



Gioia Breda is going back to the Classroom!

It has been six wonderful, challenging, fulfilling and hard, and even at times heartbreaking, years that Gioia has been with us at the STA office serving her colleagues as 2nd VP and President. We want to take this chance to thank her for her leadership and dedication. Why do we love her so? Let us count the ways.

Gioia is fun! Not only are we proud to be the only teacher local with a purple-haired president, Gioia is a warm, loving, caring and hilarious person. She is always prepared to don her rainbow tutu to attend Surrey Pride, or to attend functions in her role as President to make sure teachers can see her beautiful smile and hear her insightful answers to any question they can think of. We will miss her!

Gioia is smart! Back to the questions, we know we will miss her around here when we don't have Gioia here to answer OUR questions as well. She is extremely good at delivering a nuanced answer that considers the impact on all people who will be affected by a decision. She has spent countless hours doing what it takes to be smart... thoughtful research!

Gioia is kind! Many members have felt Gioia's kind support as she has accompanied them through an investigation, or helped a staff through some conflict. She has answered so many emails and attended so many meetings, and at each opportunity she helps people feel included and cared for.

Gioia is a real leader! It's not an easy thing being a union president, but Gioia is good at it. All the different skills needed--a listening ear, diplomacy, carefulness in thought and speech, big-picture thinking, memory for names and contacts, patience, nurturing the next generation, and just knowing when to show up--Gioia has all the key leadership skills.

Gioia's new school Colebrook is lucky to have her coming to them, and so are her 6/7 students next year! We wish her all the best, and know she will be supporting us, and all Surrey teachers from that distance as well.

THANK YOU GIOIA FROM ALL SURREY TEACHERS! ■

STA Full-time Table Officers

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Other Executive Members

Secretary-Treasurer

Pauline Veto

Local Representatives

Annie Ohana	Laura Barker
Jatinder Bir	Lizanne Foster
Kevin Amboe	Violette Baillargeon

Aboriginal Member-at-Large

Jacque King

Members-at-Large

Erin Coleman
Helen Kelsey
Kelli O'Malley

Teachers Teaching On Call (TTOC) Representative

Andy Liebermann

Message from the President



These past 6 years I have had the distinct privilege to serve the teachers of Surrey as both 2nd VP for 4 years and serve these past 2 years as your President. As I prepare to head back to the classroom, I find myself reflecting upon what I’ve learned and find myself wanting to share that with all you.

Union is NOT a dirty word.

I have often found myself going back to an article the late Jennifer Wadge wrote for Teacher Magazine in 2013, “Is it just me, or has union become a dirty word?” It was a great article and I encourage you to check it out. At the end of the article, Jennifer proclaimed that it was time to for us to reclaim the word union and to be proud of belonging to ours. I cannot agree more. Union should not be a dirty word. Unions are about lifting people up, removing barriers through our collective action and effort. Unions have been essential not only for advancing the rights of workers, but they have been essential in advancing social change. While this social justice work is important for society as a whole it really does play into the microcosms of our classrooms.

If we want ALL our students to feel safe, included, cared for and celebrated, then we need to examine our classrooms, our materials, and our pedagogy for barriers to our students. Those barriers can be hard to recognize, especially when our school system was designed to perpetuate systems of oppression, and more so, when through no fault of our own, we belong to the dominant culture. This self-reflection can be challenging work.

It’s hard to know what you don’t know

If you belong to the dominant culture, if you carry privilege, this does not mean your life hasn’t been challenging. However, to give a few examples, it means that barriers weren’t created for you because of things like your culture, religion or the colour of your skin, your sexual orientation or gender identity, or for your body being differently abled.

Here are some things I’ll be working on. Work around Truth and Reconciliation needs to find a meaningfully entry point to grow into every classroom. I am a settler on these

traditional unceded lands. This work is challenging and will forever be ongoing; I will always be learning. Schools need to be a safer place for our Indigenous students and families and I need to invest my time in that learning. People of colour experience the world differently than I do. I wish that wasn’t the case but Racism exists, and I have to believe in what people of colour are sharing with us about their experiences. I want to make sure that books and resources in my classroom are rich and diverse enough so that all my students see themselves reflected in them. While I’m a queer teacher, that doesn’t mean I don’t have blinders on when it comes to my students in the LGBTQ community. I didn’t have myself all figured out until a later in life. So as I think about going back to the classroom next year, I’ve been talking to some of the queer kids in my life, asking them what teachers could do to make class and school feel more safe for them. These are not all the barriers that students will face, but these are some of the ways in which I will be trying to overcome some of the privilege I carry when I think about how it will intersect with the experiences of my future students.

I was always a caring teacher, my intent was always to make students feel safe, secure, cared for and included. Before my work in the office, I saw this as a goal I had achieved. Through my work with the STA and the BCTF, I now have greater perspective from which to draw. I can more readily identify this as a work in progress, learning more and making readjustments to my practice as needed.

I have learned so much these past 6 years serving you. May we all enjoy a summer to rest, rejuvenate, and reflect. ■

Highlights from the Winter BCTF Representative Assembly



Your 2017-2018 Local Reps to the BCTF

In January 2018, eight members of the STA Executive Committee spent their weekend at the BCTF Representative Assembly (RA). These members are not only full-time teachers but passionate advocates for public education. In addition to attending bi-weekly Executive Committee meetings and monthly STARA meetings, they spend three weekends per year at BCTF RAs working with Local Representatives (LRs) from across the Province to discuss, debate, and decide important issues relating to public education and teaching with the specific responsibility of approving a budget and making policy and procedure decisions for the BCTF.

Attending this year President Gioia Breda and 2nd Vice President Julia MacRae were joined by Surrey’s six LR’s: Kevin Amboe, Violette Baillargeon, Laura Barker, Jatinder Bir, Lizanne Foster, and Annie Ohana.

The BCTF, like the STA, is a Social Justice union that advocates for improved conditions across many different groups/causes. Its Constitution states that, “The purposes of the society are: ...to continue to develop programs of social justice, and to provide international assistance to educational organizations.”

The weekend kicked off on Friday with the BCTF President’s Report from Glen Hansman. It included seven goals informed by teachers’ stories and supported through our strong collective as our Leadership Priorities for 2018-2019.

The seven goals include commitment to:

- engage members collectively in advancing the cause of public education as a public good;
- attain meaningful equity and inclusion in our schools, union, and communities;
- challenging colonial structures and attitudes by implementing the Truth and Reconciliation Committee Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples;
- ensure comprehensive graduation program for all students;
- secure time, resources, in-service and professional development opportunities to support the K-12 curriculum;
- realize significant improvements for members through collective bargaining;
- advocate for conditions that attract and retain BC teachers.

The Stewardship Report summarized the recent actions taken, including ongoing strategy discussions at the BCTF Executive and preparation for bargaining.



Violette Speaking up for Surrey Teachers

Highlights include:

- Donated \$5,000 to Federation de Maestros de Puerto Rico for hurricane relief;
- Donated \$5,000 to Canadian Red Cross;
- Donated \$15,000 to Red Cross in support of effects of the BC wildfires;
- Support for legal advocacy for sex workers in BC;
- Supporting a moratorium for hydraulic fracturing (fracking) ;
- Advocating for children in care;
- Piloting an online voting system for the Spring RA elections;
- Requesting reports and presentations by the BC Teachers’ Council at every AGM and two RAs by the BC Teachers Council;
- Letter of support sent to Northwest Territories Government in advocating for the new Inuvik to Tuktoyaktuk highway to be named The Freedom Trail; (see CBC story: <http://www.cbc.ca/news/canada/north/inuvik-tuktoyaktuk-highway-freedom-trail-1.4263449>)
- Encouraging school districts to not accept any facilities bookings for groups whose views contradict the BC Human Rights Code;
- Multi-actions taken on the implementation of the Supreme Court decision, including to encourage that locals refuse payouts as a remedy to class-size or class-composition.

On the budget side, it is important to note that the membership fee for 2018-2019 shall decrease to be 1.78% of the actual salary of the member, while the TTOC fee will remain the same at 1.49%. Other financial updates included the announcement that the BCTF building in Vancouver is mortgage-free and fully paid. Additionally, our pension fund continues to perform well and is in great shape. Did you know that through the pension investments, we own some large business, including Oakridge Centre mall?

LRs are also responsible for moving, debating, and passing or defeating resolutions and recommendations. They deal with issues referred by the AGM or Executive, refer issues to the AGM or Executive, and are part of the decision making process during the RA.

The Surrey delegation brought three issues to the floor of the Winter RA. They were:

- That the BCTF lobby the provincial government to install at least 1 automated external defibrillator (AED) in every school in the province, and fund adequate training. (carried);
- That the BCTF encourage the Ministry of Education to fully fund support for students with mental illness. (carried); and

- That the BCTF encourage the Ministries of Education, Health, and Child and Family Development for youth diagnosed with both developmental disabilities and mental health concerns (dual-diagnosis). (carried)

BCTF Executive Recommendations that were also CARRIED by the RA were,

- That members
 - o get involved and advocate for change to BC’s current “first past the post” provincial election model;
 - o advocate for change to the housing affordability crisis in BC;
 - o endorse the #metoo movement.

Resolutions on the topic of upcoming bargaining were addressed “in committee” and can’t be shared here, but BCTF President Glen Hansman did speak briefly to provide an update about future bargaining. He shared the Federation’s goal to entice the employer to begin bargaining early, ideally starting no later than December 1, 2018, and to reach a bargained agreement with the employer before the current contract expires.

At the 2016 BCTF AGM, a motion was passed to rejoin the Canadian Teachers’ Federation (CTF) on a trial basis. As a member of the CTF, the BCTF is able to send delegates to the CTF Annual General Meeting. The process of electing delegates is similar to how locals

elect delegates to the BCTF AGM and takes place during the RA. Last July, the BCTF sent a full delegation of 11 members to the CTF Annual General Meeting, including our own STA 2nd Vice President Julia MacRae.

Several BCTF members have been elected and appointed to the CTF in various capacities including BCTF 2nd Vice President Clint Johnston, elected as one of the CTF Vice Presidents, and our own STA Professional Support Services Officer, Anne McNamee, appointed to the CTF’s Standing Committee on the Teaching Profession. During the CTF AGM, BCTF’s delegates brought forward two resolutions, which were carried unanimously:

- that CTF urge member organizations to urge government withdraw from participation in future international standardized tests of PISA, TIMSS, and PIRLS ; and
- that CTF urge the federal government to cease discrimination against children and youth on reserve.

Next year’s CTF AGM will take place in July and Surrey teacher and incoming 2nd Vice President, Jatinder Bir, will have the opportunity to participate as she was elected as one of BCTF’s delegates.

Kudos to our Surrey delegation for speaking clearly and passionately at the mic, for providing leadership and clarity through the RA processes and for volunteering your time to do this important work! We appreciate the work you do for the greater good! ■



Reprinted with permission from <https://surreyenglishta.wordpress.com/2018/01/31/learningmaps-mb-co/>

Approximately two years ago, we formed an ‘Inquiry Pod’ at Elgin Park Secondary. The purpose of this group was to work collaboratively to shift our mindsets to encompass the practices of 21st Century Learning, and the first area we decided to focus on was assessment.

As we were deliberating assessment, we came across Kathleen Gregory’s *Rethinking Letter Grades*. This work became the road map to the transformation of our own assessment practices. In the book, Gregory outlines the process of how to move away from a set of computer based scores to standards based assessment grounded in what is known as a ‘Learning Map’. The conversations that we had around this book were rich and thought provoking, and after some discussion we decided to move forward and create our own learning maps.

How We Got Started and Use Learning Maps

- Following Gregory’s recommendations, we developed standards for the curricular competencies.
- An area that generated a lot of discussion was whether to include a ‘Not Within Expectations’ or ‘Emerging’ category as Gregory does not include it. Some of us have at different stages added or removed this category, depending on what we felt worked best.
- The learning maps are used at different points in the semester, and when we

conference with students before grade reporting.

How Learning Maps Have Improved Our Assessment Practices

- They have focused conversations/ conferences surrounding specific skills rather than a letter grade or percentage.
- Students are encouraged to take ownership of their learning by reflecting on their evidence.
- Students have a visual / tangible representation of their grade instead of trusting a computer program.
- We can provide clear, detailed information on how to improve skills into a higher category.
- They provide evidence of student growth and learning over time.
- Students are more aware of what they’re learning as we are explicit about the skill on the assignment.
- Students who normally would say that they have no skills in a specific course can see that they might have strengths in certain categories.


Areas We Are Working On

- Learning how to best determine percentage when the learning map is used with senior grades, particularly if a student is not meeting expectations.
- The Learning Map is not a fixed document; each semester it has gotten ‘tweaked’ as we identify different areas

that can improve. Some of the changes that we have made pertain to: the inclusion/ exclusion of a “Not Yet” within expectations category, combining/separating different categories of learning standards, changing the language to make it concise, jargon free, and easy for parents and students to understand.

HUMANITIES 8: STUDENT LEARNING MAP				
STANDARDS	EXEMPLARY I'm good at this! I am going to keep working on it and not a new goal!	PROFICIENT I think I got it! I'm going to continue practicing to do it better!	DEVELOPING I can do some of this, but I need some help.	EMERGING I am just getting started!
Understanding and Interpretation	<input checked="" type="checkbox"/> I can communicate my deep understanding of a complex big idea of a story (fiction & non-fiction) <input checked="" type="checkbox"/> I can identify and fully explain the literary devices in a story <input type="checkbox"/> I can apply reading strategies to understand a variety of texts and extend my thinking	<input type="checkbox"/> I can communicate my understanding of the big idea of a story (fiction & non-fiction) <input type="checkbox"/> I can identify and explain several literary devices in a story <input checked="" type="checkbox"/> I can apply reading strategies to understand a variety of texts	<input type="checkbox"/> I can communicate my understanding of a basic big idea of a story (fiction & non-fiction) <input type="checkbox"/> I can identify and explain some literary devices in a story <input type="checkbox"/> I can apply some reading strategies to understand a variety of texts	<input type="checkbox"/> I am working on being able to understand a basic big idea of a non-fiction text <input type="checkbox"/> I am working on being able to explain literary devices <input type="checkbox"/> I am working on being able to read and understand texts
Communication	<input checked="" type="checkbox"/> I can consistently listen actively <input type="checkbox"/> I consistently participate in class discussions and I can	<input type="checkbox"/> I can listen actively <input type="checkbox"/> I participate in class discussions and I can	<input type="checkbox"/> I can sometimes listen actively <input checked="" type="checkbox"/> I sometimes	<input type="checkbox"/> I am working on being able to listen actively <input type="checkbox"/> I am working on

If you are interested in using learning maps, the best way to get started is to read Kathleen’s Gregory’s book and connect with colleagues who are already using them in order to view samples. After you have made your own learning map, you could start off by just trying it with one class. Remember, learning maps are a process for teachers and for students. It will take time to establish how they will work in your classroom and what you want your learning map to look like. ■



Call us... no really... Give the STA a Call!

When we don’t hear from our members, we assume that things at your school are running smoothly, that teachers are satisfied with how administrators are managing the sites, and that you don’t need our support in any specific way. However, when members do call the office, it’s often about situations that have been simmering for a long time, where perhaps we could have lent advice or support earlier on to help minimize the overall impact to members.

We are here to support our members and calling us at the office is not a bother and it doesn’t have to be a big deal. Answering your questions, brainstorming what you might say or do next and helping you understand your rights are all part of our job. If something seems off, it probably is.

Please do not hesitate to check in with us, we love to hear from you. Call the Office at 604-594-5353 or send a quick email to STA@surreyteachers.org

Jatinder Bir Elected to British Columbia Teachers’ Council



In February of this year, we received word that our colleague, Jatinder Bir, had been named to the BC Teachers’ Council. We had the chance to talk to her about this exciting opportunity. Here are the transcripts of that interview.

STA: First of all, congratulations!
BIR: Thank you kindly. I sincerely appreciate all the support.

STA: What is the BC Teachers Council?
BIR: The BC Teachers Council (BCTC), created under the Teachers Act (Act), is comprised of 16 persons either appointed by the Minister of Education (Minister) or elected by the certificate holders.

STA: What is the role and what will you do?
BIR: The role of a council member is to establish standards for the preparation, certification, competence and conduct of teachers who hold a certificate of qualification from the Minister of Education. The standards are used to assess applicants and issue teaching certificates, conduct certificate reviews and, where necessary, discipline a certificate holder for breaching standards. Furthermore, the BCTC develops and implements standards to approve teacher education programs.

STA: What motivated you to put your name forward for this position?
BIR: I put my name forward because I believe every teacher, and every student in BC should be represented by educators, who are motivated by the social justice principles of our association while protecting and promoting our profession. I am committed to inclusion and promoting diversity in education because I too, am a proud South Asian woman and I know first-hand the value and importance of the range of perspectives, ideas, and experiences that diversity provides one and all.

STA: What do you hope to accomplish in this new role?
BIR: Teaching is a complex and demanding profession; hence, it is the teacher certification programs that must be at the forefront of progressive learning to cultivate new teachers’ knowledge, skills and dispositions. Ultimately, our students deserve to be taught by highly-qualified teachers who are adequately prepared to teach every child in every classroom while ensuring public confidence in BC’s K-12 system. I am eager to be a part of a council which upholds professional standards, competence, professional conduct, future university teacher education programs in B.C., but I do so through a teacher’s perspective. I will strongly advocate for teachers in our province because I have been fortunate to work alongside colleagues who continue to inspire me by working relentlessly and refusing to surrender to the combined menaces of poverty, bureaucracy, and budgetary shortfalls.

STA: You’ve been actively involved with a wide range of education committees for a number of years. What experiences have helped prepare you for this?
BIR: Well, I attended public school from K-12 in the Surrey School District. My post secondary education includes a Master

of Educational Practice (SFU 2014-15); Graduate Diploma in Advanced Professional Studies in Education (SFU 2011-13); Bachelor of Education (UBC 2007-08); & Bachelor of Arts (SFU 2006).

My professional services includes appointments to: SFU Faculty of Education Graduate Studies Mentor for Inclusive Education, The Ministry of Education’s Inclusive Education Policy Manual & Resource Development Team, SD36 Department Head, BCTF Local Rep, BCTF SURT Facilitator, BCTF Rep Assembly Agenda Team, and BCTF AGM Resolutions Committee. I am an active and committed member of the Surrey Teachers Association Executive for the past five-plus years & I am actively engaged in numerous standing teacher-initiated committees including Teacher Mentorship Program, Professional Development, Bargaining, Finance, and Grievance Committees this year. I have also served on several other teacher-initiate committees as a member of the STA including Staff Rep, Member-at-large, Curriculum Implementation, Convention, Aboriginal Education, Economic Welfare, International Solidarity, Education Governance, and Resolutions Committee. Finally, I have served as a UBC School Advisor for Teacher-Candidate Program & Teacher Mentor for the Surrey College Education Assistant Program.

STA: Wow! That’s an extensive list! The BCTC is lucky to have such a knowledgeable, dedicated council member. Thank you for putting your name forward, and taking on this important work!

UPDATE: We are pleased to announce that Jatinder has also been elected as the STA’s 2nd Vice President for the 2018-19 year. We look forward to having her contributions enrich the Association. ■

Health & Safety

Employee and Family Assistance

Homewood Human Solutions™ Employee and Family Assistance Program (EFAP) provides free, confidential services to teachers and their family members and can help you address issues that may affect your well-being. These services have been developed and are provided by professionals who are dedicated to improving your health and well-being. They use evidence-based practices to ensure that all of their programs and services will provide you with exceptional assistance concerning the following:

- Resolving all kinds of personal, family and work-related issues that may affect your health and well-being
- Taking preventative and proactive steps in developing and maintaining healthy habits for a healthier lifestyle
- Situational based counselling services

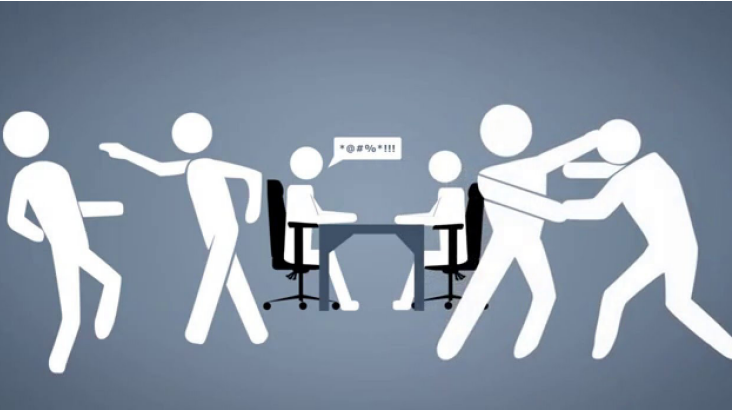
When personal, family or work-related life presents challenges that you may need some assistance with, EFAP can quickly arrange face-to-face, telephonic or online counselling. The professional service providers will help you in developing the skills and making the changes that are required for you to regain control of your life. Call 24-hours a day, 7-days a week or submit an online request.

Call: 1-800-663-1142
Visit: www.homewoodhumansolutions.com

Violence in the Workplace

What is workplace violence?
The Occupational Health and Safety (OHS) Regulation, section 4.27, defines 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.” Violence also includes “any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.” Incidents of violence may not necessarily occur on the job site. Incidents are considered workplace violence if they arise out of the worker’s employment.

Violence includes threats and verbal abuse. Threats generally involve any communication of intent to injure that gives a worker reasonable cause to believe there is a risk of injury. A threat against a worker’s family arising from the worker’s employment is considered a threat against the worker.



Plan Smart - Lifestyle and Specialty Counselling Services

Information and coaching services can help you balance your life. Whether it is because you are struggling with a legal or financial issue, have questions about parenting, have to care for an elderly person or relative, or need coaching on a variety of lifestyle and health habits, Plan Smart - Lifestyle and Specialty Counselling Services are there to make a difference in your life. Call 24-hours a day, 7-days a week or submit an online request.

Online Services Registration is Easy!

Once you have completed your registration and have gained access to the secure Member Area, you will be provided with your own personalized home page. From there, you are able to access a variety of different online services. Whether it is to consult health and wellness or life skills articles, or access the Health & Wellness Companion™ — an online health library with health risk assessments and healthy habit development tools. You can also use the childcare or elder care resource locators or browse one of our many online e-Courses. You will find all you need to take control of your own health and well-being. If you are not already registered, do it now or login if you are already a member. ■

Examples of threats include:

- Threats (direct or indirect) delivered in person or through letters, phone calls, or electronic means
- Intimidating or frightening gestures such as shaking fists at another person, pounding a desk or counter, punching a wall, angrily jumping up and down, or screaming
- Throwing or striking objects
- Stalking
- Wielding a weapon, or carrying a concealed weapon for the purpose of threatening or injuring a person
- Not controlling a dog menacing (for example, growling at) a worker

Examples of assault include:

- Assault involves any act, gesture, or attempt to apply force that gives a worker reasonable cause to believe there is a risk of injury, whether or not an injury (physical or psychological) occurs.
- Kicking, hitting, biting, grabbing, pinching, scratching, or spitting
- Injuring a person by using an object such as a chair, cane, or sharps container, or a weapon such as a knife, gun, or blunt instrument
- Verbal hostility and abuse

You should report any type of workplace violence to your Principal and follow up with an email with your Health and Safety rep copied on the complaint. File a WCB 6A form. If you miss work or seek medical support as a result of the violence, you should complete a WCB 6A form. According to WCB regulations, verbal abuse is worthy of a risk assessment **if you have reasonable cause to believe you are at risk of injury.** ■

Pension Buy Back

You may be able to retire earlier and/or receive a larger pension by taking steps now to increase your pensionable service. If you have had a board-approved leave of absence from teaching, whether that is or was a full time or part time leave, you may be eligible to purchase back your pensionable service according to the rules outlined by the pension

corporation and the income tax code. You can read all the rules at the teachers’ pension plan website: tpp.pensionsbc.ca. There you will find extensive explanations of the different details associated with maternity leave buy-backs, reduced percentage buy backs, and so on.

Karen Kilbride

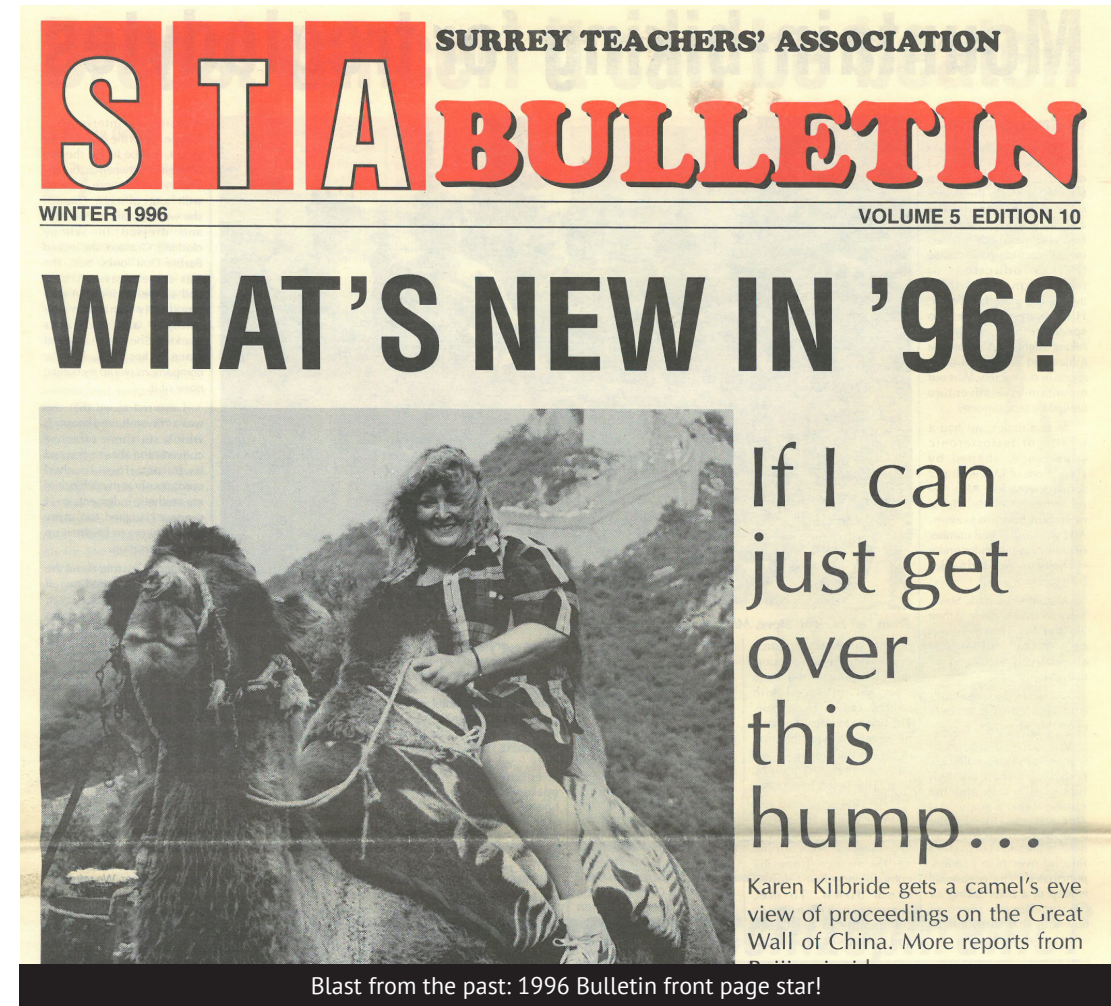
HONOURARY LIFETIME MEMBERSHIP



Bread and Roses for our Karen



2nd Vice President, Julia MacRae presenting Karen Kilbride with a framed print in commemoration of her Honourary Life Membership



Blast from the past: 1996 Bulletin front page star!

For those new to this crazy world of teaching, you might not have had the chance to meet Karen Kilbride, but odds are, many of your colleagues know her.

Karen began her teaching career at Kensington Prairie Elementary back in 1977. Over the years, she would teach at several different Surrey schools, including Senator Reid, Laronde Elementary, and Chantrell Creek Elementary from which she retired in June of 2016 thus bringing a close to nearly 40 years in the classroom.

A child of the 60s, Karen is a powerful feminist and jokes that activism is in her DNA. She comes from a family of activists and can trace her lineage back to a Kilbride who was the labour lawyer for a teacher's union in Ireland in the 1800s! She first became involved with the STA working on Convention and went on to be a founding member of Surrey's Status of Women committee. At a time when feminism was still looked upon by many as unneeded or

unwanted among teachers, Karen had the resourcefulness and resilience to help put the cause of women's rights and women's equality on the agenda both locally and provincially. She has been instrumental in the advancement of equality for women within the district, organizing more than 15 annual Grade 7 Girls' Conferences, helping young women transition from elementary to high school.

Colleagues describe her as a fiercely strong woman, a tireless advocate for social justice issues and women's rights, and a stalwart activist: one who leads from both the front and from within the movement. Likened to "the little engine that could" and the energizer bunny, she never gives up and always keeps going!

Karen's career has been filled with many extraordinary adventures. When asked about her most memorable moments, she struggled to pick just one and credits her involvement with the STA and BCTF for

making so many of those moments possible. Among the highlights are opportunities she's had to make a difference through advocacy and education, such as when she traveled to Niagara Falls to present a workshop on non-sexist pedagogy to the Canadian Teachers' Federation. In the summer of 1995, with the help of international Pro-D funds, Karen travelled to Beijing to attend the UN's World Conference on Women. Inspired by her Beijing experiences, she organized the "Beyond Beijing" Conference in 1997 where Rosemary Brown gave the keynote address, "The Importance of the Women's Movement."

Karen's leadership and commitment to social justice within the STA goes back as far as our records are available. In fact, she helped create many of the STA records, documenting the history of Surrey Teachers' activism and community events through her photography.

Karen received the Bob Rosen Social Justice Award at the 2014 BCTF AGM,

being applauded for her work organizing the Conference in Creston addressing the polygamy issues in nearby Bountiful. She has been a leader in the BCTF Feminist Caucus, was the BCTF liaison to the BC Fed's Labour Women's Committee, and has supported Afghan Women and Girls through Canadian Women For Women in Afghanistan, and Kenyan girl students through Canadian Harambee.

After Karen gave her acceptance speech for this award, another member went to the mic and asked to speak. He identified himself as one of Ms. Kilbride's former students, remembering her as his 5th grade teacher. He went on to share a story about his struggle with his identity, recalling a moment at school when his classmates were making fun of him being "gay" and Ms. Kilbride jumping into the conversation, saying, "So what? What's the big deal?" His heartfelt comments, crediting Ms. Kilbride with saving his life by telling him he was fine just the way he was, after his parents

forced him through psychotherapy trying to change him, left many people in the room in tears and is something that people who were there will never forget. (If you want to listen to the audio clip, part of it is available online: <http://www.bctf.ca/uploadedFiles/public/multimedia/KarenKilbride.mp4>)

Many of today's active members of STA committees, including current President Gioia Breda, can trace their activism back to direct encouragement by Karen Kilbride, or indirectly through someone else she had already activated. At this year's Executive Committee training, Gioia recalled that, as a new teacher, Karen approached her at meetings and encouraged her to find more ways to become involved and, even when gracefully declined, recalls Karen being as persistent as she is passionate and is grateful that Karen continued to encourage her until she eventually said yes!

Despite having retired from teaching, Karen is far from retired. She continues

to remain actively involved with a variety of organizations close to her heart, both at the STA and in the community, such as the Status of Women committee and the Bright Beginnings Foundation. Karen puts the active in activist; not only drawing attention to issues, but giving her support by attending rallies and events, inviting others to participate as well. Her ability to network and educate is unmatched and I think she'll continue to mentor new activists for years to come.

At our Special General Meeting in November 2017, the Surrey Teachers' Association awarded Karen with an Honourary Lifetime Membership. We were so thrilled to present her with a framed print of the mural that commemorates the BCTF's centenary, and of course, a loaf of bread and a bouquet of roses. Thank you Karen for all your years of service! ■

Meet Your New Executive

The election of the 2018-2019 STA Executive Committee took place on May 23, 2018 at the Annual General Meeting, which was attended by about 250 members.

We are pleased to announce the results of the elections.

Your Executive Committee for 2018-19 will be:

• President	Matt Westphal
• 1st Vice-President	Julia MacRae
• 2nd Vice-President	Jatinder Bir
• Grievance Officers	Joanna Cerazy and Mark Keelan
• Health & Safety Grievance Officer	Sue Heuman
• Professional Support Services Officer	Christy Weigel
• Professional Development Officer	June James
• Local Representatives to the BCTF	Kevin Amboe, Violette Baillargeon, Laura Barker, Gioia Breda, Angela Marcakis, Annie Ohana
• Secretary-Treasurer	Pauline Veto
• TTOC Representative	Brett Salary
• Member-at-Large (Aboriginal)	Jacqueline King
• Members-at-Large	Erin Coleman, Anne McNamee, Kelli O'Malley

Get involved with STA Committees and Local Specialist Associations

If you're looking for an opportunity to become more involved, either with the STA itself, or with one of the many social justice committees, LSAs, projects and events, volunteering is a great place to start. Here's some updates of what's been happening! Most committees are elected at the first STARA meeting in September, so if you are interested, put September 26, 2018 on your calendar. We look forward to seeing lots of new people getting involved.

STA COMMITTEES (SELECTED LIST)

Aboriginal Education Committee

The committee will recommend programs and initiatives to recruit, retain, and support aboriginal teachers. This committee will also examine the conditions for aboriginal learners within our school district and recommend strategies support aboriginal learners in our classrooms.

Status of Women Committee

Chairperson, Angela Marcakis (marcakis_a@surreyschools.ca)

We are advocates for the rights of women, and work on strategies for increasing diversity and achieving equality in our schools, district, union, and society at large.

The committee takes on 3 major projects each year:

1. Our committee organizes 3 wellness events every year (November, February, and June) which tend to include self-care activities, in addition to physical wellness such as yoga and/or zumba, and dinner.
2. We organize an Anti-Violence Training Session every year in June,

and the teachers who attend receive an excellent resource to take back with them.

3. Our biggest event is the Grade 7 Girls Leadership Conference that we hold every May. Our goal with the conference is to inspire girls to take leadership roles in their schools and communities. The conference aims to strengthen the girls' perceptions of their capabilities to make a difference. This is open to grade 7 girls throughout Surrey. Last year, we had an attendance of about 500 girls from all over the district. Here is a link to our website, it still has the information from last year on it. <http://stagirls.weebly.com>.

Anti-Poverty Committee

This is an active committee that has done several events over the last few years to increase the understanding among teachers about children living in poverty and trauma-affected children and youth. This year we helped organize a fundraiser for Bright Beginnings Foundation (see article on back page). Next year's plans include trying to get involved in anti-poverty committees or initiatives in The City of Surrey, collecting socks at union meetings or in school campaigns, and planning a dinner series with a speaker on working with children who live in poverty. We

would welcome new members with energy for working to end poverty in Surrey!

International Solidarity Committee

This committee works to bring international teacher issues to the attention of Surrey teachers, and promotes international solidarity among teachers. This year was great, as we organized a large conference on April 7th, inviting teachers from around BC and Washington and Oregon to come together to discuss various social justice issues. We hope to repeat next spring, and could use help on the organizing committee! We also published a special STA Advocate this spring that explained the good work of our southern partners in Latin America to our members. It is probably somewhere around your staff room or mail room if you haven't seen it!

STARS ad hoc committee (Surrey Teachers Advocating for Refugee Students)

This new committee is taking a look at how refugee students in Surrey receive service, their needs, the impact on the schools, and related issues. We are demanding that more support be offered for these kids who often are traumatized from their refugee experiences, and whose needs are complex. The best time to help people get what they need to succeed in Canadian society is while they are children! We have met with Federal MPs and Provincial MLAs to demand that they work together to provide much more funding for this support. If you are interested in this issue and see how it is playing out in your school, please feel invited to assist our efforts!

Political Action/Public Relations Committee

This year the committee has been a bit dormant after our herculean efforts last spring in the Provincial Election. The committee exists to promote the cause of proper funding of public education, and therefore is active during electoral cycles to consider candidates' commitment to public education. In the past we have sometimes endorsed candidates, and have sometimes recommended to the members that we support candidates financially. This fall (October 20) we have the municipal election where school trustees are elected for 4 year terms. We have a responsibility to help teachers know more about the importance of these elections, and we can choose to endorse certain candidates. Please feel invited to come and lend a hand. Just think, your efforts will not be required for the whole year, just Sept and Oct!

Professional Development Committee

Chairpersons, Sonu (Sanjit) Sangha & Kelli O'Malley

The Professional Development Committee is a cohesive and fun group that feels passionate about supporting the professional development needs in our diverse district. They work hard to ensure there are opportunities for genuine professional development for STA members. They spend time reviewing individual Pro-d funding applications and appeals and some of the decisions we have to make are difficult. That is balanced by the time we spend working toward planning and getting presenters for Focus Days and the STA Convention. The committee saw the completion of another successful Focus Day this past February with an amazing keynote delivered by Ivan Coyote! Convention this year had some changes, and we have received lots of good feedback about it.

LOCAL SPECIALIST ASSOCIATIONS

Surrey Art Teachers Association

Chairperson, Norma Nickel

The Surrey Art Teachers Association is a Local Specialist Association dedicated to encouraging collegiality and excellence among Visual Arts teachers and students in the Surrey School District. SATA usually meets

once a month during the school year to discuss and prepare student art shows, curriculum issues, Pro-D opportunities, lesson planning, art techniques and to get involved in many other activities. For those teachers new to teaching art, SATA is a great resource of experienced Visual Art teachers and for the experienced teacher, it is an opportunity to lead and mentor. The sharing of knowledge and ideas is what makes the Surrey Art Teachers Association an essential and supportive professional organization. <https://surreyartteachers.weebly.com/>

Surrey English Teachers' Association

Chairperson, Kyle McKillop

The Surrey English Teachers' Association is a professional network for English Language Arts teachers. Our goals are to support each other, create dialogue, and organize learning opportunities for teachers and students. Recent projects include a writer-in-residence, our SETA Summit mini-conference, and our new website and social media presence. Our recent AGM was on May 14, 2018 at the Taphouse in Guildford. English teachers, please feel invited to keep in the loop by visiting <http://surreyenglishta.wordpress.com/>, where you'll also find links to our Twitter and Instagram pages.

Surrey Speech Language Pathologists Association

Chairperson, Alyssa De Schiffart

Our organization is responsible for managing funds and orchestrating Professional Development for the Speech-Language Pathologists of Surrey School District. We put on workshops for SLPs at Convention, and our members meet informally as needed. We are currently in the process of planning an event, tentatively for Fall 2018.

Surrey Teachers of Home Economics Association

Chairperson, Joe Tong (tong_j@surreyschools.ca)

The Surrey Teachers of Home Economics Association is a local chapter of the Teachers of Home Economics Specialist Association. We are a collective group of Home Economics trained and specialized teachers that meet every third Thursday of the month at various host schools within the district.

The main objectives of the group are:

1. To promote and advance the teaching of Home Economics throughout British Columbia by remaining current in practices.
 2. To maintain and improve a communicating network of teachers within SHETA that promotes a sharing community.
 3. To act as a clearinghouse for information, ideas and resources, and as a study base for trends in new developments.
 4. To furnish recommendations and advice to the executive Committee and other committees of the BCTF on matters affecting the teaching of home economics.
 5. To provide leadership in professional development among teachers.
- For more information please visit our twitter page at @SurreyHomeEc

Surrey Primary Teachers' Association

Chairpersons, Jennifer Harder & Glenys McFarlane

Welcome to the Surrey Primary Teachers' Association, the SPTA. We are a cheerful and dynamic group of primary teachers in the Surrey School District. We are a professional local specialist association that hosts a

variety of workshops, networking opportunities, and socials throughout the school year. Our association is one of the largest and most active primary associations in the province. Workshops that have been presented in the past include: Daily 5, Math Dailies, Zones of Regulation, FASD Students in the Classroom, ADST, Math Warm Ups, a variety of Fine Arts workshops, Nutrition, and Inspiring Inquiry in the Classroom. In addition, we have hosted dinner workshops with presenters such as: Carol Fullerton, Michelle Hikida, and Adrienne Gear. We support and further growth as teaching professionals. Whether you are a student teacher, new teacher or a veteran, we welcome you to come and meet others who share your interest in professional development and ongoing learning. It is an opportunity to meet, share and be inspired by others. Perhaps you will even win a door prize! For more information, check us out on our website: www.spta36.weebly.com or on Facebook.

Surrey Drama Teachers' Association
Chairpersons, Craig Wrotniak (wrotniak_c@surreyschools.ca) & Stephanie Henderson (henderson_s12@surreyschools.ca)

What the SDTA does (in no particular order):

- Manages Shared Educational Resources for drama/theatre programs (Set of Masks, Foils, etc.);
- Plan and implement Pro-D opportunities for drama/theatre educators;
- Communicate with the provincial association of drama educators;
- Run collaborative events for student performance showcasing (District One Act Play Festival and IE Theatre Festivals);
- Advocate for Drama/Theatre funding and support with Educational Services;

- Work with the District in developing new theatre learning spaces at the new high schools being built in the district;
- Develop and maintain a district standard of theatre equipment with District Purchasing Dept. and Corporate Services;
- Develop and maintain software and textbook listings in SD36 with the LRS Dept.;
- Resource share and promote mentoring and collaboration between Drama/Theatre teachers in Surrey;
- Highlight upcoming productions across the district and encourage students to attend productions at multiple schools each year;
- Organize school based and district-wide educational field trips together with other teachers/schools;
- Have multiple meetings each year where drama teachers can collaborate, share, and support each other and the above initiatives of the SDTA;
- Publish a website highlighting school programs, shows, and an extensive online educational resource/link collection;
- Assist schools in acquiring appropriate educational resources for their classroom needs – primarily tech. theatre equipment;
- Work with each other to apply the new curriculum and develop appropriate assessment tools;

The Surrey Drama Teachers' Association is a member of CITT (Canadian Institute for Technical Theatre).

Multiculturalism in our Schools?

By Jas Sidhu, LST Teacher



Hi colleagues, please accept my reflection on the day to eliminate racism (March 21st). I hope that teachers reading this piece can start to think about how they 'celebrate' multiculturalism. Thank you for your consideration.

Too often schools will move in the direction of superficiality when it comes to multiculturalism. Most educators are quick to produce 'fairs,' centered around dance, food and clothing. Some will add colouring flags and/or decorating doors and call it a day...or a week!! I speak to move educators in a direction that challenges this status quo. As an anti-racist educator, I speak passionately about changing the way we celebrate multiculturalism in our schools. It's not always an easy feat but it's a worthy one. The defining characteristic of a multicultural school is not the demographic makeup of the student body...instead, it's the willingness to ask, "Whose voice is not being heard? Why wasn't it included?" and, "How can this be changed?" It's easy to celebrate diversity but it's not easy to come face-to-face with your inherent bias. It's easy to eat food and play 'dress-up' but not so easy to delve deep in a system that disenfranchises your students of colour. I invoke history between groups of people, between the colonizer and the colonized to shift perspectives so that our children can grow up and out of institutionalized systems of racial discrepancy. I will continue my work and hope that one day we won't need a week of multiculturalism just so we can all pat ourselves on the back and never have to look at the role we play in perpetuating inequality. Let's continue to have powerful conversations so we can brighten the future for us all. ■

In the Schools



Social Justice: Activating Curriculum within Systemic Change by Skill Set Building in the Realm of Active Citizenry and Social Justice

By Annie Ohana

I tend to think in equations because something about formulas helps me make sense of a world that often seems to me a maelstrom of contradictions, ethical dilemmas, and sacrifices that only leave room for silver linings of rather large clouds.

$$PC= IE \times (Ac+Ag+Ad+SA)$$

Powerful Citizens = Intersectional Education that is multiplied by a focus on Accessibility, Agency, Advocacy and Solidarity Action.

How this plays out in LA Matheson's Mustang Justice program is quite simply this; We want our students to be their most empowered selves, their proudest selves, their freest selves. A citizen full of such privilege (typically unearned and thereby a double edged sword) has fewer obstacles to face. Simply wishing for this however, is short sighted because we are often blind to inequitable distribution of power in our society.

And so, as both pedagogy and praxis in my Social Justice program, we multiply the impact of the positive side of such privilege with a focus on:

Accessibility to resources (to include community), counter stories, and opportunities that are differentiated both in curriculum and product, the teaching and also allowance for student agency that has them focusing their inquiries and actions on passions that hold true to their embodied knowledge and experiences (sometimes not found in the text or quite literally marginalized, assimilated and almost erased by continuing Systemic Institutions focused more on reductionist multiculturalism than true diversity).

Advocacy through opportunities at the school site to the international site to speak up for oneself, to create change, and to do so in a way that is effective, deeply rooted, and nuanced, and last but not least...and this is a big one for us here at Matheson,

Solidarity action. To suggest somehow that one should only focus on one's own needs is something we reject. I expect every student to show their understandings of everything from the Blg Six Historical Thinking, to Core Competencies by how they approach helping others. Their ability to apply what they know to different situations, and to stand up for others in the greater cause for justice is something we focus on heavily.

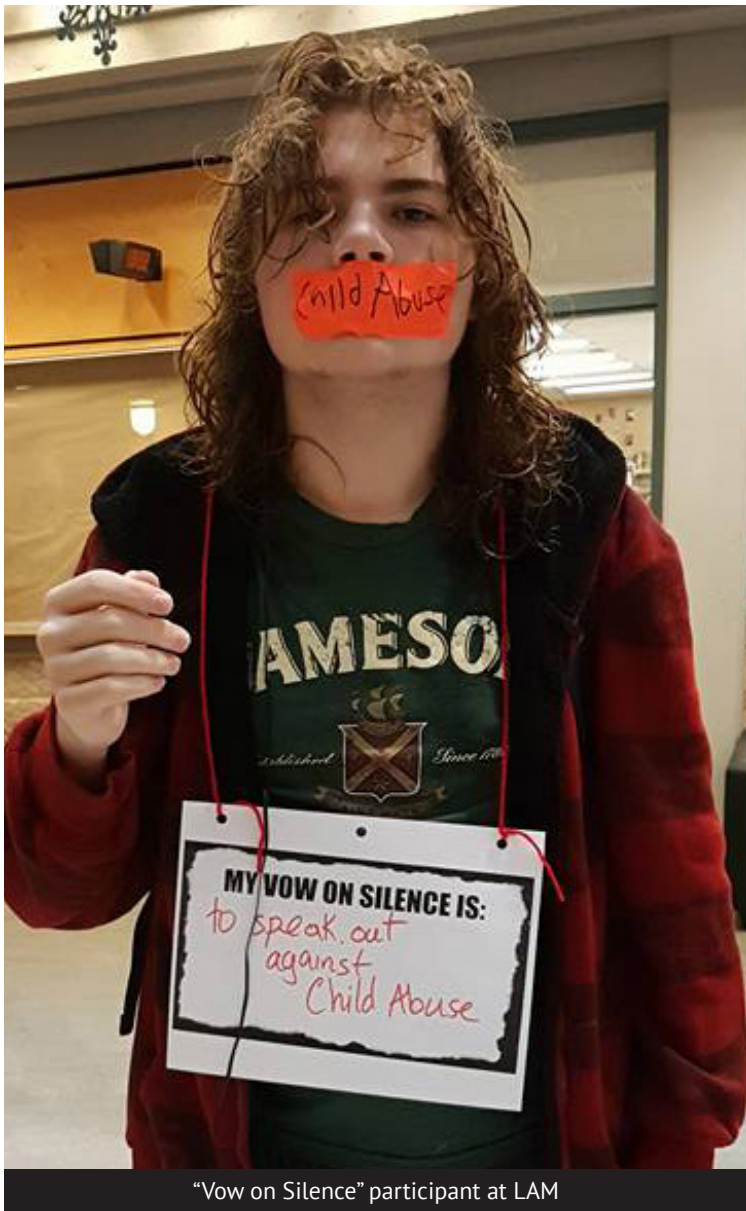
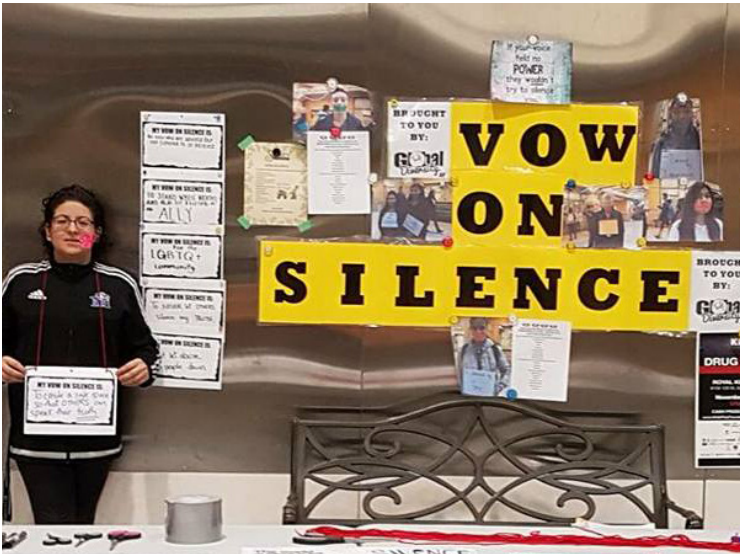
From focusing on Indigenous Issues, to South Asian Counter Narratives, to Labor Force Activism, Feminism and more, we strive to be intersectional in our thinking, that education is not found just in a book, that my four walls are limiting and must be brought down as often as possible with full recognition that it is naive to think that our students are not ready to take action, that somehow they don't have the capability to act, that their lived experiences don't reach the constructed threshold of what constitutes a learning standard or curricular competency.

We must activate all that we do to the next level, I try my very hardest to do so at Mustang Justice. ■

Ending the Process of Silencing

The “Vow on Silence” Campaign at LA Matheson Secondary is a reworked version of Free the Children’s Vow of Silence Campaign. As students pointed out the problematic reality of being silent in an attempt to stop oppression and forced silence, we went back to the drawing board to make our campaign more true to social justice principles of dialogue in safe spaces. We also followed Arunduthi Roy’s words “There’s really no such thing as the ‘voiceless’. There are only the deliberately silenced, or the preferably unheard.” https://www.goodreads.com/author/show/6134.Arundhati_Roy

With these things in mind, over the past two years we have allowed children to take the vow and wear the famous tape to provide the striking visual of silent kids, but also challenged students to take a Vow on Silence. We are putting the responsibility to end the silence in the hands of our students. Societal stigma over any number of issues means we are all complicit in creating environments where humans are deliberately silenced. In the end, not only do we refuse to be silent at Matheson, we vow to end the silencing of people as well. What is your Vow on Silence? ■



“Vow on Silence” participant at LAM

Women’s March

At the beginning of January, we were invited by the organizers of last year’s 15,000 strong Women’s March to speak at this year’s March held on January 20, 2018. They wanted to add a component on education but also youth as they realized that the youth voice was missing. A group of fifteen students spent time with the organizers as they prepared to perform in some way with all their speakers. Their job was to support the speakers, focus on main themes, and to have youth voices and faces be front and center. It was an honor to have our Global Diversity Service Club and our #MustangJustice Program take part. I was honoured to introduce one of the speakers but also to speak to on education. My message was short and sweet: all citizens must push their education system to decolonize, to be representative of a more correct history, and to not perpetuate awful mechanisms of colonisation, oppression and more. I love to introduce my students to activism, to empowerment, to knowledge gathering that takes place outside the classroom. Our students through their lived experience and embodied knowledge know what’s up, it’s up to us as an adult population to catch up. ■



LAM Students representing at the women’s March 2018

International Solidarity

Canadian Women for Women in Afghanistan



Students using the science kit in Herat, Afghanistan

In Spring 2017, the STA’s International Solidarity Committee received a request for donations from the Federation of Canadian Women for Women in Afghanistan (FCWWA). They requested funds for teaching resources that would help teachers from their teacher training program to use their new skills effectively with their pupils. The request for \$2,000 was granted, and Jill Leslie, Chair of the Victoria Chapter, provided our committee with an update on how the funds were allocated.

The donation was used for a **science kit** and **library kit** for a girls’ high school in Herat Province, east of Afghanistan next to Iran, as part of our teacher training program there and the kits will certainly be well-used by the school where they are placed. This is actually the last province where the FCWWA have done teacher training. They have trained more that 9000 teachers over a nine-year period, teaching subject material and active learning methods and training around equal numbers of male and female teachers. When the FCWWA first started in-service teacher training most of the classroom teachers had no formal teacher education. Now the situation is quite

different as there are 40 teacher training colleges around the country and the majority of new teachers have come through that system. In the future therefore, from 2018 onward, the Federation is focusing it’s attention on the teacher training colleges to improve the quality of instruction given to young teachers in training, to improve training for school administrators and to upgrade the library and computer facilities at the colleges. An important part of this is the Darakht-e Danesh (Knowledge Tree) Online Library of library materials for Afghanistan which can be viewed at www.darakhtdanesh.org. The site has resources on many topics in Dari, Pashtu and English. The overall aim is to improve the Afghan public education system so that girls may achieve their dreams.

Other projects include support for the Fatima Tul Zahra Girls School in a very poor area of Kabul, which is usee to some extent as a testing ground for new curriculum, such as courses in Digital Literacy and in Critical Thinking; and the literacy program for adult women in conservative villages, which combines literacy with life-skills classes to give women more confidence, a higher



position in their family and community and sometimes even access to economic opportunities.

The FCWWA is very grateful to the Surrey Teachers’ International Solidarity Committee for it’s support this year and look forward to working together on other projects in Afghanistan. ■



Bright Beginnings Foundation

By Tammy Neuman



Denise Moffatt, MC



Ashley Pater, Fraser Heights Student, performer

The Bright Beginnings Foundation works to eliminate generational poverty by supporting post-secondary education and training for Surrey students. Bright Beginnings Foundation Directors are pleased to say that our first big event “Working Together for a Bright Future” held on February 15, 2018 was a tremendous success! This evening benefited Bright Beginnings Foundation (BBF) in several ways. We succeeded in reaching out to the community, achieved acknowledgement from the B.C. political world (both the NDP and Liberals were represented) and profited from donations. While these successes are very worthwhile for BBF, it is Surrey youth and their families who will gain the most.

BBF recognizes that we could not have done it without the support and sponsorship of the Surrey Teachers’ Association Anti-Poverty Committee. These people have been the biggest supporters of BBF from the very beginning three and a half years ago. For the last several months the A-P Committee and STA staffers worked hard creating and publishing posters and tickets and promoting the event to the STA members. They prepared for the evening while

putting in full days of teaching or working in the STA office. The BBF directors worked tirelessly on procuring and organizing raffle and auction donations, making decorations, selling tickets, etc.

With the guidance of our esteemed MC, Denise Moffatt (former STA President), the evening moved along very smoothly. Denise introduced wonderful speakers including Fay Blaney, a Xwemalkwu woman of the Coast Salish Nation who grew up in poverty. Ms. Blaney spoke of her post-secondary educational experiences and successes as an aboriginal youth. Brady Lumsden spoke movingly about why and how he founded Weekend Fuelbag, a Langley (and soon to be Surrey) charity that provides weekend food for students who would otherwise go without anything to eat until they come back to school on Monday. There was also an amazing performance by Ashley Pater, a student from Fraser Heights. She is a singer and musician who performs both cover and original songs. If you have not heard her, it is worth checking out her website.

This is a quote from our Keynote speaker, Bernard Richard, BC Representative for

Children and Youth. “In today’s world, it is imperative that post-secondary education be accessible and available to all young people, regardless of their financial circumstances. I am pleased that access to post-secondary education for former youth in care in B.C. was expanded last fall, but there are still too many youth for whom lack of finances continues to be a barrier. We all have to work towards changing that.”

While we still have not got a final accounting of the proceeds of the evening, I can tell you that we have our very first BBF BFF (monthly donor)!! I also am pleased to report that we are still receiving donations from individuals and organizations that were unable to attend but still wanted to contribute.

The BBF Directors were barely able to catch our breath before we were reminded of our *raison d’être*...

Two weeks after the “Working Together for a Bright Future” event BBF began to receive applications for our first full-on bursary. The decision will be very difficult. The students who applied are all very deserving. They have all worked very hard, are an inspiration to peers, put in countless volunteer hours in their schools and community and have demonstrated resilience over and over again. BBF Directors really have their work cut out for them!

Once again, we are very grateful to the STA and the Anti-Poverty Committee for their on-going support of Bright Beginnings Foundation.

For more information on BBF, please visit www.BrightBeginningsFoundation.ca

Appreciatively,
Tammy Neuman, Sylvia Moffatt, Karen Kilbride and Stephanie Emro (BBF Directors)



Tammy Neuman
(Retired Surrey Teacher)