



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

Create

Imagine

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Play

Wonder



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THE BCPTA IS A PROVINCIAL SPECIALIST ASSOCIATION OF THE BC TEACHER'S FEDERATION



British Columbia  
Teachers' Federation

# Editor's Corner



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As we get closer to the busy season of back to school, we feel the excitement of getting ready for another year of learning. What will we keep in our practice that is tried and true? What books and materials could we not work without? What will we change about our classroom this year? Will it be how the room is arranged, the grade level we teach, or will we try adding a new idea we learned over the summer to our practice? As teachers we are always wanting to balance what we know is good practice while trying new things to reach new horizons in our profession. Our aim at the BCPTA is to help you to reach those new horizons and 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 inspire you, and in turn you aim to inspire 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](mailto:janine.fraser@sd51.bc.ca). Happy Back To School!

# PRESIDENT'S MESSAGE



By Janine Fraser

Accentuate the  
positive...

Here I am on a hot summer August day to write you something inspiring about back to school, and I feel I am not quite ready yet to be in that frame of mind. I have been so thoroughly enjoying my vacation with my 3 kids, I can't believe its already that time to prepare for back to school. I am sure many of you can relate....

Anyways, I thought I would share something about my summer reading adventure that inspired me. First of all, I must disclose how I got my summer book. Last year, I followed the directions in one of our newsletters and joined Twitter. I had fun tweeting and following inspiring conversations in the world of education. I strongly advise, if you have not already done so, join Twitter. It opens a whole new world of ideas and information I didn't know was there. Anyways here I had tweeted about being concerned about childrens' happiness in our classrooms and voila, a book was sent to me to my local teacher's association office. It is called Positive Living Skills: Joy and Focus for Everyone by Terry Orlick. In it are great, hands on games and activities to develop better focussing skills and positive attitudes, which I think are keys to learning. I know after the year we had last year in Education, I am going to make happiness in my classroom my focus for next year. What is it you are trying this year in your classroom? Tweet me your ideas to @Janfra2 or email me at [janine.fraser@sd51.bc.ca](mailto:janine.fraser@sd51.bc.ca).



# A Warriors Promise

## “To interconnect energy and spirit”

**C**armen McKay, of the Sto lo Nation, shared his promise with over 40 delegates from across the province at our annual Chapter Assembly in Richmond on April 14, 2012.

As Carmen shared his thoughts and stories he wove a tapestry of connections he has made through his life experiences . . . from the greeting song of the Squamish to the Lizard Warrior of the Musqueam and Matsqui Nations to carrying salmon up the banks of the Fraser Canyon. His life experiences have helped to define his role as First Nations *Journey to Literacy* support teacher for the Coquitlam School District #43.

In his work he has endeavored to rebuild the traditional values of Native people:

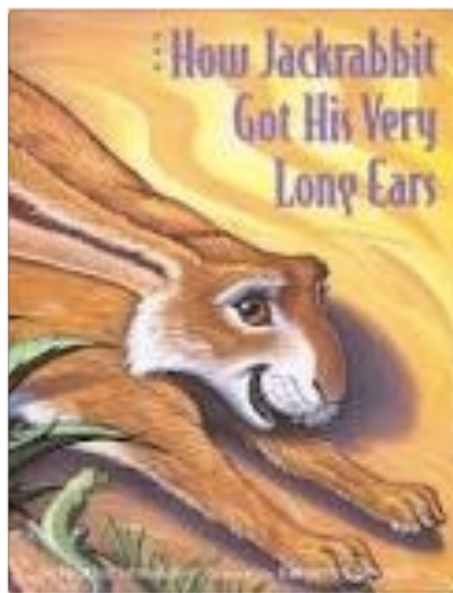
*bravery and courage*

*generosity and peace making*

*wisdom and humility*

*spirituality and family*

Through the *Journey to Literacy* program, Carmen has worked to: implement best practice, share aboriginal culture, develop a team to support student learning and facilitate



“How Jackrabbit Got His Very Long Ears”  
On Carmen’s ‘favorites’ list, this story reinforces listening skills.

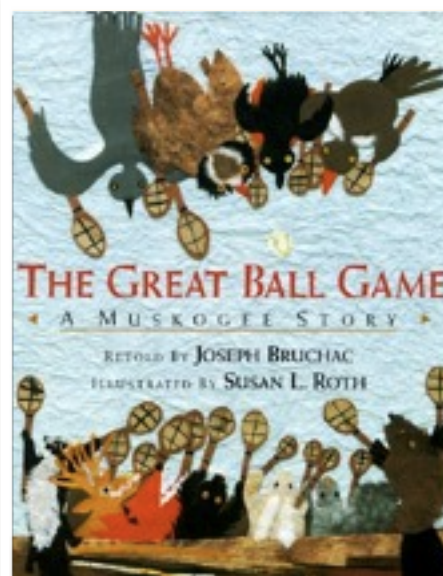
partnerships among schools, families and communities to support literacy.

In Carmen’s words,

*“As a role model and leader the knowledge is not mine to keep, I need to pass this on.”*

As teachers, our role is much the same, we need to share what we know.

“The Great Ball Game”  
Another ‘favorite’ story that teaches resilience.



As for, the things we don’t know, his suggestions is to seek advise from those who do.

Carmen has offered his support to those seeking to make connections with the First Nations people in their area.

[cmckay\\_artist@yahoo.ca](mailto:cmckay_artist@yahoo.ca)



“Red Parka Mary”  
by Peter Eyvindson  
A young boy has much to learn as he becomes friends with his neighbor.

“Giving Thanks: A Native American Good Morning Message”

A story in the tradition of Thanksgiving, First Nations style. A message of gratitude that is still spoken at ceremonial gatherings.

Submitted by Wendy Adams





# CHANGING RESULTS FOR YOUNG READERS

*A New Ministry Initiative*

*Imagine sitting next to Pam Quigg for two days, while listening to several of British Columbia's foremost experts in reading, self-regulation, social-emotional learning, aboriginal education, writing, early learning, inquiry-based professional development and special education. On August 27 & 28, I had the pleasure to be one of 200 participants in the "Changing Results for Young Readers Symposium" and share in the learning from all of these areas of expertise. Every district in the province was represented. Participants came away with a rich understanding of what this new Ministry of Education initiative is about.*

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## Changing Results for Young Readers 2012-2013

Maureen Dockendorf, Superintendent of Reading

[mdockendorf@sd43.bc.ca](mailto:mdockendorf@sd43.bc.ca)

The goal of the Changing Results for Young Readers initiative is to increase the number of BC children who are engaged, successful readers. The initiative will use current research and an understanding of what fosters reading success. Current findings indicate that key to improving reading is systemically paying attention to all of these factors: self-regulation, social/emotional learning, cultural-community connections, engagement, partnering with families, evidence based literacy practices, and assistive technology.

**Changing Results for Young Readers: A Framework For Action includes the following seven structures:**

1. Early Reading Resource Team
2. Early Reading Facilitators
3. Early Reading Advocates
4. Early Reading Learning Teams
5. Early Reading Technical Review Group
6. Early Reading Regional Network Sessions
7. Changing Results For Young Readers Symposium (Aug. 27/28)

### **1. Early Reading Resource Team**

The Early Reading Resource Team will bring together a group of educators to design a framework for action. Team members include Rod Allen, Faye Brownlie, Maureen Dockendorf, Paige Fisher, Judy Halbert, Sharon Jeroski, Linda Kaser, Brenda, Nancy Perry, Trish Rosborough, Kim Schonert-Reichl, Laura Tait, and Ruth Wiebe. This group collectively has extensive experience in designing case study research, working in culturally respectful ways in Aboriginal learning communities, literacy and learner support work and in developing powerful change programs at the classroom, school, district, provincial and international levels.

## **2. Early Reading Facilitators**

More than 20 BC Facilitators will provide external expertise by leading the process of inquiry with District Early Reading Learning Teams on a consistent basis throughout the year. The Facilitators have strong backgrounds in literacy, reading, inquiry-based change, and demonstrated capacity for facilitation. **Early Reading Advocates**

All participating districts will identify one or two Early Reading Advocates (ERAs). ERAs could be Literacy Helping Teachers, Early Learning Coordinators, or District Early Literacy Leaders. In smaller districts the ERAs may be drawn from classroom teachers, support teachers, Aboriginal teachers or formal leaders with a passion for early literacy success. The Early Reading Advocates will work with the ER Facilitators to co-facilitate the district Early Reading Learning Teams.

## **3. Early Reading Learning Teams**

The Early Reading Advocates will work with district staff to identify 2 – 4 schools with the highest levels of vulnerable readers. Each participating school will invite two classroom teachers and one resource teacher (support staff) to participate in the District Early Reading Learning Team. The teams will meet monthly (7 times during the year) and their professional learning will be explicitly embedded within the teachers' work and within the classroom. The Primary Program holistic model of in classroom learning will guide every aspect of the Changing Results for Young Readers initiative. Skills of teacher inquiry include close examination of the needs of the learners and a willingness to work with colleagues to explore and apply promising practices.

The ER Learning Teams will include 6 – 12 teachers/support teachers from participating districts. Districts may choose to select 2 – 4 schools. For example, if a district chooses 4 schools with 3 teachers from each school, the ER Learning Team has a total of 12 participants. Districts can use the Education Plan Funding dedicated to Early Reading to provide 7 (half days) release times to participants. Larger districts may choose to have two District Early Reading Learning Teams.

## **4. Early Reading Regional Network Sessions**

Regional Network Sessions will give participants in the Early Reading Learning Teams and Principals and Vice Principals in the participating schools, the opportunity to network with the Early Reading Resource Team and other districts who have a similar focus inquiry (e.g., self-regulation, social/emotional learning, evidence-based literacy practices, cultural – community connections, engagement (student/families), assistive technology).

## **5. Technical Review Group**

The Technical Review Group will design the framework for data collection, resolve technical issues and analyze the data. The impact will be assessed utilizing the BC Reading Performance Standards.

# PATTERNING

Submitted by:  
Sandra Ball

Inner-City/Early Learning Helping Teacher-  
Surrey School District #36

## PATTERNING - WHAT IS IT?

Mathematics is the study of patterns and relations. The capacity to pattern – to establish a pattern core, to repeat and name it – is an essential skill in mathematics learning. When students begin to recognize and explore patterns, it becomes easier for them to understand the relationships among the different mathematical concepts. Students who can pattern can predict what comes next with confidence. They know that there is order – to the manipulatives they use, to the days of the week, to the sequence of their days.

The capacity to pattern is a necessary pre-requisite for success in algebra – to be able to predict “down the line” is the foundation of algebraic thinking. Students should be able to extend a pattern off of both ends (beyond both the start and the end) and to represent it in language and actions. Students who are competent with patterning will be able to identify and correct an error in an existing pattern.

Patterning with colour or another physical attribute is the precursor to skip counting. When students build patterns with a pattern core of 2 elements, the number of objects in their pattern increases by 2 each time. To find the total number, then, students can skip count by 2's. In this way they follow a new pattern: skip a number, say a number, skip a number, say a number or skip 1, say 2, skip 3, say 4, etc. Skip counting requires sets of objects to be counted. Success with skip counting depends on being able to subitize, and see groups at a glance.

# Patterning Activities to Build Understanding

## Early Primary Focus



### Pattern Caterpillars- repeating patterns

- Read **Pattern Bugs** by Trudy Harris
- Allow time for the students to discover the pattern represented by the bug, border and text on each page.
- Ask the students to identify each pattern.
- Recreate the patterns using various actions.
- Ask the students to choose Caterpillar Pattern (attached) and use manipulative to create and extend the pattern.



- Students can use stamps, felts or cut outs to translate the pattern.
- Encourage the students to create and extend patterns they create.

### Pattern Walk

- Go on a pattern walk and ask students to tell about the patterns they find. Consider giving your students digital cameras to record the patterns they discover!

### Nature Patterns

- Ask students to describe patterns they see in nature. Go on a nature walk – and be sure to take clipboards and pencils so students can “draw” what they see. Digital cameras are the right tool for this task.

### Our World

- Present photographs of patterns found in the world. Include these images in tubs of materials and ask students to replicate the patterns they see in the images using manipulatives.



## Pattern Animals

- Look at patterns on real animals – spots and stripes on creatures that exist in nature. Provide striped wallpaper or fabric and have students create an animal's body with it. Students should add details to their creature, then describe the patterns they have created.

## People Patterns

- Have students make and model patterns with each other (facing forward, facing backwards, crouching, standing, etc). Encourage other students to name and describe the pattern being made.

## Name Patterns

- Have the students record the pattern of their name on a grid (each letter gets a square). Have them repeat the pattern to fill the grid and colour each letter a different colour. Let the students share their discoveries about the patterns they created. Change the size of the grid and see what happens to the pattern.



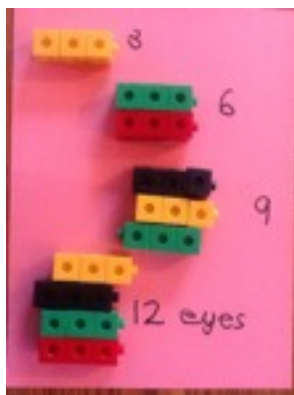
## Later Primary Focus

### **Creature Features – increasing patterns, skip counting**

- Read **Where the Wild Things Are** by Maurice.
- Discuss the interesting features of the **Wild Things**.
- Record the various features on a chart: eyes, teeth, claws, horns, feet, wings, arms etc.



- Have students create their own 'Wild Thing' creature using several features and in different amounts (3 eyes, 5 horns, 4 wings etc.)
- Have the students to choose one feature (3 eyes) from their Wild Thing.
- Ask: This creature has \_\_\_\_\_ (3 eyes) , how many \_\_\_\_\_ (eyes) would you need to create 5 Wild Things?
- Ask the students to explain their thinking by using manipulatives, then record pictorially and then symbolically (they may record 3,6,9 etc. or use a table to keep track of the total.)
- Ask the students to choose a different feature and the quantity of creatures you want to create. Then have them build the new pattern with manipulatives and record the increasing pattern pictorially then symbolically.



### Building Fence Patterns

- Provide students with plain popcicle sticks and explain that they are to design a fence that has a repeating pattern. They may only use these sticks – and they may not colour them. Encourage children to build at least 3 repeats of their fence patterns and explain it to a friend. Students should be able to describe it in words, in letters and in numbers. Consider having students glue their fence patterns to construction paper to remember it.

### What's Missing?

- Display a pattern that has an element missing from one of the pattern cores. Challenge students to fix the pattern and find the missing part.

### Dancing Patterns

- Students create a simple pattern with unifix cubes. They trade with a partner, and then create a dance to match the pattern represented by the cubes. Students practice their dance, and then present it to the group. The group must identify the pattern and match it to the unifix cube train.

## Circle Patterns

- Provide students with beads and pipecleaners to create circular patterns. Have them compare their patterns with a friend. Next, have students rename their pattern, using a different start point in the circle.

## Whisper Counting

- Use a number line or 100's chart to begin. Explain that you're going to count like mathematicians! Teach children how to whisper count by 2's. That is, when we count by twos, we only say every second number. Point to the 1 on the number line. Whisper (or mouth) the number 1, but do not say it out loud. Say "2!" in a loud voice and then whisper (or mouth) the number 3. Continue counting in this way, whispering every second number until you reach 20 or 30. (ie: 1, 2, 3, 4, 5, 6, 7, 8...) On another day, repeat this activity but count by 5's (whisper 1,2,3,4 then say 5!... 6,7,8,9 10! etc.).

Thanks for submitting your ideas Sandra!

Do you want to see your ideas in print and share them with your colleagues? Please send us your ideas to [janine.fraser@sd51.bc.ca](mailto:janine.fraser@sd51.bc.ca)

# S is for School...

*Here is a perfect activity that helps you get to know the kids you teach plus it creates a cooperative art project that can decorate the classroom. Have a pile of scrap paper or fabric in a variety of colours and patterns. Give each child a paper square that they can design into a quilt square about themselves. Encourage them to choose patterns and colours that are meaningful for them. Either they can make a picture of themselves with their family, or picture themselves doing something they enjoy, or they could include symbols of things that show who they are. Put the squares together to make a class quilt.*

*Another idea is to have students write school promises for themselves. What do they promise to do this year as a student? Encourage them to keep it to three points and model it for them by writing your promise as a teacher to them. Post these documents in an area where you can refer to them throughout the year.*

## My Promises for the 2012/2013 School Year...

I promise to do my best to:

1. Teach you new things and help you to grow as a learner. I will do my best to inspire and encourage you to be your best.
2. Support you as a person with care and kindness and model how to get along with others in harmony.
3. Ensure your feelings of safety and security in this classroom and in this school. I wont accept bullying.

# S IS FOR SCARECROW...



Grab wallpaper sample books (or whatever patterned paper you can find), buttons, yarn or raffia, and popsicle sticks and get making these scarecrows. Talk about the different feelings a scarecrow can have when the children think of drawing the

facial features onto the scarecrow. Read some great scarecrow books to inspire the children. Have them write stories about their scarecrows.



Submitted by Janine Fraser



# Spiders Spiders Spiders Spiders Spiders Spiders

Glorious spiders hanging from a Grade two/three class, led me to ask Grade 2/3 teacher, Laurie Andrews,

“Can you tell me about your spiders?”



”The kids and I were learning about/studying spiders around Halloween as we had quite a few students who did not celebrate this holiday in the class. We decided to make Paper Mache spiders.

We started with a round balloon, made Paper Mache and the kids did 4-5 layers of newsprint/paper mache. We did this over a few days, adding a couple of layers each day. Then we let them dry completely and popped the balloons. Next, we painted them with tempura paint. We added sparkles/glitter to the underside (of course we had to make them sparkly!). We also added big googly eyes and made the legs out of aluminum foil. We glue gunned these on. Thankfully, I had a parent helper who was there every step of the way!

Finally, we drilled a screw into the top and added string. We hung them from the ceiling. We all loved them so



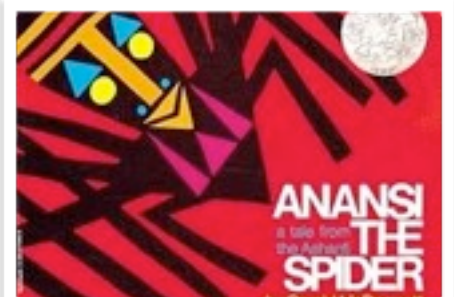
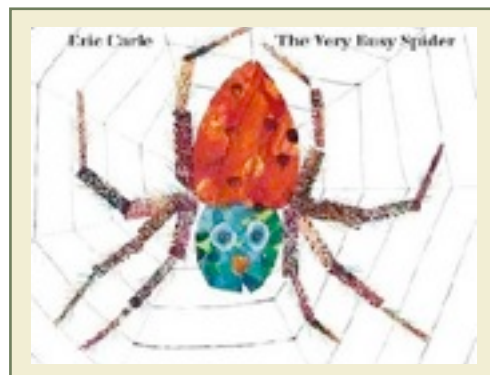
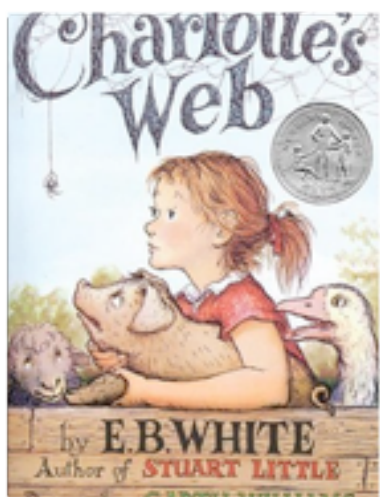
The spiders were hung from the ceiling in October. The class “loved them so much, they stayed up all year!”

much that they stayed there all year! At Christmas time we decorated them with garland and beads, in the winter we gave them toques...we had so much fun!

I was reading *Charlottes Web* as a read aloud to the class and also read other

spider stories to the class...*The Very Busy Spider*, *Anansi the spider* etc... We had a theme book shelf full of both fiction and non-fiction books from the library.

The students also wrote wonderful stories about their spiders. We had such a fun time. I think it was a



Submitted by Wendy Adams

## Here's a quick idea . . . or three!

**H**ibernation Freeze Tag created by Morgan Wiles (SD#73 Kamloops/Thompson). Students choose to be a bear, a goose or a rabbit. The tagging and freezing is the same as Freeze Tag, but to set someone free you must tell them what to do. If they are a Bear-you say "hibernate," a Goose - "migrate," or a Rabbit -"keep active."

**P** always ask their children, "What did you do today at school, and children invariably respond, "Nothing."  
To recap the day and help them remember what they did, have students finish this sentence to take home  
"Ask me about \_\_\_\_\_"



**P**ictures for Sale! Tom Kertes from Owl Daycare at UBC places the extra photos he takes of students in a box with a sign, "Pictures For Sale!" to help raise funds for the printing costs or other classroom projects. Thank-you to Krista Young, senior educator Owl Daycare, UBC Childcare

# Dear Parents, Ask me about

## our walk in the woods today

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**ACRONYMS HERE, ACRONYMS THERE  
ACRONYMS ACRONYMS  
EVERYWHERE!**

## BCTF

**British  
Columbia  
Teachers'  
Federation**



Founded as an organization in 1917.

For a complete history of the BCTF,  
you can go to:

[www.bctf.ca](http://www.bctf.ca)



## PSA

### **Provincial Specialist Association**

There are 33 provincial specialist associations in the BCTF. The BCPTA is a PSA. If you are a member of the BCTF, you are encouraged to become a member of a PSA. Membership to a PSA can provide the opportunity to share and learn from a professional group of teachers.

For more information on BCTF PSA's go to:

<http://bctf.ca/PSAs.aspx>



## BCPTA

**British  
Columbia  
Primary  
Teachers'  
Association**



We are an association of primary teachers. We are a PSA of the BCTF.

For more information about us,  
please go to:

[www.bcpta.ca](http://www.bcpta.ca)



## LSA

### **Local Specialist Association**

A Local Specialist Association is a group of teachers within a district, who form an association and register that association with the corresponding Provincial Specialist Association (PSA).

If you have a group of Primary teachers in your district that meet regularly, you can register them with the BCPTA and to form your own LSA.

On the website, you will find the forms under Chapter Information.

[www.bcpta.ca](http://www.bcpta.ca)



## PQT

### **Program for Quality Teaching**

“In support of self-directed and collegial professional development (PD) teacher inquiry groups in schools, PSA's, and local district partnerships are an alternative to one-day conferences or workshop-centered PD. Facilitation and resources are provided to schools locals, or PSA's.”

For more information about criteria for applying and contact person go to:

[http://bctf.ca/uploadedFiles/  
public/AboutUs/  
ServicesHandbook/16PQT.pdf](http://bctf.ca/uploadedFiles/public/AboutUs/ServicesHandbook/16PQT.pdf)

From the Program for Quality Teaching Services Handbook on the BCTF website [www.bctf.ca](http://www.bctf.ca)



# CHAPTER BUILDING

*Abbotsford Kindergarten Teacher's Association*

**H**ave you every wondered how to begin a Local Specialists Association (LSA) in your district? At our Chapter Event in May, Kelly Ernewin shared with us how the Abbotsford Kindergarten Teacher's Association was developed.

It began with the desire of twelve kindergarten teachers. They met to discuss what they felt they needed for Professional Development in their district. They discovered that they were a group of colleagues who wanted more than a 'make and take' meeting. They were looking for rich pedagogical conversations. They wanted to be authentic and true to their practice. The *Abbotsford Kindergarten Teacher's LSA* was born.



They began with a book study using Deb Curtis and Margie Carter's "Learning Together with Young Children" to help facilitate the conversations they had identified in their goals.

Their monthly dinner meetings were funded by their district and focused on the professional reading, issues related to kindergarten, sharing ideas & resources and upcoming events. The meetings rotated through the schools, so each member had an opportunity to host.

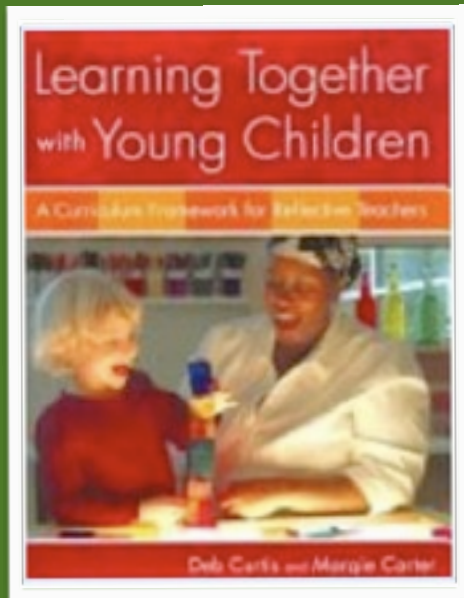
The group also decided to include a Professional Development field trip that tied into the reading they had shared. They visited Burlington Little School - the school that Deb Curtis and Margie Carter refer to in their book.

## On the Website

**If you have an apple and I have an apple and we exchange these apples then you and I will still each have an apple.**

**But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.**

George Bernard Shaw



'Learning Together with Young Children'

by  
Deb Curtis  
and  
Margie Carter

<http://abbotsford-kindergarten-teachers.web.com>

[Resources](#)

[Continuums](#)

[Day Plans](#)

[French Links](#)



# A Special Request...

Please Participate in a Research Project on Inclusive Education!

Students with developmental disabilities such as autism, Down syndrome, cerebral palsy, and intellectual disability are included in regular classrooms around the province. Some teachers may feel confident in their abilities to educate these students, while others may not. This research project aims to explore the relationship between teachers' confidence in their ability to teach these students and their attitudes, feelings, and concerns about inclusive education overall. I am a BC teacher, which is how I became interested in this topic. The research project is part of my coursework in the Special Education graduate program at the University of British Columbia.

I need your help in order to complete my research project. If you agree to participate, you will complete a brief online survey that asks some basic information about you and then asks you to rate statements about your beliefs and experiences related to inclusive education. Completion of the survey will take approximately 15-20 minutes of your time. The information will be used for research purposes only, and you will not be asked to provide your name, school district, or any other personally identifying information. All information collected for the study will be kept confidential.

I hope you will consider participating in this project. I will share the results with you through the BCPTA when the study is completed. Thanks for your assistance! To connect to the link to the survey, please visit [www.bcpta.ca](http://www.bcpta.ca)

Angela Montgomery



## Websites to See



### For Teachers

Want to see what blogging is all about? Searching for new ideas or wanting to start blogging yourself or with your students? See this site for a list of Scholastic's top 20 education blogs:

<http://www.scholastic.com/teachers/article/top-20-teacher-blogs>

## Upcoming Events



### **“PRIMARY LEADERSHIP CONFERENCE”**

October 19, 2012 - Provincial ProD Day

Marriott Pinnacle Vancouver Downtown Hotel  
1128 West Hastings Street in Downtown Vancouver

• A One Day Conference • Keynote Address • Sessions - A  
choice of Presentations

**Registration is open.**

Details are posted on the BCPTA Website • Program Details • Conference  
Fees • Online Registration Procedure • Hotel Room Rates

BCPTA Website: [www.bcpta.ca](http://www.bcpta.ca)



# “Mindful Play”

BCPTA Annual “Primary Leadership” Conference  
At the Marriott Pinnacle Vancouver Downtown Hotel - 1128 West Hastings Street, Vancouver, BC

Friday October 19, 2012- BC Professional Development Day



## **Keynote Address by Dr. Stuart Shanker** **“Development of Self-Regulation”**

Over the past decade, Dr. Stuart Shanker has served as an advisor on Early Child Development across Canada, the United States, and in countries around the world. Most recently he served as the 2-12 Thinker in Residence in Western Australia.

### **Breakout Sessions Presented by the Following Speakers:**

Dr. Stuart Shanker - Self Regulation in the Classroom

Colleen Politano - Practical Strategies to Help All Children Develop Self Regulation

Marianne Prins & Jane Chabot - MindUP in the Classroom

Glynis Romanica - Introduction to Restitution - Restructuring School Discipline

Sarah Soltau Heller - Technology in the Primary Classroom and Create a Class Blog

Pamela Quigg - The Start of Something Big! Literacy Techniques with Fiction and Non-fiction texts and Primary Science: Student Engagement in Inquiry Based Learning

Linda Zenzen & Lisa Ego - Science on a Budget (Replaces *Science that Sizzles*)

Marie Fanshaw & Silia Dalla Lama - Learning by Doing: Discovering Mathematics Interactively

Jennifer Barker, Lisa Schwartz & Michelle Hikida - Playing with Picture Books: Using Children’s Literature and Problem Solving to Engage Learners and Enhance Mathematical Thinking

Betty Schultze - What’s Next for This Beginning Writer in K/1 and 2/3

Doris Wall & Eleanor Giesbrecht - Let’s Have Fun with Art: Full of Make and Take Ideas

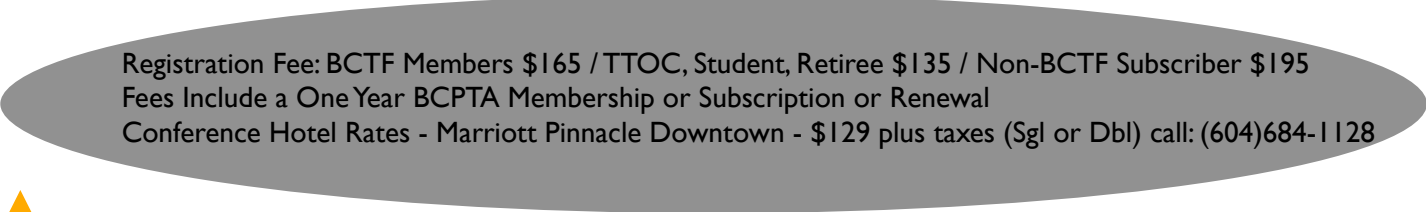
Joy Silver - Song Games for K-2 and Song Games for Grades 3-4

Wendy Adams, Mary Payne, Tara Schmunk & Laurie Andrews - Play Beyond K

Carol Johns - Revitalizing the BC Primary Program and the Primary Program in Full Day K

Action Schools! BC: Classroom Healthy Eating K-3

Maureen Dockendorf: Provincial Curriculum and Assessment Update and Changing Results for Young Readers



Registration Fee: BCTF Members \$165 / TTOC, Student, Retiree \$135 / Non-BCTF Subscriber \$195  
Fees Include a One Year BCPTA Membership or Subscription or Renewal  
Conference Hotel Rates - Marriott Pinnacle Downtown - \$129 plus taxes (Sgl or Dbl) call: (604)684-1128

**Online Preregistration is in Progress - Register Now for the Best Choices!**  
**On the BCPTA Website: [www.bcpta.ca](http://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 - April 14, 2012 - in Richmond**  
**Primary Leadership Conference - October 2012 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 are currently looking at the new BC Education plan in relation to the Primary Program.
- \* 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](http://www.bcpta.ca) or email [info@bcpta.ca](mailto: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](mailto: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](mailto: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](http://bctf.ca).

Fees accurate to December 31, 2012 





## BCPTA Executive 2012 Contact List

### Acting President and Co-Newsletter

#### Editor

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### Vice President

vacant

### Web Manager

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### Past President & Pro-D. Coordinator

Carol Johns  
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### Treasurer

Lynda Patrick  
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[lpatrick@shaw.ca](mailto:lpatrick@shaw.ca)

### Member-at-large

Marie Fanshaw  
Prince George, BC  
[mfanshaw@sd57.bc.ca](mailto:mfanshaw@sd57.bc.ca)

### Conference Coordinator


Grace Sinnema  
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[bcptaconference@telus.net](mailto:bcptaconference@telus.net)

### Chapter and Membership Coordinator


Trish Hands  
Chilliwack, BC  
[trish-hands@hotmail.com](mailto:trish-hands@hotmail.com)

### Conference Registrar

Joy Silver  
Coquitlam, BC  
[odetojoy@telus.net](mailto:odetojoy@telus.net)



Please come to our AGM after  
the October conference to run  
for positions for 2013!



# 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 contact one of us below, or visit our website  
Chapter Information area at:

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

**Contact:**

Trish Hands

Chapter Coordinator

[trish-hands@hotmail.com](mailto: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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Return annually 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 this information sheet to:**  
Trish Hands  
[trish-hands@hotmail.com](mailto:trish-hands@hotmail.com)

TELEPHONE \_\_\_\_\_ (HOME) \_\_\_\_\_ (SCHOOL)

FAX \_\_\_\_\_ (HOME) \_\_\_\_\_ (SCHOOL)

E-MAIL ADDRESS \_\_\_\_\_  
\_\_\_\_\_



# IN THE NEXT ISSUE...

coming to you in the  
Winter of 2012



Our next issue will be coming to you in December and it will contain some great ideas for the Winter. Look for it online at [www.bcpta.ca](http://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](mailto:janine.fraser@sd51.bc.ca).

Have a wonderful Fall and see you when the birds fly south in the Winter!

# How it all fits: The Primary Program and the BC Ed Plan

## The Primary Program: A Framework for Teaching

### Core Competencies

- social responsibility
- global and cultural understanding
- environmental stewardship
- healthy Living
- ethics
- collaboration
- creativity
- innovation
- critical thinking and problem solving
- digital media

Source: Ministry of Education: Personalized Learning in BC

#### Aesthetic and Artistic Development

- creativity
- digital media



#### Emotional and Social Development

- ethics
- collaboration



#### Social Responsibility

- social responsibility
- environmental stewardship
- global & cultural understanding



#### Physical Development and Wellbeing

- healthy Living



#### Intellectual Development

- critical thinking & problem solving
- innovation