

My Grade 1 and 2 students were the guinea pigs for this directed art lesson. We used black white and orange construction paper to make the penguin. The students chose a brightly colored 11 x 17 piece of construction paper to glue their creation to. Tacky's shirt and bowtie were made out of scrapbook paper and recycled paper scraps (old wallpaper samples would work well too).

The students enjoyed this lesson and their unique 'Tacky the Penguins' turned out amazing! Some of their Tacky characters became girl penguins with the addition of bows on the penguin's head - tacky bows of course!

The blog: <http://finallyinfirst.blogspot.ca/2011/01/tacky-penguin.html>, has more wonderful language arts ideas for this story.



Happy Valentine's Day!



Have you heard about Pinterest?

Lately the conversation in the staff room goes something like this:
Teacher A says, “I love that idea!” to which Teacher B replies,
“Thank-you, I found it on Pinterest! Have you heard about Pinterest?”

Every teacher has heard the saying, “You don’t need to reinvent the wheel!”

*Once you’ve explored the website Pinterest,
you will never be stuck for an idea again!*

Pinterest is a virtual pin board that allows you to save ideas found on the Internet in one visual space. Everything from fashion to recipes can be found on Pinterest. Also, there is an abundance of education pinboards – everything from lesson plans, unit theme ideas, classroom management tips, art projects, digital storybooks, classroom organization and anchor charts. You can do a quick topic search or browse pinboards created by other people. You can also follow other member’s boards to keep up with their new posts.

Browsing boards is a quick, visual way to discover new ideas from people who share your interests. With a click of the mouse you can pin the item to your own board or follow the pinned item to the original Internet source.

Many websites also have a ‘Pin It’ button that will allow you to pin ideas you find while searching the web directly to your own boards.

This story comes with a warning label:

*If you are new to Pinterest,
set aside a **large** amount of time before you start exploring!*

Happy pinning!

WWW.PINTEREST.COM

Submitted by Leanne Gahan



PICTURE FROM
WWW.BLOGS.MCGILL.CA

Websites to See



For Teachers

Are you ever stuck with ideas for writing topics? Here's a great place to get story ideas for your classroom:

<http://www.scholastic.com/teachers/story-starters/>

Upcoming Events



January 18, 2013

the BCPTA executive will attend the Ministry of Education's Changing Results for Young Readers session (CR4YR)

March 1, 2013

the BCPTA executive will attend the Ministry of Education's Changing Results for Young Readers session (CR4YR)

March 2, 2013

we will host the Spring Event in Richmond at the Sheraton. CR4YR information will be shared.



“Spring Event”

BCPTA Annual Chapter and Member Assembly
At the Sheraton Airport Hotel, Richmond, BC

Saturday March 2, 2013

**Information update on the CR4YR initiative
with Maureen Dockendorf**

Registration is not open yet. Check our website for updates:
www.bcpta.ca



ANNOUNCING...

The 2013 Primary Leadership Conference

at the Renaissance Vancouver Harbourside Hotel 1133 West Hastings Street, Vancouver
BC

October 25, 2013 The Provincial Professional Development Day

Keynote Speaker Mary Gordon

Founder, president and inspiration behind the 'Roots of Empathy Program' ROE focuses on raising levels of empathy resulting in more respectful and caring relationships and reduced levels of bullying and aggression Visit the website at www.rootsofempathy.org for more information

Breakout Sessions

* Some of our Popular Presenters have been confirmed * New and Highly Recommended Presenters are being included

More Details are Coming Soon

* A list of Presenters and their Topics * Registration Fees for the 2013 Primary Leadership Conference

Check the BCPTA Website for Updates

www.bcpta.ca

Check the BCPTA Website for Updates

www.bcpta.ca

It Pays to Be a Member of the British Columbia Primary Teachers' Association

What are the benefits of being a member of the BCPTA?

- * 3 informative newsletters per year and an updated website
- * the opportunity to attend catered BCPTA conferences with exhibitors, promotional giveaways, and door prizes. This year our conferences so far are:

Primary Spring Chapter Event -March 2, 2013 - in Richmond
Primary Leadership Conference - October 2013 in Vancouver

How much does it cost to become a member?

- * the fee is \$45.00

What else does my fee support?

- * advocacy work the BCPTA does on your behalf for issues that matter to primary teachers in order to support best practices for kids. We communicate with the Ministry of Education and the BCTF and have been actively involved in creating policies and workshops to support Primary teachers in BC. We have looked at the new BC Education plan in relation to the Primary Program. We are also currently participating in the Ministry's Changing Results for Young Readers initiative.
- * Informational support for Chapters plus support to put on mini-conferences

How do I become a member?

- * register for one of our conferences or fill out the attached Provincial Specialists Association form and send it into the BCTF.

For more information about the BCPTA
go to www.bcpta.ca or email info@bcpta.ca

PROVINCIAL SPECIALIST ASSOCIATIONS

Surname _____ BCTF ID number (optional) _____

Given name(s) _____ Former name _____

Home address only _____

City _____ Postal code _____

Home phone () _____ Fax () _____

School phone () _____ Work phone () _____
(if different from school)

School/institution/business name and address _____
 _____ School district number _____

E-mail address _____

Visa/Mastercard number _____ Expiry date _____

Approval number _____

This membership form is to join a PSA only. It does not include any conference fees.

PSA membership—BCTF member	
BCTF MEMBER	STUDENT/ RETIREE/TTOC
41 <input type="checkbox"/> \$35.00 Art	<input type="checkbox"/> \$20.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00
44 <input type="checkbox"/> \$40.00 Counsellors	<input type="checkbox"/> \$25.00
45 <input type="checkbox"/> \$35.00 Immersion/Francophone	<input type="checkbox"/> \$15.00
46 <input type="checkbox"/> \$35.00 English Language Arts	<input type="checkbox"/> \$15.00
47 <input type="checkbox"/> \$35.00 Home Economics	<input type="checkbox"/> \$16.00
48 <input type="checkbox"/> \$35.00 Intermediate	<input type="checkbox"/> \$15.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00
50 <input type="checkbox"/> \$40.00 Mathematics	<input type="checkbox"/> \$20.00
51 <input type="checkbox"/> \$40.00 Modern Languages	<input type="checkbox"/> \$15.00
52 <input type="checkbox"/> \$60.00 Music	<input type="checkbox"/> \$36.00
53 <input type="checkbox"/> \$35.00 Learning Assistance	<input type="checkbox"/> \$10.00
54 <input type="checkbox"/> \$19.50 Physical Education	<input type="checkbox"/> \$15.00
55 <input type="checkbox"/> \$45.00 Primary	<input type="checkbox"/> \$22.50
57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00
58 <input type="checkbox"/> \$30.00 Technology Ed	<input type="checkbox"/> \$20.00
59 <input type="checkbox"/> \$30.00 Social Studies	<input type="checkbox"/> \$15.00
60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00
62 <input type="checkbox"/> \$35.00 Drama	<input type="checkbox"/> \$20.00
63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00
64 <input type="checkbox"/> \$25.00 Distributed Learning	<input type="checkbox"/> \$10.00
65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$15.00
66 <input type="checkbox"/> \$30.00 Environmental Ed	<input type="checkbox"/> \$20.00
67 <input type="checkbox"/> \$20.00 Rural and Small Schools	<input type="checkbox"/> \$10.00
68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$10.00
69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
71 <input type="checkbox"/> \$25.00 Aboriginal Ed	<input type="checkbox"/> \$15.00
72 <input type="checkbox"/> \$25.00 Co-operative Learning	<input type="checkbox"/> \$10.00
73 <input type="checkbox"/> \$35.00 Dance	<input type="checkbox"/> \$12.50
74 <input type="checkbox"/> \$20.00 Adult Educators	<input type="checkbox"/> \$10.00
75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
76 <input type="checkbox"/> \$20.00 Educators Against Racism	<input type="checkbox"/> \$10.00

Subscriptions for non-BCTF members or institutions		
Fees include GST (R106779291 RT0001). HST registration R106779291.		
SUBSCRIBER	HST	TOTAL
41 <input type="checkbox"/> \$54.50 Art	\$6.54	\$61.04
42 <input type="checkbox"/> \$54.50 Business Education	\$6.54	\$61.04
44 <input type="checkbox"/> \$59.50 Counsellors	\$7.14	\$66.64
45 <input type="checkbox"/> \$54.50 Immersion/Francophone	\$6.54	\$61.04
46 <input type="checkbox"/> \$54.50 English Language Arts	\$6.54	\$61.04
47 <input type="checkbox"/> \$54.50 Home Economics	\$6.54	\$61.04
48 <input type="checkbox"/> \$54.50 Intermediate	\$6.54	\$61.04
49 <input type="checkbox"/> \$59.50 Teacher-Librarians	\$7.14	\$66.64
50 <input type="checkbox"/> \$59.50 Mathematics	\$7.14	\$66.64
51 <input type="checkbox"/> \$59.50 Modern Languages	\$7.14	\$66.64
52 <input type="checkbox"/> \$79.50 Music	\$9.54	\$89.04
53 <input type="checkbox"/> \$54.50 Learning Assistance	\$6.54	\$61.04
54 <input type="checkbox"/> \$47.50 Physical Education	\$5.70	\$53.20
55 <input type="checkbox"/> \$65.00 Primary	\$7.80	\$72.80
57 <input type="checkbox"/> \$54.50 Science	\$6.54	\$61.04
58 <input type="checkbox"/> \$49.50 Technology Ed	\$5.94	\$55.44
59 <input type="checkbox"/> \$49.50 Social Studies	\$5.94	\$55.44
60 <input type="checkbox"/> \$49.50 Special Ed	\$5.94	\$55.44
62 <input type="checkbox"/> \$54.50 Drama	\$6.54	\$61.04
63 <input type="checkbox"/> \$54.50 Gifted	\$6.54	\$61.04
64 <input type="checkbox"/> \$44.50 Distributed Learning	\$5.34	\$49.84
65 <input type="checkbox"/> \$54.50 Computer	\$6.54	\$61.04
66 <input type="checkbox"/> \$49.50 Environmental Ed	\$5.94	\$55.44
67 <input type="checkbox"/> \$39.50 Rural and Small Schools	\$4.74	\$44.24
68 <input type="checkbox"/> \$44.50 Peace & Global Ed	\$5.34	\$49.84
69 <input type="checkbox"/> \$44.50 ESL PSA	\$5.34	\$49.84
70 <input type="checkbox"/> \$49.50 Alternate Ed	\$5.94	\$55.44
71 <input type="checkbox"/> \$44.50 Aboriginal Ed	\$5.34	\$49.84
72 <input type="checkbox"/> \$44.50 Co-operative Learning	\$5.34	\$49.84
73 <input type="checkbox"/> \$54.50 Dance	\$6.54	\$61.04
74 <input type="checkbox"/> \$39.50 Adult Educators	\$4.74	\$44.24
75 <input type="checkbox"/> \$49.50 Culinary Arts	\$5.94	\$55.44
76 <input type="checkbox"/> \$39.50 Educators Against Racism	\$4.74	\$44.24

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 personal information and to complying with British Columbia's *Personal Information Protection Act*. Your personal information is collected because it is needed for PSA membership and subscription records. It makes it possible to identify you, send publications, and communicate with you as a PSA member or subscriber. The BCTF also uses this information to confirm your eligibility for services, to comply with various legal and regulatory requirements, to provide services to you, and to conduct research.

Your credit card or other financial information will not be disclosed, and the BCTF, including the PSA, will not otherwise disclose your personal information without your permission, except as required or authorized by law. Appropriate security measures are employed to ensure only authorized individuals have access to your personal information. By completing this form, you are providing your consent for the BCTF, including the PSA, 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 or toll-free at 1-800-663-9163, privacy@bctf.ca.

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 BC Teachers' Federation. Do not mail cash. Retain a photocopy of your completed application for your records. Only BCTF members, including TTOCs, students in secondary programs leading to BC teacher certification, and retired teachers who retired from active BCTF membership may join as BCTF members of the PSA. Others must become subscribers. The membership/subscription will run for one year from the date this form is processed. Receipts are not automatically issued because PSA fees are not tax deductible, but if your local allows the reimbursement of PSA membership fees from PD funds, you may request a receipt by e-mail bgoto@bctf.ca. If, in the course of the year, you change your name or address, please notify the BCTF: BC Teachers' Federation, 100-550 West 6th Ave

Vancouver, BC V5Z 4P2, 604-871-BCTF or 1-800-663-9163, F: 604-871-2286, bctf.ca.

Fees accurate to December 31, 2012 



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Welcome to our New
Executive Members: Michael
Roselli, Jennifer Martin,
Jennifer Barker, and Laurie
Andrews!
Thank you Lynda Patrick for
many years of dedicated
service!



THINKING OF STARTING A LOCAL CHAPTER OF THE BC PRIMARY TEACHERS' ASSOCIATION?

Are you interested in
belonging to a local
chapter of the BCPTA?

Have you considered
the benefits of belonging
to a local BCPTA chapter?

If you are interested in
forming a local chapter in
your district, the following
information will be useful.



This is all it takes:

- A start up committee of five to six teachers
- A meeting time and place to elect an executive
- A membership open to all interested primary educators
- Contact with the BCPTA Membership and Chapter Coordinator

Local Chapters are provided with:

- Financial support for two of your local's delegates to attend our Annual Chapter Assembly
- Communication and support with the members of the BCPTA Executive
- Quarterly Newsletter

Let us help you start a local Chapter!

If you require further information please visit our website
for Chapter Information at:

<http://www.bcpta.ca/bcpta-events-info.php>

Or Contact:

Trish Hands

Chapter Coordinator

trish-hands@hotmail.com

Annual BCPTA Chapter Registration Form

District Name _____

Name of Local Primary Association _____

President or contact person _____

Date of Election _____ for the term/year 2012 - 2013

President/Contact Person:



NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Vice President/Secretary/Treasurer or Second Contact

NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Return annually and
correct any
changes to
contacts' names
and addresses

Please send
this information

sheet to:

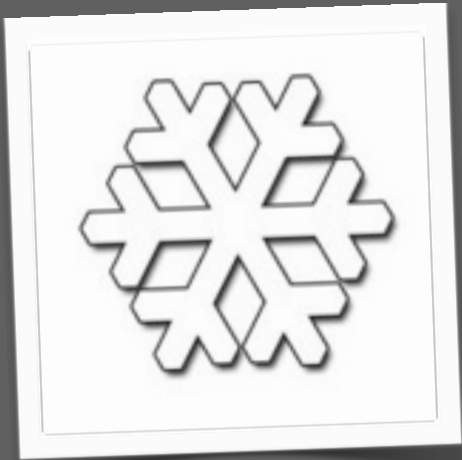
Trish Hands

trish-hands@hotmail.com



IN THE NEXT ISSUE...

coming to you in the
Spring of 2013



Our next issue will be coming to you in March and it will contain some great ideas for the Spring. Look for it online at www.bcpta.ca and in your mailbox. There will also be more information about upcoming BCPTA events for 2013. Please send us your ideas to share and suggestions and comments to make this newsletter bigger, better and more meaningful for primary teachers in BC. Email ideas to: janine.fraser@sd51.bc.ca.

Have a wonderful winter and see you when the flowers bloom again in the spring!