



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

Create

Imagine

Explore

Play

Wonder



# Teacher Well-Being



The quality & morale of teachers is absolutely central to the well being of students and their learning.

*-Andy Hargreaves*



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

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### Quote

Andrew Hargreaves was the Thomas More Brennan Chair in Education at the Lynch School of Education at Boston College until 2018. The mission of the Chair is to promote social justice and connect theory and practice in education.

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### Teacher Stress and Health

This issue brief, created by the Pennsylvania State University with support from the Robert Wood Johnson Foundation, is one of a series of briefs addressing the need for research, practice, and policy on social and emotional learning (SEL). SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



## IO

### Social and Emotional Learning and Teachers

We are lucky to have Kimberley Schonert-Reichl researching SEL, the relationship between teachers and their students' social-emotional health and how stress affects teachers and students.

Kimberly A. Schonert-Reichl is an applied developmental psychologist and a professor who leads the Social and Emotional Learning Lab in the Department of Educational and Counselling Psychology, and Special Education in the Faculty of Education at the University of British Columbia (UBC). She is also the director of the Human Early Learning Partnership in UBC's School of Population and Public Health in the Faculty of Medicine.



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# My Message to you

**“Remember to take care of yourself. Sometimes you forget because you are too busy taking care of other people. You are important too.”** -

unknown

I know I was profoundly moved at the Superconference a couple years ago when I heard Dr. Gabor Mate speak about teachers being at a high risk of “compassion fatigue” He explained that it is not about running out of compassion for others, because humans have infinite ability in the realm of compassion. What he was referring to is our lack of being compassionate with ourselves as teachers. When he asked how many teachers in the room had seen an “ologist” of some kind during the past year, it was shocking to see so many hands go up in that room. He asserts that unmanaged stress always has a physical impact, so it’s imperative that teachers find ways to manage that stress in healthy ways in order to truly care for ourselves. When I think about the context in which we work, I can see why teachers have a hard time with this. Over the past year I can see thousands of dollars being spent by our employers to talk about how teachers can do more with less, but very little is spent on things that make our jobs more manageable. When we look at the current proposals on the bargaining table, we are easily discouraged to see that a fight many of us have spent our whole careers fighting is still not over.

Classroom conditions are our working conditions. Sadly, the story I hear from primary teachers around the province is that these conditions are worsening. From what I can see, there is little being done to change that, except for the mighty efforts of teachers, and this is not a sustainable plan. We must continue to work together to stand firmly against anything that does not look or feel like improvement in our classrooms, and we must create a sense of work-life balance so that we can continue to do the important work of teaching for our whole full and healthy lives. It is our aim that the focus of this issue helps us to do this with practical ideas and resources.

Looking ahead, the BCPTA is excited to be planning our annual Fall Conference in Nanaimo on October 25. I am excited that we are busy building a conference with many inspiring speakers and sessions to select from. I am also excited that we will be sharing our Inquiry journey as an association with you at our AGM Wine and Cheese Inquiry celebration planned the night before the conference. Stay tuned to our websites for details on how to register.

Until then, have a fantastic beginning of the school year! May this newsletter help you feel inspired, supported and connected and ready to improve your health and wellness as you begin this new exciting year.

**J**anine Fraser  
BCPTA President



# Teacher Stress and Health

## Introduction *Effects on Teachers, Students, and Schools*

Issue Brief submitted by Kimberly A. Schonert-Reichl

Teachers play an important role in the lives of children. In addition to facilitating learning, teachers are key agents of socialization, helping students reach their highest potential and develop into responsible citizens. But, over the past years, teaching has become increasingly stressful.

Today, teaching is one of the most stressful occupations in the U.S. Teacher stress impacts teacher health and well-being, work attitudes (e.g. job satisfaction), and turnover. Teacher stress is linked to teaching performance and student academic outcomes. High stress levels are causing teachers to leave their profession, which causes instability among staff, students, and the community. In response, schools and districts are hiring newer teachers with less experience, resulting in lower student achievement and significant training costs for our nation's school systems.

This research brief examines the sources and effects of teacher stress, highlights programs and policies that can reduce teacher stress and improve teacher well-being and performance, and recommends next generation research, real-world policies, and systematic, sustainable practices that can build and sustain a culture of health for teachers in U.S. schools.

## Key Findings

### There Are Four Main Sources of Teacher Stress

#### **School Organization: Leadership, Climate and Culture**

A supportive school culture, strong principal leadership and a collaborative, collegial environment are associated with higher job satisfaction among teachers and intentions of novice teachers to continue teaching.<sup>3,4</sup> High teacher trust

in both their colleagues and leadership is related to lower stress and burnout. Unsatisfactory relationships with administrators, colleagues, or students may increase teacher stress,<sup>5</sup> lower job satisfaction,<sup>6</sup> and lower commitment to students.<sup>7</sup> There is also a relationship between teacher turnover and principal turnover. Frequent principal turnover results in lower teacher retention rates. Leadership changes are particularly harmful for high poverty schools, low-achieving schools, and schools with many inexperienced teachers.<sup>8</sup>

#### **Job Demands**

Continued high demands on the job are a key predictor of teacher stress. Increased use of high-stakes testing at the state and district levels may be exacerbating this problem by limiting

(an excerpt from an Issue Brief, Robert Wood Johnson Foundation, Sept 2016)

This issue brief, created by the Pennsylvania State University with support from the Robert Wood Johnson Foundation, is one of a series of briefs addressing the need for research, practice, and policy on social and emotional learning (SEL). SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Learn more at [www.rwjf.org/socialemotionalllearning](http://www.rwjf.org/socialemotionalllearning).



Photo by svklimkin@morguefile.com

### **What is Job Stress?**

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health including psychological and physiological symptoms (such as depression, anxiety, poor sleep patterns, etc.) and even injury.

teachers' control over the content and pace of their own work, and increasing threats of teacher termination and school closure. Managing students with behavior problems and working with difficult parents are two other demanding interpersonal challenges that produce chronic stress and leave teachers more vulnerable to depression.

## School Workplace Wellness Promotion Programs and Policies Can Save Schools Money and Help Improve Teachers' Health.

### Work Resources: Support and Autonomy in Decision-Making

When school leaders create opportunities for decision-making and collaboration among teachers, teachers feel empowered and have higher satisfaction.<sup>10</sup> Among professional occupations, teachers rate lowest in feeling that their opinions count at work.<sup>11</sup> The percentage of teachers who report low job autonomy has increased from 18 percent in 2004 to 26 percent in 2012.<sup>12</sup> Retaining high quality teachers means ensuring they have a voice in school-level decisions, and not subjecting them to unrealistic expectations. In addition, co-worker support and job control are key issues. Greater job control has been found to reduce the impact of stress on health in teachers.<sup>13</sup>

### Teachers' Personal Resources and Social-Emotional Competence

When high job demands and stress are combined with low social-emotional competence (SEC) and classroom management skills, poor teacher performance and attrition increase.<sup>14</sup> A teacher's own SEC and well-being are key factors influencing student and classroom outcomes.<sup>15</sup> Yet, few teachers have had training opportunities to attend to and develop their own SEC. If a teacher is unable to manage their stress adequately, their instruction will suffer, which then impacts student well-being and achievement. In contrast, teachers with better emotion regulation are likely to reinforce positive student behavior, and support students in managing their own negative emotions.<sup>16,17</sup> Teachers with high SEC also report more positive affect, greater principal support, higher job satisfaction, and a sense of personal accomplishment.

*Elementary school teachers who have greater stress and show more symptoms of depression create classroom environments that are less conducive to learning.*

### Teacher Stress Has Many Negative Consequences

- **Teacher stress—now at an all-time high—affects teachers' physical health.**
- **Teacher stress is linked to poor teacher performance and poor student outcomes.**
- **Teacher turnover leads to instability and lower effectiveness. ■**

### Programs that Help Relieve Teacher Stress



Image: © iStock kal19

**Mindfulness programs** can help teachers manage emotions and find joy in teaching.



Image: © iStock Cathy Yeulet

**Mentoring programs** can help new teachers reduce stress and raise retention which improves classroom instruction.



Image: © iStock Steve Debenport

**Workplace wellness programs** can improve teacher health, lower medical costs, and reduce absenteeism.



Image: © iStock PeopleImages

**Social and emotional learning programs** for students can reduce teacher burnout and increase their satisfaction



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Create Play Imagine Wonder Explore



# 2019 Primary Leadership Conference **INSPIRING TEACHERS**

Pre-registrations are arriving daily for the October 25 Conference  
Don't Delay! Pre-register for Sessions Now!

## PRE-CONFERENCE REMINDERS

- \* Breakfast will be available from 7 am – 8 am prior to the Conference Opening and Seating
- \* Conference Seating and Opening Schedule: 8 am – 8:15 am / Keynote Address 8:30 am – 10 am
- \* Ballroom Doors will be monitored during the Keynote to avoid late arrivals and interruptions

## CONFERENCE HOTELS

### BOOK ACCOMMODATION EARLY FOR SPECIAL RATES

(You will not be billed for your reservations until you arrive at the hotel)

Coast Bastion Hotel BCPTA Rates:

Call : 250 – 753 – 6601 (Group Code: CBI – GFC 18337)

BCPTA Rates: \$143 plus Taxes (Rates vary for Room Types)

Overnight Parking in Covered Parkade: \$9 / Some Electric Outlets Available

Best Western Dorchester BCPTA Rates:

Call: 250 – 754 – 6835 (Mention BC Primary Teachers' Conference)

BCPTA Rates: \$149 plus Taxes / Free parking in 2 Outdoor Lots

Note: If lots are FULL park in any public parking lot / Best Western will reimburse the cost (Receipt is mandatory)

## CONFERENCE PREREGISTRATION FEES

\$175 BCTF Member

\$145 - TTOC / ED Student / Retiree

\$210 - Private Sch. Tchr. / Others not Included above

- Fees Include a One Year Non-Refundable BCPTA Membership or BCPTA Subscription
- Current BCPTA Members or Subscribers receive a One Year Extended Membership or Subscription







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## Keynote Address by Adrienne Gear

*“Teaching For Heart and Mind”  
Cultivating Emotion in an Ocean of  
Thinking*

Register at:

<http://www.bctpta.ca>

2019 BCPTA CONFERENCE PROGRAM SUMMARY  
SEATING AND CONFERENCE OPENING: 8 am – 8:15 am

**KEYNOTE ADDRESS: 8:30 am – 10 am**

(Preregistration Not Required)

**BREAKOUT SESSIONS**

(Preregistration Required)

Session S1: 10:30 am – 12:00 pm

Session S2 12:45 am - 2:15 pm

Session S3: 2:30 pm – 4:00 pm

**EXHIBITS OPEN ALL DAY: 7 AM – 4:30 PM**

**For Conference Speakers, Bios, Topics,**

**Presentation Descriptions**

**and Preregistration For Sessions**

**Go to the BCPTA Website: [www.bcepta.ca](http://www.bcepta.ca)**

**CANCELLATION / REFUND POLICY /**

**REGISTRATION CLOSES OCTOBER 18 @ 4pm**

- \$40 cancellation fee will be applied to ALL Refunds
- Cancellation requests must be done online by October 18 by 4pm in order to be reimbursed for registration fees minus the \$40 cancellation fees (Note: credit cards are not instantly credited)
- After October 18, cancellation requests must be received in writing by Oct 21 in order to receive consideration for a refund (This will take place after the conference and is on a case by case basis by the BCPTA executive)
- If refund is approved, the \$40 cancellation fee will be applied and the BCPTA membership fee (included in registration fee) will NOT be reimbursed.
- BCPTA Memberships and Subscriptions will not be refunded
- Refunds will not apply to Late Requests (after Oct 21) or to No Shows



# Social and Emotional Learning and Teachers

*written by Kimberley A. Schonert-Reichl*

[www.futureofchildren.org](http://www.futureofchildren.org)

excerpt from article VOL. 27 / NO. 1 / SPRING 2017

Kimberly A. Schonert-Reichl is an applied developmental psychologist and a professor who leads the Social and Emotional Learning Lab in the Department of Educational and Counselling Psychology, and Special Education in the Faculty of Education at the University of British Columbia (UBC). She is also the director of the Human Early Learning Partnership in UBC's School of Population and Public Health in the Faculty of Medicine. Joshua Brown of Fordham University reviewed and critiqued a draft of this article.

## Teachers' Stressful Lives

If teachers support SEL, what might prevent them from implementing SEL strategies and programs in their classrooms? Decades' worth of research shows that teaching is one of the most stressful professions in the human service industry. Work-related stress encompasses the detrimental physical and emotional responses that arise from a mismatch between a job's requirements and a worker's capabilities, resources, or needs. In the context of education, teacher can experience stress when they appraise a situation as threatening but have limited ability to change or improve it. Take the case of teacher autonomy: among people in professional occupations, teachers rank lowest in believing that they have a say in what happens in the workplace. The percentage of teachers who report low job autonomy increased from 18 percent in 2004 to 26 percent in 2012.

The proportion of teachers who report significant levels of on-the-job stress is also rising. In a recent Gallup Poll on occupational stress, 46 percent of teachers reported high daily stress—on par with nurses and just above doctors (45 percent). Teachers and nurses had the highest levels of reported stress among all occupational groups.

Why does teacher stress matter for our understanding of SEL? High levels of chronic stress can lead to occupational burnout—characterized by emotional exhaustion, depersonalization, and a low sense of accomplishment in one's work. What's more, teacher stress has been linked to decreased job satisfaction, poor instructional practices, and poor student outcomes.

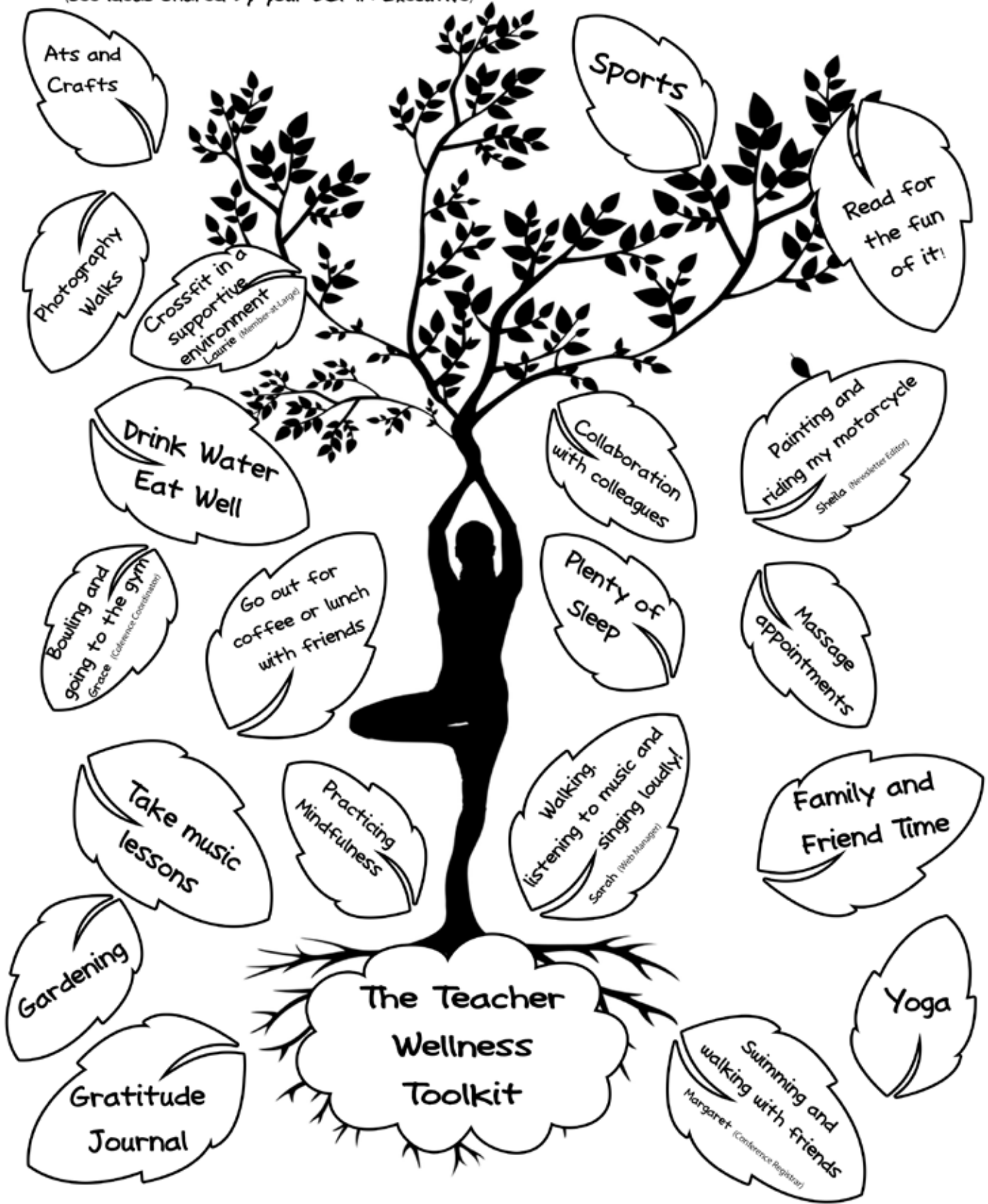
High stress levels also harm teachers' physical health and wellbeing. For example, when people are highly stressed, the quantity and quality of their sleep is severely compromised. A study of high school teachers found that 46 percent suffered excessive daytime sleepiness and 51 percent had poor sleep quality. Sleep disturbances, in turn, produce a cascade of negative effects, including increased risk for infectious disease and depression, and susceptibility to illnesses such as heart disease and cancer.

Chronic work stress and exhaustion among teachers is also associated with negative changes in biological indicators of stress. Recent research has found that teachers who report chronic stress demonstrate atypical patterns of physiological stress reactivity, as assessed via daytime levels of the stress hormone cortisol. ■

Article submitted by Kimberley A. Schonert-Reichl

# What is in your Teacher Wellness Toolkit?

(see ideas shared by your BCPTA Executive)



# WOULD YOU LIKE A FREE BOOK?



**T**he 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.

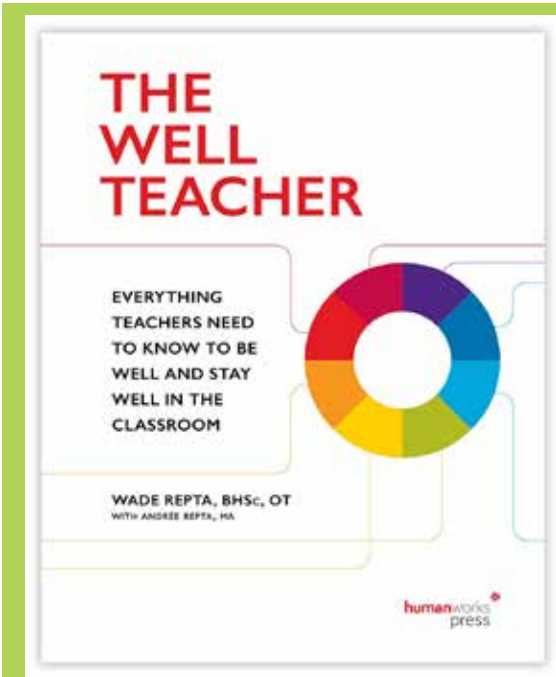
Book purchases are limited to \$40. If this sounds like something you would be interested in, please email Sheila O'Grady at [sheila.ogrady@sd5.bc.ca](mailto:sheila.ogrady@sd5.bc.ca)

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

# A BOOK REVIEW

BY A COLLEAGUE



Submitted by: Janine Fraser  
SD#51 Rock Creek

**D**o you feel like teaching is an increasingly demanding profession? Do you feel like you are often more focused on the needs of students over your own needs?

If you answered yes to either of these questions, then this is the book you need to read! When you ignore your own needs over a long period of time it can lead to a cycle of stress, pain, fatigue, and professional dissatisfaction. The Well Teacher is a written in BC book that provides information that will help every teacher better understand and address their wellness. It can help you with practical tools to help you set goals, make positive changes, and access resources. Some topics covered include, teacher wellness, teacher mental health, teacher physical health, and ergonomics in the classroom. I was given this book to read by my local president who purchased a few copies of these books for teachers in my local. I highly recommend taking the time to read this book and taking steps to protect your health and wellness today.



# Share a Teaching Idea!

**W**e 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



# HOW TO BUILD TEACHER WELL-BEING

Wellbeing is "a state in which the individual realizes his or her own abilities, can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community" (WHO 2004).



www.teacher-wellbeing.com.au  
@teacherwellbeing

Self-care is crucial as educators. We spend so much time caring for others that we forget to care for ourselves. Have you ever heard the safety speech on an airplane when it says, "If travelling with children, please be sure to put your own oxygen mask on before doing theirs"? This is because you cannot help others if you are unable to help yourself. The same goes for the classroom. You cannot be engaging as an educator if you are exhausted, drained and burnt out.

Choosing self-care is not selfish, it is essential. You can avoid feeling guilty for taking time for yourself by prioritizing these simple tips. In a nutshell, you cannot pour from an empty cup. If you are to be your best for your students, you begin with your own wellbeing.

WHAT	PILLAR OF WELLBEING	HOW
<ul style="list-style-type: none"> <li>Track the good stuff</li> </ul>	<p>Positive Emotions</p>	<ul style="list-style-type: none"> <li>Establish a "What Went Well" board in the staffroom</li> <li>Keep a gratitude diary, app or jar nearby.</li> <li>Encourage savouring of positive events</li> </ul>
<ul style="list-style-type: none"> <li>Identify character strengths</li> </ul>	<p>Engagement</p>	<ul style="list-style-type: none"> <li>Take the VIA Survey to identify strengths</li> <li>Create a strengths tree in the staffroom</li> <li>Encourage goal setting that relates to passion, values &amp; interests</li> </ul>
<ul style="list-style-type: none"> <li>Share, collaborate, support</li> </ul>	<p>Relationships</p>	<ul style="list-style-type: none"> <li>Encourage random acts of kindness</li> <li>Incorporate thank you cards into staff meetings</li> <li>Establish mentoring or coaching programs</li> <li>Provide opportunities for positive feedback</li> </ul>
<ul style="list-style-type: none"> <li>Reflect on meaning and purpose</li> </ul>	<p>Meaning</p>	<ul style="list-style-type: none"> <li>Redefine your job description what is your real role?</li> <li>Put some pictures on your desk of what is important to you</li> <li>Practice moments of mindfulness to be present, without judgement</li> </ul>
<ul style="list-style-type: none"> <li>Set authentic goals</li> </ul>	<p>Accomplishment</p>	<ul style="list-style-type: none"> <li>Encourage SMART goal setting (specific, measurable, authentic, relevant, set a time)</li> <li>Give opportunities to celebrate achievements</li> </ul>

Poster and information with permission:

## 1. WATER

### Are you drinking enough water?

Leave a bottle on your desk and sip slowly throughout the day. This is more replenishing than drinking a whole bottle in one mouthful.

## 2. NUTRITION

### What are you snacking on during the day?

Plan wisely by having some cut up fruit or veggies near your desk. Remember to plan for protein snack and avoid the treats.

## 3. BREATHE

### Are you holding your breath?

We often forget to breathe deeply. Place your hand on your belly, breathe in and watch your hand move away from you. As you fill your lungs with air, your diaphragm fills and expands. Practice now.

## 4. SLEEP

### How do you prepare for bed?

Bedtime routines 1 hour prior to sleep time. Some tips are to turn off the tv, read a book (not on iphone or ipad), and avoid caffeine or sugars. Try writing in a gratitude journal as you reflect on the day.

## 5. MOVE

### How often do you move?

Try standing at your desk, walk to the staffroom instead of sending an email, stretch up and down when you can.

## 6. REST

### Where can you take mindful moments in your day?

Practice mindfulness by being present for 1 minute at a time. Notice how it feels, breathe it in.

## 7. SUPPORT

### Who can you lean on when you need?

We all need support at some time. Access support networks and ask for help when you need it.

Daniela Falecki  
Educator - Speaker - Coach  
www.teacher-wellbeing.com.au  
@teacherwellbeing @dfalecki  
3410 683764



# A Letter from the BCPTA to its members...

*“In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers.”*

Fred Rogers (from his book *The World According to Mister Rogers: Important Things to Remember*)

Teaching has always been a stressful occupation, but it seems to be increasing at unprecedented rates. More than half of all teachers accessing the salary indemnity plan, are doing so because of mental health and psychological reasons. Stress and teacher burn out is making us sick. It is causing many to leave the profession contributing to an already growing teacher shortage. This causes further stress on colleagues left behind. It is also linked to greater stress in students.

There are many contributing factors to the stressful lives of teachers. Student violence and anxiety in classrooms has increased. The number of students with neuro diverse needs is now 1 in 6. Meeting parental expectations has become more challenging, and resources have diminished, as has the support roles of teacher librarians, educational assistants, and school psychologists. Teachers are often left on their own to try and meet all of these increasing demands.

The latest research from UBC’s Human Early Learning Partnership (HELP) is now drawing a link to stressed out teachers, and students with higher levels of cortisol, generally known as the stress hormone. Cortisol is the body’s response to stress, and can be measured in saliva. Links have long been established that students with higher levels of cortisol experience greater learning difficulties, and mental health problems.



The latest research from UBC’s Human Early Learning Partnership (HELP) is now drawing a link to stressed out teachers, and students with higher levels of cortisol, generally known as the stress hormone. Cortisol is the body’s response to stress, and can be measured in saliva. Links have long been established that students with higher levels of cortisol experience greater learning difficulties, and mental

health problems.

Stressed out teachers, mean stressed out students. Eva Oberle, lead author on the study, and assistant professor with HELP, found that students in classrooms where the teachers were emotionally exhausted and experiencing more burn out had higher levels of cortisol. The study did not determine the direction of the stress, whether higher student cortisol levels contributed to stressed out teachers, or the reverse. It does see stress contagion as a cyclical problem.

“Our study is a reminder of the systemic issues facing teachers and educators as classroom sizes increase, and supports for teachers are cut,” said Oberle.

Co-author of the study and director of HELP Kimberly Schonert-Reichl says “It is clear from a number of recent research studies that teaching is one of the most stressful professions, and that teachers need adequate resources and support in their jobs in order to battle burnout and alleviate stress in the classroom. If we do not support teachers, we risk the collateral damage of students.”

The work of Oberle and Schonert-Reichl is powerful in that it validates the connections between teacher well-being and student well-being. It is something teachers across BC tirelessly advocate for, especially through the collective bargaining process.

The current round of negotiations between the BCTF and BCPSEA may, or may not be completed by the time this is published. Regardless of where we find ourselves, we have much work to do to continue to address working and learning conditions in our schools and to support both student and teacher well-being.

As primary teachers, we understand the importance of the crucial early years. In order to give our students the best start, we need to ensure that we are giving ourselves one to. As our year begins to unfold, let us make sure we are reaching out to colleagues, and starting or continuing conversations about these crucial issues. Let’s ask each other questions, and listen with our ears and hearts. Let us make sure we are not isolating ourselves, and start a plan to reduce stress contagion in our schools. ■





The British Columbia Teachers' Federation  
"Vitality" project presents...

# Living with Balance

a program for BC Teachers

## Practical skills and strategies to attain goals toward **work-life balance**

### This six week group program will provide opportunities for:

- learning practical skills and strategies to attain goals toward work-life balance.
- recognizing common barriers and learning new thinking styles.
- identifying tools and strategies (based on scientific research) that are effective in building long lasting resiliency.
- defining work-life balance and healthy boundaries.
- understanding the effects of work-life balance.
- realizing the importance of diet and exercise for sustainable health.
- learning about the benefits of employee-assistance providers and community resources.
- resolving conflict and learning non-defensive communication skills.

### Program details:

- 12-hour group workshop which typically meets once a week for two hours.
- group consists of 10-15 teachers and 1-2 group leaders.
- leaders are qualified occupational therapists or trained consultants in mental health — knowledgeable of classroom environments and the teaching profession.

### Past participant testimonials:

*This course should be mandatory for all teachers. The first class has opened my eyes to the fact that "I" am important and "I" need to take care of me — no one else will. Along with this I've learned how to monitor and change my behaviour and thinking to foster this!*

*If not for this course, I might very well have wallowed in an unhealthy state until I slipped out of teaching. I now look forward to charging forth until I hit retirement running.*

*It is encouraging to have help so readily available. I have been exposed to numerous and varied alternatives to my situation. I will endeavour to implement these changes in the coming days. Thank you!*



British Columbia  
Teachers' Federation

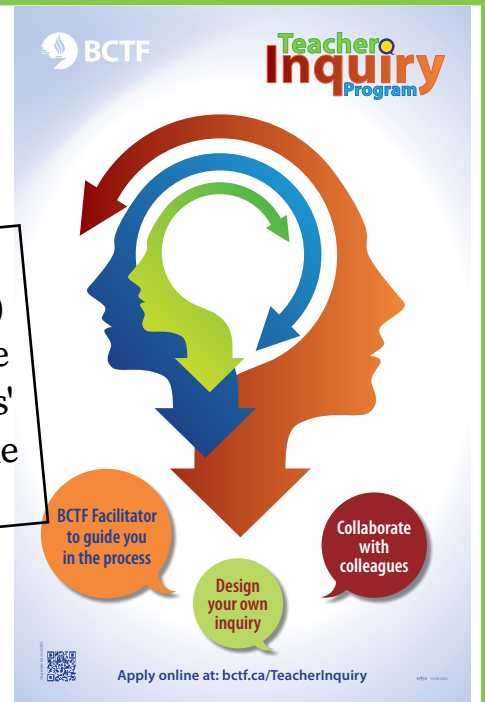
Please register in one of these ways :

1. Online at [www.bctf.ca/livingwithbalance.aspx](http://www.bctf.ca/livingwithbalance.aspx)
2. E-mail your registration to [lwb@bctf.ca](mailto:lwb@bctf.ca)
3. Fax your registration to 604-871-2287

# 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 the development of our PSA.



## 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



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

### **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

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.



### **Let us help you start a local Chapter!**

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

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

or contact:

Marie Fanshaw, Chapter Coordinator  
[mfanshaw@sd57.bc.ca](mailto:mfanshaw@sd57.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 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](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 \_\_\_\_\_

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		
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](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 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](mailto: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](http://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.



# 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.





## BCPTA 2018-2019 EXECUTIVE CONTACT LIST

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### Member-at-Large

vacant



Create

Imagine

Explore

Play

Wonder



2019

Primary Leadership Conference

# INSPIRING TEACHERS

Keynote Speaker:

Adrienne Gear

With wide variety of  
breakout sessions

Register at:

<http://www.bctpta.ca>

Vancouver Island Conference Centre  
Nanaimo, B.C.  
October 25, 2019