



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

Create

Play

Imagine

Wonder

Explore



BCPTA Winter 2019 Newsletter Volume 57 No. 1



PLAY

AS PEDAGOGY
PLAY WITH NEW IDEAS
PLAY IN THE CLASSROOM
PLAY FOR SELF-REGULATION
PLAY FOR LEARNING
PLAY FOR FUN



The BCPTA is a Provincial Specialist Association
of the BC Teachers' Federation

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Play-based Learning

Research shows that play-based activities best supports student learning. The continuum of play-based learning incorporates the types of play described earlier (functional play, constructive play, dramatic play and games with rules) alongside strategies to maximize learning opportunities.

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Making Core Competencies Visible

Louesa Byrne and her colleagues from Richmond School District have been working on supporting students in developing their understandings of the Core Competencies and how they can bring core competency awareness to the forefront while students participate in a wide range of activities.



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Play and Self-Regulation


Children's play promotes optimal language development, thinking skills, and physical, social and emotional well-being in early and middle childhood.



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My Message to you



As the winter approaches, I look back at the past year and look forward to the year ahead. I am proud of the work the BCPTA has done this past year on your behalf. We have tried new activities this past year with the goals in mind of delivering quality professional development opportunities to our members while advocating for the best in primary education in British Columbia. To accomplish this, we did many things. We participated in the Early Learning framework meetings and Classroom Assessment meetings with the Ministry of Education as BCTF Representatives. We also worked with the BCTF to create and share the results of the Kindergarten Survey. We also rewrote a BCTF workshop on play in the primary years. Plus, we held an Educational Marketplace in April and our annual conference in October. Over 850 teachers came to our conference, and this is the biggest conference we have hosted in all my years as the president. To reach even more members, we published 3 newsletters and kept an updated website. In 2018, we feel proud of our accomplishments on your behalf.


At our AGM in October the BCPTA set as its goals for 2019

1. To Maintain and enhance services to members
2. To maintain and enhance communications with members
3. To engage and retain new members
4. To advocate for best practices in Primary Education in BC.

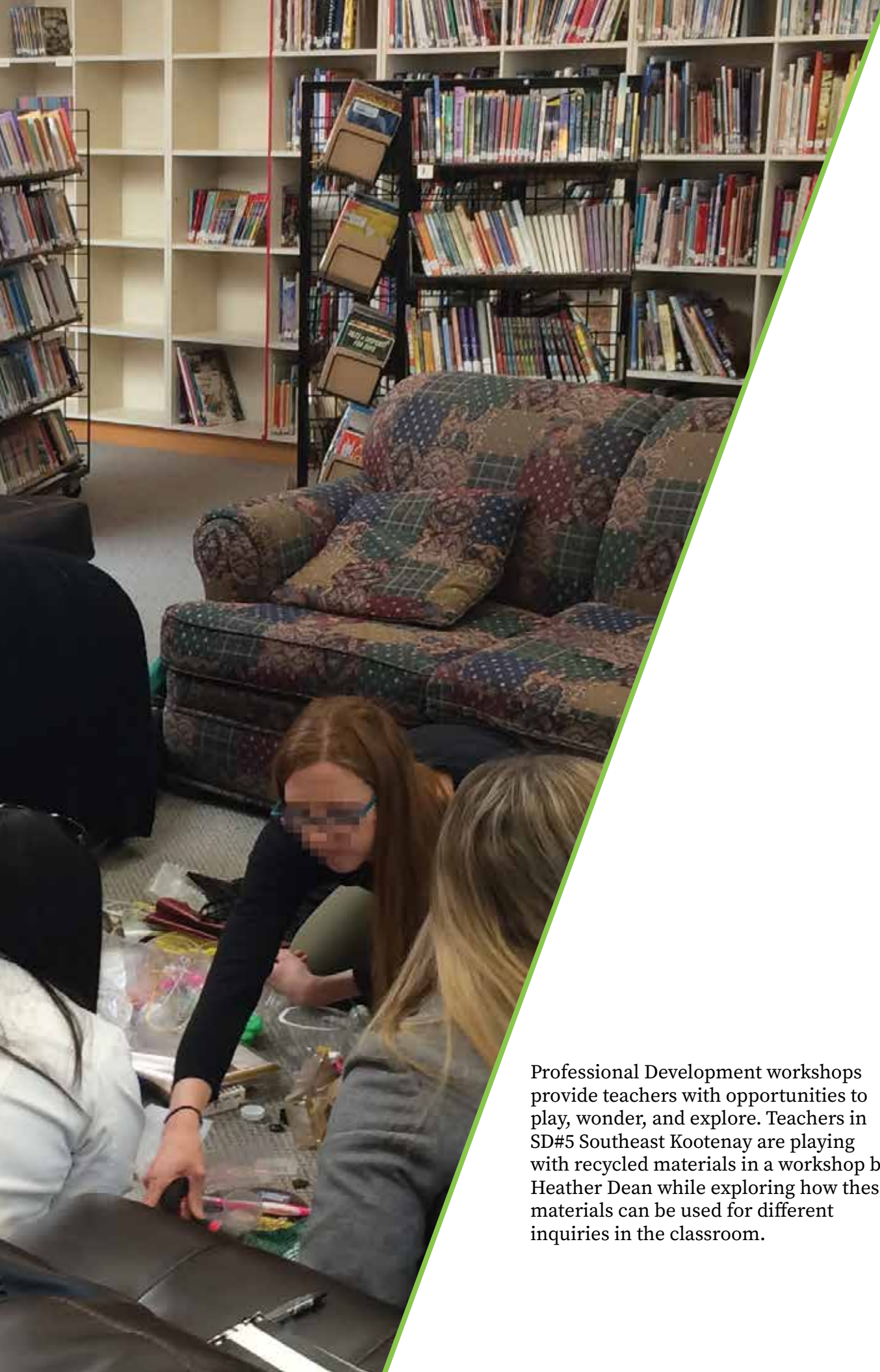
This year it is our plan to work hard again to meet these goals. Plans for participating in the BCTF 2 regional New Teacher's conferences are underway, as well as plans for our fall conference which will be in Nanaimo. Watch our website in the spring for information and registration.

We wish you the best in 2019.

Please see pg. 35 for New BCPTA Executive List

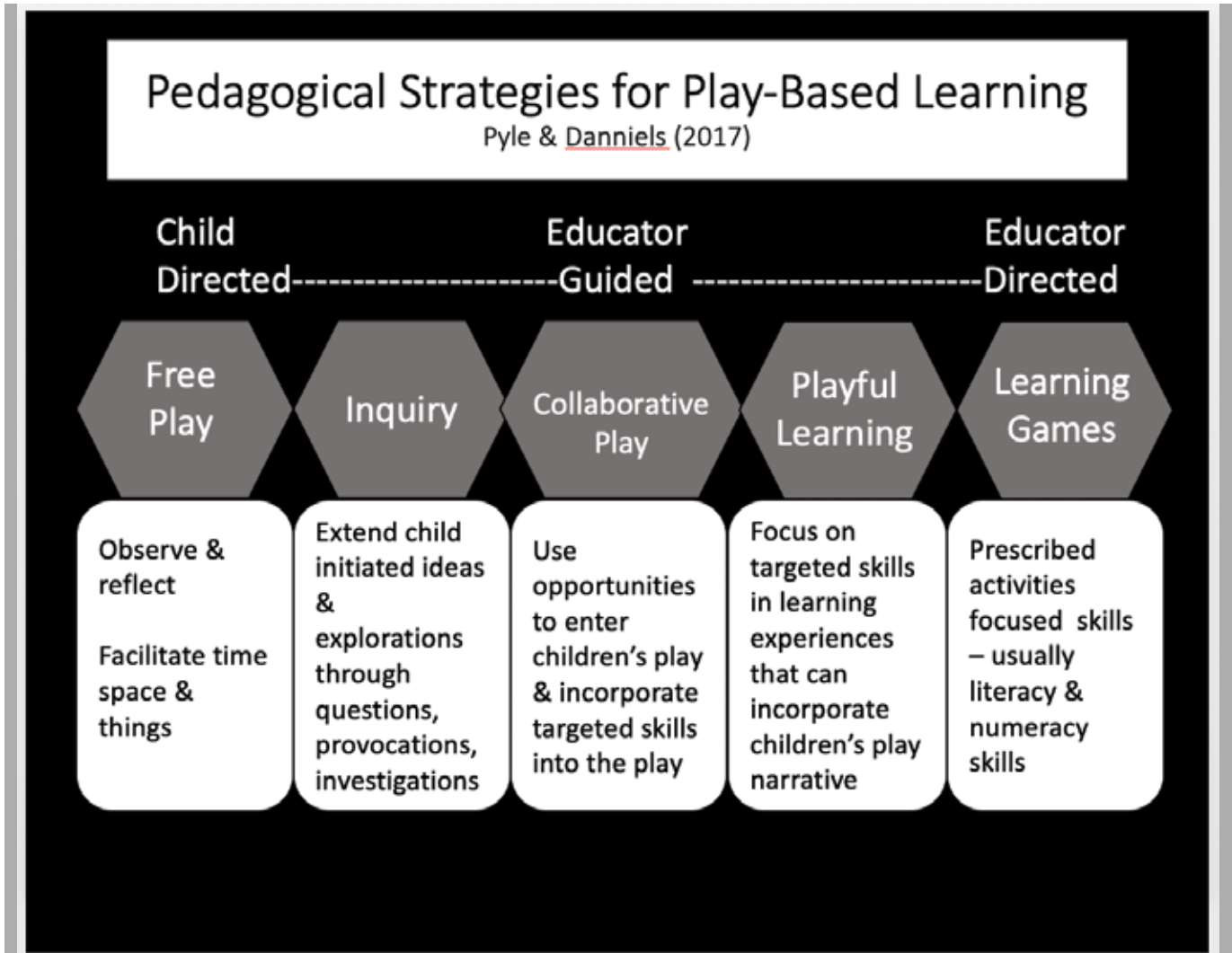


Janine Fraser
BCPTA President



Professional Development workshops provide teachers with opportunities to play, wonder, and explore. Teachers in SD#5 Southeast Kootenay are playing with recycled materials in a workshop by Heather Dean while exploring how these materials can be used for different inquiries in the classroom.

PLAY-BASED LEARNING



The Play Today B.C. Handbook
(a supporting draft document for the redesigned
Early Learning Framework)
-Jane Bertrand, 2018

Excerpt from: The Play Today B.C. Handbook

Play-based learning can be described along a continuum from free play, to inquiry, collaborative play, playful learning and learning games. Each one is described in the following sections of Play Today, including vignettes that illustrate children's play and teaching strategies to support children's play-based learning. The sections identify the core components and active ingredients that drive the success of play-based learning for children from three to eight years (approximately Grade 3). The continuum of play-based learning incorporates the types of play described earlier (functional play, constructive play, dramatic play and games with rules) alongside strategies to maximize learning opportunities.

Play that is directed by children allows them to take the lead and to engage and collaborate with each other. They take the lead and engage with the world around them. Play that is extended by conversations and educator resources can extend children's learning. Play directed by educators with a focus on "just-in-time" instruction give children the cultural tools they need to deepen and widen their play and learning. Children and educators become a community of learners.

The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.

The success of play-based learning is enhanced when educators adapt their approach along the continuum according to the context as well as the ethnic and cultural background of children and their families. Educators who acknowledge and recognize children's cultural heritages can incorporate that understanding into the play environment and experiences. Recognition of the children's home languages, use of representative cultural images, artifacts, celebrations and food all contribute to nurturing a sense of belonging for every child and family.

Free Play



- Offers regular opportunities for play with other children
 - organize physical and temporal environment
- Encourages educators to carefully observe children at play
- Allow children to work through anxieties and challenges

Inquiry Play

- Play begins with child-initiated explorations, where children are figuring out how things works.
- Ideas and questions progress to in-depth investigations
- Children practice problem-solving, critical thinking, innovation & communication skills



Continued from page 6 and 7



Collaborative Play

- Child-directed play with educator support and provocations
- Leverages opportunities to insert instruction of specific content & skills
- Educators bring specific learning focus into children's play
- Children expand skills & knowledge through co-design of play with peers & educators

Playful Learning



- Planned play experiences that incorporate children's interests & play narratives and are organized around specific learning objectives
- Educators focus on targeted skills & children can evaluate what they have accomplished
- Cultivates meta-cognition abilities

Learning Games

- Prescribed learning experiences often introducing and consolidating literacy, mathematical & inquiry skills; general knowledge; physical skills, and social-emotional learning
- Children master early academic skills & SEL
- Educators can readily assess learning



ROLE OF THE EDUCATOR DURING PLAY

Play is a valuable learning time for children and educators and can be leveraged to maximize what children know and can do.

Educators may play a larger role in supporting children with diverse learning needs, especially as children develop skills and relationships within a new setting. Educators can design the right conditions for all children to demonstrate and develop their abilities and interests. For some children, adaptations in the physical or social environment will be necessary. For others, educators can help with a child's entry into free play to support a child who might otherwise be left out.

Educators find out children's passions and learn what helps them continue to be interested, excited and motivated to learn.

Educators support diverse groups of children to play together by encouraging

persistence, modeling new skills, interpreting behaviour, capitalizing on children's strengths, and being playful.

Educators use their observations and assessments to plan for each child's play experiences, including children who have identified language delays or learning differences.

Educators ensure that access to play activities or free choice activities is not denied due to behaviour or academic performance.

Educators talk to children and reflect with them on their learning. Children are encouraged to ask questions and share ideas about what they can do, what they are interested in and what they want to learn.

Observation, monitoring and documentation of children's play are powerful tools for educators who are working with young children in various settings.

The Play Today B.C. Handbook
(a supporting draft document for the redesigned
Early Learning Framework)
-Jane Bertrand, 2018

THE B.C. REVISED

EARLY LEARNING FRAMEWORK

SUBMITTED NOV 20, 2018



According to the forward in the Revised B.C. Early Learning Framework document, a Ministry of Education document, “the first Early Learning Framework in 2008 changed the landscape of early years practice in British Columbia. In putting forward an image of the child as capable and full of potential and introducing Pedagogical Narration as a process for reflecting on knowledge and understanding of childhood, the framework served to broaden the dialogue about early learning in our province.”

The B.C. Early Learning Framework, revised edition, is circulating as a draft copy throughout the province with Maureen Dockendorf at the helm of a collaborative process that includes early childhood educators, primary teachers, academics, Indigenous organizations, Elders, government, and other professionals. There have been Regional Sessions held throughout the province and Telephone Town Halls allowing for feedback and input on the document, as well as creating a space for questions about the Framework and to engage in discussion with other early learning professionals.

With changes in the social, political, economic, and cultural context of B.C. since 2008, the framework “acknowledges these new realities and the changing perspectives” and is therefore expanding its focus from children aged 0-5 to include children aged 0-8. This revised document now is relevant to all those working with children from birth to Grade 3, which clearly involves all our primary teachers in this province.

It also now aligns with the revised B.C. Curriculum and Core Competencies, attempts to contribute to reconciliation by honoring Indigenous authorities in education, articulates inclusive practices for children with diverse abilities, and promotes the caring relationships formed between children and adults in learning environments.

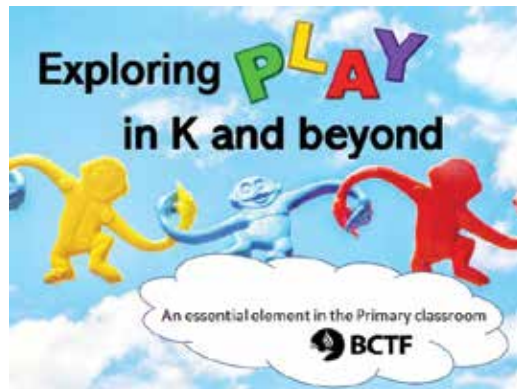
The framework is “an invitation to stop and think about the how and why of the practice in particular ways. It’s an invitation to take the time to wonder, to challenge, and to experiment” with teaching practice.

Go to the page of the Ministry of Education website to find information that pertains to all of us teaching primary levels to gain information and inspiration.

<https://www2.gov.bc.ca/gov/content/education-training/early-learning>

BCTF PLAY WORKSHOP

Play in K-3 - the workshop is aimed at teachers teaching Kindergarten to Grade Three. This is a BCTF workshop that has been updated and expanded to include all primary grades due to the understanding that the importance of play and playful learning is at the heart of motivating and engaging all learners in our primary classes. This workshop was written by three Primary Teachers who are members of the BC Primary Teachers Association. It is linked to the updated curriculum and the Primary Program philosophy and supports the importance of getting outdoors.



Workshop Description:

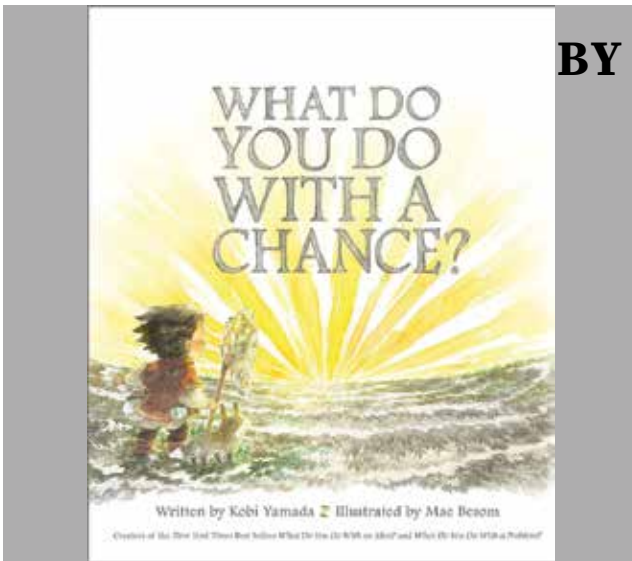
Exploring Play in K and Beyond

Why play? Because play is young children's work and as such is a critical element of the primary classroom. In this hands-on workshop, primary teachers will explore the possibilities for play, both inside and outside the classroom. The workshop explores how learning through play can help to develop self-regulation and executive functioning skills. The workshop facilitators are experienced Kindergarten and primary teachers with years of experience teaching the Primary years from a play-based perspective.

This workshop can be booked through the BCTF Professional Issues Division-and is provided free to any group of 10 or more BCTF members.

BCTF website (Workshops and Conferences<Professional and Social Issues)
<https://bctf.ca/pd/workshops.aspx?id=233053>

A BOOK REVIEW



BY A COLLEAGUE

Submitted by: Diana Fan
SD#43 Coquitlam

I took the chance by reviewing one of Kobi Yamada’s series of books. With great lines such as, “I wished I had taken my chance. I realized I had wanted it, but I still didn’t know if I had the courage.” And “maybe I don’t have to brave all the time. Maybe I just need to be brave for a little while at the right time.”

This beautifully illustrated picture book is a perfect introduction for a lesson on growth mindset. The book emphasizes the importance of exploring facing challenges, fear of failure, and overcoming those fears. For younger students, we would discuss opportunities they’ve had within their community; a chance at home, at school, and chances for personal growth.

This book could be adapted for older elementary students by exploring what a chance looks like for students and engage in an expository writing activity describing their form of a chance that was either taken or lost. To extend the activity, students would then explore their personal strengths and abilities through the statement, “I understand I will continue to develop new abilities and strengths to help me meet new challenges” (Sourced from the Positive Personal and Cultural Identity Competency Profiles, <https://curriculum.gov.bc.ca/competencies/ppci>). This reflective activity would serve as a self-assessment tool for determining personal growth.

WOULD YOU LIKE A FREE BOOK?



The BCPTA would like to offer to reimburse you for any teachers' resource book or children's literature book in return for a written book review and lesson ideas and photos of something you tried that was inspired by the book you ordered.

Book purchases are limited to \$40. If this sounds like something you would be interested in, please email Sheila O'Grady at sheila.ogrady@sd5.bc.ca

Please include the following information in your email:

- The book you would like to review
- A brief description of your intent
- The grade (s) you teach and your school
- Your name, address and email

We were lucky to have Louesa Byrne present once again at our BCPTA Fall Conference 2018 in Richmond B.C. Her workshop focused around:

Making the Core Competencies Visible



BCPTA Conference - Fall 2018

Louesa Byrne
lbyrne@sd38.bc.ca

 @elleBeeBC













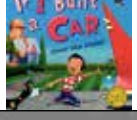




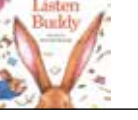
 @ellebeebc

L. Byrne BCPTA 2018

Louesa Byrne: is a Grade 1/2 teacher in the Richmond School District, who strives to create a learning environment that respects and nurtures the individual needs of her students. After spending 8 years teaching Kindergarten, Louesa has been excited to see how her background in early learning will inform and impact her return to a Grade 1/2 classroom. She and

her colleagues have been working collaboratively to find ways to support the students in developing their Core Competencies. "As primary teachers, we have been focused on the development of core competencies as long as we've been teaching. We know how to help children develop their thinking, communication and personal/social skills. What we need to do, is make this work visible."

Picture Books to help notice, name and nurture the core competencies. Here are some of my favourites!

Personal and Social	Creative Thinking	Critical Thinking	Communication
			
			
			
			
			
			

L. Byrne BCPTA 2018

A book list that will support conversations in your classroom.

Recommended Twitter feeds by Louesa Byrne, 2018

Twitter Recommendations



Twitter allows educators to connect across districts, provinces and countries. I get so many incredible ideas from educators on twitter, it is an incredible forum for collaboration. Here are some of my most inspiring twitter colleagues, I highly recommend following their feeds.

@lissaschwartz05	@burnsmelissa1	@montessorimice
@anniekinders	@bourne_carrie	@TeaganHayes13
@anniemiddles	@judith_hardman	@MsLRey
@leanneheinrichs	@david_harel	@14stevesk1
@Nikileech	@keshuto	@CarrieGelson
@akijae	@mlebadams	@jnovakowski38
@nachbardiv8	@jcruzSD38	@schnare_s
@ms_ky1	@geniedabeanie	@ECEentusiast
@thamchiang	@kindiemoments	@michellehikida
@katporter04	@ShBaatZ	@w_hilary
@xkrcherie	@lkmaclean	@barkerjbarker

Search: #corecompetencies, #sd38learn, #bcdedchat

L. Byrne BCPTA 2018

I-can statements associated with each Core Competency



I can use materials to create, make, build, play and learn.



I can change my ideas or get ideas from other people when something isn't working.

I can make a plan with my classmates and communicate to solve problems.

I can listen other peoples ideas respectfully.



I can be a helpful and kind partner.

I can think about other peoples needs and feelings.

I can keep trying even when something is hard.

CORE COMPETENCIES



VISIBLE DURING FREE PLAY

Submitted by: Stacey Johnson
Grade 2/3
SD#5 Cranbrook



Creative Thinking

Students are using “scrap” or recycled materials to build a zip-line for the teddy bear.

I-can statements:

- My ideas are fun for me and make me happy
- I can use my imagination to think of new ideas or build on ideas from other people or things I have seen
- I make my ideas work and can change it when it doesn't



Critical Thinking

Students are trying to line up the dominoes around the perimeter of the table. After a few failed attempts, they discovered that they needed to set it up in sections so they wouldn't lose all their hard work if one tile tipped over.

I-can statement:

- I can learn from my mistakes



Communication and Social Responsibility

Students are putting on a puppet show for some other students in the classroom. The students on the right and left are “stage helpers”.

I-can statements:

- I am a good member of our team
- I show my learning using pictures, words or objects



Share a Teaching Idea!

We would love to hear from you! Tell us about an activity or lesson you have done with your students. It could be anything from a cool science experiment to a neat art project. All you need to do is write it up as a word document and email it to us. Please include a picture or two. We will do the formatting, so you don't have to worry about that! If you have any questions, just ask!

EVERYONE WHO SUBMITS
A TEACHING IDEA WILL
AUTOMATICALLY BE ENTERED
TO WIN A \$25 INDIGO GIFT
CARD EACH NEWSLETTER!!!



Submit your ideas to



SHARED IDEA FROM MEMBER

Submitted by: Anick Poulin
French Immersion Grade 1
SD#5 Cranbrook

La Neige Tombe Sur Mon Nez



La neige tombe sur mon nez
Ho, ho, ho! J'ai le nez gelé
Frotte, frotte, frotte mon nez
Pour le réchauffer



use a QR Reader to find the tune

La neige tombe sur mes mains
Ho, ho, ho! J'ai les mains gelées
Frappe, frappe, frappe mes mains
Pour les réchauffer



La neige tombe sur mes bras
Ho, ho, ho! J'ai les bras gelés
Frotte, frotte, frotte mes bras
Pour le réchauffer



La neige tombe sur mes pieds
Ho, ho, ho! J'ai les pieds gelés
Frappe, frappe, frappe mes pieds
Pour les réchauffer



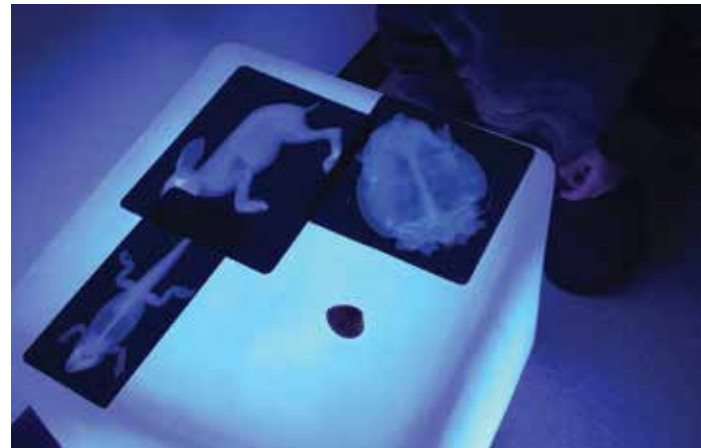
Author: Suzanne Pinel

LIGHT PROVOCATIONS

GRADE 1 SCIENCE

Provocations were set up all over our Wonder Room to encourage students to explore interactions of light with different objects to create light and shadows.

We set up a light cube, a light table, overhead projectors, strings of light and asked students to bring flashlights from home. We provided a variety of materials (eg. old cd's, prisms, blocks, glass gems, sticks, sticks, fabric, plastics, paper, junk...).



We prompted inquiry with questions like:

- What can you discover about reflections?
- What do you notice about shadows?
- Can you make a shadow puppet?
- Can you make shadows of structures?
- How can you explore with shadows and reflections using these materials?
- How can you make the shadow longer/shorter?

Even though, light is a Grade 1 topic, students from K - Grade 5 enjoyed taking part in exploring these provocations.





Students were given opportunities to explore a variety of materials in an environment that prompted wonder, curiosity and questioning, focusing on light and shadow. This open-ended, play-based approach held interest for Kindergarteners all the way up to Grade 5 students.



Submitted by:
Heather Ackert
Grade 1
SD#5 Cranbrook

PLAY CAN...

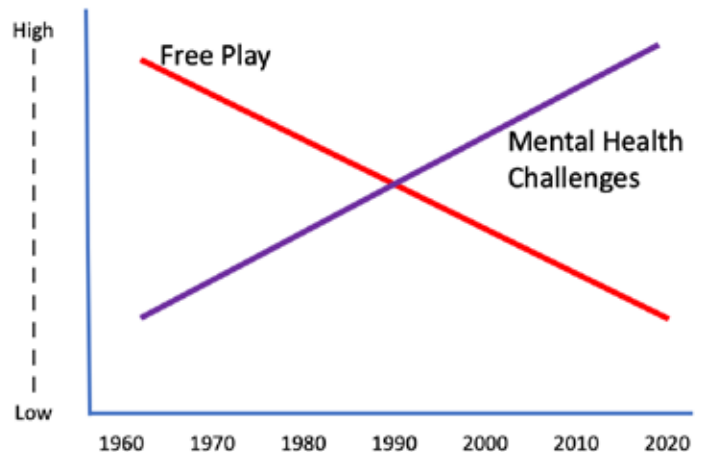
- REDUCE STRESS....INCREASE CALMNESS
- RECALIBRATE BIOLOGICAL REGULATORY SYSTEMS
- MAINTAIN SOCIAL & EMOTIONAL EQUILIBRIUM
- BUILD COPING SKILLS AND RESILIENCE
- PRODUCE SUBJECTIVE FEELING OF WELL-BEING
- IMPROVE ACADEMIC OUTCOMES

An emerging consensus.....

There is growing concern amongst academics, professionals, policy makers and community leaders alike that the decline in free play opportunities may be a contributing factor to increasing rates of childhood obesity, and to the alarming increase in the incidence of anxiety, stress and depression in young children.

Jane Hewes, 2014

**Jane Bertrand, MWMFF
& Atkinson Centre, OISE
CR4YC Network,
Richmond, BC
October 4, 2018
(Powerpoint
Presentation)**



CALM, FOCUSED & ALERT



A calm, focused and alert state is a prerequisite to learning. Self-regulation is the ability to adapt one's emotions, behaviour as well as attention to meet the demands of a given situation and being aware of one's own thoughts and feelings and those of others (McCain, Mustard & McCuaig, 2011). Self-regulation is an interconnected array of complex capacities that include recognizing and managing emotions, self-guidance of thought and behaviour, planning, self-reliance and responsible behavior (Berk, 2018). Related skills and abilities include mindfulness, an attentive awareness, a nonjudgmental attitude and being present in the moment (Oberle & Schonert-Reichl, 2017). Optimal self-regulation underpins a calm, focused and alert state essential for learning (Shanker, 2012).

Studies from economics, education, population health, developmental science and neuroscience studies point to the suite of skills connected to self-regulation as essential for learning (McCain, Mustard & McCuaig, 2011). Effective learning, academic achievement and successful life skills share common pathways that emerge early in life. Early and middle childhood lay down the foundations of self-regulation that carry forward into adolescence and adulthood.

Self-regulation abilities are underpinned by the interconnections of neural circuits formed in the brain's limbic system and prefrontal cortex that weave together our social, emotional and attention capacities. The neural circuits of the limbic system manage how we respond to challenges and stress and are under active construction before birth and in early life. The neural circuits of the prefrontal cortex support

Calm Focused, and Alert cont'd from page 21

suite of skills often called executive functions. These include working memory, ignoring distractions to stay on task, cognitive flexibility to shift focus, resolve competing demands, inhibit initial responses and understand the perspective of others. The formation of the prefrontal cortex circuitry is very active during the preschool period and continues through middle childhood, adolescence and early adulthood.

Education policies and research frequently identify self-regulation or components of self-regulation—social and emotional, and personal learning and thinking skills—as central to academic achievement. A wide range of program evaluations and research over the past decade reveal a robust link between social and emotional competence and academic success as well as health and well-being (Oberle & Schonert-Reichl, 2017).

Optimal self-regulation increases motivation—the ability to set and accomplish one's own goals (Duckworth, Ackerman, McGregor, Salter & Vorhaus, 2009). Knowing how to prioritize choices, how to make decisions and when to put in effort are central to learning. Self-regulation is not about compliance with rules or social behaviour expectations. Rather, self-regulation is about developing one's own internal motivation for adapting to demands and challenges (Pascal, 2009). In fact, for many children, requiring compliance undermines their abilities to self-regulate (Shanker, 2012).

Several studies have found that a calmly focused and alert state predicts children's later literacy outcomes. For example, Fuchs

and colleagues (2003) reported that children in grade 3 with good self-regulation spend more time trying to figure out problems before offering solutions and are more flexible in their approach to solving a problem. McClelland and Cameron (2012) found self-regulation not only predicted literacy outcomes in preschool and elementary school, but also predicted the improvements in literacy children made during that time. Children who showed improvement on a simple task designed to measure self-regulation skills also showed improvement in emergent literacy, vocabulary and early mathematics skills.

The ability to attend is central to critical thinking. Amongst Canadian children at age nine, higher attention ability was linked to achievement in mathematics, not repeating a grade and not requiring additional learning supports such as tutoring. Children's level of attention emerged as a fundamental skill that was linked to all aspects of academic achievement (Thomas, 2009).

The Play Today B.C. Handbook

(a supporting draft document for the redesigned

Early Learning Framework)

-Jane Bertrand, 2018, pg. 9-11



PLAY USING SENSORY BINS



A SUNFLOWER BIN

How to Create A Sensory Bin

1. Choose a container – a Rubbermaid or similar type container works great if you don't have a sensory table in your classroom.
2. Choose a theme – your theme can be anything you like: seasons, holidays, animals, classroom learning themes, picture books...
3. Choose a filler – anything that adds textures and sensory experiences.

A COLOUR BIN

AN INSECT BIN

Why use sensory bins?

1. Sensory bins provide an opportunity for kids to **play** and be social.
2. Sensory bins offer great language development experiences for students.
3. Sensory bins allow students to use their imagination and be creative.

A SEASONAL BIN

Need some more inspiration?

Check out <http://www.rubberbootsandelfshoes.com/p/sensory-bins.html>

Sandi Purdell-Lewis' great ideas for sensory bins are listed alphabetically on her blog. Check out her playdough and loose parts ideas too!

A FARM BIN





BCPTA PRIMARY LEADERSHIP CONFERENCE K-3

RETURNING TO NANAIMO ON OCTOBER 25, 2019

Location: Vancouver Island Conference Centre

Conference Hotel Rates: Coast Hotel: \$143 / Best Western Dorchester: \$149

BCPTA: The “Voice for Primary Teachers” in BC

New teachers, teachers on call, experienced teachers,
teachers newly assigned to primary, education students,
educators working with primary children

Attendance at Primary Leadership Conferences is increasing. We anticipate another excellent attendance rate in 2019 in Nanaimo

THE 2019 CONFERENCE PROGRAM

The BCPTA executive members are already preparing the 2019 program to include:

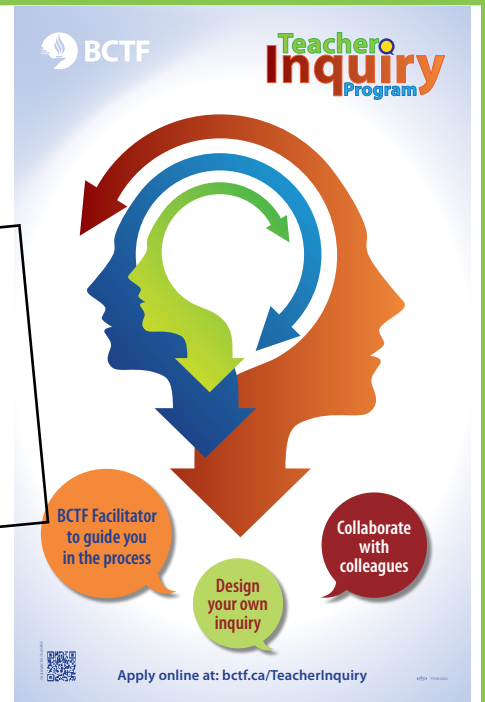
- Speakers who were popular in 2018
- Speakers by popular demand
- New workshops prepared for BCPTA
- BC Primary Program Connections with the Revised Curriculum
- Methods for integrating the redesigned curriculum in daily activities
- and More....

Check the BCPTA Website for Conference Updates: www.bcpta.ca

Provide FEEDBACK

The BCPTA is always looking for feedback in order to meet our members' needs.

The BCPTA Executive received a grant from the BCTF to participate in a Teacher Inquiry Project (TIP) regarding communicating with our Chapters and the membership and on how best to meet our members' needs. Please consider sending us feedback to guide us in our inquiry.



CHAPTER SUPPORT

What do you need from the BCPTA to better support your Chapter Association?

Please contact our Chapter and Membership Coordinator
mfanshaw@sd57.bc.ca

for more information about Teacher Inquiry Projects (TIP), go to

<https://bctf.ca/TeacherInquiry/>

CONFERENCES

If you attended the BCPTA Primary Conference in Richmond 2018, we would love to hear from you regarding the experiences you had, the presenters you heard, and the choices that were available.

We would also love to hear about if you have any recommendations for presenters in the future or the types of workshops you would like to see available. Do you have any wishes regarding specific topics or a focus area you would like to see covered in our conferences in the future?

Please contact our Conference Coordinator: bcptaconference@telus.net

NEWSLETTERS

The newsletter has changed its format and we are wondering what you think about it?

We would also love to hear about if you have any recommendations for the newsletter in the future. Do you like the redesigned newsletter? Do you have any wishes regarding specific topics or a focus area you would like to see covered in our newsletters in the future? And don't forget, we love submissions so send in your ideas for inclusion in upcoming newsletters!

Please contact our Newsletter Editor: sheila.ogradey@sd5.bc.ca

CANADIAN CHILDCARE FEDERATION (CCCF)



RESOURCE SHEET

Canadian Child Care Federation

#77

Supporting Children to Learn Through Play

Play is how children experience their world and bring meaning to it. It models the social framework that builds relationships for life and kindles imagination. Play gives children the chance, in a world where so many carry heavy burdens, to simply be children. It is through play that children learn best.

The Link Between Play and Learning

- Play nurtures children's creativity and problem solving capabilities.
- Play is health promoting. It builds children's strength and coordination and is beneficial for children's emotional health.
- Play stimulates the healthy development of children's brains.
- Play allows children to acquire competence and skills that help them feel good about themselves.
- Play provides the context in which caring adults teach children how to behave, how to treat others, and the social conventions of the community.
- Play provides the opportunity to learn essential social skills: to take turns, to share and to cooperate.
- Play helps children develop friendships with their peers good interpersonal skills are essential to children's lifelong success.
- Play environments produce natural opportunities for children to learn self-respect and how to treat others with respect.
- Play promotes a child's development and their development enhances their play - creating an upward spiral.

Learning Through Play Approach in Early Learning and Child Care

Many early learning and child care programs take a "learning through play" approach, which ensures that there are large blocks of time each day when children may choose an activity from a number of activities selected by the educator. By allowing children to select their own learning activities, they become the leader of their own learning.



Child care practitioners organize a play environment in a way that provides a choice of play activities that meet the developmental needs of each child in the group. Often the child care setting is divided into a number learning centres clearly defined areas that have equipment, materials and supplies that fit together and promote children's developmental growth.

During the time devoted to play, children are doing different things. Some might be building structures with blocks while others are playing at a water table and others are looking at picture books. Children move around the centre, selecting the play that interests them. When they are ready, they move on to something else.

Role of the Child Care Practitioner in Learning Through Play Approach

Child care practitioners assist the children by facilitating their learning through play experience.

- They plan environments to suite the children in their programs using toys, equipment, dress-up clothes, books, art materials and other playthings based on their knowledge of the individual children in their groups their abilities, their interests, their preferences, their unique characteristics, etc.
- They teach the children how to use the playthings safely. For example, the sand

must not be thrown, because it hurts if we get it in our eyes; helmets must be worn when riding the tricycles, etc. Then they allow the children to use them independently, with safety reminders when necessary.

- They encourage the children to choose the playthings they want to use and to put them back where they belong when they are finished using them.
- They are trained observers. They understand child development and intervene when appropriate to facilitate learning to help children extend their play, and to provide necessary support and guidance.

Why Use a Learning Through Play Approach?

- Children learn more when they are playing.
- Play develops children's creativity and problem solving skills
- Play prepares children better for school learning.
- Play is healthy. It promotes strength, coordination and brain development.
- Play teaches new skills and builds children's self-esteem.
- Play teaches children social skills that help them develop friendships.
- Play is a right of children (United Nations Convention on the Rights of the Child).

"I Have the Right to Play."

Preserved in the United Nations Convention on the Rights of the Child is the simple message that "children have the right to play" (Article 31). On the surface, "the right to play" seems obvious. However, as expectations for achievement increase and as available free time decreases, play time has become a right in need of protection.

One way we promote children's rights awareness is by celebrating National Child Day. The day was proclaimed by the Government of Canada on March 19th, 1993 to commemorate two historic events for children: the adoption of the United Nations Declaration on the Rights of the Child in 1959, and the UN adoption of the Convention on the Rights of the Child (CRC) in 1989.

RESOURCE SHEET



Canadian Child Care Federation

#78

I Have the Right to Play!

For some, play is a chance to be with others to share, even in the most humble of settings, in communities with toys, games, on outdoor gym equipment, in a sandbox, with a jump rope, or in an abandoned cardboard box.

For others, play is the fervent desire for the gift of time – twenty minutes, one-on-one with Mom, Dad, a special caregiver or friend specifically for play.

For young children, play is more than just a fun activity. Research has shown that play contributes to a child's healthy development. It helps build social, emotional, physical and cognitive skills. Furthermore, play is a child's right.

A Powerful Promise to Children

The United Nations Convention on the Rights of the Child spells out in 41 articles the basic human rights to which children (under the age of 18) everywhere are entitled.

By ratifying this Convention in 1991, Canada made a commitment to ensure that all children are treated with dignity and respect. This includes safeguarding the right of children to have a voice, be protected from harm, to have access to health care, and be provided with their basic needs and every opportunity to reach their full potential. The Convention also acknowledges the key role of parents and families in the lives of children and young people.

The right to play is outlined in Article 31 of the Convention. When we consider that children are expected to achieve more and more, and that they have less and less free time available for play, it's clear that play time has become a right in need of protection.

Ideas on How to Support a Child's Right to Play

- Set aside time for play in a child's busy day. There are many structured activities available to children. But remember that play time is an extremely valuable time for learning.
- Set aside time for play in *your* busy day. Join in your child's play. Let him guide the play, but take the opportunity to reinforce social conventions, such as sharing, taking turns and role-playing.
- Choose an early learning and child care program with a play-based approach. These programs understand the link between play and learning. They ensure that there are large blocks of time each day when children may choose from a number of activities selected by the educator in order to become leaders in their own learning.
- Create safe and stimulating play environments within your home.
- Organize within your school and community to create safe places for children to play.



November 20th

A special day to commemorate the right to play and other articles of the Convention on the Rights of the Child

In 1993, the Government of Canada enacted Bill C-371, otherwise known as the *Child Day Act*, and designated November 20th of each year as a national day of the child in order to promote awareness in Canada of the Convention. For ideas on how you can celebrate National Child Day and children's rights, visit the Canadian Child Care Federation website at www.cccf-fcsge.ca.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

— United Nations Convention on the Rights of the Child, 1989. Ratified by Canada in 1991.

MAKE A SKATING RINK IN YOUR CLASSROOM

Setting up a skating rink in your classroom is a fun and relevant way to explore how people enjoy winter sports in this wonderful winter season. It allows creativity as you shift your dramatic play area to this new area of learning for children.

Materials needed:

- Mittens, gloves, hats, scarves, helmets, etc.
- Pretend ice (white plastic thick table cloth on the ground or a piece of plexiglass)
- Cash register
- Hockey stick (pool noodle cut in half or small plastic toy sticks)
- Foam puck or ball
- Laundry baskets to use as hockey goals
- Socks with numbers painted on them (hockey skates) or pieces of paper with printed hockey or figure skates on them for kids to slide on.
- Clip boards for writing on (taking orders in the concession stand, organizing skate rentals etc)
- Pretend money
- Pretend phone
- Pads of paper
- Pens or pencils
- Materials for a concession stand (cups, play food etc.)
- Label items at this centre to help build vocabulary

An Idea for a Play-Based Center for Winter

Things to do before you begin:

- think about the words children will need to learn at this centre and create vocabulary cards to post. The children could then use these words at a writing centre when they want to write sentences about the skating rink.
- Find books (fiction and non-fiction) about skating and skating rinks.
- bring your class to a real skating rink for ideas and to give them so real-life inspiration about what you need for this centre. Have kids help you to make a list of the things you need to have in your skating rink in the classroom.
- Talk about different jobs at the rink to have the children think of roles and characters they can be when playing at this centre.

Assessment ideas:

- To assess the oral language skills at the centre, I would observe and record notes of what I notice children doing and saying at the centre while they play.
- I would also join the play to further the learning with my use of the vocabulary. I could also introduce more roles and materials at the (ie. make a Zamboni out of a cardboard box and then introduce how it works)
- Hold a talking circle at the end of play to promote reflection. What worked? What did not? What could change for the next day? What needs to be added? What needs to be removed?
- I would make the core competencies the children are developing at this centre more explicit to them. I would highlight the communication, personal responsibility, critical thinking, creative thinking skills (etc) they are showing, and I would encourage them to self-reflect on their skills in these areas.

Submitted by: Janine Fraser
Grade 1/2
SD#51 Rock Creek

Student Name: _____

Kindergarten Emergent Literacy Continuum: Oral Language

Developmental aspects	Emerging With direct support...	Developing With guided support...	Applying With minimal support...	Extending
The Child	With direct support may listen to and use language for play and collaborative learning. May not have enough language for conversation to be meaningful.	With guided support listens to and is beginning to use language for play and collaborative learning. Is beginning to participate in conversations.	With minimal support uses conventional language for play and collaborative learning. Is able to contribute to conversations.	Adjusts language use for play and collaborative learning. Uses language for a range of purposes and actively contributes to conversations.
Speaking and Listening				
Attending	With direct support may attend to informal oral language interactions.	With guided support attends to and participates in informal language interactions.	With minimal support attends to and participates in informal language interactions.	Attends to and participates in informal language interactions.
Listening	With direct support may listen during activities (e.g., ignoring distractions).	With guided support listens during activities (e.g., ignoring distractions).	With minimal support listens during activities (e.g., ignoring distractions).	Listens during activities (e.g., ignoring distractions).
Speaking	With direct support may speak with adults or peers. May be difficult to understand (e.g., tone of voice, volume, articulation, rate, gesture).	With guided support speaks with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture).	With minimal support speaks clearly and fluently with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture).	Speaks clearly and fluently using appropriate voice and body language (e.g., tone of voice, volume, articulation, rate, gesture).
Taking turns in conversation	With direct support may take turns in a conversation.	With guided support takes turns in a conversation.	With minimal support takes turns in a conversation.	Takes turns as a thoughtful listener and speaker in a conversation.
Staying on topic	With direct support may sometimes stay on topic in a short conversation.	With guided support stays on topic in a short conversation; responds to ideas.	With minimal support stays on topic in a conversation; responds to and extends ideas.	Stays on topic in conversations; responds to and extends ideas.
Knowledge of the Content and Structure of Language				
Understanding and participating in language activities	With direct support may understand classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).	With guided support understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).	With minimal support understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).	Understands and actively participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).
Understanding vocabulary	With direct support may understand a limited vocabulary.	With guided support understands a basic vocabulary.	With minimal support understands a wide vocabulary.	Understands an extensive vocabulary.
Speaking in sentences	With direct support may use single words or short phrases modeled by others.	With guided support uses words or phrases modeled by others.	With minimal support expresses thoughts and ideas in short sentences.	Expresses thoughts and ideas in some detail using a variety of sentences.
Understanding and following directions	With direct support may follow directions.	With guided support follows directions.	With minimal support follows directions.	Follows directions.
Understanding, asking and responding to questions	With direct support may understand the difference between a question and a comment or response.	With guided support understands questions; asks simple questions and may respond on topic.	With minimal support asks and answers questions on topic.	Asks thoughtful questions; responds on topic and extends ideas.
Sharing personal experiences	With direct support may share personal experiences and feelings.	With guided support shares personal experiences and feelings.	With minimal support shares personal experiences and feelings with some clarity.	Shares personal experiences and feelings with clarity; is beginning to adjust language for audience.
Retelling/recounting	With direct support may retell something about a story; may recount part of an experience or give one or two simple facts.	With guided support retells a simple story, recounts an experience or gives new information; some sequence errors and omissions.	With minimal support retells a story, recounts an experience or gives new information; may use simple connectors (e.g., and, then).	Retells a story, recounts experiences or gives information; uses more complex connectors (e.g., if, because, when, before, etc.).
Problem solving	With direct support may use language to problem solve.	With guided support uses language to problem solve.	With minimal support uses language to problem solve.	Without support uses appropriate language to problem solve.
Knowledge of the Sounds of Language				
Demonstrating phonological awareness	With direct support may demonstrate emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).	With guided support demonstrates emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).	With minimal support demonstrates emergent skills in some phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).	Demonstrates emergent skills in most phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Date code:

Comments:

Final 03/09


Use these field-developed and tested teaching and assessment materials to measure children's learning and development in the Kindergarten program.

Adapted from SD 69 Kindergarten Assessment Committee 2004

Please note: This continuum is not meant to be used as a performance standard.

ASSESSMENT TOOL

Submitted by: Carol Johns
Kindergarten
SD#5 Cranbrook



Student Name: _____

Kindergarten Emergent Literacy Continuum: Social Responsibility

Developmental aspects	Emerging With direct support...	Developing With guided support...	Applying With minimal support...	Extending
The Child	With direct support and teacher modeling is beginning to interact appropriately with others in individual and group learning contexts, and is beginning to take responsibility for materials and behaviour.	With guided support interacts appropriately with some independence and self-confidence in individual and group contexts, and is beginning to take responsibility for materials and behaviour.	With minimal support interacts appropriately with increasing independence and self-confidence in learning situations, and takes increasing responsibility for materials and behaviour.	Generally interacts with independence and self-confidence in learning situations, and takes responsibility for materials and behaviour.
Contributing to the Classroom and School Community				
Socializing—interacting with others	With direct support may interact positively with others (e.g., centres, circle, recess).	With guided support interacts positively with others (e.g., centres, circle, recess).	With minimal support interacts positively with others (e.g., centres, circle, recess).	Interacts positively with others (e.g., centres, circle, recess).
Socializing—playing with others	With direct support may play constructively with others.	With guided support plays constructively with others.	With minimal support plays constructively with others.	Plays constructively with others (e.g., is inclusive, welcoming, friendly, kind and helpful to others).
Participating/contributing/sharing	With direct support may participate, contribute, share.	With guided support participates, contributes, shares.	With minimal support participates, contributes, shares.	Participates, contributes, shares.
Caring for belongings/materials	With direct support may care for personal belongings and/or school materials.	With guided support cares for personal belongings and/or school materials.	With minimal support cares for personal and/or school materials.	Cares for personal belongings and/or school materials; enjoys extra responsibilities (e.g., cleans up own work/play space and often assists others).
Solving Problems in Peaceful Ways				
Expressing feelings/dealing with conflict	With direct support may acknowledge frustration (e.g., accepts personal responsibility); may express feelings (e.g., anger) in conflict situations.	With guided support acknowledges frustration (e.g., accepts personal responsibility); expresses feelings, manages anger appropriately in conflict situations.	With minimal support manages frustration and anger appropriately; expresses feelings by name and listens in conflict situations; may rely on adult intervention without considering alternatives.	Manages frustration and anger appropriately; expresses feelings by name in conflict situations; often tries to solve problems independently but knows when to get adult help.
Solving problems	With direct support may recognize problems; may suggest or attempt to use inappropriate strategies.	With guided support may identify simple problems and generate appropriate strategies; may attempt to use strategies to solve problems.	With minimal support identifies simple problems and generates appropriate strategies; attempts to use strategies to solve problems.	Independently identifies simple problems, generates appropriate strategies and uses strategies to solve problems.
Valuing Diversity and Defending Human Rights				
Respecting others	With direct support may treat others with respect; tends to focus on own needs and wants.	With guided support may treat others with respect; may not notice when others are treated unfairly.	With minimal support treats others with respect; may notice when others are treated unfairly.	Treats others with respect; may stand up for others when perceiving injustice.
Exercising Democratic Rights and Responsibilities				
Understanding and following classroom routines	With direct support may be aware of and follow some classroom routines (e.g., circle time, library visit).	With guided support is aware of and follows some classroom routines (e.g., circle time, library visit).	With minimal support follows classroom routines (e.g., circle time, library visit).	Consistently follows classroom routines (e.g., circle time, library visit).
Understanding, following and contributing to classroom rules	With direct support may follow some classroom rules (e.g., use quiet voice, walk in the classroom).	With guided support follows some classroom rules (e.g., use quiet voice, walk in the classroom).	With minimal support follows classroom rules (e.g., use quiet voice, walk in the classroom).	Consistently follows classroom rules, shows an understanding of how rules make the classroom run more smoothly, contributes suggestions.
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Date code: _____
Comments: _____
Final 03/09

Adapted from SD 69 Kindergarten Assessment Committee 2004 Please note: This continuum is not meant to be used as a performance standard

THE KLP :

KINDERGARTEN LEARNING PROJECT came out in support of the Primary Program but had little implementation support. It is an excellent resource for beginning teachers or teachers new to Kindergarten or Grade One and is a helpful tool to focus your observations as children play and learn. The wording can give you comments when working with parents and other professionals to accurately describe your observations. It is a good way to track progress over time and give a teacher a sense of what comes next or ways to support a child's development.

Find these continuums to print and more information at:

<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/teaching-and-assessment-tools>



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
- Members who wish to run for positions of Chapter President, Vice President/ Secretary/ Treasurer. Please note ALL members of the Chapter Executive MUST be members of the BCPTA.
- A membership open to all interested primary educators who are encouraged to be part of the BCPTA.
- Contact with the BCPTA Membership and Chapter Coordinator

Local Chapters are provided with:

- Financial support (\$200.00/year) to explore professional development, book clubs, or collaborative sharing among primary teachers.
- The opportunity to apply for a Professional development grant through the BCPTA
- Communication and support with the members of the BCPTA Executive
- Newsletter
- Opportunity to communicate with other BCPTA chapters in the province as well as other PSA's, the BCTF and government ministries



Let us help you start a local Chapter!

If you require further information please visit our website
(Chapter Information area) at:

www.bcpta.ca

or contact:

Marie Fanshaw, Chapter Coordinator

mfanshaw@sd57.bc.ca



PROFESSIONAL DEVELOPMENT GRANT

We have:
\$500 to help
registered
chapters to host
Professional
Development
events

The criteria for the BCPTA Chapter/LSA Professional Development Grant include the following:

1. Activity should foster and promote developmentally appropriate best practices in the realm of primary education.
2. Grant proposals shall be submitted to the BCPTA Chapter Membership Co-ordinator prior to the professional development activity for approval.
3. The proposed professional development opportunity must not coincide with any BCPTA event.
4. Organizers will outline the benefits of being a member of the BCPTA and will encourage participants to become members. Participants can become BCPTA members at the proposed activity.
5. Organizers of the event are required to submit the "Report on Professional Development Activity" to the BCPTA Chapter Membership Co-ordinator within 30 days of event.



IT PAYS TO BE A MEMBER

of the
British Columbia Primary Teachers' Association

By becoming a member, you will be mailed 3 newsletters per year that are full of topics relevant to teaching in the primary levels.

We also have a great up-to-date website for your convenience!

Conferences

Our last successful conference was held in Richmond in Oct 2018 and had a record-breaking 800 attendees participating in a large variety of workshops offered by quality presenters, focusing on classroom instruction, incorporating the revised curriculum plus practical ideas and strategies for daily classroom instruction based on current research in education. The social atmosphere, networking and sharing at BCPTA conference has always been a highlight and the 2018 conference was no exception. **Look for the next conference in Nanaimo October 2019**

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.
- Looking at curriculum changes in relation to the Primary Program as new curriculums are introduced.
- Chapter support through annual grants for all registered chapters.
- Access to additional mini-grants for those chapters wishing to work on special projects and organize mini-conferences.
- Support in attending our Spring Event.

How much does it cost to become a member?

The fee is \$45.00 annually

How do I become a member?

Register for one of our conferences or go online to sign up for a PSA at:

<https://bctf.ca/psa/join.aspx> or use paper application.

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 _____

Email 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"/> \$40.00 Art	<input type="checkbox"/> \$25.00
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"/> \$20.00
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"/> \$25.00 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"/> \$25.00 Physical Education	<input type="checkbox"/> \$15.00
55 <input type="checkbox"/> \$45.00 Primary	<input type="checkbox"/> \$22.50
57 <input type="checkbox"/> \$30.00 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 Teachers of Inclusive 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
68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$10.00
69 <input type="checkbox"/> \$25.00 English to Speakers	<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
75 <input type="checkbox"/> \$30.00 Culinary Arts	<input type="checkbox"/> \$16.00
77 <input type="checkbox"/> \$30.00 Early Career Teachers	<input type="checkbox"/> \$15.00
78 <input type="checkbox"/> \$25.00 Montessori Teachers	<input type="checkbox"/> \$15.00

Subscriptions for non-BCTF members or institutions		
SUBSCRIBER	GST	TOTAL
Fees include GST (R106779291 RT0001).		
41 <input type="checkbox"/> \$65.00 Art	\$3.25	\$68.25
42 <input type="checkbox"/> \$60.00 Business Education	\$3.00	\$63.00
44 <input type="checkbox"/> \$65.00 Counsellors	\$3.25	\$68.25
45 <input type="checkbox"/> \$65.00 Immersion/Francophone	\$3.25	\$68.25
46 <input type="checkbox"/> \$60.00 English Language Arts	\$3.00	\$63.00
47 <input type="checkbox"/> \$60.00 Home Economics	\$3.00	\$63.00
48 <input type="checkbox"/> \$65.00 Intermediate	\$3.25	\$68.25
49 <input type="checkbox"/> \$65.00 Teacher-Librarians	\$3.25	\$68.25
50 <input type="checkbox"/> \$65.00 Mathematics	\$3.25	\$68.25
51 <input type="checkbox"/> \$65.00 Modern Languages	\$3.25	\$68.25
52 <input type="checkbox"/> \$85.00 Music	\$4.25	\$89.25
53 <input type="checkbox"/> \$60.00 Learning Assistance	\$3.00	\$63.00
54 <input type="checkbox"/> \$50.00 Physical Education	\$2.50	\$52.50
55 <input type="checkbox"/> \$70.00 Primary	\$3.50	\$73.50
57 <input type="checkbox"/> \$60.00 Science	\$3.00	\$63.00
58 <input type="checkbox"/> \$55.00 Technology Ed	\$2.75	\$57.75
59 <input type="checkbox"/> \$55.00 Social Studies	\$2.75	\$57.75
60 <input type="checkbox"/> \$55.00 Teachers of Inclusive Ed	\$2.75	\$57.75
62 <input type="checkbox"/> \$60.00 Drama	\$3.00	\$63.00
63 <input type="checkbox"/> \$60.00 Gifted	\$3.00	\$63.00
64 <input type="checkbox"/> \$50.00 Distributed Learning	\$2.50	\$52.50
65 <input type="checkbox"/> \$60.00 Computer	\$3.00	\$63.00
66 <input type="checkbox"/> \$55.00 Environmental Ed	\$2.75	\$57.75
68 <input type="checkbox"/> \$50.00 Peace & Global Ed	\$2.50	\$52.50
69 <input type="checkbox"/> \$50.00 English to Speakers	\$2.50	\$52.50
70 <input type="checkbox"/> \$55.00 Alternate Ed	\$2.75	\$57.75
71 <input type="checkbox"/> \$50.00 Aboriginal Ed	\$2.50	\$52.50
72 <input type="checkbox"/> \$50.00 Co-operative Learning	\$2.50	\$52.50
73 <input type="checkbox"/> \$60.00 Dance	\$3.00	\$63.00
75 <input type="checkbox"/> \$55.00 Culinary Arts	\$2.75	\$57.75
77 <input type="checkbox"/> \$55.00 Early Career Teachers	\$2.75	\$57.75
77 <input type="checkbox"/> \$50.00 Montessori Teachers	\$2.50	\$52.50

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 the BC Teachers' Federation. Do not mail cash. Retain a photocopy of your completed application for your records. Only BCTF members, including TTOCs, students in post-secondary programs leading to BC teacher certification, and retired teachers who retired from active BCTF membership may join as BCTF members of the PSAs. All 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 emailing PSA-Coordinator@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 Avenue, Vancouver, BC V5Z 4P2, 604-871-BCTF or 1-800-663-9163, F: 604-871-2286, bctf.ca.** You may now join or renew your PSA membership online at <https://bctf.ca/psa/join.aspx>.

Fees accurate to December 31, 2018.

BCPTA 2017-2018 PAST BUDGET

BCPTA 2018-2019 PROPOSED BUDGET

PSA Member Grant - Form 2
Proposed budget for Fis 2018-19

PSA Name: BCPTA
 PSA # Y-550&5 <- (Enter # here 3 digits)

BCTF GL	PSA	BCTF Sub-code	
Income Accounts			
901000	Y-550&552		Ending 2017-18 Income surplus (deficit)
902000	Y-550&552		Less Portion of income surplus held as reserve June 30, 2018* for future years.
903000	Y-550&552		Conference surplus outside account, June 30, 2018
904000	Y-550&5	9930	Membership/subscriptions fees
904000	Y-550&5	9930	BCTF members
904000	Y-550&5	9930	Students/Retirees
904000	Y-550&5	9930	Subscribers
904000	Y-550&5	9931	BCTF grant
904000	Y-550&5	9933	Sale of back issues
904000	Y-550&5	9934	Interest income
904000	Y-550&5	9935	Project grants
904000	Y-550&5	9939	Other Meeting Revenue
904000	Y-550&5	9942	Advertising Revenue

0.00	@	\$ -
0.00	@	\$ -
0.00	@	\$ -
See Sheet		

	Fiscal 2017-18	Fiscal 2017-18	Fiscal 2018-19
	Budget	Actuals	Proposed Budget
Rounded to nearest \$100			
	\$ 77,767.03	\$ 77,803.07	\$ 109,954.53
	0.00		0.00
	1,500.00	1,165.05	1,500.00
	20,000.00	11,952.50	30,000.00
			0.00
			0.00
			0.00
	10,400.00	10,400.00	0.00
	1,000.00	1,081.87	1,000.00
			11,000.00
	15,000.00	135.00	73,960.00
	30,000.00	1,285.00	1,000.00
		22,744.47	
Total Income (& Surplus available for use)	\$ 155,667.03	\$ 126,566.96	\$ 228,414.53

Expense Accounts			
906000	Y-550&5	9950	Meeting—executive
906000	Y-550&5	9951	Meeting—table officers
906000	Y-550&5	9952	Meeting—PSA Council*
906000	Y-550&5	9953	Meeting—subcommittee
906000	Y-550&5	9954	Meeting—annual general meeting
906000	Y-550&5	9958	TTOC expenses for meetings
906000	Y-550&5	9959	Meeting—other
907000	Y-550&5	9960	Publication—journal
907000	Y-550&5	9961	Publication—newsletter
907000	Y-550&5	9962	Publication—other
907000	Y-550&5	9969	Publication—equipment
908000	Y-550&5	9970	Operating
908000	Y-550&5	9971	Equipment purchase
908000	Y-550&5	9972	Chapter support
908000	Y-550&5	9973	Affiliation fees and meetings
908000	Y-550&5	9974	Response to curriculum or development of resources
908000	Y-550&5	9975	Projects
908000	Y-550&5	9976	Complimentary memberships
908000	Y-550&5	9978	Scholarships
908000	Y-550&5	9979	Miscellaneous

\$ 20,000.00	\$ 15,825.98	\$ 25,000.00
100.00	52.00	100.00
300.00		500.00
5,000.00	2,361.84	5,000.00
15,000.00	50.00	0.00
	6,335.97	10,000.00
1,000.00	0.00	1,000.00
500.00		
	55.20	
3,000.00	3,666.00	10,000.00
	(250.00)	
	(13,085.30)	
400.00		500.00
	(13,552.00)	
	545.00	
		10,500.00
		40,000.00
	152.32	
30,000.00	0.00	8,000.00
2,500.00	4,151.87	15,000.00



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Member-at-Large

vacant

Annual BCPTA Chapter Registration Form

District Name _____

Name of Local Primary Association _____

President or contact person _____

Date of Election _____ for the term/year 2018- 2019

President/Contact Person:

NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

**Return annually
by Dec 15 and
correct any
changes to
contacts' names
and addresses**

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Vice President/Secretary/Treasurer or Second Contact

NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

Please send
registration form to:

Marie Fanshaw
mfanshaw@sd57.bc.ca

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

