

# Vernon Teachers' Association

# VOICES

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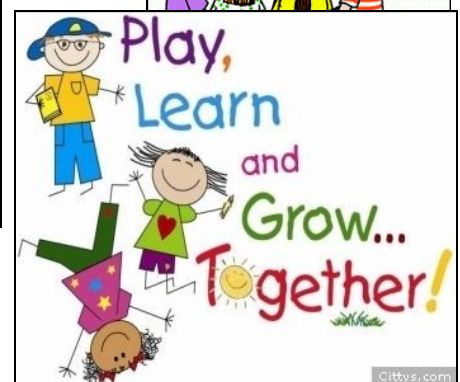
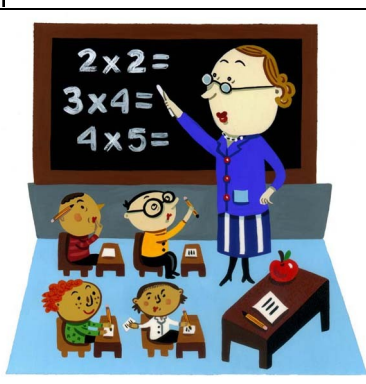
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## Professional Relationships:



*Speaking for Teachers in the North Okanagan*



## *Reflections.....*

Dear Colleagues,

The VTA encourages and supports all educators to treat one another with mutual trust and respect, acknowledging that each has a unique and important role to play.

Professional and respectful relationships among educators is not only essential to our work, it is also mandated by governmental (School Act), regulatory (Teacher Regulation Branch), and BCTF policy (Code of Ethics).

A BCTF survey of TTOCs highlighted many concerns about the day-to-day working conditions in the school and classroom. Many TTOCs reported feeling unwelcome in schools, or not receiving the resources or support needed to carry out their work. Some expressed a sense of isolation in which they reported feeling invisible, unappreciated, and not knowing where to turn for help. TTOCs in the survey appreciated very much those schools with supportive policies, such as being welcoming and respectful, having a daily plan and instructions binders ready upon arrival, and having the information necessary for implementing consistent procedures.

Locally, there have been an increasing number of issues in our District regarding the professional relationship between our classroom teachers and TTOCs. I have had several recent conversations with the District about their expectations, and the employer is giving stronger direction to TTOCs regarding day plans and communication. This has put all teachers at risk of discipline and has some ethical implications for everyone. The VTA sees this as a teacher issue, and believes this is our professional problem to solve.

In an effort to address this concern, we have dedicated this issue of VOICES to that effort.

**In this issue, you will find advice to both classroom teachers and TTOCs on:**

- ◆ responsibilities and expectations for communication and planning
- ◆ relevant Collective Agreement language
- ◆ regulations and standards guiding our professional responsibilities and professional relationships
- ◆ recommendations for welcoming and supporting TTOCs within the building and the classroom
- ◆ Professional Development information for TTOCs
- ◆ Occupational Health and Safety information on Violence in the Workplace
- ◆ mental health support services for all teachers

In Solidarity,  
*Lisa*

**MONESSORI BASED  
DAYCARE  
COMMENCING  
SEPTEMBER 2016**



Hello, my name is Simone Kashuba, I am a 27 year old mother of two girls ages 3 and 5 and am a certified Montessori Kindergarten teacher from Austria, now living in Vernon.

My passion is to provide a safe environment for young children where they can explore, create and learn on a daily basis. Teaching will be based on the Montessori Method and will guide the children to learn and gain life skills in a variety of different areas.

I am located just off Hwy 97 in the beautiful Spallumcheen area between Vernon and Armstrong.

If you are interested in my Montessori based Daycare program, starting September 2016 for your 3-5 year old, please contact me for further information:

(250)-938-0360

[jskashuba@hotmail.com](mailto:jskashuba@hotmail.com)

Registration is now open. Spaces are limited.

I am looking forward in hearing from you.

*Simone*

## THINKING ABOUT RETIRING

### Within five years of retirement?

Let's talk about your future.



**Learn about:** Your *Member's Benefit Statement* » Pension options » Determining your retirement income » Online pension plan tools and resources

Date	Time	Location
April 26	6:00 - 8:00 PM	Ramada Penticton Hotel & Suites, Penticton
April 27	6:00 - 8:00 PM	Thompson Rivers University, Kamloops

**NOTE:** If a seminar is full you may add your name to the waitlist by selecting the seminar. Please note, you may either register or add yourself to the waitlist for only one seminar at a time.

**REGISTER FOR SEMINAR AT: <http://www.pensionsbc.ca/>**



# **MAKING TTOCs FEEL WELCOMED AND PREPARED FOR THEIR DAY**

**SCHOOL FOLDER CREATED BY ADMIN OR CLERICAL AND GIVEN TO TTOC UPON ARRIVAL.**

***SHOULD INCLUDE:***

- ◆ Map of the school
- ◆ Computer Login info/wireless code and HelpDesk phone number
- ◆ Bell Schedule
- ◆ Fire and Lock Down procedures
- ◆ Staff list and room #s
- ◆ Rep list - Staff rep, PD rep, OH+S rep
- ◆ Photocopy code if teacher doesn't provide one
- ◆ 6A form in case of injury
- ◆ Medical Alerts and Safety Plans (if applicable)
- ◆ How to contact the office in an emergency.

**CLASSROOM BINDER OR FOLDER CREATED BY THE CLASSROOM TEACHER AND AVAILABLE TO TTOC ASSIGNED**

***SHOULD INCLUDE:***

- ◆ Class list(s)
- ◆ Weekly schedule (including prep, PE, music, library, assemblies if known)
- ◆ Emergency procedures/plans for fire or lock down
- ◆ Specific info on students (behaviour, medical, etc...)
- ◆ Photocopier code
- ◆ Technology information (location and sign out for computer carts)
- ◆ Name(s) of CEAs assigned to the classroom
- ◆ Emergency lessons, games, review work, or other plans that could be used anytime in the event that the teacher cannot create a day plan







## **PD for TTOCs**

Yes, you are entitled to Pro-D and can attend Pro-D events in your district during Pro-D days. If you are interested in advancing your professional development outside of these scheduled days, in some districts, you are entitled to apply to OCTAV for money to help offset those costs. Please contact your OCTAV PD rep Brooke Mayne or the VTA office to find out about these opportunities.

### **PAY FOR TTOCs ON PD DAYS**

#### **ARTICLE B.2.**

9. A teacher teaching on call's assignment will not be interrupted by non-instructional days or by illness. A teacher teaching on call shall be required to attend any non-instructional day(s) which occurs during his/her assignment and shall be paid for such day(s).

### **APRIL 22nd PD DAY: TTOC WORKSHOP**

Full Day Workshop for all TTOCs

8:30-2:30 (LUNCH PROVIDED)

LOCATION: Schubert Centre

TTOCs and the New Contract and Work/Life Balance for TTOCs - facilitator,  
Robin Toczak of the BCTF TTOC Advisory Committee

**RSVP: Robyn Ladner - [prodchair@shaw.ca](mailto:prodchair@shaw.ca)**

### **PROVINCIAL SPECIALIST ASSOCIATIONS - PSAs**

As a new teacher or TTOC you are eligible to receive a free membership to a PSA of your choice if you attend a new teacher induction in your local. Join a PSA and become connected to the teaching community! There is also a discount for TTOCs. For more information visit the BCTF website.

There are 32 PSAs in the BCTF that are an integral part of professional development. They provide support and expertise for teachers in specific subject areas, grade levels, specialist teacher roles, and teaching methodologies and focuses. Visit the website for a complete list of PSAs. Most PSAs hold their annual conferences during the October PD day.

### **NEW PSA!**

British Columbia Early Career Teachers' Association [BCECTA] [bcecta.wordpress.com](http://bcecta.wordpress.com) This new provincial specialist association (PSA) is for new teachers, TTOCs, and educators who support them. This is a great professional network to become a member of and the fee is only \$15 a year for TTOCs. Check them out on social media [facebook.com/BCECTA](https://facebook.com/BCECTA) or [twitter.com/BCECTA](https://twitter.com/BCECTA). For more information on all the PSAs or to join a PSA check out: [bctf.ca/JoinPSA](http://bctf.ca/JoinPSA).

In solidarity,

**Robyn Ladner**  
**VTA PD Chair**

## **ETHICS AND STANDARDS THAT INFORM OUR PROFESSIONAL RELATIONSHIP TO STUDENTS AND COLLEAGUES**

As teachers, we have several documents that determine our conduct, standards, and duties. It is our professional and legal responsibility to follow these. They are at the core of calling ourselves professionals. They are included for your information below.

Should either a classroom teacher or a TTOC have concerns or conflict with a colleague; that criticism, feedback, or concern **MUST** be directed to that colleague directly unless it is regarding student safety. There have been times when a teacher has gone into a principal's office to complain about a TTOC or request assurance that he or she not be in their classroom in the future. On the other side, TTOCs have gone to the principal to inform that or ask for help when a day plan isn't left, isn't detailed enough, or other issues related to their coverage. These are unequivocally colleague to colleague issues and should not be taken directly to administration. Should you need support for solving these issues, you should seek out your staff rep or the VTA president for advice.

### **BCTF Code of Ethics**

The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union.

1. The teacher speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. The teacher follows legal requirements in reporting child protection issues.
3. The teacher recognizes that a privileged relationship with students exists and refrains from exploiting that relationship for material, ideological, or other advantage.
4. The teacher is willing to review with colleagues, students, and their parents/guardians the quality of service rendered by the teacher and the practices employed in discharging professional duties.
5. The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct the criticism, in confidence, to appropriate individuals who are able to offer advice and assistance.\* It shall not be considered a breach of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues. See 31.B.12 of the *BCTF Members' Guide*.
6. The teacher acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in her or his professional union.
7. The teacher adheres to the provisions of the collective agreement.
8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of her or his professional union.
9. The teacher neither applies for nor accepts a position which is included in a Federation in-dispute declaration.
10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

### **TEACHER REGULATION BRANCH STANDARDS FOR EDUCATORS IN BC**

As the regulator for approximately 68,000 certified educators in British Columbia, the TRB is directed through legislation to enforce standards for educators. The following are the eight standards that certificated teachers in BC are held to:

1. Educators value and care for all students and act in their best interests. Educators are responsible for fostering the emotional, aesthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.
2. Educators are role models who act ethically and honestly. Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

3. Educators understand and apply knowledge of student growth and development. Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.
4. Educators value the involvement and support of parents, guardians, families and communities in schools. Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting. Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.
6. Educators have a broad knowledge base and understand the subject areas they teach. Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.
7. Educators engage in career-long learning. Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.
8. Educators contribute to the profession. Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

## **MINISTRY OF EDUCATION FROM THE SCHOOL ACT:**

### **Duties of teachers**

#### **4 (1) The duties of a teacher include the following:**

- (a) providing teaching and other educational services, including advice and instructional assistance, to the students assigned to the teacher, as required or assigned by the board or the minister;
- (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held;
- (c) ensuring that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operation of the school;
- (d) assisting to provide programs to promote students' intellectual development, human and social development and career development;
- (e) maintaining the records required by the minister, the board and the school principal;
- (f) encouraging the regular attendance of students assigned to the teacher;
- (g) evaluating educational programs for students as required by the minister or the board;
  - (g.1) evaluating each student's intellectual development, human and social development and career development, including, as required by the minister, administering and grading Required Graduation Program Examinations;
  - (g.2) ensuring the security of Provincial examinations, including retaining completed Provincial examinations for any period of time set by the minister;
- (h) providing the information in respect to students assigned to the teacher as required by the minister, board or, subject to the approval of the board, by a parent;
  - (h.1) advising the school principal regarding the organization of classes in the school and the placement of students with special needs in those classes;
- (i) when required to do so by the minister, verifying the accuracy of the information provided to the minister under paragraph (h);
- (j) regularly providing the parents or guardians of a student with reports in respect of the student's school progress as required by the minister or the board; and
- (k) attending all meetings or conferences called by the principal or superintendent of schools for the district to discuss matters the principal or superintendent of schools considers necessary unless excused from attending the meeting or conference by the principal or superintendent of schools;

# THE TEACHER/TOC RELATIONSHIP

TTOCs are an important part of the education system and they do their best to provide for meaningful and authentic teaching and learning opportunities in your absence. Supporting this relationship takes effort from both teachers. Below are some professional expectations and guidelines for both the TTOC and the classroom teacher.

## TTOC

- Follow as closely as possible the work planned by the teacher you are replacing.
- Make note of any deviations from or extensions to the regular day plan.
- Indicate in the daybook what work has been completed.
- Mark work if appropriate
- If you feel marking can't be done because of its complexity or subjectivity, leave it for the teacher with an accompanying note.
- Include any specific items of concern or interest. Include the names of students who were cooperative or uncooperative students.
- Whenever possible, prepare a daybook for the next day's work, unless directed otherwise by the teacher.
- Include comments or suggestions on following up from the day's work and feedback for the contract teacher on class and individual progress.
- Leave your phone number so that the classroom teacher can contact you.

### Should there be no lesson plan for the day

There will be times (rarely, it is hoped) when there is no daybook or lesson plans. Emergencies happen or the plan may be too sketchy to be understood. Here are some suggestions:

- Check with the office; the contract teacher may have phoned in instructions, or asked for you to call her/him for direction.
- Check the last completed day in the daybook, if available, and then do a reasonable follow-up to the previous lessons. Student notebooks may be checked if the day book is not available.
- Accumulate a set of your own prepared materials—a "survival kit." Include math reinforcement worksheets, creative-writing stencils, educational puzzles and games, books to read aloud, art ideas, thinking skills, etc. Materials for the subject and grade levels assigned to you can usually be reproduced quickly at the office.

## Teacher

Prepare an information folder or binder for the TTOC, which should include the following:

- Up-to-date day plan
- Daily and weekly timetable, showing bell times
- Information about students with special needs, including health needs
- Map of the school, including the fire exits
- Names of some students who could be of help
- Supervision schedule and guidelines
- Class rules, expectations, and responsibilities
- Seating plan or class list with phone numbers
- classroom routines
- Homework policy/expectations
- A section with emergency lesson plans, activities, games or projects that could be used anytime.

### Emergencies happen. You might not be able to leave a lesson plan for the day. If possible...

- Email a general outline to the office to be passed on - at least it gives the TTOC something to go on.
- Have the TTOC call you (if appropriate) so you can talk them through the day.
- Inform dispatch that there is no day plan so that the TTOC can be better prepared.

As in all other collegial relationships and interactions, the Code of Ethics applies. We must adhere to these professional expectations for the benefit of everyone.

If you have questions or require support please don't hesitate to call the VTA office.

The BCTF [Handbook for TOCs and New Teachers: The Practice of Teaching](#) contains information on a variety of practical topics, such as classroom management, reporting requirements, working with parents, and sources of help for all teachers.





# Know your Collective Agreement

## *Language to Support TTOCs*

The collective agreement is the basis of your employee-employer relationship with the school board. It defines:

- your rights
- the union's rights
- the Board's rights
- basic procedures for each side to follow regarding issues such as assignments, filing a grievance, harassment, salary scales, seniority, rates of pay, your personnel file, evaluation procedures, supervision, and preparation time.

Healthy, supportive working conditions and environments are what everyone needs in their employment. Teachers continually and happily sacrifice their time and energy for students. Contract teachers and AOs should not assume that TTOCs will sacrifice their legal rights and responsibilities as defined in the collective agreement.

It is imperative that you support your agreement. The terms of the agreement are binding on you and your employer. The grievance procedure is in place to help resolve differences.

## **AVAILABILITY OF TEACHERS TEACHING ON CALL**

When a teacher is absent from a school for half a day or longer and classroom coverage is necessary, a teacher teaching on call shall be employed to replace that teacher. The teacher teaching on call is required to assume only the duties of the teacher he/she is replacing unless advised of other circumstances before accepting the assignment.

At times, an administrative officer (AO) may ask a teacher teaching on call to cover another class instead of having the prep time to which the person they are replacing was entitled. This may be grievable under your local collective agreement. You should inform your local president that such a request has been made. If you have concerns or questions about requests from an AO, you should check with a staff rep or the VTA president.

### **Discipline**

Also included in your collective agreement is a discipline process to be followed by the employer if they believe you have acted in a manner deserving of discipline. At all times throughout this process you have the right to union representation. There is a union representative at each workplace to assist with concerns. In any case, the local president should always be notified immediately. If you are contacted by an AO, the RCMP, or Family Services regarding allegations against you:

- do not consent to or participate in an interview that could be, or is, disciplinary without a union representative.
- do not make a statement to anyone regarding allegations; instead say, "I am willing to cooperate but am unable to do so until I can contact the VTA or OCTAV president or the BCTF."

### **Collective agreement increments**

There is new language addressing TTOC experience credit: how it's accrued and applied. Under the new language, one year is 170 days worked, which counts toward TTOC experience credit. These days worked will move a TTOC up the pay grid, and depending on your local contract will determine how much your pay is increased. Your change in pay will happen the month after the experience is accrued. These days are accrued into a separate "silo" from any contract work, and can be combined in November and June. If you have questions about your experience and where you are on the salary grid, please contact the VTA President.



# Health & Safety Report

## *Violence at your Worksite*

The Occupational Health and Safety Regulation defines workplace violence as “the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of an injury. In the course of a day's work, you come in contact with students, co-workers, maybe visitors, parents, all of whom are potential sources for your concerns. **ALL CONCERNS ARE VALID AND SHOULD BE TAKEN SERIOUSLY.**

The question is what should you do about your concerns?

The first step is to report it to the principal and complete the Violent Incident Report form. Second do, or review, an assessment of the risk. {**The forms are available on line, on the District portal by following the links under the ‘District’ tab (then the OH&S link on the right side, click on the link for “WorkSafe Act of Violence”)**}.}

**The next steps in the process of keeping you safe at work, are:**

*“As soon as the Violent Incident occurs, the Principal in consultation with the person involved in the violent incident and member of the health and safety committee will investigate.”* (Emphasis added).

From this point the process can go in a number of directions:

If you are injured – seek First Aid. The First Aid attendant and the Employer will complete the forms required by WCB and advise you to see your doctor.

A Safety Plan or a Threat Assessment Process needs to be implemented. One or the other, but not both.

A **Safety Plan** may include the following pieces of information:

Description of the specific behaviour; Potential triggers for the behaviour; calm down and self-talk strategies; identification of staff (or team) who will intervene and what intervention techniques will be used; site specific crisis response plan; Safety Plan review dates and procedures as well as other topics.

A **Threat Assessment** is multidisciplinary team approach when there are indicators a student is moving toward violence against some target. This is often followed by the development of a safety plan.

If you have any questions regarding OH&S, please feel free to contact me at [ohsvta@shaw.ca](mailto:ohsvta@shaw.ca)

**Craig Leverman**  
**VTA Health & Safety Rep**



# Health & Safety Report

## Teachers Teaching on Call and health and safety

The *Workers Compensation Act* and the Occupational Health and Safety Regulation (OH&SR) are designed to protect workers by preventing workplace injury and disease. Teachers on call are entitled to the full protection of the act and the OH&SR. However, such rights are hollow unless they are fully exercised.

Here are some tips to help you get the most from your health and safety rights:

- ◆ Ensure that you have been provided with a copy of the school's emergency plan, including routes for evacuation and assembly areas.
- ◆ Ask if any of the students in the class you will be working with have a history of violence. If there is such a student, ask for and become familiar with the student's safety plan.
- ◆ Report any incidents of violence or threats of violence to the principal or vice-principal. If the incident of violence or threat of violence is directed at you, treat the incident in the same way as you treat an injury at work.
- ◆ Know that you have the right to refuse unsafe work. If you find yourself in any situation that you believe presents a risk of injury to yourself or any other person, remove students from the risk and advise the principal that you are refusing unsafe work. You should then contact the staff representative or a BCTF health and safety representative for advice and support.

## *An Invitation: SD#22 New Teacher Orientation - Session #2*

*If.... you are either a teacher who was hired to our district since September 1<sup>st</sup> or... you were new to our district since February, 2015 and have taken part in one of our orientation sessions already.*

*Moving forward, we will be hosting two 'New Teacher' sessions per year because we have realized that our one long session is just "too much" at one time and there are new topics that we need to add.*

*So you are invited to our second 'New Teacher' session of the year:*

*April 6<sup>th</sup> - 4:00 p.m. In the Leftbank (behind the School Board Office)*

*Agenda: Traditional Welcome, A guided tour of the District Resource Centre  
Information about our Aboriginal Education Department, OH & S Information, Navigating our websites, Professional Development, Wellness, TTOC Information.*

*Yes!! We will have door prizes :)*

*Please RSVP Wendy Smith at [wsmith@sd22.bc.ca](mailto:wsmith@sd22.bc.ca)*



Starling is an online program that provides education and a mental health toolkit to manage stress and prevent depression & anxiety.

Mental health problems are not uncommon as one in five people are affected. That's 8200 BCTF Members, 124056 BC Students and 922000 British Columbians. Mental illness directly or indirectly affects all Canadians at some point through a family member, friend, or colleague.

The Starling program is free for all BCTF members and is based on the protocol Dr. Andrew Miki developed specifically for teachers. As a part of Starling, Dr. Miki will guide you through the program, and teach you the basics of Cognitive Behaviour Therapy (CBT).

It consists of 10 modules that includes education about mental functioning and teaches how you can learn to manage stress, anxiety and depression. Our case study Virginia is a Canadian teacher, who has a lot on her plate. The character has been created together with BCTF members to make it easier to identify some of the very common stress points that teachers might face in their lives. Our unique assessment will give you a baseline of your current mental health and will track your progress over time. Using Starlings' tools will help you become more aware of your patterns that lead to distress and put you in control.

Since education is key to reducing all forms of stigma, Starling's vision is to start a grassroots movement with BC teachers. If our educators can better understand and manage their own stress, they can transform the way we all look at mental health.

## How can you access the program?

Members can access Starling by signing up at [starlingminds.com](http://starlingminds.com). All you need is your six digit BCTF member identification number that you use to sign into the BCTF portal. If you are unsure of your BCTF ID, you can email [portal@bctf.ca](mailto:portal@bctf.ca) or call to speak to a BCTF staff person (604-871-2119 or 1-800-663-9163, local 2119).

All personal information shared with Starling is kept completely confidential and will not be shared with anyone including the BCTF or any school district. You will find the privacy statement on the Starling website once you login.

Dr Andrew Miki is available to come to locals to speak to teachers about his program. He presented workshops about Starling at the BCTF Summer Conference in August. More recently, he spoke to Nanaimo teachers at one of their pro-d events. Please contact the BCTF Health and Wellness program at 604-871-1925 or [benefits@bctf.ca](mailto:benefits@bctf.ca) for more information. You can also contact Dr. Miki directly by email: [andrew.miki@starlingminds.com](mailto:andrew.miki@starlingminds.com)

*Susan Croll is Editor, Teacher Newsmagazine*