



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

Create

Imagine

Explore

Play

Wonder



FALL 2018

Volume 56 No. 3

BCPTA NEWSLETTER



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



British Columbia
Teachers' Federation

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We hope you enjoy reading this Fall 2018 issue of our newsletter. If you would like to see it in colour, please check out our website at www.bcpta.ca and click on "newsletters". We thank the many Primary Teachers who contributed articles to this issue and look forward to hearing more about the fantastic learning that is occurring in your classrooms. As always, here at the BCPTA we are interested in publishing more of our Primary Teacher's ideas. Please send any article idea, suggestion, or comment to us at sheila.ogradey@sd5.bc.ca.

President's Message

by Janine Fraser



“We know that childhood is a magical time, and you only have once chance in a lifetime to be a child, so...hold hands, sing, dance, paint, tell stories, make believe, play outside and continue to give children happy memories.”
– Dr. Jean

This quote is at the heart of what we value at the BCPTA: teaching with best practices in mind, and educating not only the mind, but the hearts of children. We know that playful learning is the best learning, so we aim to do this as we find ways to inspire and support primary teachers all over this province in being play-based educators.

We have been busy over the past year doing this. Specifically we have been learning about primary working and learning conditions through the BCTF/BCPTA Kindergarten survey, planning events like the Superconference and our Educational Marketplace, and advocating for best practices (see our position statement and letter to the Ministry of Education’s funding review panel). Additionally, we have been involved in the Early Learning framework revision (this is the document that our StrongStart colleagues use) and we have re-written and updated the “Play in K and Beyond (K-3)” BCTF workshop so that we can travel to your locals to share this awesome workshop with primary teachers all over BC.

We are excited to be planning our playful Fall Conference in Richmond on October 19. I am excited that we are busy building a conference with many inspiring speakers and sessions to select from. Please see our website for details on how to register.

We also hope that this playful newsletter – full of new ideas - will serve to inform you and make you feel inspired, supported and connected as you begin this exciting new year of building memorable learning experiences with the children you teach.



What have we been up to since our last issue.....

Early Learning Framework Meetings

In February we were invited to attend 3 days of meetings about the intention of the Ministry of Education to bring the document that governs Early Learning in this province more in line with the new curriculum. There is a new draft document being created. Stay tuned to our website for updates on this project.

<http://www.bcpta.ca/wordpress/>

Educational Marketplace

On April 14 we held our first ever Educational Marketplace event at the Tradex in Abbotsford. While attendance was not as we expected, we met some wonderful performers and exhibitors who are excited to also be at our upcoming Fall conference in Richmond.

Revising the “Play in K” BCTF Workshop

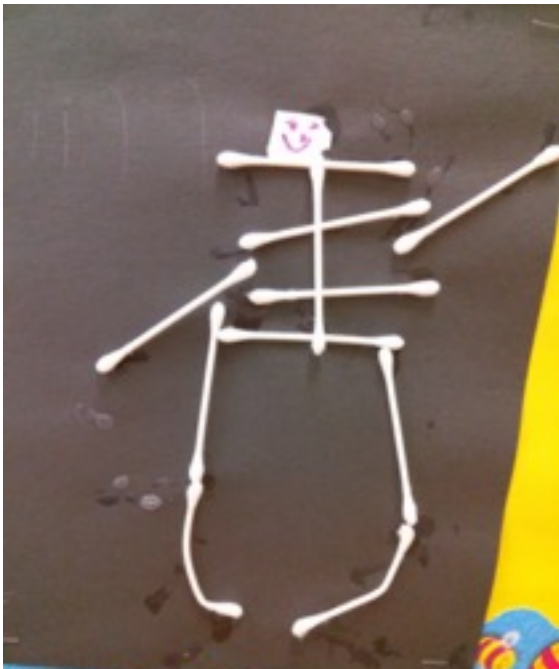
Three members of our executive met in the Spring to revise and update the BCTF workshop called “Play in K” This workshop is one that can be booked to happen in your local.

To book this updated workshop, please see:

<https://bctf.ca/PD/WorkshopDetail.aspx?id=38709>

Pumpkins and Bats and Skeletons!!

- Submitted by Jean Marogna and Trish Pullin, K/I, SD 52



Orange Paper Strip Pumpkins

- 1) Prepare 1" strips of paper in various shades of orange
- 2) Get students to glue orange strips onto paper, one next to another; take care to not place same shades next to each other, as well...ensure not too much space is left between orange strips
- 3) Prepare a pumpkin tracer; get students to trace pumpkin and cut out
- 4) Glue pumpkin shape onto black paper
- 5) Students select eyes, nose and mouth of choice and cut out of black paper and glue onto pumpkin
- 6) Extension: have students use white chalk to add a background to black paper (a moon, TRICK OR TREAT)

Skeletons!

This is a simple activity involving Q-tips and glue. Encourage students to bend the Q-tips to create fun actions for their skeletons! The heads were simply made with white paper with a face drawn on.



Bats!

These bats are created using a bat-shaped stencil and thick white paint. Once the background is covered, students can draw in the paint using Q-tips or anything else you have!



The Results of the BCTF/ BCPTA Kindergarten Survey are in...

It is estimated that 2,652 K and K/1 teachers work in BC and 1,316 responded to this survey. That represents 49.6% which is a high participation rate.

Here are some highlights of the survey...

97% of respondents teaching Kindergarten are women.

43% have *less than five years* of K/K-1 teaching experience

7.5 hours: average teaching-related work completed weekly *outside of* assigned prep time

94% use a *play-based* instructional approach

96% feel ready to address *literacy and numeracy* curriculum

84% feel ready to address *Core Competencies*

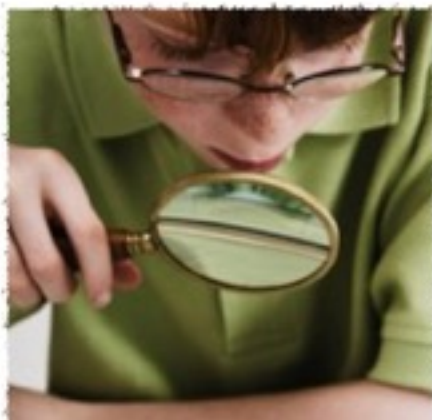
74% do *not* have access to the necessary instructional materials to integrate Aboriginal perspectives into their classrooms

4 of 5 rely mostly on developing or purchasing their own professional and classroom resources

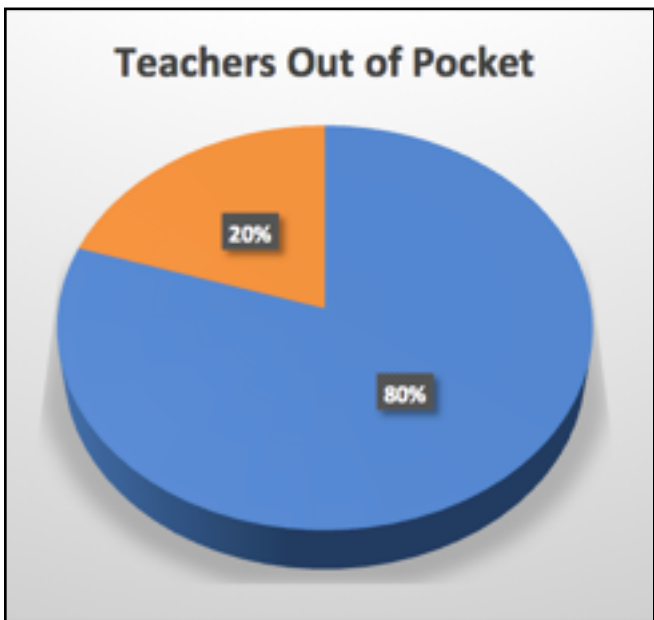
3 of 4 highest ranked priorities for improving working and learning conditions focus on gaining better supports, resources and services for K/K-1 students

See our website this fall to see a link to the survey results.

<http://www.bcpta.ca/wordpress/>



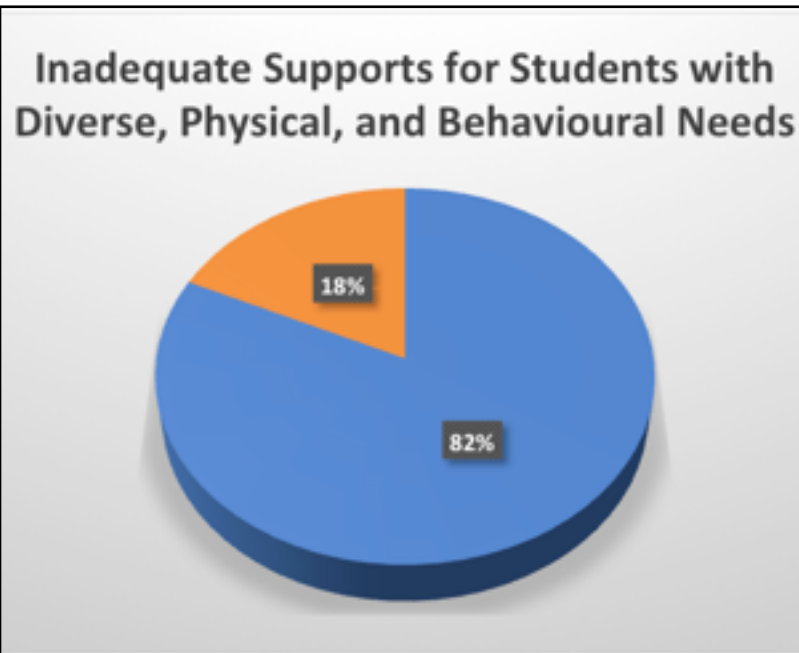
Another way to look at the key points from the K Survey.....



4 out of 5 kindergarten teachers rely mostly on developing or purchasing their own professional and classroom.



72 % of Kindergarten teachers say current processes of identifying and assessing students with diverse learning, physical, and behavioural needs in their class is inadequate.



82% of Kindergarten teachers feel the current support services for students with diverse learning, physical, and behavior needs is inadequate.



74 % of Kindergarten teachers do not have access to the necessary instructional materials to integrate Aboriginal perspectives into their classrooms.

Thomson Trees!

Submitted by Alison Cormack, K/I, SD 52

I talk a bit about Tom Thomson and the Group of Seven.

For the background any colours can be used, but I prefer the fall colours as that is usually when I teach this project. The students paint a background of yellow, green, red, brown, and purple. Let dry.

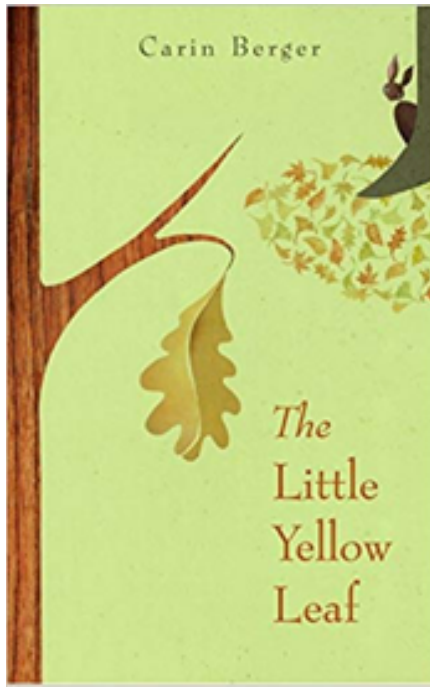
The silver birches are created by painting 6 vertical lines (teach the word vertical) in black then using small pieces of cardboard (I use a cracker or cereal box cut up) swoop a bit of black from the edge of the tree and across, to make the curved drag marks.

Cut out trees and attach to the background.

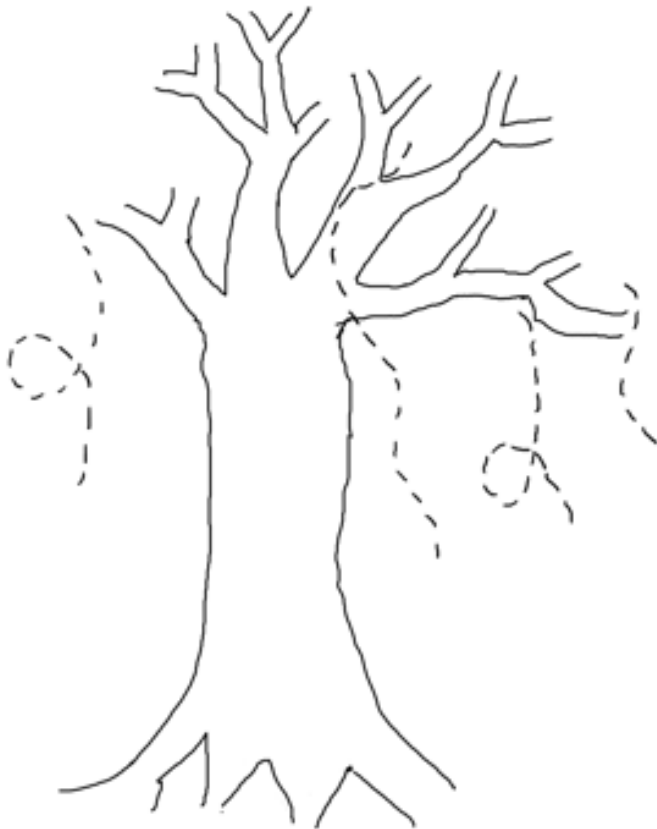


Little Leaf Poem and Fingerprinting Activity

Based on book *The Little Yellow Leaf* by Carin Berger



I'm a little leaf
Orange, yellow and red
Hanging in a tree
Happy as can be
When the wind blows
It spins me around
Whirling, twirling
Down to the ground



Place a sample of a base of a tree for students to copy to make their own tree. Then using fall leaf colours, students fingerprint their leaves on the tree, floating down, and on the ground.

SPECIAL EDUCATION

What's Vital in the Early Years.

A POSITION STATEMENT FROM THE BC PRIMARY TEACHER'S ASSOCIATION

"Inclusion is a
process, not a place."

We believe that...

- Learning is developmental. Children grow like rings on a tree, and not all children reach benchmarks at the same time and at the same rate.
- In a primary classroom, there is a broad range of children's need. They learn at different rates and in different ways. They bring different knowledge, experiences, & interests.
- Teaching enhances and supports children's development. Scaffolding is a key to learning. The "I do, we do, we do and you do" model is foundational to learning.
- Early identification and intervention for children who are experiencing learning difficulties is critical.
- Extra staffing and support for students should not wait until a formal diagnosis is reached. For this reason, the BCPTA believes Special Education support must be a priority in the primary years to screen and then provide support services to early learners.
- Current special education funding is not adequate in meeting the needs of designated students. This must change. (for example, most students with autism need a full day of support but funding for autism is only for half a day of support)
- Every child has a right to be safe at school and have the opportunity to learn in a safe environment but not necessarily in the same room at the same time, all the time.
- We believe in having high expectations for all learners. This may not look the same for all children. Children should be given remediation in the belief that they can learn with time, extra support and different strategies.
- Teachers, parents and children are a team in a child's special education. They work together to create a climate of respect, success, and joy necessary for lifelong learning. These parties need time, resources, and support in a timely manner in order to communicate effectively with each other to help create an individual education plan for the child.
- Individual education plans should be as diverse as the learners they represent and as the educators who are helping to create them.

A Letter of Concern Regarding Special Education Funding

To whom it may concern about the Funding Model Review,

I am the president of the BC Primary Teacher's Association (BCPTA). I am writing to provide a response from my association to the *Funding Model Review Discussion Paper* from March 2018.

When the BCPTA heard that the funding formula used in public education in BC was being reviewed, we were optimistic because we have seen the challenges with the current funding model and we welcomed ways to make improvements. We have now seen the proposed changes and no longer feel so optimistic and hopeful. We understand that you have asked for further comments. This indicates that you are still collecting information before a final recommendation is reached. We hope we are able to share our concerns and help you to alter your plan in order to see those real improvements the system so desperately needs.

We are gravely concerned with the proposals connected to special education funding. Currently the system is flawed, because many primary students are not yet designated, require support and are not able to get it due to the inability to access funds due to the lack of a designation. We also find the current formula flawed because the funding is not adequate to provide the staffing and support for those children with designations. For example, students with autism are only provided an equivalent half day of funding, but many require consistent, all day and ongoing support that funding does not cover. There are other designations that require significant investment (staffing and resources) that receive no extra funding above base level funding, and this is not acceptable either. Because districts are not required to have these designations to get extra funding, they expend less resources and time helping children get these designations. As a result, you may see statistics that suggest learning disabilities or giftedness is on the decline in our society, but the only thing it truly shows is that lack of incentive to seek these designations because they offer no financial support to a district. What is missing is the true picture of learners for the province and what is missing are supports and knowledge for students with these disabilities/gifts.

We see in your proposal a move to de-link designations with funding and a move to a more needs based model. We think you want to do this to help stop the problem in the primary years, but It creates many more problems that will have a negative impact. When you move to a needs-based model (that seems to involve no more funding than what was offered before) people will have to compete and spend time and energy finding a way to prove their need. We saw this same thing play out when the Learning Improvement Fund was in place. It became inequitable and unfair and hard to manage. We see the same thing happening with your proposed plan. We also believe you will see less designations as they will prove unhelpful for districts to secure funding, but what will be missing are the true statistics for the province and most importantly, the knowledge and support articulated in that designation process that informs teachers, parents and students about conditions and ways to support learning for the entire school career and perhaps life of that child.

We hope you will re-consider your plan, and the BCPTA respectfully submits the following recommendations for improvement so that school districts are provided with adequate and stable funding:

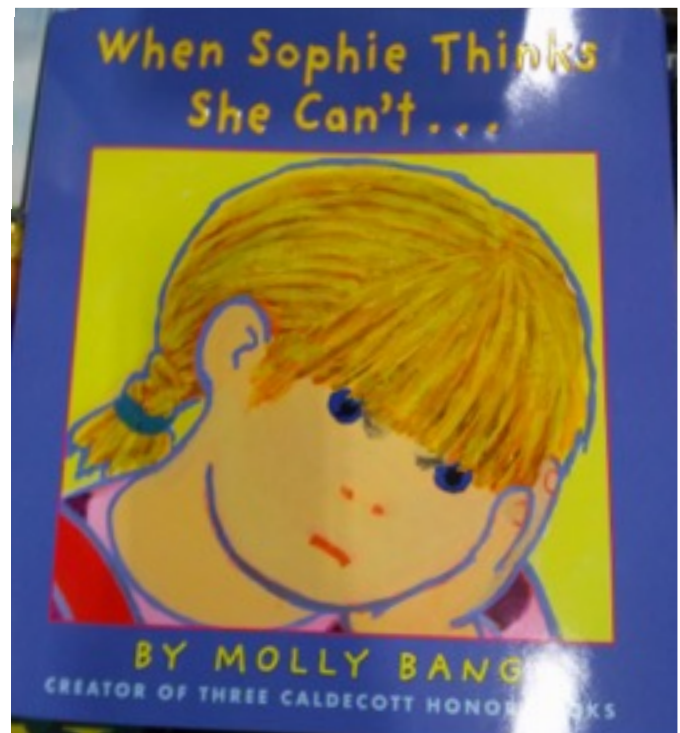
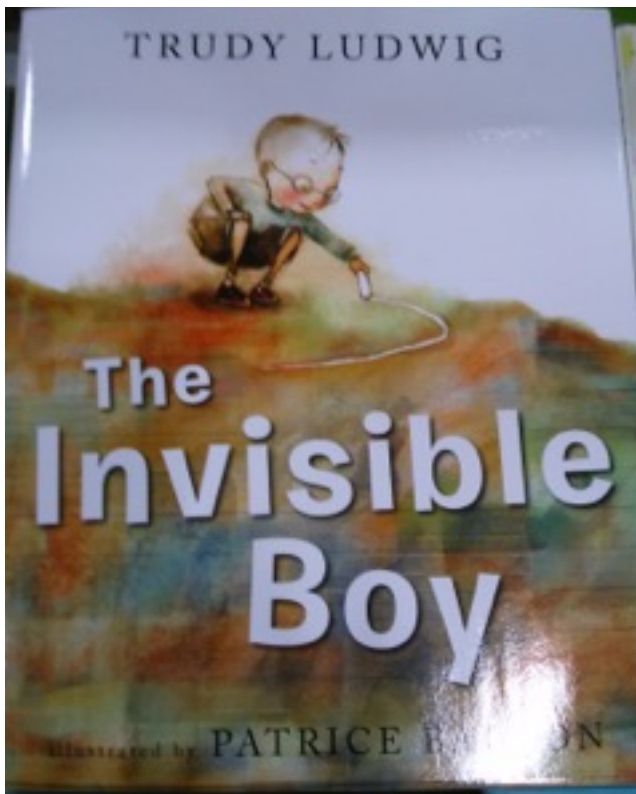
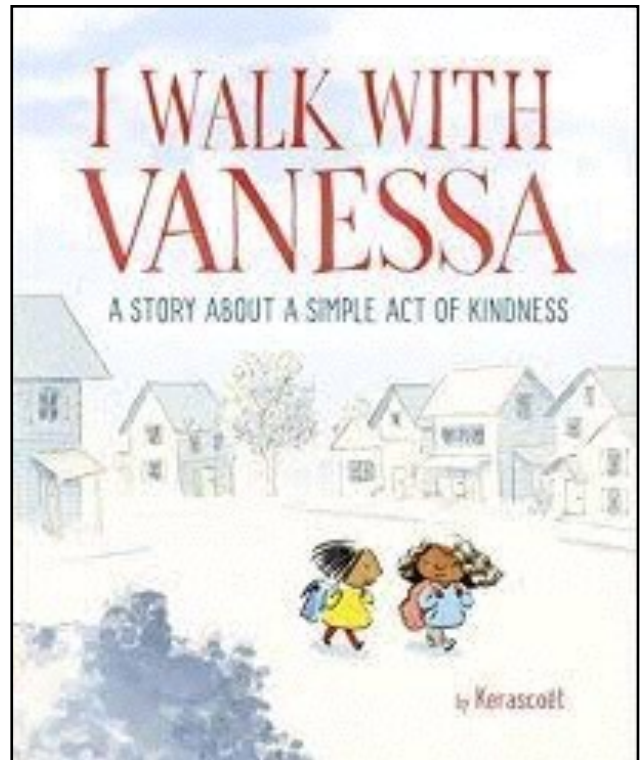
- 1) Special needs funding must be connected to designations.
- 2) Special needs funding needs to be improved to match the reality and cost of services required for educational staffing and resources to support children with those designations.
- 3) There should be an additional funding category created for those children not yet designated who are going through the lengthy process of being designated.

After sixteen years of funding issues and cuts, it is time to make improvements. We hope you will take time to consider our response and recommendations. We have also attached our belief statement of special education in the primary years that connects to this funding review and our recommendations.

Respectfully yours,

Janine Fraser
BCPTA President

Books about
Kindness and
Empathy



Recipe: Pumpkin Fluff!

As part of your Project on Pumpkins, you may want to include creating something with the pumpkin filling. Invite students to talk to their family to find favourite pumpkin recipes and bring those recipes into the class to make or have families make for a day of pumpkin tasting. Here is a favourite to enjoy:

Pumpkin Fluff Dip

Ingredients

- 1 can of pumpkin filling
- 1 pkg of vanilla instant pudding
- 1 tsp of pumpkin spice
- 1 tub of Cool Whip topping, thawed

Gingersnap cookies

Make It

1. Mix pumpkin filling, pudding mix, and pumpkin spice with a whisk until blended.
2. Stir in Cool Whip
3. Refrigerate for 1 hour.

Place in a bowl or a hollowed-out pumpkin. Serve with gingersnap cookies for dipping into the dip.





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PRIMARY LEADERSHIP CONFERENCE

BC Primary Teachers' Association

October 19, 2018 - Sheraton Vancouver Airport Hotel

7551 Westminster Highway – Richmond BC

Entertainment by Teddy Anderson

"Hoop Dance and a Message of Hope"

Keynote Address by David Bouchard

How to Teach "Reading" and Who to Believe About When and How Reading Should be Taught



**For Keynote Address and Workshop Descriptions
BCPTA Website: www.bcpta.ca**

CONFERENCE SCHEDULE and FEES

7:00 am – 8:30 am	Registration / Breakfast / Browsing	
7:00 am – 4:30 pm	Exhibits – Open All Day	
8:15 am – 8:30 am	Seating for Conference Opening	
8:30 am – 8:45 am	Conference Opening: Teddy Anderson	
8:45 am – 9:45 am	Keynote Address: David Bouchard	
9:45 am – 10:00 am	AM Break / Move to Session S1	
10:am – 11:30 am	SESSION S1	(90 Minutes)
11:30 am - 12:15 pm	Lunch Break	(45 Minutes)
12:15 pm – 1:45 pm	SESSION S2	(90 minutes)
1:45 pm – 2:00 pm	Move to Session S3	(15 Minutes)
2:00 pm – 3:30 pm	Session S3	(90 Minutes)
4:30 pm:	Exhibits Close / 2018 AGM of the BCPTA	

Preregistration Fees - Include a One Year BCPTA Membership / Subscription

\$175	BCTF Members
\$145	Students Enrolled in a BC Teacher Education Program
\$145	TTOC / Retirees
\$210	Non BCTF Registrants (Subscribers)
\$210	All Other Educators (Subscribers not Included Above)

BCPTA Conference Rates – Sheraton Vancouver Airport Hotel in Richmond
Call: 604 – 273 – 7878 – Ask for 2018 BCPTA Conference (\$189 + Tax- Sgl / Dbl)

PRESENTATION CHOICES AT THE 2018 BCPTA CONFERENCE

SESSION S1: 10:00 – 11:30 am

Quick and Easy Ways to Spark Up Reading: *Colleen Politano*
Powerful Understanding: *Adrienne Gear*
Flute Tales: *David Bouchard*
Top Songs to Keep Students Active with Dance: *Brooke Yantzi*
Create the Perfect Recipe to Innovate with iPad: *Karen Lirenman*
Orange Shirt Story Movement: *AB Author Phyllis Webstad*
Using the Core Competencies to Build a Sense of Self in Kindergarten Students: *Kelly Shuto*
Loose Parts, Play and Learning: *Sandi Purdell-Lewis*
The Math Daily 3: *Jeannie Deboice*
Combining Art & Writing in the Primary Classroom (Grades 1-3): *Alwen Rambo*
Making Core Competencies Visible (K-2): *Louesa Byrne*
Cross Curricular Learning in Your School Garden: *Megan Zeni*
Math Make Shake Activities (K-2): *Theresa Felling*
Writing and The Core Curriculum: *Lisa Thomas & Sasha Zekulin*

SESSION S2: 12:15 pm – 1:45 pm

Inquiry in Socials and Science: *Michelle Hikida*
We Are All Connected: *Adrienne Gear*
Provoking Curiosity and Wonder in the Classroom: *Sheila O'Grady*
Kindergarten Rocks! Play-Based Fun & Games! Primary Prog. & Revised Curric.: *Carol Johns*
Numeracy Has Never Been Such Fun – Using iPad: *Karen Lirenman*
Trudy's Rock Story: *AB Author Trudy Spiller*
Exploring Beads Related to Math Concepts (K-1): *Nadine McSpadden*
Loose Parts, Play and Learning: *Sandi Purdell-Lewis*
The Math Daily 3: *Jeannie Deboice*
Combining Art and Writing in the Primary Classroom (Grades 1-3): *Alwen Rambo*
The Core Competencies: Supporting Self Assessment in the Early Years: *Janine Fraser*
Play & Loose Parts in the Outdoor Classroom: *Megan Zeni*
Engaging Students in Scientific Argumentation: *Craig Sutton*
Writing Across the Curriculum: *Lisa Thomas & Sasha Zekulin*

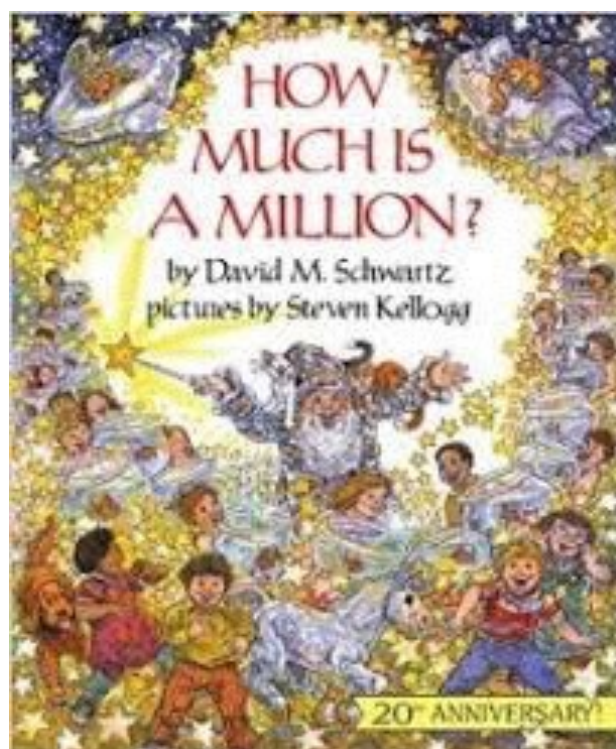
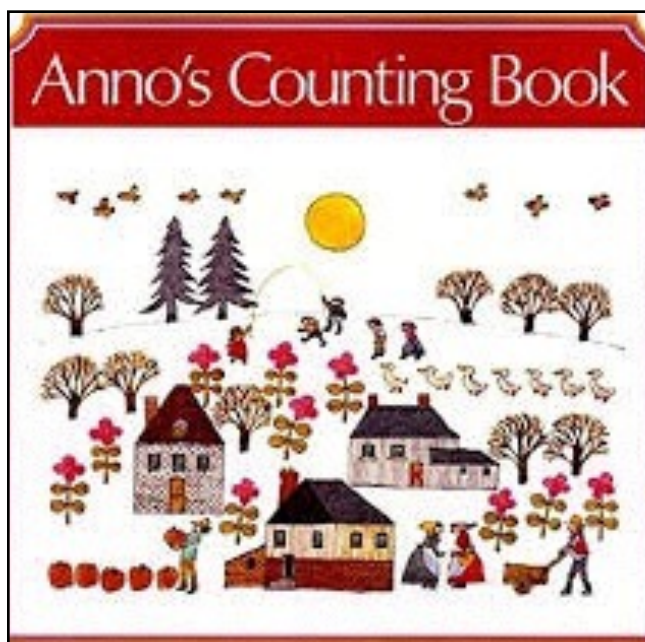
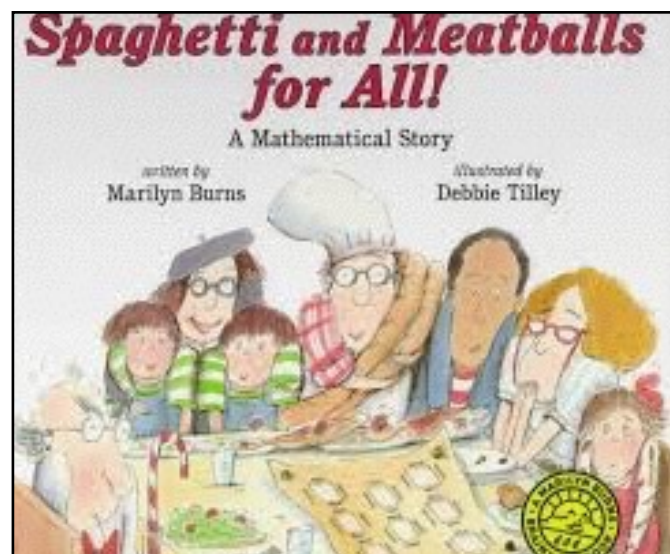
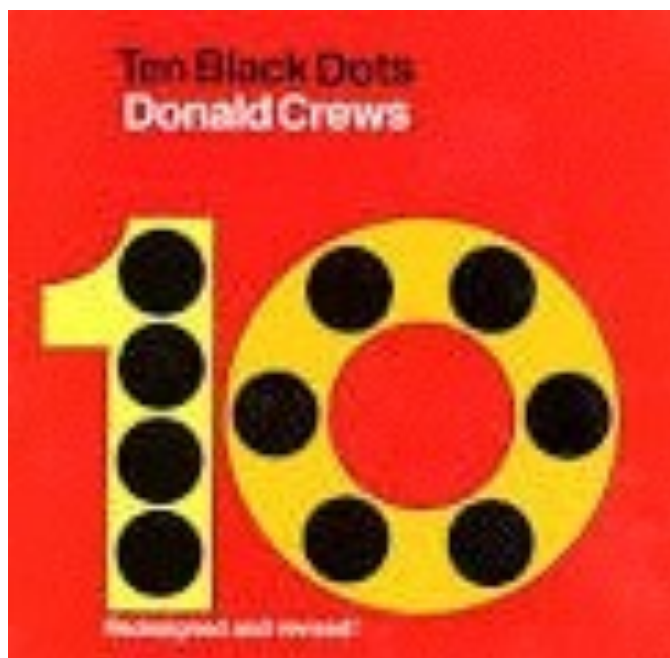
SESSION S3: 2:00 pm – 3:30 pm

Inquiry in Language Arts: *Michelle Hikida*
Help Students Deal with Stress, Anxiety, Manage Anger & Build Confidence: *Colleen Politano*
Book Club: *David Bouchard*
Top Songs to Keep Students Active with Dance: *Brooke Yantzi*
Using the Core Competencies to Build a Sense of Self in Kindergarten Students: *Kelly Shuto*
Exploring Coast Salish Weaving Related to Math Grades 1 / 2: *Nadine McSpadden*
Loose Parts, Play and Learning: *Sandi Purdell-Lewis*
The Math Daily 3: *Jeannie Debois*
Making Core Competencies Visible (K-2): *Louesa Byrne*
Building Resilience in Primary Students: *Joanna Larson*
Using Picture Books to Teach Science: *Craig Sutton*
We Are All Writers! A Guide Through the Writing Process: *Lisa Thomas & Sasha Zekulin*

A MONTH OF FUN AUTUMN ACTIVITIES FOR KIDS

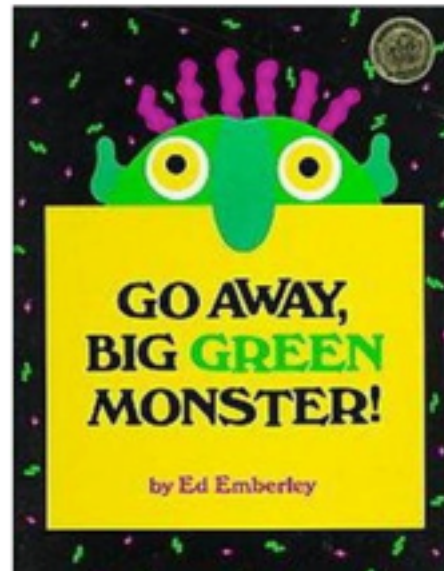
- Day 1 Collect pinecones and make a garland with them
- Day 2 Make cinnamon and ginger cloud dough
- Day 3 Make leaf monsters - add googly eyes and draw faces onto autumn leaves
- Day 4 Go for a walk in the woods
- Day 5 Make autumn scavenger hunt playdough
- Day 6 Paint pumpkins
- Day 7 Go foraging for blackberries
- Day 8 Do leaf rubbings
- Day 9 Put your wellies on and go splash in puddles
- Day 10 Eat soup
- Day 11 Collect conkers and play with them
- Day 12 Go to an orchard and pick apples
- Day 13 Make a painting with acorns
- Day 14 Eat toffee apples
- Day 15 Make play dough acorns
- Day 16 Go to a Harvest Festival Celebration and take along some food to donate
- Day 17 Make leaf lanterns
- Day 18 Make apple crumble
- Day 19 Use autumn leaves, conkers and sycamore seeds to make an autumn themed ice tower excavation
- Day 20 Fly a kite
- Day 21 Use sticky back plastic to make autumn trees
- Day 22 Make popcorn
- Day 23 Go on a photowalk hunting out all different colours
- Day 24 Grab a free scavenger hunt printable and see how many you can find
- Day 25 Go jump in piles of leaves
- Day 26 Make autumn leaf suncatchers
- Day 27 Make an apple pie sensory bin
- Day 28 Snuggle down under blankets and watch a film while drinking hot chocolate
- Day 29 Eat corn on the cob
- Day 30 Make a paper plate autumn tree
- Day 31 Go to a farm and pick a pumpkin

Math Read Alouds: Counting and Number Sense



Monster Glyph

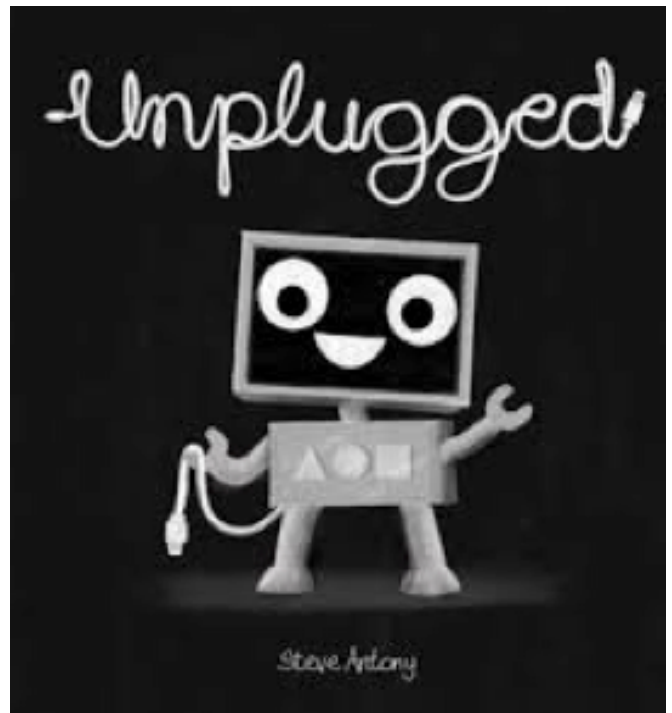
This is a great buddy class activity!
Based on the book:



- 1.) Choose your favourite colour of paper.
Cut out the shape of your monster **FACE**. Glue onto black paper.
Cut out two white circles and two smaller yellow circles for the **EYES**. Draw a black dot in the middle of yellow circle.
- 2.) How old are you?
Cut age # of yellow **HAIR** strips. Glue onto top of monster face and black paper.
- 3.) Do you have brothers and/or sisters? Yes-use red paper, No-use pink paper. Cut out a **MOUTH**. Glue onto face.
- 4.) Do you have a pet? Yes-use purple, No-use yellow
Cut out a **NOSE**. Glue onto face.
- 5.) Do you like scary movies? Yes-use blue, No-use green.
Cut out **EARS**. Glue onto face.
- 6.) Cut out **TEETH** for your monster. Glue into mouth.

Extension: The students can write about their monster describing it and even creating an entire story for it.

“Unplugged” -something to think about!



Unplugged, by Steve Antony is my new favourite picture book discovery. The main character Blip is a little robot who spends her days plugged into her computer. She mostly plays games. One day, there is a blackout, and Blip trips on her cord. She finds herself tumbling out the front door and into the outside.

The book's pictures become colourful as Blip discovers new friends in the outside. The book acknowledges students love of computer and video games, while teaching an important message about the importance of being outside. At the end of the story when Blip has returned to her computer, she just can't stop thinking about the outside, and all the fun she had there.

For teachers struggling to find ways of encouraging more outdoor play with their students, or who have a desire to teach students about reducing screen time, you will love this book!

Teaching ideas:

Have students write their own stories about Blip's adventures in the outdoors.

Students working on opinion writing can choose the inside, or the outside, and write an opinion paragraph about why they think it is the best.

Students can complete T-Charts, or Venn diagrams to determine what is different about being inside, or outside.

Submitted by Joanna Larson

A Coding Poster!

10 Reasons to Teach Coding

By Brian Aspinall @brianaspinall

- 1 Coding allows students to create content not just consume it.
- 2 Coding empowers students and gives them tools to express themselves in really cool ways.
- 3 Coding teaches story-telling with games and animations.
- 4 Coding is a place for students to take risks & fail safely.
- 5 Coding is inclusive and builds self-confidence.
- 6 Coding supports many principles of mathematics and critically/analytical thinking skills.
- 7 Coding teaches problem-solving.
- 8 Coding is a new type of literacy and will be a large part of future jobs.
- 9 Coding develops teamwork & collaborative skills.
- 10 Coding can help humanity.

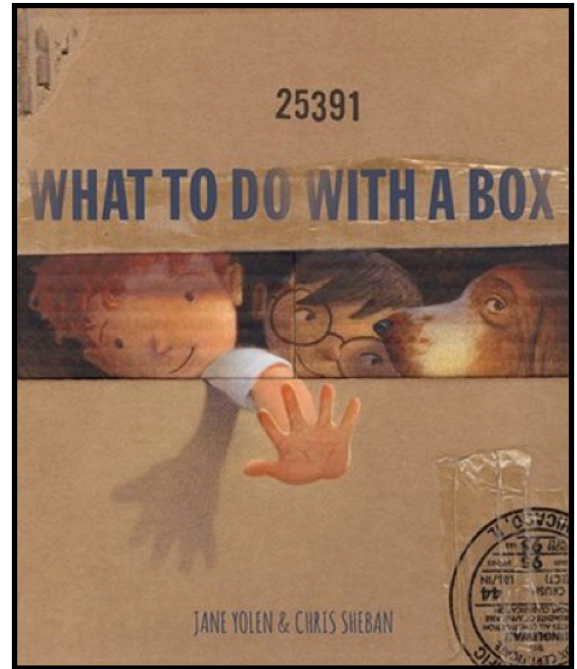
BONUS! Coding gives you SUPERPOWERS!

© 2015 danielwhite

Book Review!

What to do with a Box

By Jane Yolen



During our second term, we read the book “What to do with a Box,” which inspired my Kindergarteners to make something of their own out of a box. This book was a great starting point for my students’ ideas and helped them choose something right for them. Some of my students who struggled to choose things to make during Maker time had no problem coming up with amazing ideas after reading this book. Some great box projects that came out of our inquiry were dog carriers, a bookstore, race cars, a coffee machine, a trailer, and a police car that transforms into a boat. We ended our inquiry by displaying the projects in the hallway and had other classes come to our exhibition! I would recommend this book to any teacher wanting to inspire their students to create their own masterpiece out of a box.



**Submitted by Melanie Ledlin, Kind. teacher
Mountain Meadows Elem., SD 43 (Coquitlam)**



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/or 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.ogradey@sd5.bc.ca with:

- 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



Paper Mache Cats!

Submitted by Ted Lim

The children brought in wine bottles for me and we did a light paper mache. They dipped strips of pre-cut newspaper in glue/salt water mixture . (I had ice cream buckets for groups to share.) They layered it all over the wine bottle to the top. I then scrunched a piece of paper towel and used it for the head. I also made a ball and put it in the top of the bottle and then taped on two cardboard ears. Then the children paper mached the top. It took approximately 3-4 days to dry. Then they painted with vibrant colours and added googly eyes and pipe cleaner whiskers. Have fun!

I teach Gr. 1/2 at Woodward School in Richmond.

I can be reached at tlim@sd38.bc.ca





Would You Like to Share a Teaching Idea?

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

Submission Deadlines:

Spring Newsletter: Feb. 28th

Fall Newsletter: August 20th

Winter Newsletter: November 15th

Everyone who submits a teaching idea will automatically be entered to win a **\$25 Indigo Gift Card** each newsletter!!!

Winner from Spring 2018
Issue:
Stacey Johnson



Submit your ideas to Sheila O'Grady at:
sheila.ogradey@sd5.bc.ca

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 ideas you can use in your classroom immediately!

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

Upcoming events are:

BCPTA Primary Leadership Conference - October 2018 - Richmond, B.C.

How much does it cost to become a member?

The fee is \$45.00 annually

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 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>

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"/> \$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 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		
Fees include GST (R106779291 RT0001)		
SUBSCRIBER	GST	TOTAL
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/psajoin.aspx>.

Fees accurate to June 30, 2018.

GR: TSU/mact/Re

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 or 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
- All committee members must be BCPTA members

Local Chapters are provided with:

- Financial support for two of your local's delegates to attend our Annual Chapter Assembly
- The ability to apply for a support grant
- 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 contact one of us below,
or visit our website Chapter Information area at:

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

Contact:

Marie Fanshaw



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

_____ P. C. _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Return annually and correct any changes to contacts' names and addresses. Registration forms must be received by Dec. 1st, 2018 in order to receive funding for the 2018/19 school year.

Vice President/Secretary/Treasurer or Second Contact

NAME _____

POSITION _____

HOME _____

HOME MAILING ADDRESS

_____ P. C. _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Please send this information sheet to:
Marie Fanshaw
mfanshaw@sd57.bc.ca



BCPTA Executive 2018 Contact List

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IN THE NEXT ISSUE.....

Coming to you in the
Winter 2019 issue:

Our next issue will be coming to you in January and it will contain some great ideas to use with your students. Look for it online at www.bcpta.ca and in your mailbox.

We encourage you to send us ideas, suggestions, or articles you wish to share. Email ideas to sheila.ogradey@sd5.bc.ca

*Dr. Suess
Theme Ideas!*

*Winter
Projects!*

*More Math
Read
Alouds!*