



Youth Strike 4 Climate

Students around the world went on strike for environmental justice, demanding adults take our current climate change crisis seriously and act now to prevent further damage and global warming. Read more about how our own Surrey teachers and students partook in the international demonstrations on page 5.

The Environmental Educators' Provincial Specialist Association

By Selina Metcalfe, Past-president of EEPsa, founding member of SEED36, and Humanities teacher at Fleetwood Park Secondary



EEPSA is one of the 33 Provincial Specialist Associations within the BCTF that supports teachers to network, collaborate, influence and implement curriculum, and share resources. PSAs provide workshops, host conferences, review resources, write curriculum, facilitate collaboration, and empower teachers to lead professional development for their colleagues.

EEPSA began in 1981, and has kept much the same purpose for the last 38 years, perhaps with a slight shift in language. Today's EE is about place-based learning that helps teachers connect with community partners to introduce their students to their local physical, social and cultural places, and get involved in a path of action forward to live wisely in those places. EEPsa strives to empower teachers to take their students outside of the traditional walls of the classroom to experience their learning in the context of their living ecologies.

EEPSA members teach all grades and all subject areas. A small few teach entirely outside in experiential education programs like TREK and LEAP, but most teach in conventional classrooms. This means different activities at different developmental stages.

In primary grades, environmental education can look like outdoor play, outdoor exploration, caring for animals, growing gardens, recycling, composting, litter-less lunches, stories about powerful places, First Nation stories of place, and an introduction to environmental inquiry.

In intermediate grades, we can add an introduction to extended outdoor pursuits, leadership in school caring for animals and habitat, more complex environmental inquiry, citizen science, leadership in school garden use, and an introduction to environmental justice issues.



In secondary grades, students are ready for extended outdoor pursuits, citizen science in their larger community, involvement in local habitat protection, deeper understandings of environmental justice issues, active participation in community consultation, critical thinking on controversial issues, leadership in school and community gardens, and the creation of personal stories of powerful places.

Through all stages, the purpose of EE is to help students develop a powerful relationship with the natural world, understand ecological systems, and develop the communication and negotiation skills to speak for those systems within the social and political structure of our built societies. EE is everything from developing the physical literacy and resilience to hike a backcountry trail, to understanding the complicated chemistry of climate change, to experiencing the integrated wisdom of the symbols in a potlatch ceremony, to practicing the communication skills required to speak eloquently and thoughtfully at a town council meeting.

The best way to begin to teach about the environment is to find a local colleague who

is willing to be your mentor, or your exploration partner. You will motivate each other to try new ideas and support each other when your new ideas don't go exactly as you'd planned. If this colleague is down the hall from you, collaboration can happen naturally during prep time or at lunch.

If you don't know of a collaboration partner and are eager to reach out, EEPsa has a Local Chapter here in Surrey called [SEED36](#) that can provide you with a local professional community of inspiration. Local Chapter meetings and events are great places to connect with others.

This year, we hosted our [Take Your Learning out the Door!](#) Workshop at STA Convention, and participants became part of our vibrant, engaged community of K-12 teachers. You can read our goals and our past meeting minutes here <http://eepsa.org/local-chapters-eepsa/> (scroll down to Surrey), or reach out to our president Andrew Landry (landry_a@surreyschools.ca) at North Surrey Secondary for more information.

WANT MORE RESOURCES?

- Check out [TeachBC!](#)
- The BCTF has free posters and lesson plans for K-12 teachers to become [Climate Change Heroes](#)
- The CCPA and the BCTF have teamed up to create [free classroom-ready materials](#) for grade 8-12 (adaptable for intermediate) that explore climate justice in BC.



EKOlogy Program Enrolment Doubles After First Year

By Laura Johnston, SFU Teacher Candidate

It's been just over a year since the outdoor education-focused [EKOlogy program](#) at East Kensington Elementary officially began, and already the program's popularity has doubled.

When the program started, the rural Surrey school had 25 students in total. Now, there are 55 primary students enrolled in two kindergarten/Grade 1 classes taught by [Keri Stanger](#) and [Cheryl Leclerc](#), and one Grade 2–4 class taught by [Alison Leslie](#).

Vice-principal and teacher Keri Stanger says the boost is largely due to word of mouth.

"It's a different way of learning and it's a community feel," she explains. "A lot of the new people came in and said they heard about the school from a parent who said their child really loved it."

Having a new wetland on site to learn from is just one unique feature of the EKOlogy (which stands for East Kensington Outdoor Learning) program. In addition to [putting place-based outdoor education first](#), the program has a higher adult to child ratio than mainstream schools.

"We're in a time where kids don't get that personal relationship," Leclerc says. "It's so important for them to have an adult that cares about them and that they know that."

New student Grace just started at East Kensington this fall.

"My favourite things are learning about the leaves and the animals, more than everything else," she says. "I like the wetland. We do mindful moments and one day we thought of what we're thankful for and after that we got some free time."

Keaton has been at the school since the program began.

"You get to experience being more social than just technology," he says. "My favourite thing is when we can go to the park up the hill because we can exercise our bodies."

The students at East Kensington spend two hours of instructional time a day outside, in addition to lunch and recess. For them, even inclement weather is a delight and a learning opportunity, and not a reason to stay indoors.

"In my preschool on rainy days we stayed inside, but on rainy days here we get to go outside!" exclaims Grade 1 student Dalton excitedly.

The program also focuses on risky play more than mainstream schools, which is important for social development skills. Stanger says she has noticed students becoming more attuned to each other's moods and feelings since expanding the classroom to outdoors.

"They are way more respectful of people's needs, and in a way that I just don't think you have when you're in a classroom. We're out there with sticks and mud and dirt and giant logs and you're coming to agreement about how to use planks and tires to make a cool jumping off point with large loose parts, for example," Stanger explains. "Even just with our river – a bit of a puddle, and the kids decide they need to work together to make a river. And they come to that agreement themselves, with none of my input."

Such learning – with sticks and mud and dirt – aligns with the new inquiry-based [B.C. curriculum and core competencies](#).

"Even in the science curriculum, asking questions, following up on your curiosity, observing and noticing changes, that's just built in when you're outside," says Stanger. "Phenomena like fog, you can talk about it in the classroom but when you're actually living it and breathing it, it just comes to life and it's more real."

School staff hope programs like this can be adapted to suit more schools, helping students become more environmentally conscious and stewards of the land.

"I'm really proud of the work that we're doing here because I think we're raising competent children that can go outside and play and be imaginative, and they're not obsessed with going indoors and having that screen time," says Leclerc. "I think that is what is great for parents and why they bring their kids here, because they want them to have the experiences that we had playing freely in our neighbourhoods growing up."

By networking with other educators in the Lower Mainland, Stanger hopes to get others excited about implementing outdoor learning in their own schools.

"I'd like to get teachers to see that it can work, and that it is actually way less work than you imagine. You just need the right clothing and the right mindset."

To find out more about the [EKOlogy program](#), check out their [website](#), [Twitter](#), or Keri Stanger's [blog](#).



Our Students Spoke, We Listened

By Daniel Barton, Kwantlen Park Secondary Teacher

It can sometimes be difficult to get oneself going for a morning session of the BCTF AGM due to the late finishes and early starts (7 am breakfast meetings are tough, but useful), but this morning was different. As we shuffled our way into the Victoria Convention Centre we were greeted by passionate, concerned students protesting climate change, it filled our hearts with joy and gave us new found purpose to see young folks stand up for their future.

Over the past few months and years, we have seen depressing news about the danger our planet is in due to climate change. We have seen that we have just 11 years to change, or life will become fundamentally more difficult, we have seen governments around the world fail to hit climate change targets, roll back promises to be climate protectors, and fund outdated fossil fuel industries, but we have also seen our young people start to fight back. The resistance began with one young woman, Greta Thunberg, and has now spread to millions across the globe. Millions of young

people are standing up and demanding that we walk the walk instead of just talking the talk about climate change; they are challenging us to make sure that they (and we) have a future. We were fortunate to have our spirits buoyed by some of those wonderful young people as we entered the hall.

Our students made it abundantly clear as to what they expect of us and Seth Klein was scheduled to talk to us about how we can act on the very clear mandate we had been given by young people across the globe. Mr. Klein was very clear about the fact that we can dramatically retool our economies without destroying our means of living; he even went further and pointed out that we have done this before with great success. When a great evil threatened the world we changed, we changed what our factories produced, we changed how much we consumed, we changed our entire worldview. That evil was the scourge of fascism, the changes made were sweeping, and immediate, and were the exact same types

of changes that our students are asking of us now to face another great threat to human civilisation, climate change. Mr. Klein clearly laid out how, in the face of great danger our societies went from making ploughshares to swords in a matter of months, how we used war bonds to raise unprecedented amounts of money, how communities rethought how they used resources, all to fight an existential threat. We face a similar threat today, and Mr. Klein explained that we should respond to climate change in the exact same way we respond to war. We still manage to find trillions of dollars to fight war today, and yet funding for climate change projects for some reason remains controversial, there is the inevitable hand wringing about where to find the money from, and the question “But what about the economy?” The answer is simple there will be no economy to worry about if we continue abusing our planet and stealing our students’ futures.

As the AGM wore on and business got pushed aside for speeches and awards, it became apparent that it was possible that the raft of climate change recommendations and resolutions might fall off the agenda, how would we face our students back in our classrooms if we failed to take any action? Fortunately, the room had a clear focus on the issue at hand and voted to move the climate change motions to the top of the unfinished business agenda. At the final session of the AGM, the climate change motions were finally up for discussion and voting. This was the easy part, there was very little opposition to the first of the motions brought, and the writer is very proud to say that as a Union we have stood up to be counted in the fight against climate change. We enacted the mandate that students gave us, our Union will make sure that climate change will be on the agenda at all meetings, and that we will lobby the government and school board to ensure that they stick to their promises on combating climate change. After all, we are in the business of making sure that all our students have the best chance of success, and the only way to do that is to join our students and fight for their futures.

Recommendation 44 - Climate Change

That the Federation:

- call on governments at all levels to recognize:
 - the imminent threat to the planet posed by climate change.
 - reduction in energy and resource use is the first step in resolving climate change.
 - the urgent need to develop alternative energy sources.
 - that decisions taken on climate and use of fossil fuels disproportionately affect future generations, Indigenous peoples, and those living outside of oil-producing nations.
- further call on governments to:
 - ensure 100% of our electricity comes from renewable resources within two decades.
 - limit infrastructure projects that depend upon increased extraction.
 - implement and increase progressive taxes on carbon emissions.
 - direct significant tax dollars toward renewable resources and associated industries.
 - immediately end all subsidies to corporations that rely on extraction, refinement, transportation, or distribution of

fossil fuels.

- ensure that a just transition plan is in place for workers in the energy sector, and associated industries, so that they can access similarly remunerated employment in other sectors in the region in which they currently live.
- call on the Ministry of Education to review and amend curriculum to include climate change in each year from K–12 across subjects and included as a Big Idea in the Grade 10 Science curriculum.

Need a workshop for your school Pro-D Day? Why not request one of these?



Teaching Green: Integrating Environmental Justice Issues Across the Curriculum

The [Teaching Green workshop](#) has five modules: Creating Climate Heroes, Food Security, Water Rights, Sustainable Resource Use, and Sustainable Transportation. You can choose to [book](#) one or more modules and they are all available for K–12 grade levels.

Creating Climate Heroes (3 hours)

Workshop participants will consider barriers to teaching about the climate change emergency and develop solutions to overcome these barriers. Teachers will also learn strategies to support students in using critical thinking skills to approach climate change through a solutions based approach.

Food Security (75–120 minutes)

Participants will explore food security and food sovereignty issues and their social justice impacts, locally and globally through activities that can be applied in their classrooms. They will take an inventory of local food security issues, and then consider local food security and its cultural intersections. The final step will be to create an action plan designed to ensure food security for the school community.

Water Rights (90–120 minutes)

Focusing on the global water crisis through a social justice lens, participants will explore the connections between water access/water privatization issues, human rights, and social justice. Through an inquiry model, teachers will consider how water resource conservation issues are relevant in the classroom, the community, nationally and globally. The workshop will provide opportunities for teachers to explore water rights teaching resources and to develop a plan to support students in taking concrete actions.

Sustainable Resource Use (90–120 minutes)

This workshop introduces strategies to support students in exploring the social, economic and environmental impacts of exploiting our natural resources. Participants will consider how to successfully bring this topic into their classrooms by using techniques to discuss controversial issues. The workshop introduces a number of teaching resources and explores ways to link them to the revised curriculum.

Sustainable Transportation (45–60 minutes)

Participants will explore strategies to support their students in examining how transportation of goods and people has changed over time, the consequences of these changes, and the intersections between transportation and social justice. The workshop will provide opportunities for teachers to explore sustainable transportation teaching resources and to ways to link them to the revised curriculum.

WANT MORE WORKSHOPS?

The BCTF offers many types of workshops, including Professional and Social Issues, Health and Safety, School Union Representative Training, and French Program, tailored to different audiences.

Visit <https://bctf.ca/PD/workshops.aspx> to see all the choices for your school!

School Strike 4 Climate Action

By Violette Baillargeon, Johnston Heights Secondary Teacher

In the past year, I have taken my grade 11 and 12 classes to a number of Teen #ClimateStrikes, a youth movement aimed at putting pressure on government to take action on climate change. These marches and demonstrations are held downtown and attended by high school students and kids from around the lower mainland.

It all started when some of my students told me they planned to skip class Friday to attend the climate protest downtown. I thought it was a shame that they would have to skip class, knowing that would be a barrier for some, and I elected to turn the event into a class field trip so I could accompany them and offer support on what were their first collective actions around climate change.

To prepare the field trip to the last two marches, my students drafted a letter and permission slip to parents themselves. I cleared it with my administration by emphasizing my students' desire to attend and we sought the support of their other teachers. On the Fridays, we set off on public transportation to make our way downtown.

Here are the highlights of our climate marches:

- Vancouver Mayor Kennedy Stewart met with the students who gathered at City Hall and he told them what they were doing was so important, that he was on their side, and that they should be proud of themselves. He told them to keep in



- touch and that he would see to it that their voices were heard.
- Honorable George Heyman, Minister of Environment and Climate Change Strategy, met with the students at his MLA office and told them he wished he had started his environmental activism in high school and that their actions were inspiring. He was set to leave for the UN Climate Conference the next morning and told them he would speak of their meeting there.
- We stopped by the BCTF building where we were met by the president, and the two vice-presidents, who again told the kids that their voices were needed in this discourse and thanked them for having taken this step.
- My classes had a chance to give interviews on CBC Television and Radio and they held their own, their pictures were tweeted out by the David Suzuki foundation, and one usually quiet student in my class ended up leading the chant for part of the march with a bull horn.

Every time we have gone, they have come back motivated, optimistic, and truly alive. It has been a true privilege to bear witness to their transformation.

Someone recently asked departing Executive Director of the Canadian Center for Policy Alternative, Seth Klein, whether this work ever gets depressing. "One continually walks the thin edge between hope and despair," he answered, and I agree. Whenever I have taken my classes to marches, I have been filled with hope.

Thank you to every teacher (whether by profession or by opportunity), parent, neighbour, friend, elected official, grandparent, coach, rabbi, sibling and priest for leading the way, for praising kids when they engage, for guiding them when they falter, and for listening when they speak. We can't afford to

remain silent and inactive, there is too much at stake.

If you are interested in taking your classes on an environmental march or encouraging kids to get out there, keep an eye out for the next global action.

Here are a few helpful ways to get you started:

- Keep yourself informed by following groups and/or individuals like Fridays for Future, School Strike, Earth Strike, Sustainabilityteens, Greta Thunberg, and Climate Convergence on social media platforms and in the news.
- Begin talking to your students about it now. Here are some helpful links to show them:
 - [Greta Thunberg's speech](#) at COP24 (UN Conference on Climate)
 - [Clips](#) of students striking around the world
 - The Guardian – [clip](#) of student strikers
 - [Article](#) on school strikers
 - [Clips](#) of student strikers
 - [David Attenborough](#) on Climate Change
- Start planning the next action by doing the following:
 - write a letter to parents outlining the outing and how it relates to the curriculum
 - discuss it with your administration, emphasizing your students' desire to go (maybe even pointing out that many will go regardless of permission)
 - make signs and plan the route

It is intimidating and vulnerable to take students to a march, and it is absolutely normal to feel ambivalent - I do every time! I assure you, you will all return invigorated and empowered.

#YouthRising #bcd #ActOnClimate #FridaysForFuture

STA Green Committee

By Violette Baillargeon, Johnston Heights Secondary Teacher

Many teachers are alarmed at climate change and are striving to do all they can to halt or reverse its effects on our communities, our children, and the students we teach everyday. Members of this group meet about every 6 weeks and have a vibrant online community. As part of the Green Committee, we have written, debated, and passed resolutions at the BCTF's largest decision making bodies around the issue of increased climate change advocacy, we have attended marches and rallies on the topic of climate change and indigenous land sovereignty and we have supported community organizing. We continue to seek ways to encourage our local, the BCTF, and our influence at the CTF to take action and to demand better. In the past we have been intervenors in the trans-mountain pipeline proposal, we have collaborated with Seth Klein (progressive economist, brother to Naomi Klein, and past ED of the Canadian Center for Policy Alternative) on policy writing, and have been invited to attend the UN Conference on Climate Change. We hope to continue to do much more and hope you will join us!

Solidarity with the hereditary chiefs and Wet'suwet'en people

That the BCTF support and stand in solidarity with the hereditary chiefs and Wet'suwet'en people in respecting sovereignty over their land.

We need to take the lead from local First Nations and work together to protect the environment. As teachers, we have great influence on our students and our communities and need to act now by attending public information sessions, teach-ins, marches, rallies, and other events that raise awareness of the devastating impacts of climate change and fossil fuel extraction.

"We are the first generation to be affected by climate change and we are also the last generation to do anything about it!"
- Marjorie Dumont, BCTF Executive, Aboriginal Member at Large

Links

- Judy Wilson's Message for Canadians: "[The Land Defenders Are Doing This for Everybody](#)," The Tyee, January 10, 2019
- [Unist'ot'en Camp](#)
- [Wet'suwet'en members say pipeline company removed cultural property](#), CTV, January 28, 2019
- [The Wet'suwet'en and B.C.'s gas-pipeline battle: A guide to the story so far](#), The Globe and Mail, January 11, 2019
- [Nine Things You Need to Know about the Unist'ot'en Blockade](#), The Tyee, January 8, 2019
- Daphne Bramham: [Hereditary chiefs demand their court-ordered right to be consulted](#), The Vancouver Sun, January 10, 2019

BCTF policies and procedures

That the BCTF, in view of the climate change crisis, lobby the federal and provincial governments to end direct and indirect subsidies to fossil fuel industries, and to promote a rapid and just transition to zero-carbon, non-combustion energy.

—BCTF Fall 2018 Rep Assembly

The following motions were carried at the BCTF Winter 2019 Representative Assembly:

Environmental Justice Committee

That locals be encouraged to establish an Environmental Justice Committee at the local level.

Public actions on climate change

That the Federation encourage members to attend major public actions such as marches, rallies, and demonstrations organized by groups that are geared toward raising awareness about climate change, global warming, and the deleterious impacts of the fossil fuel industry on the environment, our waterways, and our coast lines.

—BCTF Winter 2019 Rep Assembly



Education for Sustainable Development

By Manpreet Aujlay, Creekside Elementary Teacher

The cherry blossoms are in bloom, the rain is subsiding, and these allergies are keeping us a-sneezing. Gesundheit. As we do throughout the year, we educators and our students continue interacting with the natural environment that surrounds us. We also bring the outdoors in. Our curriculum is full of topics ranging from the basic needs of plants and animals, to the challenges of urbanization, all of which can be approached through environmental education. Lessons and experiences that inform environmental education are there, now we are left with the question: how do we incorporate actions that further enhance sustainable education?

Education in Sustainable Development

As an educator, it is a privilege to share a classroom with the people who will impact environmental sustainability and social inequalities generations forward. One of the defining issues of our time is climate change. Nowhere is clearer than in the United Nations, which has highlighted education in sustainable development as a key priority. The [United Nations Educational, Scientific and Cultural Organization](#) (UNESCO) explains that education for sustainable development involves “reorienting education [to] help people develop knowledge, skills, values, and [behaviours] needed for sustainable development.” This is a call to action for all educators. By highlighting the role of advocacy within our classrooms, we are cultivating informed and proactive students. There is a significant connection between sustainability and social inequalities, further allowing us as educators to broaden the scope in how we teach education for sustainability.

Interdisciplinary Thinking

Skim the shelves in your resource room, drop down your sliding whiteboards to see the posters hidden beneath, stroll through your library, and search your writing and comprehension books. Our schools are packed with information on the natural environment. We have the space, minds, and tools to turn this information into a resource for advocacy. In doing so, we are expanding our students’ critical thinking skills. By integrating sustainability into the curriculum, we naturally encourage interdisciplinary thinking in ways that touch on more core competencies than you would imagine. The goal for education in sustainable development is for students to be advocates in resolving challenges, respecting cultural diversity, and creating a more sustainable world. As teachers, we ask students to explore, inquire, define problems,



draw connections, communicate, and develop multi-step conclusions. Sustainability is a global challenge and the solutions can be found in our schools. We have the tools to make a difference.

Fostering Sustainable Habits

[Reports](#) abound of plastic in our oceans, increased rates of animal extinction, the ongoing struggles against carbon emissions, and global warming. Is this daunting? Yes. Overwhelming? Yes. Defeating? No. Sustainable education can be approached through fostering positive habits within the classroom. The hope is that these habits will extend outside our classroom walls. Explaining how these habits can make a difference, and offering success stories relating to the environment, we can empower students to reach for attainable and sustainable solutions.

Below are some tips on how to foster positive sustainable classroom habits:

- Have classroom jobs linked to sustainability such as horticulturists that care for plants, and compost and recycling helpers.
- Educate students about our procedures around waste and recycling. Explain where everything goes and what our direct impacts on the environment are.
- Have a class challenge of producing less garbage.
- Promote recycled art. Include a bin in your class or recycled materials for art.



Green Cities

It is said that by 2050, about [70% of the world's population is expected to live in urban areas, with the world's cities accounting for 60-80% of energy consumption and 75% of carbon emissions](#). Following a unit of urbanization and migration of people, my students created “Green Cities”, in which they took on the roles of sustainable urban planners. Using 80% recycled items, they set their cities into motion. They roped in a thematic and interdisciplinary way of thinking and their end result was phenomenal. It was evident they had formed a sustainable lens, and most importantly, they have continued to extend the use of that lens throughout the year.

CHECK IT OUT!

- [Women's Environment and Development Organization](#) has a lot of information about how climate change is impacting women's lives around the world.
- [Oxfam](#) also has a workshop about Women and Climate Change for teachers and students, contact miriamp@oxfam.ca for more information.



More Trees and Shrubs = Less Health Problems

By Mehtaab Grewal, Grade 7 Student, Creekside Elementary

An exciting new study says that trees may be good for more than just the scenery and they might reduce health problems across the world. A new study finds that health problems are lower in places with more trees and shrubs. Previous studies have looked at health outcomes people think have been linked to nature: depression, cardiovascular disease, and even recovery from surgeries. For example, people in intensive care units recover more quickly when their rooms are near trees rather than parking lots. Other students have found that forest walks can influence health-promoting hormone levels or anti-cancer immune cells in the blood. So next time you're sick or hurt, take a stroll through a park or forest to feel better faster!



Stay Golden and Green

By Avneet Dhunna, Grade 12 Student, Queen Elizabeth Secondary



Queen Elizabeth Secondary has many environmental and philanthropic initiatives. For example, [We Team](#) holds fundraisers for countries in struggling circumstances, and Student Council hosts an annual multicultural celebration to raise money for Surrey Memorial Hospital. However, the movements our school makes to preserve our beautiful environment also represents some of our greatest accomplishments. Green Team, Garden Club, and the Extending Hands Society have well established roots within the school and encourage students to become young environmentalists.

First, Queen Elizabeth has a Green Team that aims to protect the school grounds through monthly “beautification” (trash pick up). Green Team members also enforce an efficient and eco-friendly waste discard system and help implement the three R’s- “Reduce, Reuse, Recycle.” Interactive and fun presentations are held by the team to educate students about what items are safe to reprocess and what others must go straight into trash the trash. In addition, the Green Team helps the school to

participate in the annual Energy Conservation Cup held by the Surrey School District.

In Garden Club, we have a group of dedicated students tending to the community vegetable, fruit, and flower gardens in Queen Elizabeth Secondary’s “backyard.” Rapid urbanization continues minimize the garden spaces in Metro Vancouver. Recognizing the growing need, the idea for QE meadows Community Garden was put forward by students from our school. In 2017, the community garden was built in partnership with the City of Surrey, and with help from students and the local community. Because of the garden’s establishment, families can access organic produce within the vicinity of their neighborhood. The community garden also enhances Queen Elizabeth Secondary and altogether, Surrey’s dynamic green space.

Finally, we have The Extending Hands Society created by grade twelve students, Avneet and Ramneek Dhunna. In this group, students go out into the community and volunteer for various humanitarian and charitable organizations. Most importantly, students lead

and complete coastline cleanups for The [Great Canadian Shoreline Cleanup](#) organization. While picking up litter to preserve the environment for surrounding wildlife and plants, members in this group also contribute to statistics regarding the waste on BC’s shorelines. This helps environmentalists use data to advocate for solutions to the problems of accumulating trash. The Shoreline Cleanup community initiative ultimately encourages students to lead positive change that helps support the ecosystem. Even though The Great Canadian Shoreline Cleanup organization has only been a part of Queen Elizabeth Secondary for a year, the effort has taught many students about the threat litter poses upon our aquatic ecosystem.

Any small, green step in the school or in the community can make a great difference. So teachers, students, and fellow distinguished tree-huggers, today is the day to teach, learn, initiate ecological projects near you. There are endless of opportunities to protect and preserve our green treasures!

Service Learning at Clayton Heights Secondary

By Angela Marcakis, STA Communications

I recently attended the Sparking Today’s Learner dinner and was completely inspired by Sarah Daintry’s presentation on Service Learning. I connected with Daintry shortly after and asked her for more details on the many amazing things she does with her students. Check out some of the many tasks Daintry takes on with her classes and leadership students below and see if you can infuse any of them into your own classroom.

While teaching Science 9, her students pick an environmental issue they are attached to and learn more about it through inquiry. They then write fact-filled letters to a government official to get them to change something to do with the environment. Daintry’s students also help to grow and plant food (such as garlic and basil) in their community garden that is then sold to Clayton Heights Secondary staff, with proceeds going to a cause picked by the students.

In Daintry’s Math 10 AW class, the students plan a project using their budgeting, tax, best buy, and planning skills to feed as many homeless people on the Downtown Eastside that they can for \$1,000. They help pick food to buy from three different grocery stores (Save On Foods, Costco, and Superstore), working

with the Canada Food Guide to pick out a healthy and well-balanced meal.



Her Biology 11 class actively removes invasive plant species around Clayton Heights, such as the Himalayan blackberry bushes. The students also participate in a beach clean up along with an intertidal zone scavenger hunt, where they clean up the beach for an hour before they get to identify all the organisms they have learned

about in the animal unit. This year they also contacted the City of Surrey to plant trees.

When Daintry teaches about blood and plasma in her Biology 12 classes, she asks the Grade 12s to consider donating blood and they learn about how their contribution can help save many lives. She states that by practicing civic engagement and citizenship, students see that what they are learning is not only practical, but also helps to improve the lives of others. This increases students’ connections to the curriculum and exposes more students to acts of service.

Other teachers at Clayton Heights are also infusing acts of service into their classes. For example, the Woodshop 10 classes have made hundreds of wooden toys over the past 8 years for their Christmas Hamper program. The students put a lot of effort and care into their toys, knowing they are going to people in need. Students from their Foods classes prepare and cook meals on Friday that the service club then serves at the Surrey Urban Mission on Sunday.

Want to get your students involved in more environmental leadership?



Photo: BC Green Games Website

Get a team together and participate in the next BC Green Games, where you share and celebrate your environmental justice stories and can win prizes!

www.bcgreengames.ca



Court Day with Susan Lambert

By Maire Walker, Creekside Elementary Teacher

I am reflecting on my morning in the Vancouver Provincial Law Courts. I attended the Court Rally in support of 7 Land Protectors along with my friend and colleague Hilary Wardlow. I came in support of Susan Lambert, past BCTF President and Jean Swanson CM, anti-poverty activist as well as others. Both Swanson and Lambert spoke eloquently and passionately in defense of their actions, prompting Mr. Justice Kenneth Affleck to state “there are no doubt cases where the law is wrong”.

Yet, the person who stood out most was Charlotte Gyoba, a retired Japanese-Canadian teacher. She told her story of her family's internment and made connections to the Indigenous peoples of Canada. There is a long colonial history in Canada where “others” have been treated unfairly and some to the point of cultural genocide. She described the heartbreaking story of the Orca mother carrying her dead calf for weeks in our ocean as a message of disdain for the humans on our planet. She cited how PM Justin Trudeau has gone against his campaign promises to protect the environment and move forward with reconciliation with his government's purchase of the Trans Mountain Pipeline.

The last time Hilary and I attended a rally together was at the Vancouver Art Gallery, during strike action in 2012 when Susan Lambert was our BCTF president. It was fitting that we would be here today supporting her and the others who are standing up for what is right, not for what is law. As teachers, we have a responsibility to stand up for the “right” thing

and sometimes that doesn't match what is law. Law can change and sometimes it needs to. Environmental stewardship is something that we teach and encourage in our classrooms. It is in our curriculum and in the First Peoples' Principles of Learning,

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognized the role of indigenous knowledge.
- Learning is embedded in memory, history and story.

PM Justin Trudeau needs to acknowledge that he is violating Aboriginal rights by with his pushing through the Trans Mountain pipeline. Ignoring human rights is not new to the Canadian government and sadly under the rule of JT, it continues. He can't placate the people of Canada with a new statutory holiday in remembrance of our country's history of residential schools. He needs to acknowledge his mistake in buying the pipeline that ignores environmental science and the rights of Aboriginal people. As was said in court today, the monies spent on the pipeline could instead provide clean drinking water for all Canadians,

affordable housing, health care, and education. It could be used to make reparations to the Aboriginal peoples of Canada. There are many Calls To Action recommended by the TRC that have been left unfulfilled. Our Prime Minister should focus his effort and our money on these Calls to Action, not on supporting the continued abuses of our Aboriginal people and our environment by big business.

Lambert, Swanson and others were sentenced to 7 days in jail by Mr. Justice Affleck.

After leaving the court, Hilary and I went to the Vancouver Art Gallery for lunch and a walk through the gallery and memory lane. On the 3rd floor we saw Ayumi Goto and Peter Morin's exhibit “How do you carry the land?”, an exhibit inspired by friendship and reconciliation. How fitting! We both made instant connections to our morning in court and the Japanese-Indigenous connections. Hilary and I were very moved, as we reflected on our experiences of that morning, cemented both our friendship and professional relationship as teachers.

How are we as teachers supposed to teach about First Peoples, reconciliation and human rights when our government is simply paying lip service and not taking real action? When our government is not doing the right thing, when our laws do not support the right thing, what are teachers to do? Sometimes, we need to stand up and do the right thing!

Innovation to Save a Nation

By Annie Ohana, L.A. Matheson Secondary Teacher

I know teachers will understand the following language: We have all failed, have shown an impossibly intransigent mindset not focused on growth but on consumerism. I don't want to sugar coat my words when the latest environmental reports make it abundantly clear that our short-sighted economic and environment policies that prioritized ownership over stewardship have left Canada in dire straits.

The recent [Canadian Climate Change Report](#) couldn't have been clearer, Canada is facing the effects of climate change at twice the global average. If you shrug that off, the reality is that the resulting massive ice melts, increased intense rainstorms and extreme weather are “effectively irreversible”.

The crux of the issue truly lies with how we define our nation, and what progress and survival look like. In the last several years we have defined our national interests and economic growth on pipelines and fossil fuel/carbon extraction that quite literally cut through the very heart of First Nations sovereignty.

The question in my mind then becomes, what is truly irreversible, our environment or our mindsets?

I am an optimist and I see when looking at declarations like UNDRIP (United Nations Declaration of Rights of Indigenous Peoples) and the Leap Manifesto, how a focus on Indigenous ways of being, and practical policy changes can positively affect our mindset, our environment, effectively saving our nation.

Solutions will not come through some next economic revolution based on newer ways to consume and exploit. Innovation will come when just as voraciously as rising sea levels, melting ice, and extreme floods, we disrupt our current system with an immense and comprehensive investment in what I believe no Canadian is against, increased democracy in the form of energy democracy that frees us from corporate control and environmental degradation. We need great training programs for workers in carbon intensive jobs that allow them to grow and prosper with clean energy investment.

Needed change goes far beyond the type of straw or the water bottle you use. Any individual change should undoubtedly be applauded, but the hidden structure of a neoliberal ideology that calls for passive and massive consumerism and downplays the power of collective action in changing larger elements of our carbon footprint, is still very

much in play if we keep our analysis at the individual level (a level that does not take into consideration privilege, access to resources, and other aspects of positionality which we have little control over). The innovation we need lies far beyond any one person, and is in the collective. When will we see the deep abiding dedication to green industries that we currently see with the subsidization of harmful resource extraction. When will we be comfortable with ACTUALLY investing in our population, in realizing we don't need to adhere to a finite primary resource economy?

I hope you join me in calling out our governments, in demanding a growth mindset that allows every Canadian a lifeline from the apocalyptic changes pointed out by report after report. From the straw to the pipeline, those technologies are just as old as the fossil fuel in our ground. Time for something new, **Innovation to Save a Nation.**



A Day in the Life of an Integration Support Teacher

By Kevin Amboe, IST Teacher, David Brankin Elementary

“When asked what my job is like, I think of the concept of being on a treadmill or hamster wheel. You keep running at a fast pace, however, it doesn’t feel like you get very far.”



When I was asked if I could write a day in my life as an IST, I knew it would be a challenge. I said sure, but it has been two weeks and I haven’t had a typical day yet. Every day is unique in form and challenges. This year is even more complex because the district is in a frenzy to make sure all the paperwork is perfect so that when audited they don’t lose hundreds of thousands of dollars.

Before I share what a composite day feels like, I want to highlight that I am ‘on’ from the moment I walk in the door until I walk off the property. The needs are high – every time you see a student on your caseload, you stop to interact. Every time you see an EA, there is a short conversation or request. Walking in the hall is always fair game to be asked for help, resources, or checking in on what is being done to meet their student needs. It is a great position to be in; however, it does mean that you are always ‘on.’ It also means that your to

do list can grow whilst you are on your way to complete a task in the copy room or deliver a resource to a classroom.

When asked what my job is like, I think of the concept of being on a treadmill or hamster wheel. You keep running at a fast pace, however, it doesn’t feel like you get very far.

8:00 AM

School Based Team from 8:00 this AM. Discussing 4 students. Two are students on my caseload, 1 is in process of assessments, 1 seeking agencies that support their designation.

9:00 AM

After an hour-long meeting, there is often a hour of follow up and further work to be done. Start the processes and work as a result of SBT Work from the SBT meeting

- Follow up on sharing information form to get parent to sign so we can talk directly to their doctor
- Send email to School Psychologist to confirm Psych Ed. testing date and office booking to complete testing
- Follow up on sharing information form to support parent in connecting with outside agency.
- Prepare list of students to be discussed at next School Based Team meeting for students that require hearing testing. Complete form to send home to parents to be taken to their doctor so they can be put on the Fraser Health hearing testing priority list.

9:40 AM

The school received a call that the bus has been delayed due to heavy traffic. The admin asked me to contact the affected families

because I have a relationship with the family to better relay the information. Then I had to call parents of three students confirming that the students arrived after bus transport was delayed 30 minutes for traffic. In the process one of the parents needed to share some additional concerns so a 10-minute task became 45 minutes.

Tomorrow is a follow up meeting with a student’s behaviour consultant. It has taken 2 weeks to coordinate a date that works for parents, behaviour consultant, EA, teacher and IST. In preparation, I need to review the file, check up on the IEP and goals. On the way to the office to read the file, an EA catches me in the hallway having missed a break because the EA that normally covers them is on a field trip. While I am strong when keeping the scheduling role that of admin, the EA just needs to go to the bathroom so of course, I work with the child for 5 minutes so they can take care of their needs.

10:30 AM

I find their file and begin reading and then hear the bell – the one that ends recess as I didn’t hear the one for students to go outside while I was reading.

Heading back to my room, an EA sees me walk by and asks if I could print another morning routine strip as the last one got torn up yesterday by the student. Arriving back in my room, there is a student and EA in my room with the student playing with some toy cars. As I settle in to work on the routine strip, the student becomes defiant and refuses to leave or clean up their cars. While not intervening to allow the EA to maintain authority, I am cognizant of situation and looking for ways to be supportive – thus not starting my other task yet so I move closer and repeat the EA direction for the student.

A few minutes later, this scenario has resolved and I hear familiar squeals in the hallway from a student that leaves their classroom often several times a day running and yelling in the hallway. Our current plan is to close classroom doors and allow the student to run (since they have demonstrated, and communicated with their behaviour, that the classroom is not where they need or want to be). Once they are ready to return to work with a calm body, and quiet voice, they can be lead back to their classroom for settling.

11:30 AM

I manage to log back into my computer and find the routine strip for the student, send it to the office as there are only 5 official printers for IST to use (in the district). But I need to put in card stock paper so bring my laptop down, put the cardstock in the copier, and press send. Unfortunately, a student print job was sent at the same time and I have to try again. Success.

Print, cut, deliver. Take the second copy and add to the laminating folder that will be done next week now.

I return to my room once again and have to clean up a few items since a student had a break and bolted from the room while I was out.



Since my laptop is open, I check email which only has 15 new emails since this morning when I checked before getting to school. A couple, I just read for information. A couple are district memos that I have to read through and decide if they apply to me or if I want to volunteer to go to an after-school session and a few are for scheduling with AAC,OT, SLP, PT for students on my caseload. Then the meaty ones come that require reading a memo and then work. It takes time to review, sort, file, and assess the urgency and respond as needed.

Finally I can look at the to do list again. My first task is to add to it by downloading the extra tasks that I have been asked to do and ones I realize I need to complete or as a result of emails.

12:30 PM

The lunch bell goes and students are coming back in. I am deeply involved in getting through the emails since I know there will be just as many tomorrow (and more later today). One of our district Teachers of the Deaf and Hard of Hearing drops by to discuss 2 students they will be visiting shortly. It is a great conversation; however, I forgot they were coming even though it was in my calendar.

Before I forget the details of the conversation and my quick notes, I transcribe them into a note updating the IEPs, and add to my calendar to check in on the supports provided today by the Teacher of Deaf and Hard of Hearing.

1:30 PM

One of the EAs drops by who is having challenges with an iPad App intended to help student communicate better. The iPad is freezing and the battery is dying too quickly during the day. I make some adjustments and

send a service request to IMS to come and have a look at the iPad. Send an email to our AAC SLP requesting a replacement as it is 4 years old anyway.

2:30 PM

The end of day bell rings. I return to look at the to do list again. I am able to cross off one item on my list. Now that the halls start to quiet down, I look back at the list and see if I can accomplish 2 or 3 smaller tasks. Then I open email again (having heard it ding several times recently,) and spend another 30 minutes reviewing and dealing with a few of them. I have to do it now or the pressure tomorrow to catch up again will be too high.

Write up notes from meeting regarding specific student with challenges.

Yes you will notice that there was no break for recess or lunch. There isn’t time in the day to do more than go to the bathroom as required. Certainly, it is me choosing not to take those breaks but in part, I accept those times when I don’t have interruptions while completing requirements on the to do list. Most to dos need to be done during the school day when students are there.



Create another visual schedule binder including:

- Pics
- Velcro Strips
- First Then
- Finish Pocket
- Get a binder and plastic dividers
- Give EA Velcro to attach to each individual pic

- Create a Token Board specific to child with Paw Patrol theme (to be more engaging)
- Talk with teacher about reducing written output expectations when student is frustrated
- Talk with teacher to allow student to miss class time for community walk training

• Respond to EA request and further details and clarification

• Create specific Pics, Token Board, Routine Strips, and Stories

• Download, print and laminate sight word activities for student

• Create number cards for non-verbal student to make choices with

• Create EA supplies form

- Put in EA boxes
- Send digital copies to EA's
- Put additional copies in office

• Send list of EA's confirmed to attend next EA inservice

• Provide SubBook Template to new EA with a new student

• Check with EA that Taxis has been ordered and has their cell number to go on field trip

• Lock out Drill – Supporting EAs in the unstructured environment

• Assist EA with problem accessing their email on a district device

• Meet with outside consultant unable to attend meeting

• Update IEP strategies

• Submit referral for SLP services – get parents to sign form – provide to SLP (once hired)

• Find/make and print Social story about body/facial expressions

• Find tactile items to update items in break box

• Find or make, print, laminate routine strip for morning routine (Backpack off, Planner Out, Hang up Backpack, Jacket off, hang up jacket, outside shoes off, inside shoes on, planner in basket, sit in circle)

• (Do end of day routine as well)

• Find or make, print, laminate routine strip for bathroom

• Create and laminate custom pics for Morning Meeting, Snack, DPA, Music Group, Planner

• Print/Laminate common community signs for several students needing successful community walking interactions

- Add updated evacuation protocol for dependent student
- Get additional supplies from parent for dependent student needs in event of fire or earthquake
- Deal with an emergent defiant student - not on my caseload
- Check doors are closed and locked during assembly in case student bolts and goes into rooms unsupervised
- Search for a student who left their classroom - not a student on my caseload (Check wings of building and any open doors, then check around building)
- Student not on caseload interfering and disrupting class activities

- Finish writing 13 IEPs following meetings
- Send draft to Teacher and EA
- Send updated IEP from Teacher and EA feedback home
- File updated copy
- Make copy for admin

- Submit SBT request for H designated student – confirm with parent
- Requested to observe a student brought up at School Based Team – not on caseload – already at max

- Complete permission information with and get it signed by parent
- Send home to get signed parent form for IEP related activities (write form for IEP related activities)

- Update IMS on printing problem
- Update IMS on storage space available
- Update IMS on PDFs not opening properly on colleagues computer
- Create IMS work order for printer not working

- Add updated training forms from Child Development Centre to student files – Update VP on EA's now trained so they can adapt the schedule
- Complete school physician communication form, submit to office for approval, work with translator to ensure request is understood, book
- Follow up with doctor for GG (Doctor hasn't sent fax back with report as requested end of June)
- Follow up with Parent about outside agency (Record in contact log)
- Contact doctor to follow up on seizure Disorder, Rescue Medication
- Request Public Health Nurse to train on administering Rescue Medication for affected staff
- Parent drops by with updated doctor information
- Phone optometrist for vision report –

- Request AAC iPad for new student
- Update student file
- Get parent signature for AAC service approval
- Configure iPad with their profile
- Configure iPad with data collection

- Research apps to meet specific learning goals (add request for paid apps to the list)
- Add items and apps to Budget request
- Create a PAC request for 3 iPads for students needing new ones that don't crash for AAC purposes
- Back up student data for TouchChat
- Set bookmarks on IST iPads and classroom computer for Tumblebooks, Worldbook Kids, and Discovery Learning
- Print copies of the login password for teachers
- Install basic literacy, numeracy, sight word, interactive apps on iPads

- Go shopping: pickup 3 and 5 plastic drawer sets – too expensive buy at thrift store
- Buy at thrift store
- Buy at thrift store afterschool to timer

Integration Support Typical Day

Shape of the Day

8:00 am	School Based Team
8:30 am	School bell rings
9:00 am	Follow up
10:00 am	Prepare for behaviour consultant meeting tomorrow
10:15 am	Recess
10:30 am	Routine Strip
11:00 am	Complete a functional behavioural analysis
11:30 am	E-mails
11:45 am	Lunch
12:30 pm	Meeting with District Teacher of the Deaf and Hard of Hearing
1:30 pm	Transcribe meeting and update IEP
2:30 pm	School bell rings

- Book translator from Welcome Centre for upcoming IEP meeting
- Arrive early for School Based Team on Wednesday (8-9)
- Arrive Early for EA Inservice
- Meet with Principal tomorrow for H student
- Meet with teacher and EA training how to use and model Touch Chat with student
- IST meeting at REC
- Meet with Principal on Wednesday about Audit proofing files
- Meet with parent about a recent medical concern for their child - coordinate with translator
- Follow up with District Helping Teacher for specialized supplies for specific student
- Prepare notes for meeting with Child Development Centre for students on waitlist for Sensory referrals over 1 year already
- Schedule time on Thursday to go and discuss students
- Follow up with OT for specialized

- Contact bus company
- Contact parents about late bus drop off
- Write list of workshops recommended for district to provide
- Remind EA's of inservice activities coming up next week

- Completing referral for student not yet designated
- Completing Ministry Matrix
- Copying any relevant data
- Contact parent to confirm permission to designate

- Submit District Collaboration request for student with ongoing Behaviour challenges that are beyond what we are able to successfully manage
- Complete Behaviour matrix
- Update Positive behavior support plan
- Support EA with skill recommendations
- Create resources as recommended
- Update Token board and social

School Psychologists

By Peter McKay, School Psychologist, Surrey

1. What do School Psychologists do in our district?

Surrey School Psychologists are vital in providing support for our most vulnerable learners and families. We are trained in learning, behavior, mental health and school systems. A typical day involves working with students, attending parent or SBT meetings (often before or after school), consulting with school staff, reviewing files, scoring and report writing, and attending district meetings.

2. What are some misconceptions people may have about your role?

- Many of our colleagues are surprised to learn that we are members of the STA/ BCTF and are paid on the same scale as teachers.
- Psychoeducational assessments, although a large part of our role, are not our only responsibility. In addition to providing psychoeducational assessments, we collaborate within our schools, consult with district staff/programs and liaise with community agencies. Most of our School Psychologists are further involved in various district initiatives (e.g. Level B assessment series; intensive literacy; behavior/interagency programs; gifted education; mental health; organizing professional development).
- The decision to assess a student arises as a result of a larger process which involves consultation through SBT, direct LST support/academic interventions, consideration of social emotional needs and thoughtful communication with parents. Psychoeducational assessments provide valuable information regarding a student's learning profile and provide information to help guide interventions and supports; however, they do not solve a student's learning or behavioural challenges. While our reports may lead to a Ministry of Education designation, these designations do not usually come with funding support or EA hours.

3. What are some of the particular challenges School Psychologists are dealing with at the moment?

- We are constantly coordinating our schedules around space in schools, student and parent schedules and school based and district meetings that are spread across our large district. Finding time and space to fit everything into our workday is a constant challenge.

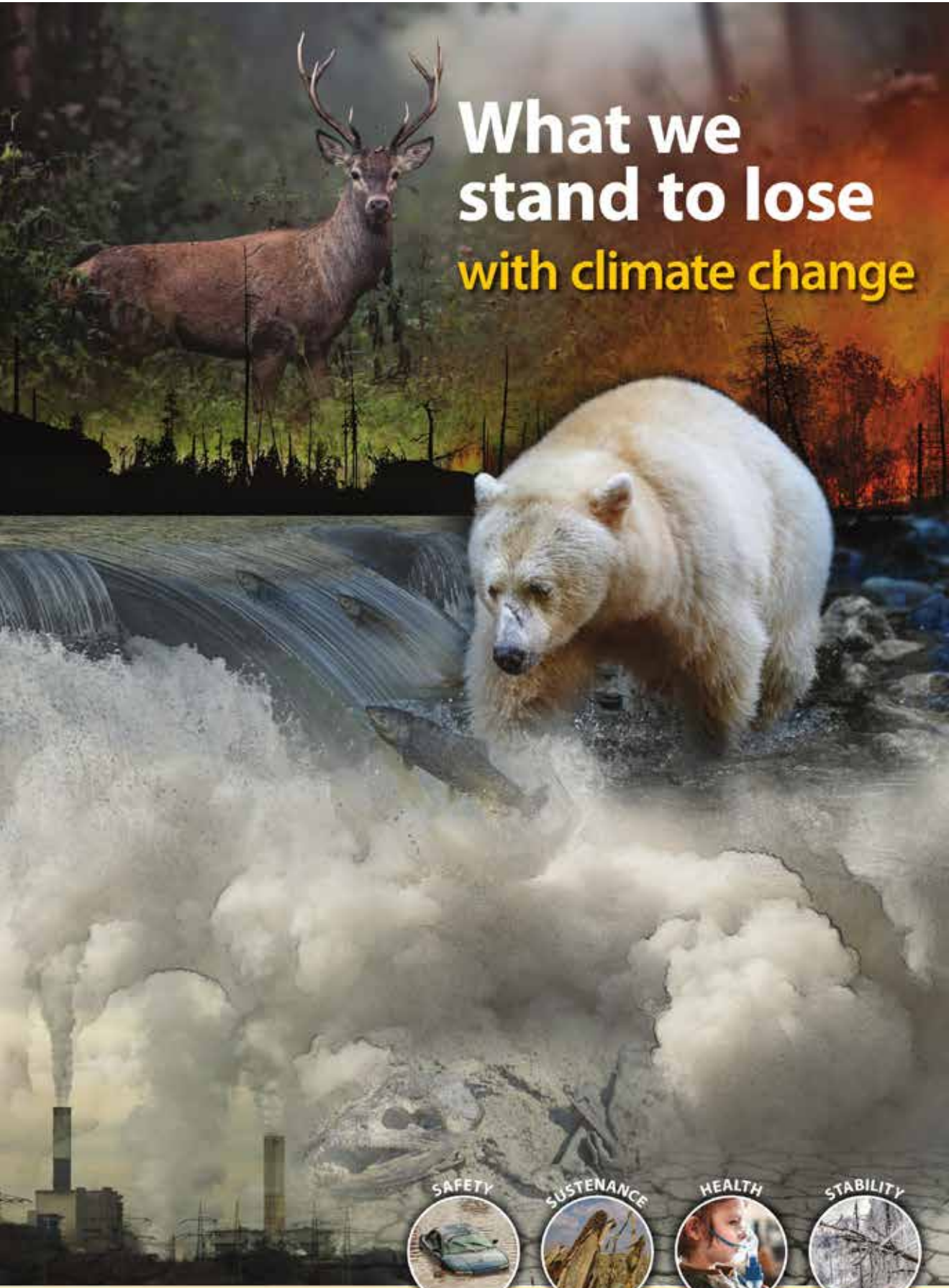


- Recruitment and retention of school psychologists has been particularly challenging for the last few years given in part to higher pay incentives in neighbouring districts and chronic shortage of qualified professionals throughout the province. This has resulted in some school psychology shortages in our district over the past couple of years. There are some schools who do not have a regular School Psychologist - a shortage that many of us have responded to by helping schools beyond our caseload.
- Currently, each of our full time school psychologists are assigned a caseload of 3200 students or more across six or seven school sites and this is roughly a 10% increase this school year from last. This increase in workload further impacts the students we can work with and the supports we can provide.
- Due to pending legislation changes at the government level, School Psychologists will be ported over to the College of Psychologists and this change will result in increased expectations for professional development and the payment of significant professional fees (yearly dues, exams, application fees).
- Given our greater responsibilities at the school, district and community levels in recent years, the staffing shortages in our district and the increasing complexity of the students we deal with, we often feel overwhelmed with prioritizing needs.

4. What can other STA members do to support School Psychologists in their role?

Surrey is a fantastic place to work and we feel fortunate to have so many great colleagues in all of our schools. We appreciate working with our school teams and throughout the district to support our most at risk students. We thank fellow STA members for taking the time to read this message and to learn a bit more about what we do and some of the challenges that we face. Please continue to share your concerns around the need for special education and school psychology supports with our union as we work together to support these vulnerable students and their families.





What we stand to lose with climate change

SAFETY

SUSTENANCE

HEALTH

STABILITY

Take action for our future

For information on Environmental Justice teaching resources, please refer to: bctf.ca/EJ-LessonPlans and bctf.ca/EJ-Resources

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