



INTERNAL MEDIATION SERVICE (IMS)



Overview

IMS mediates disputes that threaten positive relationships among school personnel and others, as appropriate.

IMS mediators are experienced BCTF members from all levels of the school system. They help resolve disputes through mediation in non-threatening, neutral situations—they do not adjudicate or advocate. They do not report their findings to anyone inside or outside the BCTF.

Each mediation case is confidential to the mediators and the members directly involved.

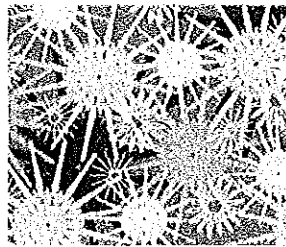


How to access the service

Individual teachers, groups of members, or the local association may obtain the services of the IMS by communicating with Kelly Shields, assistant director, BCTF Collective Agreement and Protective Services Division.

For further information

contact Kelly Shields,
kshields@bctf.ca
604-871-1803, or toll
free 1-800-663-9163,
local 1803.





PEER SUPPORT SERVICE

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PeerSupportBrochure.pdf*



What is Peer Support Service?

BCTF Peer Support Service (PSS) is designed to provide support to teachers who are on plans-of-assistance (i.e., have received a less-than-satisfactory report), or who request assistance with their teaching (i.e., self-referral).

Who will provide the service?

The peer support and assistance will be provided by teachers, known as BCTF Peer Consultants, who have an extensive background in teaching, and training in planning, consultation, classroom observation, analysis, and feedback skills. Peer consultants will offer support in a collaborative and non-judgmental environment. PSS consultants support the growth of a teacher's professional practice, outside of the evaluation process.

How can a member access the service?

An active member who is on a plan of assistance or who desires help with her or his teaching may request PSS services by contacting their local president, who directs the request to Nancy Hinds, BCTF Peer Support Service staff.

Who will pay for the service?

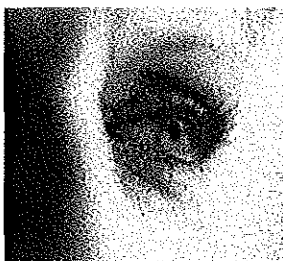
The cost of the service to a member on a plan-of-assistance will be the responsibility of the member's school district. The Federation will pay the cost of the service for a member who requests assistance with her or his teaching (i.e., self-referral). Cost sharing with the district is also negotiated case-by-case.

What is the role of the local in the delivery of the service?

The local president or designate agrees to work with the peer consultant in the delivery of service, and the local agrees to provide or obtain follow-up support, as needed, for the teacher.

What is the responsibility of the school district?

The school district agrees to pay the cost of the service for a teacher on a plan-of-assistance and to provide follow-up support, as needed, for the teacher. The district also agrees with the procedures under which Peer Support Service is provided (please see the back page for the procedure).



For more information about the service, please contact Nancy Hinds, 1-800-663-9163 (local 1840) or 604-871-1840, or PSID support staff 604-871-1807.

The service will be provided according to the following procedures and processes:

Peer Support Service may be offered to a member only when her or his school district agrees that it shall not use any information relating to the member's participation in the Peer Support Service against the member in any disciplinary proceedings, or in any evaluation of the teaching performance of the member. The cost of the service to a member who is on a plan-of-assistance will be paid by her or his school district.

A peer consultant will not give reports to any person except as agreed to, in advance, by the member receiving the services, the local president, and the peer consultant. Wherever possible, a peer consultant assigned to assist a member on a plan-of-assistance will participate in developing the plan-of-assistance.

Peer consultants may discuss information relating to their work with members of PSS and with appropriate BCTF staff on a privileged communications basis at any time.

In the event that a situation where a peer consultant provided assistance develops into a grievance, no information from the peer consultant will be requested nor will any be offered about the situation. *Members' Guide to the BCTF*, Policy 30.A.24-32

For more information about the service

contact Nancy Hinds
at 604-871-1840 or
1-800-663-9163, local
1840 or,
nhinds@bctf.ca

OR

PSID support staff
1-800-663-9163 (local
1807) or 604-871-1807



TEACHER REHABILITATION PROGRAM

The overall goal of the Teacher Rehabilitation Program is to return teachers to work as soon as possible and/or to assist them in achieving maximum medical recovery from their condition.



History

The Teacher Rehabilitation Program began as a pilot project in five districts in 1993. The success of this pilot led to major provincial expansion. As of January 2007, the Teacher Rehabilitation Program is available in 55 of 60 districts covering 99% of all eligible teachers.

Vision

The BCTF will assist teachers who are, or who become, disabled to maintain or to return to their teaching positions as early as possible by funding an early intervention rehabilitation program offered on a voluntary basis. As well, the program will promote wellness initiatives for teachers.

What is rehabilitation?

Restoration of, or improvement in, a teacher's health, functional capacities, or ability to engage in occupational and personal activities through the development and implementation of a plan designed to assist and support a teacher through her or his recovery.

How does the program assist a teacher?

A professional rehabilitation consultant will:

- meet with you, and if applicable, your family.
- consult with your healthcare providers.
- meet with representatives from your local and school district to explore your return to work options.
- work with you and the above parties to create a plan aimed at work re-entry.
- co-ordinate rehabilitation services during your return-to-work period.

Rehabilitation professionals assist teachers to:

- maximize their recovery from disability.
- reduce the incidence of recurrence.
- prevent future disability.
- develop rehabilitation goals.
- plan a safe, timely, and durable return to work in accordance with medical information.

Who is eligible to access the program?

- a teacher who has identified that she or he requires assistance in maintaining her or his assignment
- a teacher who is using sick leave to manage her or his symptoms

(non-consecutive use of sick leave—approximately 10 days in the current school year and approximately 10 days in each of the previous two years)

- a teacher who has a reduced assignment due to disability
- a part-time teacher who has not worked her or his allocated hours for four consecutive work weeks
- a full-time teacher who has been absent from work for 20 consecutive working days.

How can I be referred to the program?

Potential candidates can be referred for rehabilitation assistance in four ways:

- self-referral
- referral by local president or designate
- referral by school district representative
- Salary Indemnity Plan – STD/LTD(GWL).

Self-referral to the program may be initiated through contact with BCTF SIP Teacher Rehabilitation Program at 604-871-2283 or toll free at 1-800-663-9163.

What happens after being referred?

- Initial contact:** A BCTF referral co-ordinator contacts the teacher to *introduce* the program, to obtain the necessary *voluntary consent* to participate, and to *gather initial information* to process the referral.
- Assessment:** A BCTF rehabilitation manager assesses and approves participation, informs local rehabilitation service provider who assigns a local rehabilitation consultant who completes initial assessment and medical interviews with teacher and medical practitioner.
- Planning:** Consultant and teacher together with medical practitioners develop rehabilitation plan. Consultant explains plan to district rehabilitation committee (district HR person, local association rep, and consultant) for implementation.
- Implementation and follow-up:** Teacher commences return to work as per the plan with ongoing support.

SIP Teacher Rehabilitation Program staff:

- provide education on the Teacher Rehabilitation Program and effective return to work strategies.
- determine if rehabilitation services are indicated.

- ensure services are delivered.
- monitor and provide direction to rehabilitation consultants.
- oversee the service providers to ensure adherence to program policy and procedure.
- counsel and provide information to members, as required.

District Rehabilitation Committee

In each participating district, the committee, consisting of a district HR rep, local association rep, and the consultant:

- provides a forum for information sharing.
- plans and provides necessary work accommodation, work hardening placements, graduated return to work opportunities.
- monitors return to work programs for teachers.

The information shared is only for the purposes of planning workplace accommodations and return to work and is kept separate from any personnel file.

Confidential medical information will not be shared with the employer.

Income Protection

Income is maintained through:

- normal sick-leave entitlement and, when entitlement ends
- BCTF's short-term and long-term disability plans (upon application)

BCTF members, through their Salary Indemnity Plan, fund the Teacher Rehabilitation Program to:

- facilitate timely, safe, and durable return to work for teachers needing assistance.
- assist teachers in maximizing their recovery from disability and reduce the incidence of recurrence.
- support teachers in their adjustment to disability.
- provide early rehabilitation and intervention to prevent future disability for high-risk teachers.
- assess the impact of disability on the teacher's ability to work.
- recommend to the employer accommodations for return to work.

Role of the Salary Indemnity Plan

- administer the Salary Indemnity Plan according to the regulations
- share information between Salary Indemnity Plan benefits and the Teacher Rehabilitation Program

- house the rehabilitation reports and share information with other BCTF divisions only with the written permission of the teacher
- adjudicate short-term disability claims
- provide assistance to members in applying for long-term disability benefits
- provide general information on group benefits and insurance
- report to the Executive Committee on the operation and finances of the Salary Indemnity Plan.

Cost

The Teachers' Rehabilitation Program is funded through the BCTF Salary Indemnity Plan.

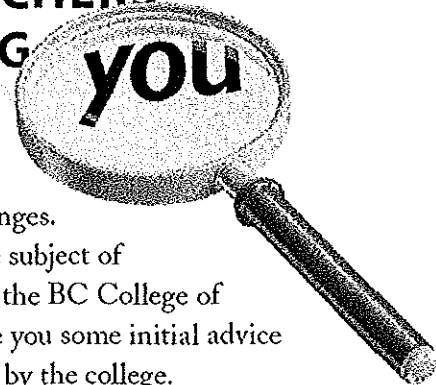
Program objectives

- to provide a community-based disability rehabilitation program supporting the terms and conditions of the BCTF Salary Indemnity Program
- to encourage teachers with disabilities to maintain or regain work activity
- to provide assistance to disabled teachers to realize their potential and minimize the impact of disability
- to provide support to teachers and/or their families coping with adjustments resulting from the disability
- to enhance economic/social security of members and their families whose quality of life may be altered through loss of income due to disability
- to develop co-operatively, with the employer, the necessary workplace accommodations

**For further
information**
1-800-663-9163



WHAT TO DO IF THE BC COLLEGE OF TEACHERS IS INVESTIGATING



Teaching is a fulfilling profession that has many rewards and challenges. However, teachers can also be the subject of allegations and complaints before the BC College of Teachers. This pamphlet will give you some initial advice of what to do if you are contacted by the college.

When is a teacher investigated by the college?

The college has a statutory mandate under the *Teaching Profession Act* to regulate the professional conduct and competency of college members.

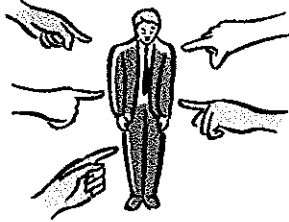
Concerns about the conduct of a teacher may come to the attention of the college through a variety of sources, the most common being:

- reports of disciplinary action taken by a school district
- person complaints
- reports of criminal charges.

The college will advise you in writing if it receives any reports regarding your conduct.

What should you do if you receive a letter from the college?

1. If you receive a letter from the college which contains allegations of professional conduct and/or competency concerns, contact your local president immediately. Your local president will assist you in applying for BCTF legal aid. All matters will be treated confidentially.
2. Take care to keep copies of all correspondence you receive from the college, as well as all other documents you have related to the allegations. Provide these documents to the BCTF with your request for legal aid.
3. If you are contacted by the college, and you are already receiving legal assistance, ask the college to contact your representative. If you are not



yet represented by BCTF staff or a lawyer, advise college staff that you would like to obtain legal advice before responding. If necessary, ask that deadlines be extended to give you an opportunity to speak to a lawyer.

Do not do any of the following without legal advice:

1. advise the college of your position in response to allegations
2. resign, retire, or let your teaching certificate lapse
3. answer informal resolution questions
4. attend an interview with a college investigator
5. respond to an investigation report
6. make an agreement with the college
7. participate in a hearing.

Remember

Facing allegations before a professional body is inherently stressful even where those allegations are inaccurate or minor. The slowness of college proceedings means your stress level may build over time.

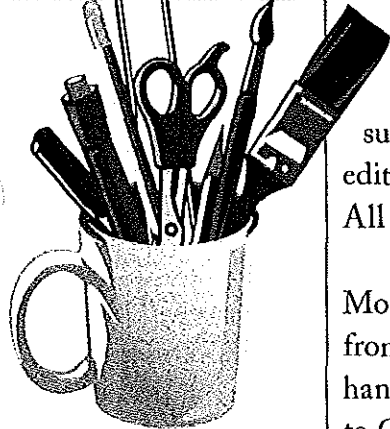
Most school boards have an Employee Assistance Program available free to teachers. They offer a range of confidential services including counselling and stress management.

Support from a counsellor is recommended for anyone facing professional discipline proceedings. You should not avoid seeking support out of fear that it will be seen as an admission of wrongdoing.

You are not alone. Your colleagues, your local, and the BCTF will assist you in responding to the college.



LESSON AIDS SERVICE



Overview

In 2008-09, the BCTF Lesson Aids Service will strive:

- to continue to provide BCTF members with an improved Lesson Aids Service that distributes quality teacher-prepared and teacher-evaluated curriculum support materials.
- to provide new lesson aids to support new and existing curricula.
- to introduce new technology for the marketing and distribution of materials in the service.
- to raise awareness of the service to both members and non-members.

The Lesson Aids Service operates on the basis of teachers' sharing curriculum materials they have developed for use in their classrooms.

Most lesson aids are written by teachers, members of provincial specialist associations, and other educational agencies. All materials submitted for consideration are screened. Selected materials may then be edited for content and grammar, typeset and printed, or distributed as is. All lesson aids are sold at minimal cost.

Most of the approximately 800 lesson aids are in print form, ranging in size from one-page lesson plans to large curriculum packages. The service also handles a variety of CDs, DVDs, game boards, and CD Roms. Primary to Grade 12 are covered in most subjects as well as general information for professional development.

Development of lesson aids

Course changes, new innovations in teaching, decentralization of resource selection, and individualization create a heavy demand for classroom materials. Contributions of new materials are essential for the growth and success of the Lesson Aids Service. The service welcomes submissions. Materials should be submitted to the co-ordinator, Lesson Aids Service, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2.

- In general terms, the service is looking for materials that:
 - are a self-contained package inclusive of supplementary materials.
 - are adaptable to various ages of students and/or different geographic areas.
 - are open to extended student learning and divergent purposes.
 - are original.

- are useful in today's classroom.
- promote good teaching/learning styles—levels of questions.
- reflect current developments in education.
- respect all human beings, irrespective of factors such as sex, race, class, handicaps.
- are classroom tested.
- are economically feasible.
- All contributions should be accompanied by a letter claiming authorship and granting permission to print and sell.
- All materials submitted for consideration are screened. Selected materials are edited for content and grammar, typeset, printed, and sold at cost.

The Lesson Aids Service will retain lesson aid originals unless their return is specifically requested.



No remuneration is paid for contributions, but authorship is acknowledged on the title page.

If copyright materials are used in the preparation of units, the sources must be acknowledged, and the copyright holder's permission to use the materials obtained.

New titles added during the year will be advertised in *Teacher*, PSA publications, occasional Lesson Aids flyers, and the online catalogue.

Ordering information

The online catalogue includes capsule descriptions of all units. Lesson aids are arranged in subject and grade categories. It can be accessed under teaching resources through the BCTF website: *bctf.ca*. New lesson aids are added to the online catalogue throughout the year.

Orders are filled through the mail and in person. A cheque or money order must accompany all orders except authorized purchase orders. Visa or Mastercard is also accepted for pre-payment. GST and mailing is included in all prices. Individuals wishing to place an order in person may browse through samples of units in the BCTF display room and fill out an order form. Orders are filled on the spot.



For further information

contact Sandy
 Drummond,
sdrummond@bcf.ca,
 604-871-2182 or toll
 free 1-800-663-9163,
 local 2182

Materials development fund

Assistance may be available for teacher-initiated projects.

Curriculum development

- units or programs
- up to \$500 awards.

Projects must:

- be classroom tested.
- be developed by ongoing groups of teachers such as school staffs, provincial specialist associations, local association committees, and/or other approved groups.
- be suitable for use with any or all students, Primary through Grade 12.
- reflect a development process that can be duplicated by other teachers.



PROVINCIAL SPECIALIST ASSOCIATIONS (PSAs)



Overview

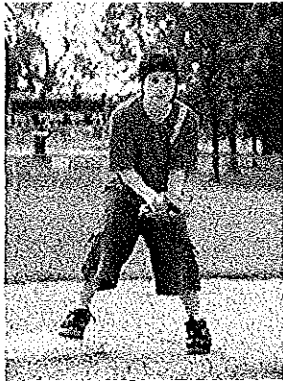
The BCTF encourages and supports 33 provincial specialist associations (PSAs). As an integral part of the Federation, the PSAs operate in accordance with BCTF policies and procedures and their own constitutions.

All BCTF members are encouraged to become members of one or more PSAs to share expertise and to gain information and experience.



Each PSA is unique—its strength determined by its members and its executive. Through journals, newsletters, conferences, workshops, websites, and other activities, PSAs promote communication among members.

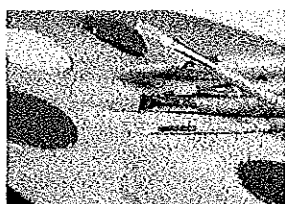
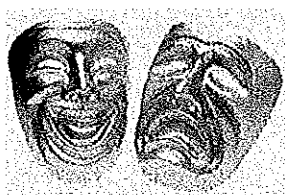
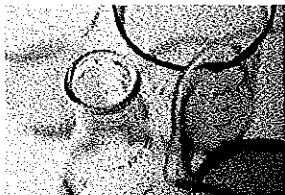
Individual PSAs are represented on the PSA Council through their presidents. The PSA Council provides advice to the BCTF Executive Committee on matters of concern to PSAs and on curriculum, professional development, and educational leadership.



PSAs

Aboriginal Education Association	AEA
Adult Educators' Provincial Specialist Association	AEPSA
Association for Educators of Gifted, Talented, and Creative Children in BC	AEGTCCBC
Association of BC Drama Educators	ABCDE
Association Provinciale des Professeurs d'Immersion et du Programme Francophone	APPIPC
BC Alternate Education Association	BCAEA
BC Art Teachers' Association	BCATA
BC Association of Mathematics Teachers	BCAMT
BC Association of Teachers of Modern Languages	BCATML
BC Business Education Association	BCBEA
BC Co-operative Learning Association	BCCLA
BC Culinary Arts Specialist Association	BCCASA
BC Dance Educators' Association	BCDEA
BC Educators for Distributed Learning	BCEDL
BC Music Educators' Association	BCMEA
BC Primary Teachers' Association	BCPTA
BC Rural and Small Schools Teachers' Association	BCRSSTA

BC School Counsellors' Association	BCSCA
BC Science Teachers' Association	BCScTA
BC Social Studies Teachers' Association	BCSSTA
BC Teacher-Librarians' Association	BCTLA
BC Teachers for Peace and Global Education	PAGE
BC Teachers of English Language Arts	BCTELA
BC Technology Education Association	BCTEA
Computer Using Educators of BC	CUEBC
Educators Against Racism	EAR
English as a Second Language	ESL
Environmental Educators' Provincial Specialist Association	EEPSA
Learning Assistance Teachers' Association	LATA
Physical Education-British Columbia	PE-BC
Provincial Intermediate Teachers' Association	PITA
Special Education Association	SEA
Teachers of Home Economics Specialist Association	THESA



Join a PSA!

- Be the first to know about conferences and workshops.
- Be up-to-date on research, teaching strategies, curriculum developments, graduation/entrance requirements.
- Demonstrate your dedication to professional development.
- Discuss and influence local issues.
- Exchange ideas.
- Gain experience in a variety of roles (writer, reporter, speaker, organizer, chapter leader, resource person, officer).
- Improve services to teachers and students.
- Obtain new/exciting information.
- Receive publications: journals and/or newsletters.
- Share your expertise with others who have similar interests.

For further information

contact Michele Steele,
msteele@bctf.ca
 604-871-1848
 or toll-free
 1-800-663-9163,
 local 1848 or
 Rob Taylor,
rtaylor@bctf.ca
 604-871-1866
 or toll free
 1-800-663-9163,
 local 1866

How to join

Applications for joining provincial specialist associations are available from the BCTF's website, *bctf.ca/uploadedFiles/PSAs/~PSA-ApplicationForm.pdf*. Memberships last for 12 months and begin from the date they are processed at the BCTF. Renewal forms are sent six weeks before membership expiry.

