

Techno-Illogical

During the past decade the information technology infrastructure of the Vancouver Board of Education has not provided an environment that meets the needs of students, teachers and administration. Rather than adopting a model that included the stakeholders in the development of short and long term planning, the Learning and Information Technology Division of the VBE has planned, developed and initiated programs without broad input.

As a result there has been a fragmented development of technology within the district, with minimal promotion of technology in the teaching and learning process, very little integration with District Learning Services and Professional Development committees, and virtually no communication regarding the activities of the LIT division.

As well, there has been an ongoing loss of teacher mentors and consultants, an underdeveloped communication portal, and a loss of stakeholder support, resulting in budgetary reductions. Some of these policy decisions have ignored specific directions from school trustees.

Five years ago, with direction from the school trustees of the day the acting LIT director Bruce Ratcliffe initiated the development of the District Technology Plan. Members of the planning committee included teachers, administrators, and parent reps.

The committee researched technology plans and educational philosophies, and received submissions from various groups. It was mandated by the school trustees to recognize financial constraints which the Vancouver Board of Education was facing.

The resulting plan which focused on achievable goals was adopted in principle by the

elected school trustees in June 2005, but has not been implemented by the LIT Division.

Since that time the LIT Division has implemented a number of initiatives which were not included in the Technology Plan and which did not receive consideration by the District Technology Advisory Committee.

The District Technology Advisory Committee is in fact misnamed because it has been reduced to being a place where information is disseminated after the fact, rather than a forum for consultation and discussion before decisions are made.

In an era where new technologies and operating systems are emerging, Vancouver has chosen to follow a proprietary path and philosophy which will limit flexibility and innovation.

Many teachers who use non-Microsoft products will be limited or shut out of the VBE portal. All this was done without an appropriate decision-making process and no broad consultation outside of the department. The LIT Division should be facilitating use rather than overtly restricting use of its services by VBE employees and students.

With the hiring of a new Director of the LIT Division the VBE has the opportunity to revitalize the use of information technology in Vancouver. The new director should believe in inclusive decision making, active involvement from stakeholders in the planning and development of new initiatives, be respectful of effective practices and programs already occurring within schools -- and be a visionary, able to promote the effective use of technology to support student learning, teacher collaboration and professional development.

It will be crucial that the LIT Division collaborate with other departments within the VBE.

The Vancouver Board of Education is entering a crucial time in the deployment of instructional technology in the district.

The new director will need to rebuild trust, be willing to examine and evaluate past decisions, and create a flexible system which meets the needs of its users in an ever-changing technological environment.

VESTA Executive Committee and VESTA Technology Section

In an era where new technologies and operating systems are emerging, Vancouver has chosen to follow a proprietary path and philosophy which will limit flexibility and innovation.

With the hiring of a new Director of the LIT Division the VBE has the opportunity to revitalize the use of information technology in Vancouver.



What do you think?
What are your ideas for revitalizing appropriate use of information technology in Vancouver schools? Email jack@vesta.ca



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Sunday, April 6
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Report from the 2008 Winter RA

The following are highlights of the BCTF Winter Representative Assembly held on Feb. 1-2, 2008 in Richmond:

The BC College of Teachers gave a report about the recent TILMA negotiations. Richard Walker, Chair of the BCCT, shared that bylaw changes of the College reflect the new agreement and will bring BC's certification requirements in line with those in Alberta. Many of the stringent standards BC teachers faced in receiving their professional certification have been downgraded to Alberta's.

Irene Lanzinger, President of the BCTF, gave a report on the Learning Roundtable. Future participation from the BCTF at this body will only continue if the focus of the meetings is on learning conditions, particularly class size and class composition.

VESTA's and VSTA's motion to give notice to leave the Canadian Teachers Federation was carried by the meeting. At the upcoming AGM it will be decided whether we continue to pay \$800,000 a year to be part of that organization.

The RA made the decision that teachers be advised to not participate in the distribution of marked FSA booklets to parents.

David Berliner, Professor at Arizona State University, gave an excellent presentation on the accountability agenda and education. His whole speech can be viewed at: <http://www.bctf.ca/multimedia/>. VESTA also has a couple of DVDs of the presentation that can be loaned out to interested schools.

The RA made the decision to give \$10,000 towards the Sharon McIvor Defence Fund, regarding the appeal to the Supreme Court of this landmark case on the rights of Aboriginal women.

Some of last year's AGM resolutions that were not dealt with were brought to this RA. If motions were similar to those going to this year's AGM they were not moved. The resolution that BCTF locals work to eliminate the practice of contract teachers calling out, selecting, or expressing a preference for particular TOCs was carried.

Chris Harris

Local Representative to the BCTF

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VESTA Aboriginal Education Committee Meeting

Thursday, 2008 April 3, 4:00p-5:30
at the VESTA office

As well as an update on the various initiatives with an Aboriginal focus, there will be an author reading by Joyce McBryde (5:00-5:30)

Joyce McBryde is a member of the Lytton First Nation, and is associated with the Nílakaipamux Nation. During the residential school years, Joyce was separated from her family and put into the foster care system. Her family's experiences are chronicled in *Stolen From Our Embrace* by Suzanne Fournier & Ernie Crey; *Stolen Generations*, funded by Aboriginal Healing Foundation and in the *NITEP Newsletter*. She will share some of her personal history and how it influences her work. Currently, Joyce is completing her final year in the Native Indian Teacher Education Program (NITEP) at UBC.

RSVP to VESTA office at 604-873-8378 or fax to 604-873-2652

Should It Be Legal or Not?

On March 6th, the Status of Women Committee celebrated International Women's Day by hosting a panel to discuss the issue of whether or not prostitution should be legalized. And yes, it was a celebration. It was a celebration that women with such different points of view could gather and respectfully discuss this relevant and complex issue, and that so many people came to listen and ask questions.

The panel was moderated by Jane Turner from the BCTF Social Justice Committee, and panelists represented Justice for Girls, P.A.C.E. (Prostitution Alternatives Counselling and Education) Society, and Vancouver Rape Relief and Women's Shelter. Points of view ranged from the opinion that sex work can be a chosen and lucrative option, and should be legal, to the stance that all prostitution is harmful to women, and that legitimizing prostitution as an occupation neither dignifies nor protects women.

Some panelists felt that survival sex trade workers could be safer indoors. Others presented research that showed that in countries where prostitution has been legalized, there has been no decline in violence against women. The legalization of prostitution fuels the expansion of the industry and increases the trafficking of women. Even when the sex trade is legal, men still have the power and control.

Although there is disagreement on the best way to proceed, everyone has the same goal: to ensure the safety of women. As Vancouver gets ready to host the Olympics, this issue is becoming more prominent. The panelists also encouraged teachers to educate their students about this issue. A chilling statistic is that the average age of entry into prostitution is 14. The panelists urged each of us to consider their ideas, take a stand, and act.

Joan Tyldesley and Ildi Varga
Status of Women Committee

VESTA news

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Timeline for Spring 2008, including Spring Transfer Process

April 11 Deadline for transfer cards to Human Resources (HR) [Date extended from March 15 as per agreement between VSB and VTF]

April 30 Deadline for Speech and Language Pathologists to inform supervisor of transfer

May 5 HR Staffing Meeting with Principals and Vice-Principals; staffing entitlements provided to Principals/Vice-Principals

May 12 Deadline for STP French Immersion Postings to HR

May 15 Deadline for STP Postings to HR

May 16 Employees informed in writing of transfer process because of surplus staffing

May 20-26 STP French Immersion positions posted

May 27 - June 2 STP positions posted

May 27 B applicants applying for French Immersion positions must submit *List of Positions Applied For* form to HR

May 28 Principals/Vice-Principals must submit *List of Applicants* for all posted French Immersion positions (continuing and temporary) to HR

May 27 - June 2 Interviews for STP French Immersion positions

May 29 Education Centre Drop Off open from 4:00 to 8:00 PM for STP applications
VTF Drop Off open from 8:00 AM to 7:00 PM for STP applications

June 2 Deadline for ERIP applications

June 4 Principals/Vice-Principals must submit *List of Applicants* for all posted positions (continuing and temporary) to HR

June 4 STP French Immersion continuing and temporary positions offered beginning at 7:00 AM

June 5-13 Interviews for STP continuing positions only. Interviews for temporary positions may proceed only upon approval from HR Manager

June 16 STP continuing positions will be offered beginning at 7:00 AM to B and C applicants only

After June 16 Employees without assignments will be placed by HR

By June 30 All SLP assignments finalized; All SLPs informed of assignments

School goal setting and planning

In response to on-going questions and concerns about school goal setting and planning, VESTA and the VSB met throughout the fall of 2006 to come up with a common understanding.

Here are the Frequently Asked Questions for which we've come to consensus in answering. These were presented to Staff Reps and Pro-D Chairs in 2007 February, and are here again for your information.

QUESTIONS & ANSWERS

Are teachers expected to be involved in School Goal Setting and Planning?

Yes, the sixth non-instructional day is for this purpose. (This could be taken as two half days or other equivalent.) **School Goal Setting and Planning** is dynamic and on-going. Frequently monitoring progress towards attaining goals allows adjustments to be made.

The School Plan is a reflection of the learning taking place and a guide for future focuses. **The Plan should be narrowed to one or two goals based on real school needs.** Goals should be eliminated or modified as necessary. Time lines to meet school goals need to be realistic and appropriate to the school community.

What have teachers been advised to stop doing?

Across the province, teachers have decided through the BCTF not to participate in the development of government mandated School Growth Plans or to be part of School Planning Councils (SPCs). As professionals, teachers are encouraged to be involved in setting school and classroom goals.

How will this impact parent involvement in School Goal Setting and Planning?

Parents and family play an essential role in the child's learning and development.

Widespread and on-going dialogue with parents is essential. SPCs, mandated through legislation, will continue without teacher involvement. Parent Advisory Councils (PACs) represent the broader parent community. Some schools include parents in the sixth non-instructional day set aside for School Goal Setting and Planning.

What does this mean for the collection of evidence (data) of student progress in School Goal Setting and Planning?

The School Goal Setting and Planning process asks participants how they will know there has been movement toward goal(s). It is important to have evidence, although the evidence does not have to be in the form of numerical data.

What does this mean for the collection of evidence (data) of student progress for government mandated School Growth Plans?

The data collected in the School Goal Setting and Planning process and the data that is normally collected and recorded by teachers can be shared with Principals/Vice Principals. Teachers have decided through the BCTF that they are not to provide this data in any additional way beyond their normal record keeping (e.g. chart form) for the purposes of developing government mandated School Growth Plans.

What are the expectations for reporting assessment information from Community School Teams and Inner City Projects?

Community School Teams and Inner City Project assessment information is required to ensure continuation of Community Link funding from the Ministry. Teachers are still expected to submit this data in the format required by the Principal for the compilation of a district report for the Board of Trustees and the Ministry.

What are the expectations for all teachers to be involved in school and/or grade-wide assessments?

Teachers assess to determine student progress and inform instruction. Through Staff Committee and professional dialogue, staff make decisions regarding the most appropriate assessments for their school community and context, as well as the use of school and grade-wide assessments. Teachers are encouraged to participate in school and grade-wide assessments if this has been the decision of the school, but individual teachers may choose to use other assessments. The same expectations regarding the sharing of this data with Principals/Vice-Principals apply.

What kind of assessments are recommended?

On-going classroom assessment and modification combined with students' abilities to self-assess are most powerful in enhancing student learning. Student learning needs are best met with assessment that is broad and varied in its range, and includes qualitative evidence.

Teachers have decided through the BCTF that FSA not be used for any kind of measure of school goals.

Sonia Hutson
Associate Superintendent

Glen Hansman
President, VESTA

Erin Gavin
President, VEPVPA



VEPAA 4th Annual Golf Tournament

The 4th Annual VEPAA Golf Tournament is set for 2008 April 19. Last year's event was a great event, thoroughly enjoyed by all. There was lots of food and great prizes and all for a good cause! iKidz ëN Sports is dedicated to funding our VSB elementary students who are unable to afford the costs of summer athletic programs. The VEPAA (Vancouver Elementary Physical Activity Association) would like to thank those who have participated in previous events. We raised over \$2000 in 2007 and hope to raise even more this year!

To register as an individual, as a group or for more information, contact Brian Ee at Grandview Elementary or email to bee@vsb.bc.ca
See you there!

BCTF AGM ROUND-UP

-JACK, We'll have to run the audited statements in the next issue along with the budget. The Exec won't be approving them until April 1st, and we need to get this out to Broadway printers before then.

During the AGM, let's write the article, and get all the pictures together, and then I'll come in a morning during the Break to finish this up.

ODDS & ENDS

New Associate Superintendent

Congratulations Lynn Green - new Associate Superintendent. At its special meeting of 2008 March 10 the Board of School Trustees appointed Ms. Lynn Green to the position of Associate Superintendent - Area. Most recently, Ms. Green has held the position of District Administrator responsible for the Learning and Development initiative, Leadership Development Program and programs and activities supporting administrator induction and development. VESTA wishes Lynn every success in her new role.

Our Health / Our Safety

In 2002, the provincial government changed the laws that determine the benefits and compensation permanently injured workers receive. Because of these changes, workers who are permanently injured today are not receiving adequate support. They will receive no support as seniors. Be part of the call to restore pensions for permanently injured workers! For information on how you can get involved, visit www.publiccompensation.ca

Employment Equity Survey update

A heads up that last fall's VBE Employment Equity Survey will be redistributed to employees who did not return their survey. About 36% of the surveys were not returned. Most information on the survey is provided voluntarily.

Enrolment Projections for 2008/2009

At this point, the VBE is projecting a decline in enrolment of 750 FTE students for next year, a 500 FTE decline in ESL students, a decline in 155 school-aged Adult Education students, and an increase of 118 of Adult Education students above the age of 19. The VBE is not projecting a change in the numbers of Ministry-designated students or Aboriginal students.

VSB Code of Conduct for Employees Proposed

VSB management is proposing a Code of Conduct for all of its employees, and a 1/2 day in-service next year pertaining to child protection issues. These proposals come out of commitments the VBE made last fall after the Tom Ellison trial. Initial concerns have been raised about the number of codes teachers have to follow. The BC College of Teachers, for example, has also just adopted new standards for professional conduct of teachers. *One potato, two potatoes, three potatoes, four . . . How many codes of conduct do we need?* More information to come.

Teacher Inquirer

New e-journal on BCTF website offers a publishing venue for BC's public school teachers who have participated in and wish to report on some form of teacher inquiry. Visit www.bctf.ca for more info.

FSA / Freedom of Expression Arbitration Update

VESTA presented evidence at the Cranbrook arbitration with regard to teachers distributing FSA material home via students. The decision is expected in the Spring. VESTA's arbitration on the same issue is to be held in September.

Harassment Awareness Training Continues

The training for all teachers arising out of the Collective Agreement continues. Details about the training can be found in the 2008 February issue of VESTA News. If you still don't have a copy, it is archived electronically at www.vesta.ca The intention is to have all current VBE teachers through the training by 2008 October. Thank you to the volunteer facilitators who have committed to this big job!

eFSA chaos abound

System failures, computers freezing, kids being walked or bussed to different parts of the city . . . What's your eFSA story? Send it to fsa@bctf.ca for it to be compiled with stories from around the province.

TEACHERS' VOICES

Moving back to the West Coast from Toronto after 12 years has been a big transition. The most obvious one is the weather. It's balmy here, a word you can only use for a short two week window in Toronto. It's mellow here, Nobody seems to be racing down the street quite like they are on Bay and King. And of course, I've had to go from teaching a Grade 7/8 class in the inner city of Toronto to getting phone calls at 5:30 AM and traveling all over the city here in Vancouver as a TOC. Oh, I've had to get used to the lingo here, too. I'm not a *supply teacher*, I'm a *TOC*.

So what's it like being a TOC? Well, surprisingly, I actually like it! I know, I know, I'm supposed to dread the early morning phone calls, the awkwardness of walking into a new school every day, having to introduce myself to a different group of kids each day, having to slowly pronounce my last name, and teaching it to them. I'm supposed to be frustrated with the lack of control I have over the kids, to be complaining about the behaviour issues I face every day, etc., etc. But the truth is, and I don't know if I should keep it a secret or not, I am quite enjoying myself!

My first day of TOC-ing (is that a word?) was in a Grade 7 class. The kids were so self-assured, so articulate, and so charming I actually felt like I was hanging out with friends. I mean, my god, they had seen the same movies I had seen, they had read some of my favourite books (I sometimes read teen fiction for fun), they were funny (they got my sarcasm) and they behaved very well. Now, during my last year teaching in Toronto I had a kid light a bulletin board on fire, someone threw a desk out a window, and a cell phone was thrown in my face, so I've seen some pretty brutal behaviour issues. That said, maybe I am easily impressed behaviour-wise, but still, these kids were great. During gym class, I was the jailer in a pretty competitive game of Capture the Flag and I actually got them running out of jail screaming at the top of their lungs I love my freedom! I mean, what's not hilarious about that?

I also had the chance to work with globally developmentally delayed students at a high school in east Vancouver. Seeing the program that the teachers and assistants have created for these non-verbal, extremely delayed students was striking. The fact that they have expectations that they can meet, schoolwork that they can complete, and relationships that they can count on is so significant for them and inspires great hope. It was a pleasure to see this program working, even for a single day.

I've been in a Grade 4 class where kids took turns reading me the first chapters of their novels. They were well-written, holiday-related, and a riot to listen to. Kudos to this teacher who has eight and nine year olds writing their first novels.

It's hard to say exactly what is so great about this job. Maybe it's the new kids I meet every day and how they all seem to welcome me so warmly into their classrooms. Maybe it's the chance to try out my repertoire of jokes on different people every day, allowing me to narrow in on my best material. Perhaps it's getting to know the city in such an intimate way, because of course schools are places where you can see real communities being built and sustained every day.

So no, I don't mind the 5:30 AM phone calls. I don't mind trekking to who-knows-where on the bus in the rain. Somehow, spending time with Vancouver's kids every day, in their classrooms, their homes away from home, is satisfying enough.

Anna Chudnovsky
TOC

Namibian Visitors

The BCTF sponsored two Namibian colleagues to come to Vancouver for training and to observe our educational system. Basilius Haingura, the Secretary-General of the Namibian National Teachers Union [NANTU] and Bendos Garoeb, the National Organizer of NANTU visited for over three weeks. They spent the first two weeks at the CLC Winter School at Harrison Hot Springs, studying collective bargaining and negotiation skills. (As an aside, they had never seen snow before and there was lots of it at Harrison. They were quite unnerved by it to start with.)

During the last week of their trip they visited three schools in Vancouver, the VESTA offices and the BCTF building. The schools had been raising funds for specific projects they had heard about.

Queen Alexandra Elementary raised \$1075, of which \$800 will be used to build pit toilets at Oshitamba Primary School and \$275 will go to Ufendkenda Orphanage, an AIDS Orphanage in Nkurenkuru.

Henderson Elementary raised \$2500, so \$2200 will go to Onashikuvu School for such needs as school supplies, uniforms, athletic equipment, etc. The remaining \$300 will go to Ufendkenda Orphanage. Both of the Namibian schools mentioned are *ebushi* schools in very needy areas of Namibia.

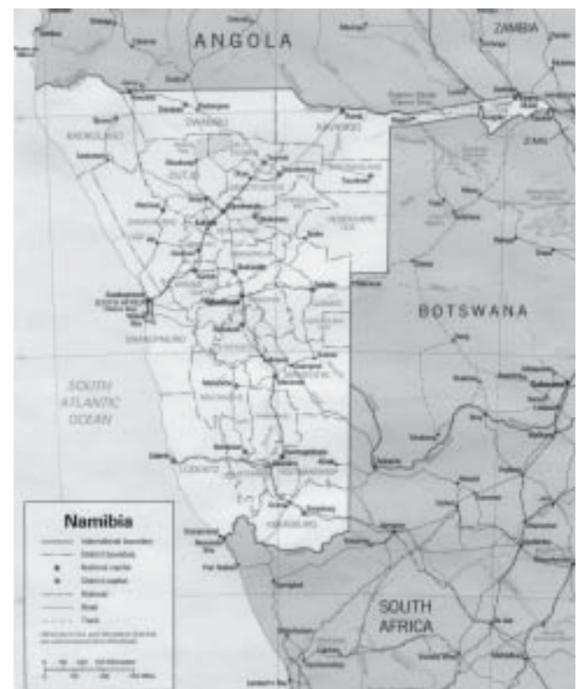
Kitsilano Secondary is also fund-raising for Ufendkenda Orphanage.

Both VESTA and the BCTF gave generous contributions to the work of NANTU. Thus both Basilius and Bendos left us to go back to their tropical and desert land with big smiles on their faces, thanking their Canadian colleagues for their generosity.

Don Reader is a retired VESTA member who has worked tirelessly to support our colleagues in Namibia.

PHOTO (IMP033ed)

VESTA President Glen Hansman is presented with a beautiful calendar of Namibia by Basilius Haingura and Bendos Garoeb of NANTU.



VESTA acknowledges the joint traditional territory of the Musqueam, Tsleil Waututh, Squamish, and Sto:lo Nations.

From my notebook ...

Are you going on leave?† Then what is happening to your estuffí?

At this time of year teachers are beginning to think ahead to the next school year.† Paperwork associated with leaves needs to be completed and deadlines met.†† Often one very important consideration is left to those last busy days before your leave starts ñ what will you do with all the personal professional materials you have accumulated during your teaching?

The first understanding is that you should plan to take all your own personal professional materials home so that only VSB owned materials are left for the incoming teacher.†

Start soon to sort the materials in your classroom so you are very certain that you know what belongs to you and what is VSB material. †If you bought it, collected it, made it or it was given to you ñ it is yours. Label each book, game, unit of work, collection or activity with your own name tag, special stamp, book plate ñ something specific to you that is easily and clearly identifiable.† This makes the final boxing up much simpler.

You might be surprised by how many boxes of estuffí you have, more than you have room to accommodate at home!† You might also know that you are returning to your same classroom when your leave is over and it seems to make sense not to move everything twice.†

Keeping in mind that your teaching space becomes someone else's while you are away and that you are responsible for your own personal professional materials, open a discussion directly with your administrator and building engineer.†

There may be a secure space available in your school ñ a lockable closet, an off-limits room, an out-of ñthe-way †storage cupboard, an odd room in the basement, a place where your closed boxes, labeled and numbered, along with your other labeled items can be safely stored while you are on leave.† Finalize in writing your arrangements with your administrator and engineer.†

It might also be useful to include photographs with the written documentation so that everyone involved is aware of exactly what is yours and where it is.† All of this helps keep track of your personal professional materials that you might need to store while you are away temporarily from your classroom.

Now get ready to leave ñ full of excitement and plans ñ knowing you have left your classroom prepared for its new occupant and your own materials either safe at home or, if you must, carefully secured at school.

Patricia Gudlaugson
1st Vice-President†

ACCOUNTABILITY GONE MAD

January brought a huge pile of pink slips to eight Chicago schools, all identified as low performing.†

The high school allegedly did not do well† on a series of standardized tests.

The high school and its seven elementary feeder schools will be changed to six †turnaround† schools next fall as a part of Mayor Richard M. Daley's †Ren 10 Plan† announced four years ago involving privatization and †choice schools.†

New staffs, including teachers and principals, will be hired at Harper High School and its feeder schools, Fulton Elementary and Copernicus Elementary, and the Orr High School Campus and its feeder schools, Morton Career Academy and Howe Elementary.

Teachers and staff at the eight †under-performing† schools are to lose their jobs at the end of the school year, but will be allowed to reapply.

Source: *Chicago Tribune, Chitowndailynews.com*

Resource Teacher Event

On February 21, over forty-five Resource Teachers met at the VESTA office after school to openly dialogue with Catherine Remedios, Director of Instruction.

†With inadequate funding, inadequate staffing and inadequate training, how can resource teachers possibly provide adequate service?† asked Paul Potvin of Grenfell Elementary.

Teachers representing close to forty different elementary schools across the district echoed similar concerns, including:

- ESL funding continues to support the Resource Teacher position but not necessarily ESL students
- Case loads are too large
- The †Blended Model† is not working
- Need for ongoing advocacy for ESL student support
- Need for revival of Teaching and Evaluation centres
- †Training, training, training†
- Paperwork versus direct support of students
- Pull-out versus in-class support
- DRT role sorely missed†
- More Speech and Language Pathologists needed
- What is the role of the Resource Teacher?

Glenn Vockeroth of Nootka summed up the discussion: †I'm tired of doing more with less; I want to do more with more.†

This dialogue was a good beginning for resource teachers to make their issues known. Let's hope that the board hears our concerns and makes plans to address them.

Verena Foxx & Myrne Ross
VESTA ESL Section Co-Chairs

Looking for a searchable Collective Agreement?
Visit www.vesta.ca for both the K-12 and Adult Educator agreements.



Joint statement on self-directed Pro D

We agree with following the points with respect to self directed professional development activities:

Self-Directed Pro D has a valuable role to play in the full complement of a teacher's professional development.

As professionals, teachers have a responsibility to engage in ongoing professional development.

Teachers engage in a number of different activities in this regard and many of these go well beyond the five days provided as non-instructional time.

Because teachers are at different levels of experience, have different interests and different professional learning needs, it is not always possible to plan for collective activities that are relevant to all.

Self-directed activities can provide for the differences, enhance an individual's professional growth, and provide opportunities to work in collaborative teams on action research initiatives generated by the teachers.

Teachers have a professional responsibility to plan for their Self-Directed Pro D.

Professional development activities involve thinking carefully about practice,

reflecting on professional needs, identifying resources, and in some cases finding colleagues with similar interests or needs. This can not be done without planning ahead.

The BCTF principles of professional development and the VSB/VTF Professional Development Handbook reinforce this need for planning.

A written plan has to be submitted to the School Pro D Committee in advance of a Pro D day (suggested about two weeks prior). A time-line will be proposed by the School Pro D Committee and approved by Staff Committee.

The Professional Development Committee makes plans on behalf of the school and their efforts need to be respected. Letting them know at least two weeks ahead of time about your plans is important as a courtesy as well as for practical planning purposes.

Because each staff has a different planning cycle, it is important for there to be procedures set in the school and communicated broadly to all members of staff. In some schools an annual plan for self-directed Pro D is part of the process. In others, the plans are made along the way

during the year. However, the planning is undertaken at the school, the timelines and expectations need to be in place so all can meet them.

The Administrator is a member of the Pro D Committee and has access to those plans.

We all agree that a written plan must be submitted to the Pro D Committee and we acknowledge that the principal or vice-principal is a member of the Committee and therefore will have access to the plans.

It is important to understand that this is not an approval process. 'Approval' indicates that a plan must be reviewed and accepted before the person can proceed to implement the plan. This is not the situation contemplated here.

It is assumed that as professionals, teachers will develop responsible professional development plans and that these will be submitted in a timely fashion. No approval, therefore, is required.

However, it must be clear at the same time that the principal supervises teachers. So, that if a plan is not submitted or if the plan is not professionally responsible, the principal, as the supervisor, may need to follow up with the individual.

We also agree there are principles which outline best practices for professional development – both self directed and staff organized. These are outlined in the VSB/VTF Pro D Handbook and in a variety of BCTF documents. There are also a variety of resources available to assist in planning in the VSB/VTF Pro D Handbook and documents created by VSTA and VESTA.

Drafted by the Vancouver Board of Education, District and School Administrators, Vancouver Secondary Teachers' Association, and the Vancouver Elementary School Teachers' Association. Adopted 2008 February.

DATES TO WATCH OUT FOR APRIL

9: Sustainability Committee, 4:00-5:00

15: Staff Rep Assembly, Tupper, 4:00-6:00

16: Professional Development Committee, 4:00-5:30

17: BCTF Workshop: 'Social Justice in Every Classroom', 4:00-6:00

22: Executive Committee, 4:00-8:30

24: Health and Safety Committee, 4:00 - 5:30

27: Adult Educators Annual General Meeting, 1:00 - 3:00

28: Status of Women Committee, 4:00-5:30

MAY

15: Health & Safety Committee, 4:00-5:30

20: VESTA Annual General Meeting 4:00-onwards
Location to be announced.

21: Professional Development Committee, 4:00-5:00

26: Status of Women Committee, 4:00-5:30

26: Local Election Ad Hoc Committee, 4:00-5:30

ALL EVENTS AT VESTA OFFICE UNLESS NOTED

Staff Rep Assembly: April 15

TUPPER SECONDARY SCHOOL CAFETERIA

Voting is by proportional representation. Make sure your school, adult education centre, itinerant section, or other worksite is represented in the decision-making.