



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

Create

Imagine

Explore

Play

Wonder



BCPTA Spring 2019 Newsletter Volume 57 No. 2



# Social Emotional Well-being



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

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## Inclusion

An article written by the BC Primary Teachers Association submitted to TEACHER magazine (Jan-Feb 2019)

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## Changing Results for Young Children

BC Teachers are working together to improve the Social Emotional Well-being of our students by participating in a collaborative process based on the successful Changing Results for Young Readers Framework implemented from 2012-2015.



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## Investing in Social Emotional Learning

We know why we want to build social emotional learning in our classroom so as to build supportive classrooms, but how do we do this? Colleen Politano is a favourite of BC Primary Teachers because she blends the research with the practical to provide us with strategies to make our classrooms supportive environments for all.



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# My Message to you

“Through all the frozen winter, my nose has grown most lonely,  
For lovely, lovely coloured smells, That come in springtime only.”

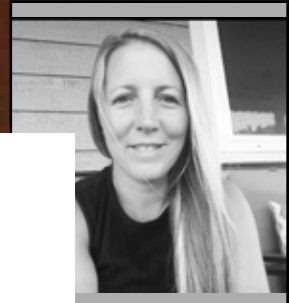
–Kathryn Worth

Spring begins with a tug of war with winter. Just when we think the warm weather is here to stay, we are hit with the last gasps of winter. But if you take time to look and listen, the changes of the season become apparent. Songbirds return, the days get brighter, and a surge of new life is all around us. As teachers we feel this sense of renewal and excitement and are ready to try new ideas and explore new areas with our classes. We know you will find some of those new ideas to explore in this newsletter!

What are some new things the BCPTA is working on this spring? We are going to be at the two regional BCTF New Teachers conferences. We are also working with the Ministry of Education's Early Years advisory committee and are excited to hear upcoming plans to revise the Primary program. We are also working hard to plan our annual Fall Conference in Nanaimo for October 25, 2019. I am excited that we are busy building a conference with many inspiring speakers and sessions to select from. Stay tuned to our websites for details on how to register.

Until then, have a wonderful spring and a fantastic end to the school year! May this newsletter serve to inform you, inspire you, and connect you with this network of active and engaged primary teachers in BC.

**J**anine Fraser  
BCPTA President





"We don't accomplish anything in this world alone...and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something." -Sandra Day O'Connor

Teachers collaborate and learn together at a BCPTA Fall Conference. See pages 22 & 23 for Fall Conference 2019 information.



A portion of this BCPTA article was published in Teacher Jan/Feb 2019 magazine

Everyone, has a gift to give. This is a foundational belief teachers across the province share. Our work is to help students discover those gifts when they can't see them, to develop and nurture them when they don't necessarily fit in our mainstream structures, and to help channel them in directions where students will find the most joy and success in life.

Primary teachers are closest to the very first steps our children take towards joining us in the world of adulthood. We take these first steps with our students through play, and the power of story. In a primary classroom, for anything you want to explicitly teach, there is always a picture book for that.

Teaching in the primary years is a mix of privilege, magic, and exhaustion. It is the foundation for all that comes after, and at times the weight of that pressure becomes too much to bear. The current state of education funding and policy direction in BC is increasing that pressure and we are seeing the impact on teachers daily.

Every child deserves a safe and inclusive school. Primary teachers in BC believe in this to the point they have been fighting alongside our colleagues for safe and inclusive schools for all our 101 year history. We have been

leaders in ensuring space for LGBTQ students and families, fighting to use those banned picture books, and winning. We have worked with Truth and Reconciliation initiatives to make sure we have materials that introduce the difficult topic gently, with compassion, and empathy. We were a part of our Supreme Court of Canada victory in 2016, and particularly celebrated how the case illustrated how the rights of students with special needs were implicitly tied to our collective agreement language.

We have also been fighting for the rights, and safety of teachers, and the strength of stronger more egalitarian communities, because we have always known how the three are intrinsically linked. The latest research in social emotional learning is shining new light on the links between teacher, child and community. The well-being of one, is always dependent and related to the other two, but a troubling trend exists in BC education today. The abdication of responsibility to all three.

While we as primary teachers understand that inclusion translates directly to a safe place for all in our schools. That is not a common understanding in education circles. The inclusion narrative from the Ministry of Education, and supported by for-profit educational consultants, places teachers

as adversaries to student success. To say the narrative is not harmful to teachers is to ignore the high numbers of stress related illnesses teachers are experiencing today. We know that there is a correlation between the stress levels of stressed teachers on students, and on student stress levels on teachers. This is often referred to as stress contagion. In prolonged circumstances it becomes toxic.



It is important for us to advocate for conditions in our communities to reduce stress levels on students, and it is also important for government to reduce the stress levels on teachers. Perhaps, the most effective means of doing this is shutting down their own narrative that an 'attitudinal shift' of teachers is the only barrier to student success.

It is a subtle form of bullying when employers task employees with work that they cannot be successful at. Consider the emotional and physical toll on teachers when the needs of the students in the classroom are too great to meet on their own, but the resources needed to meet those needs are absent.

Inclusion has become an economic agenda of limiting spending in education. This is the dirty little secret government is hiding. It's less about creating space for students with diverse

needs, and more about simply accepting that those needs will be ignored. Their own numbers tell the story.

#### K-12 Operating Budget and Fiscal Plan

2018-19 +5%

2019-20 +0.6%

2020-21 +0.1%

This fall, the BC Primary Teachers' Association put out a position statement on Special Education, and what is vital in the Early Years. We also made a submission to the Education Funding Review in the spring. We believe in having high expectations for all learners, and recognize our role as advocates for our students' future dreams.

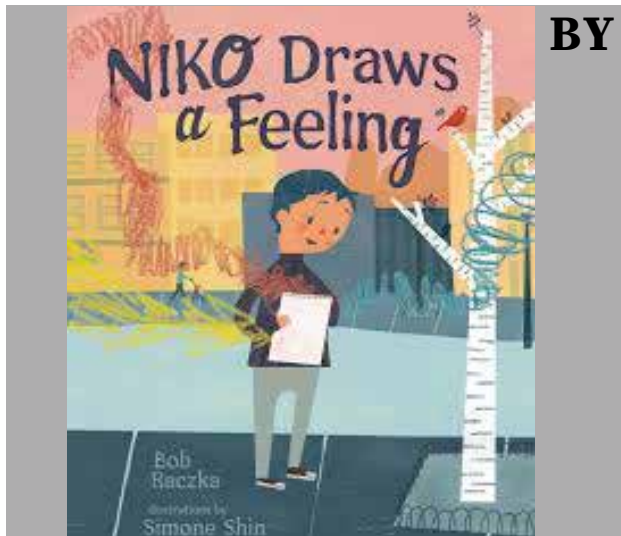
We recognize that all learners do not have the same needs, and we know that more money is needed. More than a \$1000 less per child is still spent on students in BC, than the Canadian average. This is still not okay, and never will be.

Our expectations cannot look the same for all children, and some children should be given remediation in the belief that they can learn with time, extra support and different strategies. Inclusion is a process for all, but to ensure success, funding for special needs must remain connected to designations, and be improved to match the reality and cost of services required for educational staffing and resources to support our students.

In 1957, primary teachers across our province came together to form the first provincial specialist association, the BCPTA. We are proud to carry on their legacy of advocacy and support for primary teachers and their students.

*-The BCPTA*

# A BOOK REVIEW



**BY A COLLEAGUE**

Submitted by: Melissa Afflek  
SD#42 Maple Ridge-Pitt Meadows

Robert Raczka's picture book, *Niko Draws a Feeling*, inspires abstract creative expression. The book begins with Niko drawing what he feels. For example, he draws the warmth of the sun on his face and sounds that he hears. No one, not his friends, family or teachers understands his art, yet he continues to draw. He finally meets a friend who looks at his art and not only sees but feels what he is drawing which leads him to draw what it feels like to make a new friend.

This book inspires students to have the courage to be who they are, even if others do not understand. It inspires them to express what they are feeling inside, even if it doesn't make sense to others. It encourages creative expression and a connection with the arts.

This book connects beautifully with the Core Competencies as students build a Positive Personal and Cultural Identity. They will be able to see how Niko identifies his strengths and abilities and build his understanding of his personal values and choices. I can also see how this book could lead to connecting with a variety of emotions through the arts, class books and Story Workshop. This book tells the important message that there is not one right way to express a feeling and to celebrate our differences. I hope that we can all find the Iris in all of us to look for the gift in others, even if we do not understand it at first.



## A BOOK REVIEW CONTINUED

# G

## rade 1's Draw a Feeling

# Peace

My Grade 1 students made many connections to this book when I read it aloud in class. They loved the language and description and the illustrations and the message. After reading the book, we talked about how the ways that we can show feelings through art. I set up a variety of art provocations (i.e. collage, water colour, sharpie, pastels etc.) for them and they explored what peace felt like to them. They were able to choose which centre they went to and many went to multiple centres and shared many expressions of what peace felt like to them. Having choice in how they chose to share the feeling led to such a variety of responses. They engaged in the abstract idea of peace in such a creative way and no one drew or painted the same idea. I collected their responses on my computer and created a display of our class thinking.



# 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

Submitted by: Wendy Adams  
Kindergarten  
SD#47 Powell River

# KINDNESS SHIRT

In anticipation of Pink Shirt Day in February, students are involved in discussions (both at home and at school) about:

- How do we show kindness at home?
- How do we show kindness at school?
- How do we show kindness in the community?



Students can decorate their template shirt with ideas! The Pinker the Better!

# Separation Anxiety

*Why it happens, and how to support our students*

*by Dr. Vanessa Lapointe, R. Psych*

Sometimes the human brain outsmarts itself. And this is exactly what is happening for children struggling with separation anxiety.

It often goes like this. Parents get their child all pumped up for being brave at school drop-off. They're reminded that they will get to do all sorts of fun things during the school day like play with their friends, and run around in gym class, oh, and it's hot lunch day today so that's wonderful, too!

But they get to the classroom door and it's a no-go.

The tears come. The clinging begins. The teary face is buried in a shoulder. Eventually you come and pry the child off of the parent, crying and desperate to stay with them. The parent walks away, sometimes wiping their own tears.

And the next morning you – and the parent – prepare to do it all again.

Separation anxiety.



## What causes separation anxiety?

We are wired for connection, and particularly in times of stress, danger, or upset, we long for it and seek it with intensity. This longing for connection is primal – a basic instinctual need that our psyche drives at relentlessly.

For many children, separation anxiety comes out because the experience of heading into a classroom is stressful, perceived as dangerous, or otherwise upsetting to them. This could be because of a sensitive temperament, learning exceptionalities that make the school day particularly challenging, too much that is new or unknown, negative experiences with friends or teachers, the coming on of a cold or illness, general fatigue, or something else that a child's big person hasn't been able to put his/her finger on.

## Separation anxiety as survival

Regardless of the cause, this stress alerts the survival centre of a child's brain that danger is upon her. Rational thought is now no longer going to be operational. Rather instinct will take over, singularly focused on ensuring a connection with their parent.

The drive for connection will have the child engaging in what psychologists call "pursuit behaviors" – anything that will keep a parent or caregiver close. Clinging, crying, melting down, and pleading are carried out in a desperate attempt to be saved from the (perceived) impending danger. And to the child, this feels like actual danger! It is not a ploy or a conscious manipulation. It is as though you have asked her to jump off a two-story building. In this moment she is literally pleading to be saved.

### **What not to do when separation anxiety settles in**

Because separation anxiety can throw a real wrench into settling a child into school, we can sometimes make the mistake of trying to hurry it along or squash it down. Here are some common missteps that you should try to avoid.

#### *Do not try to reason with separation anxiety*

Trying to prove a child wrong by telling them that school is fun, playing with friends is great, and hot lunch is awesome, is never going to actually convince them that they will be okay. Why? Rational thought is not part of separation anxiety.



#### *Avoid trying to solve separation anxiety with sink or swim approaches*

Forcing a child to face their biggest fear to make them realize there is nothing to be afraid of is highly problematic. There is a very significant risk of the child being utterly flooded by alarm, which can lead to other problems. One such problem is that they could numb out to the fear – and everything else. Psychologists call this dissociation. It is the brain's way of protecting the child from overwhelming upset. This makes learning and social interactions hard. It can also be why parents hear the classic, "She was fine as soon as you left" feedback.

The second is that while the child holds it together for that particular day, the survival brain has now been alerted to the impending threat of a parent's swift departure. So, if you thought today's resistance at the classroom door was hard, just you wait to see what is coming tomorrow.

#### *Do not use rewards or consequences*

The use of rewards or consequences has the central flaw of assuming that this "behavior" is within the child's control. It is not. It is an instinctual reaction from the survival centre of the brain and is highly alarming for the child in an utterly consuming way.

#### *Avoid shaming*

Sometimes adults try to use "alarm against alarm" by shaming a child. Using language like, "You are acting like a baby" or calling upon social judgment with something like, "Everybody is looking at you" causes the child to be even more alarmed which can lead to numbing out and intensified behavioral push-back, as described above. It also comes at the cost of the child's relational connection with you. You are no longer a safe space to that child.

#### *Guide parents away from anger*

Separation anxiety sometimes alarms parents as well. They think, "What if my child isn't normal? What if everybody is judging me?" As a parent's alarm gets the better of them, anger can erupt. The child experiences this as a "relational disconnect" – something upsetting to them at the best of times, but potentially catastrophically so during separation anxiety, when the child is instinctually driven to connect to us to preserve themselves. Remain calm if a parent seems to be losing his or her cool. Remind the parent that this reaction is a very normal – healthy, even! – response to separation, and that you and he/she will work through this together.

*(continued on pages 14 & 15)*

## What you can do to help a child with separation anxiety (and his or her parent)?

Parents are naturally the single best experts on the needs of their children, and occasionally, they need to be (gently) reminded of this. When parents are able to feel confident in their parenting practice – rather than parenting from a place of fear – their child will feel more secure as they are guided through these challenging moments. With your support, you can help to ease this transition from goodbye to the classroom.

### 1. *Artful introductions*

As a basic principle of social psychology, we tend to like people who like us. A blossoming fondness between a child and his teacher can make it more comfortable for a child to be left in the care of the teacher.

A parent may point this out by saying, “Did you see the smile on Ms. Robinson’s face this morning when she said hello to you? I think she is taking a shine to you!” A teacher can take a few moments to connect with the child, noticing small details or commenting on shared interests. It is important to ensure that the child feels noticed and appreciated.

### 2. *Birds of a feather*

Look for a common ground between yourself and the child. Maybe you both love a certain book series? Or maybe you like a similar musical artist? Or maybe you are both science junkies? Find something that is similar between the two of you and shine a light on it. As another basic principle of social psychology, we also tend to like people who are the same as us.

### 3. *Pass the connection spark*

It helps for a child to see that the connection between his caregiver and his teacher is solid and positive. So be certain that you are tending to this relationship as you work to have the child be more settled in the classroom.

### 4. *Script it*

Make sure you tell the child the whole sequence of what will happen from beginning until end in the day. And have the end always be “and then your mom/dad/grandpa/daycare provider will pick you up.” By giving a child a specific sequence of events that ends with a reconnection you take the guesswork out of the day. It is also very helpful for anxious kids if you can make that script visual – write it out or use pictures.

### 5. *Have parents go to school “with” them*

Encourage parents to find ways to be at school with their child figuratively. For example, they can send magic kisses captured in a locket that hangs around their neck. Or they can be connected by an invisible string. Or perhaps they can laminate a little picture of themselves that they can tuck into their pocket. Creativity is key!

### 6. *Highlight “hello” rather than “goodbye.”*

It helps for a child to see that the connection between his caregiver and his teacher is solid and positive. So be certain that you are tending to this relationship as you work to have the child be more settled in the classroom.

### 7. *Try a gradual entry*

If you have the sense that this child is really going to struggle with separation anxiety, or if you can see that this is already not going well, you might try gradually extending the time a child spends in the classroom over a period of days or weeks.





Photo submitted by Sheila O'Grady

### Tears are lovely

One of the universal proximity-seeking behaviors of children the world over is crying. When children cry, it is unsettling to us, driving us to stay close and take care of the tears. Sometimes this becomes confusing though when we find ourselves rushing to prevent tears because we don't want the experience – for them or for us – of being unsettled. But the goal of “no tears” is not necessarily one you want to hang on to. Sometimes tears are actually a necessary part of adaptation and core to nurturing resilience in a growing child. Your sign of “success” in settling a child is not necessarily going to be a tear-free drop off. It is okay if a child cries at the classroom door as long as there is a nurturing, connected adult available to support the child through those tears.

### Shy is healthy

Children who are come across as “shy” often have a more difficult time with separation anxiety. And sometimes this has us thinking about “shy” as a bad thing. But answer this question: Do you want a child doing the bidding of someone who is not part of her inner circle?

Of course, the answer is “no.”

Luckily, children are wired to resist the influence of outsiders. That resistance is what we call shyness. It is a lovely, normal, instinctual, healthy thing that we need to honor. If a child happens to be more sensitive, intense, or otherwise needs a little extra TLC, her shyness may come out more strongly, making the experience of separation anxiety more likely. And that's okay. It needs to be worked with rather than against.

### What if it never gets better?

The vast majority of children will respond well to the efforts described here, and you should see the child comfortably settling into the classroom within 3-4 weeks of the school year start. However, a small percentage of children will continue to struggle.

### How do you know when enough is enough and it has simply become too much?

- If it continues for longer than the first month of school with intensity
- If there are significant behavioral repercussions at home
- If the child's sleep has become interrupted in a significant way
- If the child cannot manage to be alone anywhere in his/her home
- If the child develops physical health ailments that appear to be psychosomatic in nature (the mind-body connection) – headaches, stomach aches, frequent vomiting, ongoing virus, etc.

These are all signs that things are not progressing and that it might be time to seek outside assistance in order to best support this child and his/her family. ■

Submitted by: Tara Mihalech, assistant to  
Dr Vanessa Lapointe  
Registered psychologist, parenting expert and mom



# 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





# SHARED IDEA FROM MEMBER

Submitted by: Wendy Adams  
Kindergarten  
SD#47 Powell River

## Romero Britto

Romero Britto is a famous artist known for his paintings and sculptures. Was born in Brazil in 1963. When he was young he was given a book of artwork and began to recreate the paintings. Romero is a self-taught artist. Romero Britto has an art gallery in Miami, Florida where he offers art classes to children.

Our 'Hearts' were inspired by Britto's bold lines, bright colours and patterns. We noticed that Romero Britto covers his whole canvas. To create our Hearts, we used Sharpie to trace the shape, then we added fun details to make the patterns.



# CR4YC

BC TEACHERS ARE WORKING TOGETHER TO FOCUS ON THE SOCIAL AND EMOTIONAL WELL-BEING OF OUR STUDENTS.

Changing Results for Young Children (CR4YC) is a partnership between The Ministry of Education (MOE) and the United Way of the Lower Mainland (UWLM) and was initiated in the fall of 2017.

CR4YC is based on the successful Changing Results for Young Readers framework that was implemented in 57 BC School Districts from 2012 – 2015. CR4YC is a collaborative inquiry project that brings together Community-based Early Childhood Educators, Strong Start Facilitators, and Kindergarten Teachers who are released to work collaboratively in six joint professional learning sessions with release time provided by the CR4YC Project.

CR4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CR4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving the social and emotional well-being of young children.

**THE 7 FACETS**

**CHANGING RESULTS FOR YOUNG CHILDREN 2018/19**

Social and Emotional Well-Being

**BUILDING RELATIONSHIPS**  
friends

**KINDNESS AND EMPATHY**  
caring for others

**PERSONAL WELL-BEING**  
sense of JOY and happiness

**SENSE OF IDENTITY**  
who am I

**SELF-REGULATION**  
identifying and managing emotions

**CONTRIBUTING TO THE LEARNING COMMUNITY**  
belonging

**SENSE OF AGENCY**  
advocating for self and addressing own needs

CR4YC  
Changing Results for Young Children

CR4YR.com

Submitted by: Jennifer Delvecchio  
Teacher Librarian (Burnaby)  
Lead author of the following document

# CR4YC

Changing Results for Young Children

"I play with AS, she's my bestest friend, even before I came to Kindergarten."

## Guiding

### Changing Results for Young Children

identifies, explores, and applies a strengthened understanding of quality practices associated with increasing the social and emotional well-being outcomes for young children.

There is an inextricable link between young children's social emotional competence and life and school success – this link becomes particularly salient during the transition to kindergarten. Research points to the importance of fostering young children's social and emotional well-being. How we feel affects how we learning.



We have underestimated children's capacities for being kind and compassionate.  
-Kim Schonert-Reichl

"Children with strong social skills in early years more likely to thrive as adults."  
(Jones, Greenberg, & Crowley, 2015)

## Core Principles

- to build a "community of practice" for Early Childhood Educators and Primary Teachers to share what they are learning
- to extend opportunities for collaboration and implementation of quality practices associated with increasing social and emotional well-being in young children
- to establish a culture of inquiry through documentation, critical reflection and pedagogical narration
- use current research of what fosters social and emotional well-being in young children



Parent Voice: As part of the data collection, relationship building and understanding their wonder child, educators interview a family member.



Collaboration with colleagues: Teachers make connections and forge new relationships. They have opportunities for both open and structured discussions about their curiosities and their passions.



\*Core Competencies: Here is my maze! I draw it, you take picture on ipad? M was fascinated with the aerial view. He spent 5 minutes turning the ipad and looking at it from many directions. M declared, "It not maze.IT MILLION DOLLARS!" M grabbed a piece of paper and started to draw circles.

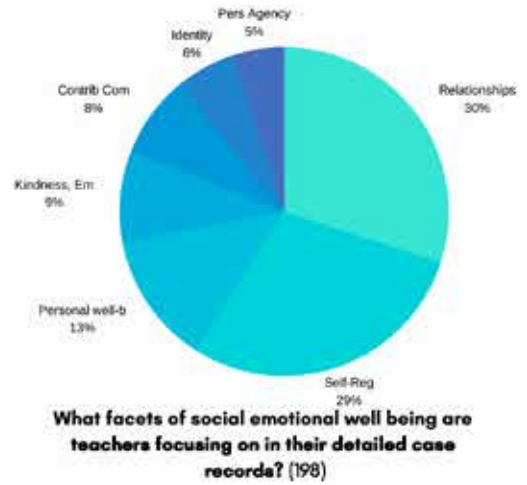
## AGENDA

- Welcome, Acknowledgement & Storytelling
- Funding & Granting: Check-In Groups
- 7 Facets of Social & Emotional Well-Being (SEWB)
- **BREAK - RFS**
- SEWB Resource – The Play Today BC Handbook
- LUNCH
- CR4YC Work Session
- **BREAK - RFS**
- "Voices of Children" documentary
- Closing & Commitments for Next Session

District communities meet six times a year with release time funded by the Ministry of Education.

## Gathering 2019-2020 CR4YC Facts

- 45 BC School Districts/Communities working together
- Focus: improving Social and Emotional Well-being outcomes for young children
- Participants: Community-based Early Childhood Educators, StrongStart Educators and Kindergarten Teachers serving the same children and families
- Framework: CR4YC groups of 24 participants meet 6 half days throughout the year with an external Facilitator
- All meetings occur with release time fully funded by the BC Ministry of Education



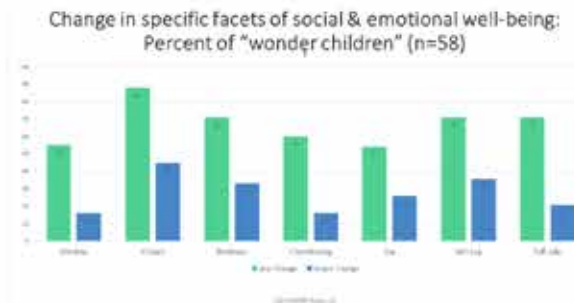
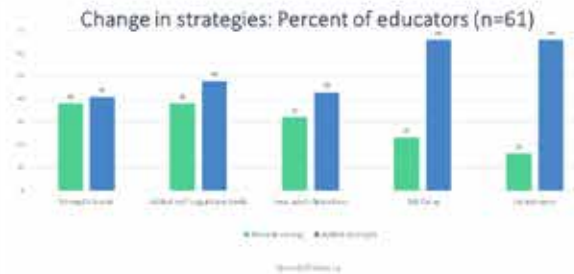
Early Childhood Educators, Strong Start Educators and Kindergarten Educators meeting together for a CR4YC session at the Ossoyoos Indian Band board office.



Place based learning: In 2018, place based learning was a central theme in many CR4YC collaborations. In 2019, more groups are being intentional and strategic about the impact of where they gather.

## Intent

- To increase the social and emotional well-being of young children
- To improve the quality of practices associated with teaching social and emotional well-being
- To increase collaboration and strengthen relationships between Early Childhood Educators and Primary Teachers
- To use the science and research of Social and Emotional Well-being to improve both educators' practice and social and emotional outcomes for young children
- Provide young children with opportunities and specific skills that foster their social and emotional competence through positive human qualities: happiness, self-regulation, kindness, empathy, sense of belonging, altruism, sense of agency, compassion, sense of identity, and building relationships



Data: key findings 2018

## Sharing

### Pedagogical Narration

...is a process for thinking about practice and understandings of knowledge, education and learning. It is fueled by experimentation, a spirit of openness and curiosity.

(*Early Learning Framework, 2018*)

### Networking

We stay connected, document our learning, and share our findings and research on both our CR4YC website and Twitter account. The success of CR4YC is driven by the commitment and wisdom of the educators across BC who give their time and passion to this project.

**With Kim Morrison, MEd, JEdEd**  
 Drawing examples for reflecting on learning with a wonder child and how much it can change how you think about learning.



@CR4YC



Changing Results for Young Children

What We Are Wondering About: A Sample of Early Learning

cr4yr.com

### CR4YC Facts

- Over 1000 Early Learners in BC are part of CR4YC
- Educators are contributing over 200 detailed case records for their "wonder children"

### Contact

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 maureen.dockendorf@gov.bc.ca

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Maureen Dockendorf,  
 Jennifer Delvecchio  
 Sharon Jeroski

## "I can..."

As I observed A over the past month, I wondered how the language I use within my context might influence or impact the development of her sense of identity and self regulation. As a child who seems to thrive in a structured environment, I noticed that A often came to me when she was unsure of what to do next. As a way to encourage flexibility in her thinking, I began posing questions when she approached me for help. For example, instead of explaining again, I would ask, "What's your job?" or "What are the steps to get your job done?" or "Which friend might you ask to lend you a helping hand?" I noticed that by simply rephrasing a statement into a question, A seemed to have taken more deliberate control of her learning, pausing to think about the learning intention and how she might go about getting her job done.



"I challenge my brain to write the story. I used water colour paint because I like painting. There's Science World and the snowy mountain. I can splash the paint to make snow."

Peter Johnson wrote, "The language we choose in our teaching changes the words children inhabit now and those they will build in the future." As I reflect on my interaction with A, I am reminded of how the language we use reflects our images of children, and the profound impact it has on children.

A and I celebrated this moment during story workshop. For the first time, she took deliberate control of her learning, choosing the material that could best help her to tell her story. As she explained her reasoning for choosing that material, I noticed that she not only chose something that brought her joy, but was also intentional in how this material could create visual effects in her story. A sounded so proud as she told me about her story of her vacation. She was excited to share that she was also "challenging her brain to write the words".

I wonder how her emotions might have influenced her motivation in writing and creating stories? How might these emotions affect learning in other contexts? What other supports might she need to further the development of her sense of identity?

To further support A development of her sense of agency and self-regulation, we brainstormed "I can" statements before activities, as a way to set the intentions of that experience. I noticed that A focused her "I can" statements on the social and emotional core competencies, and seemed proud that she was able to help her friends.

As we continue our learning journey, I wonder how I might use effective assessment practices to authentically capture A learning? In addition, how might these assessment practices inform her as she continues to develop her sense of identity?

"I can lend a helping hand"



"I can collaborate with new friends. We counted by 1s and 2s, and I like playing with new friends."

documentation panel: A. Chan

## Next Steps:

To continue to learn from the data, implement the learnings and continue to expand the sites in the province. In addition, next year we will focus on social and emotional well-being through the lens of the Revised BC Early Learning Framework, which is now relevant for young children 0 - 8 years. ■



**British Columbia Primary Teachers' Association**

of the British Columbia Teachers' Federation

Create

Imagine

Explore

Play

Wonder



## **PRIMARY LEADERSHIP CONFERENCE**

October 25, 2019 - Vancouver Island Conference Centre - Nanaimo BC

*“Inspiring Teachers”*

**Featuring Keynote Speaker Adrienne Gear**



Adrienne Gear has been a teacher in the Vancouver School District for over 20 years working as a classroom teacher, literacy support teacher, ESL teacher, teacher librarian and District Literacy Mentor. She is passionate about literacy, learning and inspiring teachers to reflect and refine their practice in order to best support their students. Adrienne developed Reading Power over 12 years ago and has since been working with teachers in many districts throughout British Columbia and Canada. Her practical and engaging workshops are in high demand as well as her demonstration lessons and facilitated Reading and Writing Power leadership training. Internationally known, Adrienne has presented workshops in the United States, United Kingdom, Australia, and Sweden. Adrienne is the author of FIVE professional books for teachers: (Pembroke/Stenhouse Publishers). Her books have been translated and are currently available in English, French, Swedish and Chinese.

Reading Power (2nd edition) – Teaching Students How to Think While They Read (2006)

Nonfiction Reading Power – Teaching Students How to Think While They Read All Kinds of Information (2008)

Writing Power – Engaging Thinking Through Writing (2011)

Nonfiction Writing Power – Writing Information with Intent and Purpose (2013)

Powerful Understanding - Helping Students Explore, Question, and Transform Their Thinking about Themselves and the World Around Them (2018)

*“TEACHING FOR THE HEART AND MIND”*

*CULTIVATING EMOTION IN AN OCEAN OF THINKING*

## “INSPIRING PRESENTERS” WIDELY ACCLAIMED SPEAKERS AND CLASSROOM TEACHERS

- Adrienne Gear: (1) *Powerful Understanding: Developing A Deeper Sense of Self And Others* (2) *A Powerful Year of Writing*
- Craig Sutton: *Using Picture Books to Teach Science*
- Jeannie Deboice: *Math Daily 3*
- Alison Gear: *Exploring Indigenous Children’s Literature*
- Jennifer Barker: *Running Records in Math*
- Roy Carson: *The Mozart Effect*
- Sheldon Franken: *Adventures In Emotional And Social Learning*
- Carol Johns: *Kindergarten Rocks! Play – Based Fun and Games! Primary Program Connections to the Revised Curriculum*
- Jane Felling: (1) *The Math That They’ll Know* (2) *Play On Words*
- Marie Fanshaw: *Infusing High Yield Routines Into Daily Math*
- Theresa Felling: *Math Shakers*
- Mary Payne, Tina Crookshank & Shelly Carson  
*Symphony of Colours: A Blend of Music and Art*
- Courtney Jones & Ginny Tambre: *Nurturing Language With Non Fiction Books*
- Maureen Dockendorf: *Promoting Social & Emotional Competence in Young Children*
- Lisa Watson & Sasha Zekulin (3 Sessions Coming)...

***More Workshops To Be Added***

### CONFERENCE SCHEDULE

7:00 am – 8:00 am	Registration, Breakfast, Exhibits	
8:00 am – 10:00 am	Seating, Conference Opening, Keynote Address	
10:00 – 10:30 am	AM Break	
10:30 am – 12:00 pm	Session S1	12:00 pm – 12:45 pm Lunch Break
12:45 pm – 2:15 pm	Session S2	2:15: pm – 2:30 pm Move to Session S3
2:30 pm – 4:00 pm	Session S3	

• **Online Preregistration Is Required For Sessions S1, S2, S3 •**

### CONFERENCE REGISTRATION FEES

**\$175 - BCTF Member      \$145 - TTOC / ED Student      \$210 - Private Sch. Tchr.**  
(Fees Include a Non Refundable BCPTA Membership or Subscription)

### CONFERENCE HOTELS – RATES VARY FOR ROOM TYPES

Coast Bastion Hotel:      Call : 250 – 753 – 6601 ( Group Code: CBI – GFC 18337)  
BCPTA Rates: \$143 plus Taxes

Best Western Dorchester      Call: 250 – 754 – 6835 (Mention BC Primary Teachers’ Conference)  
BCPTA Rates: \$149 plus Taxes

**FOR CONFERENCE UPDATES GO TO: WWW.BCPTA.CA**

# Lessening Stress in the Classroom

## *Adaptive and Healthy ways of Dealing with Stress*

**R**ecently I went to a conference where Dr. Stuart Shanker was talking about self regulation, stress and maladaptive and adaptive ways to deal with stress.

(See his website for details: <https://self-reg.ca/self-reg/>).

I learned so much and was inspired to think about ways to help lessen the stress in my classroom and help children find adaptive, healthy ways to deal with stress. Here are some ideas to try.

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

### 1. **Adjust the Classroom Environment**

Reduce the light, noise and stress in the classroom environment. Dr. Shanker talked about how a Doctor in the NICU department (where early term babies are) learned that reducing the environmental stresses that he could control helped babies grow better and thrive. The same applies to the classroom. I have found removing commercially made posters to include more child-made ones, including plants and more natural elements in the classroom, dimming fluorescent lights to include more natural light have helped in my room.

### 2. **Talk about maladaptive vs. adaptive ways to manage stress**

Maladaptive methods are ones that involve short-term relief from stress, but may have long-term effects or down stream consequences. Exercise, art, music and nature are keys to adaptive ways to manage stress.

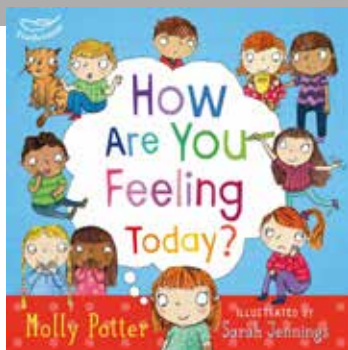


### 3. **Visualize stress and stress release**

Ask children what stress looks and feels like inside their body, and then ask them to imagine releasing it. You can have them write down or draw things that bother or stress them and then have them rip them up/throw them out. You can have children draw a picture or make a poster of healthy ways they manage stress in their lives.



4. **Have a check in each day**



Have each student share the emotion they're feeling (either orally or in a written form). This helps students know how they and other students are feeling, what different emotions look like,

and how to better interact with their peers based on how they're feeling. By acknowledging how students are feeling at the start of each class, you'll acknowledge their barriers to learning and create a safe space for your students to overcome them.

5. **Talk about Mindsets**

Teach your children about a growth mindset and have them share moments when they have demonstrated this way of thinking.

6. **Circle Sharing**

To encourage active listening, create a circle so everyone can make eye contact. Allow children to share when it's their turn and expect others to listen when it is not. Allow children to pass if they do not want to share. A circle can be a great way to open the day to check on emotions or to close the day to reflect on learning and emotions throughout the day.

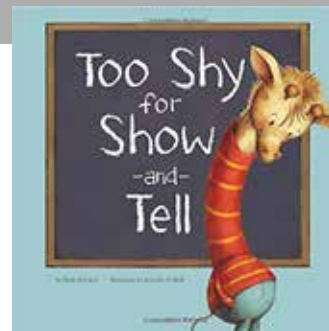


Photo submitted by Sheila O Grady

"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgement and when they derive sustenance and strength from the relationship." -Dr. Brené Brown

7. **Read great stories to your students**

Finding great stories to spark more learning in this area is an easy way to support learning and growth.



For some inspiration see:

[https://www.goodreads.com/list/show/115264.Children\\_s\\_Picture\\_Books\\_For\\_Social\\_Emoional\\_Learning](https://www.goodreads.com/list/show/115264.Children_s_Picture_Books_For_Social_Emoional_Learning)

8. **Most Importantly...**

Think about your own ways to manage stress. Teaching is a busy job and we can fall prey to maladaptive ways to deal with our own stress in life. Ensure you feel supported, healthy and vibrant as a person so you can help others do the same.



**W**hen we pay attention to ourselves and to each other, not only does it build a sense of community, but we're more able to understand and support others in the world around us. I hope you are able to try some of these ideas in your classroom. If you have other great ideas, I'd love to share them in future newsletter, so send them to

janine.fraser@sd51.bc.ca ■

# Investing in Social and Emotional

Colleen Politano is known for sharing a wealth of ideas that are PRACTICAL and POSSIBLE. She is an experienced teacher who has presented workshops across Canada and the USA. The co-author of 15 professional books for teachers, her enthusiastic approach to teaching and learning is contagious. She keeps up on current trends and curriculum revisions and includes many practical teaching strategies and ideas which new and experienced teacher can relate to and apply in the classroom.

We have been so lucky to have her present at many BC Primary Teacher Conferences over the years, always drawing a large audience. We look forward to seeing her again this year at the BCPTA Fall Conference 2019 in Nanaimo, B.C. (see pages 22 & 23 in this newsletter for more information regarding the conference.)

Article submitted by Colleen Politano

**S**ocial and emotional learning is a very current topic and something we have aspired to for many years. We know that when we continue to help kids build on their social and emotional strengths, our classrooms are more supportive places. The question becomes what can we DO and HOW can we meet the challenge of fitting it into all the other things we do in our classrooms. We all know we need to find ways to encourage and support social and emotional development so that learning flourishes. We also know the frustration of having wonderful learning plans go 'off the rails' when there are constant social and emotional upsets erupting.

I believe that when we invest in building a culture of social and emotional well being all learning thrives. In this short piece I will suggest 3 possibilities we might do to support all learners and provide some practical examples.

## BEGIN WITH OURSELVES

Stuart Shanker says. "See a child differently, see a different child." When we can see that misbehaviour may actually be stress behaviour it doesn't make it any less distracting or frustrating but it does open our thinking to look for things we can do that may help a child to be able to focus on their learning and be less distracting to others.

I've had great success with establishing guidelines and using these as a framework for how we interact. Guidelines take care of 99% of the rules most classrooms (and homes) have but are more effective because they are easy to remember.

I tell students of all ages that we each have 3 jobs:

"It is my job:

to do everything I can do to keep you safe,

help you do your learn

and help make this a place where everyone can learn.

It is your job:

to be safe,

do everything you can do to learn

and support other people in their learning."

We start our day with this and repeat it after lunch. The guidelines are a foundation for social interactions in our classroom. If someone is having a problem, the kids and I've learned say, "How can we help you be safe? Do your own leaning? Help others learn?"

# Learning

## DIMINISHING DISTRACTIONS



Photo submitted by Sheila O'Grady

Neutral fabric covers a bright yellow bulletin board on back wall. Furniture is painted a neutral green and the carpet has calming colours to mark meeting place. A quiet space is located in the corner for students to take a break.

Kids with social and emotional issues can be triggered by visual distractions, like lighting, busy, multi-coloured wall displays, and clutter while others are sound sensitive. I've found that doing simple things like using solid colour borders and adding natural materials helps all kids.

Many teachers are rethinking the physical set up of classrooms and or learning areas and are adding more natural materials and moving toward more areas with neutral backgrounds with the purpose of providing a more calming environment. One thing that has been effective in promoting self-regulation is doing a 'makeover' because clutter, colour, crowding and sounds can put some students on sensory overload.

To help all students calm, focussed and attentive consider:

Take photos. Just like the photo of 'those pants' tells us yeah or nay, shots of our room really show us where we might start. Some teachers have had success with focussing on one area a week and doing a mini makeover.

Other teachers have worked with a colleague and helped each other decide what can be done. I like to involve the kids so we can talk about what we are doing and why?

Decide:

- what can we get rid of?
- what can be done to de-clutter?
- where neutral could neutral colours make the room more restful?
- how can we create 'micro zones' for quiet spaces?

Many teachers have found that a great way to start is by using eye bolts and stretch cord to hang fabric curtains to cover shelves in meeting areas. They say this actually makes the children feel and act calmer.

Just as using the principles of universal design to make spaces more accessible for people who have particular needs, it also makes spaces functional for everyone, making spaces more supportive for students with social and emotional issues; it helps make a climate that is more positive and productive for everyone.

Cloth covering teacher resource book shelves to reduce visual clutter. Baskets and natural materials are used to neutralize and soften the environment.



Photo submitted by Sheila O'Grady

continued from page 26 & 27 (Social and Emotional Learning)

## SHOW STUDENTS SPECIFIC COPING POSSIBILITIES

Teaching kids possibilities for dealing with emotional and social issues in “the good times” and practicing them as a class helps us to be ready for “not so good times.” Doing practices such as mindfulness or breathing patterns helps everyone and also provides a break for our students and ourselves.

Some kids make their emotional and social ups and downs very obvious while other kids keep them to themselves. I believe when we teach all kids possibilities it helps everyone to be more prepared for situations and it creates community. When kids see other kids using an idea it can become accepted as that’s what we do here.

Here are some easily taught and incorporated examples of possibilities.

### A Breath of Calmness

- A great calming activity adapted from yoga class.
- Hold both fists loosely in front of you.
- “Smell the flower, blow the bubble.”
- Do 3 times.

• My friend Bethany Weins uses these variations:

- blowing out a flaming marshmallow
- cooling hot soup
- blowing on wet nails
- blowing out birthday candles
- blowing a dandelion for wishes.



### Calming Jar

- Calming jars or bottles are a way to help kids to understand how our minds can go from swirling to calm.
- You might want to read *Moody Cow Meditates* by Kerry Lee MacLean to introduce the bottles.

• You can make these with students if you have adult help.

• To make the jars or bottles you need:

- Warm Tap Water
- Elmer’s Glue
- Fine Glitter

• Directions:

1. Fill bottle 1/8 to 1/3 full with glue.
2. Use a funnel to add 1-2 tablespoons of glitter.
3. Fill the bottle the rest of the way with warm water.
4. Let cool then put the lid on the bottle.
5. It is worth the time to use hot glue to secure the lids.
6. It is possible to add a few drops of food colouring if you like.

• I use mini shampoo bottles. They work well and take up less space.

**\*When students want a calming break they can shake their jar or bottle and watch as the glitter settles.**



Photo with permission: <http://lilja.natickps.org>

### *Using Breathing to Become Calmer*

There are many kinds of breathing exercises that kids can use to help them be calmer in difficult social or emotional times.

Here are 2 examples:

#### **SQUARE BREATHING**

I teach the whole group to visualize a square:

- Breathe in for the count of 4

- hold for 4

- out for 4

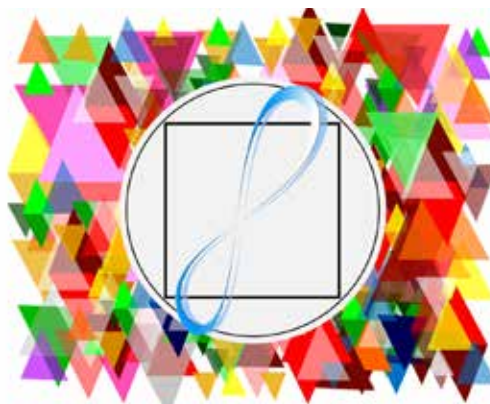
- wait for 4

- repeat several times to gain calmness and help deal with anxiety.

There are many variations. You can show kids the same idea using a triangle shape or an infinity sign.

I learned Square Breathing from Julie Anne Richards. Check out her website,

[www.julieannerichards.com](http://www.julieannerichards.com), for excellent ideas on helping students understand and deal with anxiety.



### *Take a Break*

Time Out is punishment and not productive. For students who need a respite from all the activity in a classroom or who are having social or emotional stress a break in a quiet space can be useful. Stuart Shanker suggested a quiet spot for a "time-in" space. It can be as simple as a desk with quiet activities or Stuart Shanker's suggestion of a classroom library in a quiet space. I feel more comfortable moving from "time out" right to "take a break". Many classrooms and schools now have break areas. We meet with students to set guidelines and list suggestions for break activities. Having a plan for needed breaks gives every child access to the chance to regroup and refocus.

### *Head Up, Heart Out*



When we appear to be confident we do better in social interactions.

I heard Sara Wegwitz, 'life coach' and nurse at UVic, interviewed about her Ted Jr. Talk. She said,

"The brain believes any story we tell ourselves over and over again."

"To build confidence: "Change your physiology to change your psychology,"

Her mantra is,

"Head up, heart out."

She says by walking tall, shoulders down, heart out you feel and look more confident.

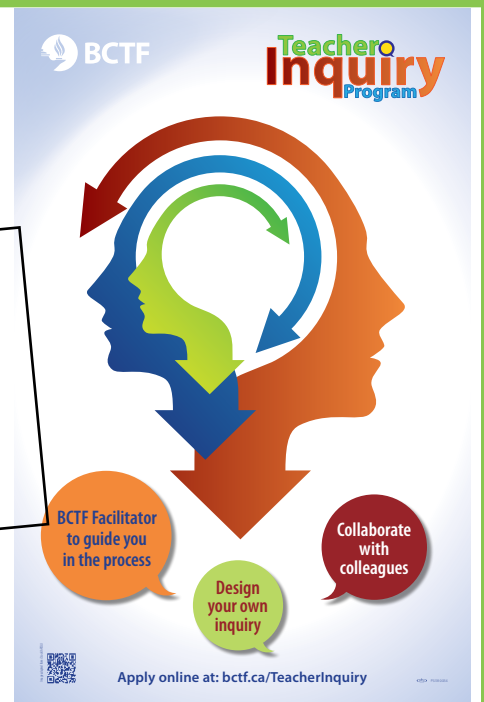
When we look confident people treat us differently and we become less of a target for bullies.

I hope these suggestions are things you can use along with all the wonderful things you are already doing to support you young learners. -Colleen Politano ■

# Provide FEEDBACK

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

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



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

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

## 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

## 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?

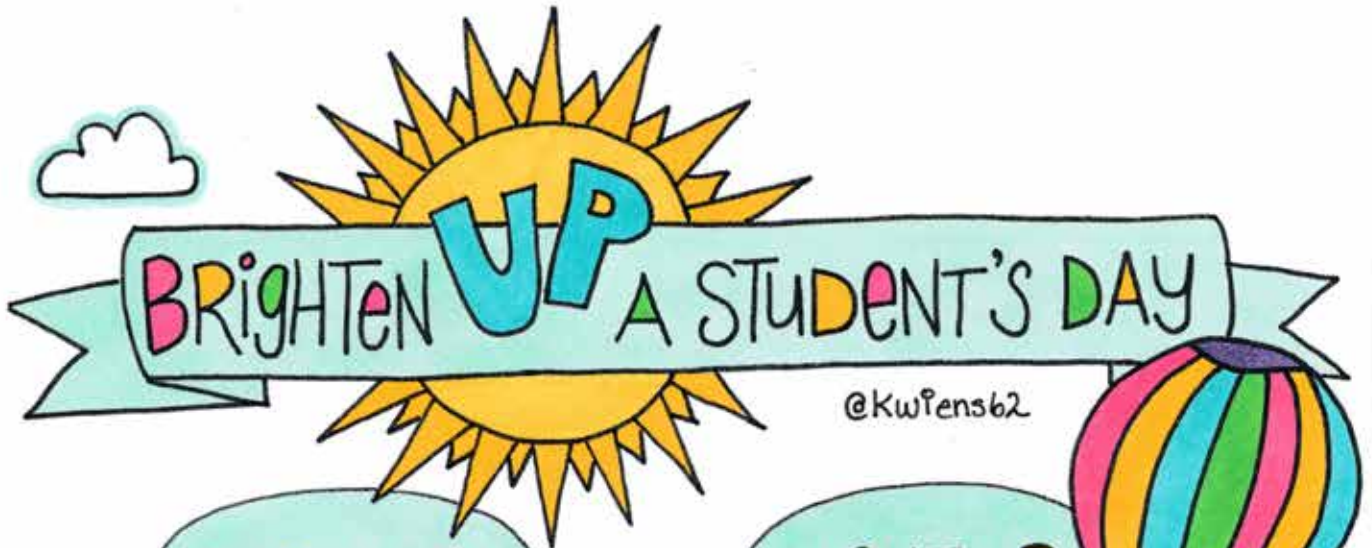
Please contact our Conference Coordinator: bcptaconference@telus.net

## 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



@Kwiens62

### SHOW UP

BREATHE  
SLOW DOWN  
BE PRESENT

LEAVE YOUR EGO AT THE DOOR  
BE AWARE OF YOUR OWN STRESS  
TAKE CARE OF YOURSELF

### LIGHT UP

SMILE BRIGHTLY  
HAVE "SOFT EYES"  
GREET STUDENTS BY NAME

GIVE A MOMENT OF YOUR FULL ATTENTION  
LISTEN WITH YOUR HEART  
CHOOSE JOY



### BUILD UP

START WITH STRENGTHS  
HAVE A PLAN & A PURPOSE  
FOSTER INDEPENDENCE  
REDUCE STRESSORS  
SCAFFOLD LEARNING  
MEET NEEDS

### NEVER GIVE UP

GIVE FRESH STARTS  
EMBRACE A GROWTH MINDSET  
ASK: WHY? & WHY NOW?  
BE A STRESS DETECTIVE  
OFFER UNCONDITIONAL POSITIVE REGARD  
EVERYONE IS DOING THE BEST THEY CAN



YOUR POSITIVE, SUPPORTIVE PRESENCE IS ONE OF THE MOST SIGNIFICANT INFLUENCES ON A STUDENT'S DAY  
"YOU ARE THE STRATEGY" ~ SUSAN HOPKINS

Poster with permission:

northstarpaths@shaw.ca Kristen Wiens <kris\_w@shaw.ca>

**Jocelyn Reeves** has been an educator for more than 30 years with teaching and counselling experience in general and special education in public, private and alternate school settings as well as university settings. She has a master's degree in Counselling Psychology from UBC, and a PhD in Educational Psychology from SFU. She has worked in a number of school districts including Toronto, Langley, Burnaby and most recently Coquitlam, where in 2007 she helped establish an alternate school for youth with internalizing mental health issues before assuming a faculty associate position in SFU's Professional Development Program. As well, I am a Registered Clinical Counsellor and teach an early childhood education course in the Faculty of Education at SFU. Her professional interests are in the area of social-emotional development and mental health of children and professional development of pre-service and in-service teachers that supports the social emotional well-being of children in the educational system.

## A + B + C = CHILDREN'S WELL-BEING

by Jocelyn Reeves

If you view human beings as basically good by nature and that within each of us is the inherent drive to move toward health and well-being, then understanding the conditions necessary to activate this drive is vital for those of us responsible for participating in the development of children. Following, I assert in order for children to move in this positive developmental direction they need to experience contexts in which their three core psychological needs for autonomy, belonging, and competence are met. As teachers, our awareness and understanding of these needs and how to meet them are becoming more critical as we take on explicit responsibility for promoting not only our students' academic competence, but also their proficiency in the social-emotional domain. Children's development of a sense of autonomy, belonging and competence occurs within the context of social relationships; hence the quality of teacher-student relationships is an essential factor in children's development.

I suggest that if as teachers we approach our responsibility of promoting students' growth through the lens of relational pedagogy, we will be likely to activate the inherent potentialities of our children to move toward health and well-being. Relational pedagogy can occur at any point on the traditional to progressive continuum (see Figure 1), with its basic tenet being that the positive social, emotional, and

academic development of children and adolescents depends, to a considerable degree, on whether the contexts in which they develop, including schools, are reliable sources of supportive and caring relationships.

Figure 1



One theory that is consistent with a relational pedagogy is care theory. Nel Noddings is one of the most influential present day care theorists, elaborating an ethic of care specifically as an educational concept. Care theory provides guidelines of *how* teachers can create contexts in which healthy relationships between adults and children can grow to support children's sense of autonomy, belonging and competence.

Fundamentally, care theory asserts that children who are properly cared for by people who genuinely model positive social and ethical qualities are likely to develop these qualities themselves. This occurs through modeling, the



propensity of children to listen to adults with whom they have established a relation of care and trust and the freedom children have to care for others when they are not preoccupied with getting their own needs met. So we can see that care theory's essential focus is on providing a social environment (context) in which it is possible for children to be good and in which they will learn to exercise sound judgment.

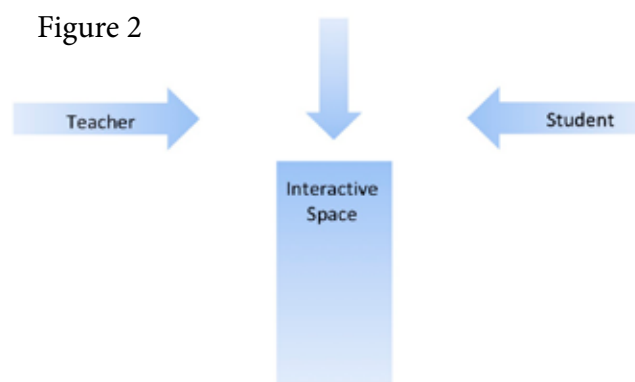
As elaborated in Noddings' work, there are four components of care theory that educators need to consider in supporting the growth of students as carers and cared-for. First, teachers must demonstrate with their *own* behaviour what it means to care and present a **model** of caring as a way of being in the world. This requires considerable reflection and self-understanding on the part of the teacher. The teacher must ask his/herself, have I presented the best possible model, have I helped or hindered in my demonstration of caring, have I acted as my caring best? Secondly, **dialogue** is an essential part of caring where both teacher and student must speak and listen to one another in an open-ended way. Dialogue enables teachers to know their students in such a way that enables them to show care to them as individuals. Additionally, students need many opportunities to **practice** caring and engage in caregiving activities to develop their capacity to care. The final component of care theory is that of **confirmation**, that is, the desire on the part of the teacher to bring out the best in others and draw the child toward his or her best self.

Along with the above 4 components, the caring teacher's emotional responsiveness to students is very important. Noddings identifies that the caring teacher must be attentive, or in a state of **engrossment**, showing an open receptivity to the child (really seeing, hearing, and feeling what the other is trying to convey). Second, as the teacher attends to a child, his or her energy must

flow toward the child with undivided intention, that is **motivational displacement**, to support the needs or objectives of the other. In turn, the student must somehow show this caring has been received (verbally or non-verbally). The response from students that the caring has been received is critical and completes the caring relation.

## CLASSROOM APPLICATION

Keeping the underpinnings of relational pedagogy and care theory in mind, following are some suggestions on promoting belonging, autonomy and competence in the classroom. An important caution however is that caring is individualized and happens between the teacher (carer) and an individual student (cared-for). In other words, the process is emergent and there is no recipe for caring that will work with all students and classrooms. A teacher's understanding and competency at orienting toward a relational pedagogy and ability to bring the components of care theory to the fore during each and every interaction so as to create an interactive space where the teacher and student/students meet that is safe, nurturing and respectful is fundamentally important to this process and in promoting a caring classroom community (see Figure 2 below).



- Relational pedagogy requires teacher's attention to the interactions they have with students AND what happens in this INTERACTIVE SPACE
- Thoughtful engagement and caring interactions so that the climate of the learning environment is secure, nurturing and trusting

continued from page 32 & 33 (a+b+c=Children's Well-Being)

## PROMOTING A, B AND C IN THE CLASSROOM

- Class Meetings:
- use class meetings often to build a sense of group membership and a shared history where personal news, class accomplishments, class procedures, planning and rituals, as well as problem-solving are shared



Photo submitted by Sheila O'Grady

- use class meetings to discuss “How we want our class to be”, checking in frequently on how children think they are doing
- use inclusive language, i.e. “This class...”, more-so than pointing out individuals
- encourage and allow for opportunities for students to help one another with your goal being to support positive student interaction
- have children take responsibility for the classroom
- have students work together in different collaborative partnerships often to help build sense of community avoid competition in the classroom
  - comparing students to one another
  - praising or showering affection on one student in order to get other students to behave better
  - using competition to motivate students (can undermine sense of belonging and competence)
  - in the classroom, students are primarily learners, not performers

- provide students with as much autonomy in their learning as they can handle, balancing autonomy with authority – stand firm on the importance of learning and clearly communicate what is negotiable and what is not

(see M. Watson (2003) Learning to Trust for elaboration on the above)

## CLOSING REMARKS

Children bring the consequences of their daily lives to school. These consequences are increasingly rife with vicissitudes that influence their social and emotional development such that, more and more, schools are contending with children manifesting a lack of behavioural and social competencies that place them at risk of having limited opportunity to experience educational success and develop into healthy, fulfilled citizens. Because schools are one of the remaining places where children come together on a consistent and regular basis it is not surprising that teachers are increasingly expected to take explicit responsibility for their students' proficiency in the social-emotional domain.

Relational pedagogy, if developed properly, has tremendous value to support teachers as they face the responsibility of promoting students' emotional and social competencies, as well as their cognitive and academic development. Here I have offered a suggestion as to how teachers may approach developing a relational pedagogical orientation through understanding and enacting the principles of care theory. I assert that such an approach will explicitly attend to children's fundamental needs for a sense of autonomy, belonging and competence and bring out their inherent potentialities toward health and well-being, thus supporting them to become knowledgeable, caring, responsible people, which to my mind is our ultimate aim in education.

## CLASSROOM EXAMPLE

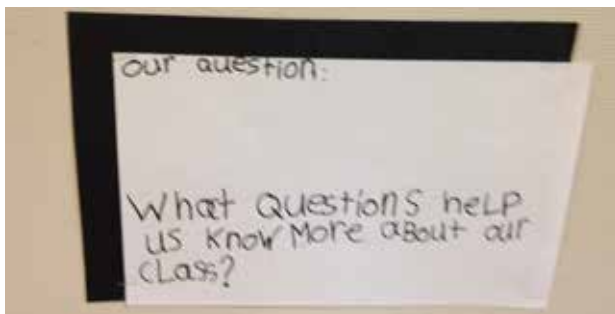
Following is an example of how one Grade 1/2 class started their school year with a focus on getting to know one another better. Although the interactive dialogue depicting a relational pedagogy between teacher and students, as well as the components of care theory are difficult to explicitly capture in this “still life” example, attending to autonomy, belonging and competency needs, as well as the core competencies, are in evidence. View the pictures with an eye for examples of how children’s sense of belonging, autonomy and competence are being developed.

### 1. Story and Self Portrait

Story stimulates dialogue about self, others, similarities and differences.



### 2. Inquiry Question



### 3. Small groups think of possible questions that will help them know more about their class.



### 4. Children dialogue and collate their most important questions.



### Research Begins

### 5. Where Do You Come From?



### 6. How Does Your Family Say Hello?



It is easy to imagine how this class could spend some time yet engaged in critical inquiry about ways of getting to know themselves and each other better. Attuned facilitation on the part of the teacher to ensure the classroom is a safe and trusting environment will promote ideas to emerge. Indeed, the class has been developing identity panels and exploring aspects of different cultures. As the children focus on getting to know themselves and each other more deeply so too are autonomy, belonging and competency needs being addressed and this class is on its way to being a genuinely caring classroom community. ■

# 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		
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](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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### Chapter & Membership Coordinator

Marie Fanshaw  
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### Member-at-Large

vacant



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

Are you interested in belonging to a local chapter of the BCPTA? Have you considered the benefits of belonging to a local BCPTA chapter? If you are interested in forming a local chapter in your district, the following information will be useful.

## **This is all it takes:**

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

## **Local Chapters are provided with:**

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



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

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

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

or contact:

Marie Fanshaw, Chapter Coordinator

[mfanshaw@sd57.bc.ca](mailto:mfanshaw@sd57.bc.ca)

