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TIE- BC President's Report

by Debra Swain
May 2019

Bargaining and Inclusive Educators

As this school year comes to an end, we have much to think about. The news shared about the state of bargaining between the BCTF and BCPSEA is very concerning to inclusive educators. The employer's proposals do not reflect what teachers have stated they need to support their students. If BCPSEA's proposals were implemented, the support for students would be greatly diminished in my local. We have seen so many improvements since the reinstatement of our language. Many teachers were hired to meet the requirements of the restored language. Teachers that were needed for the 15 years the language was stripped. Students are receiving support in many different ways through the restoration of the language.

Teachers around the province entered into bargaining with the commitment to improve support for students in all districts, to see that locals who did not presently have class size and composition language would have it after bargaining. It is very important to work to make things equitable around the province without taking away from locals where things have improved and are working well.

Without trained teachers who can support students, assist their colleagues in planning for diversity and co-teach students, we cannot meet the goals we have set for ourselves and our students. Since the language was restored, many teachers have been hired. This has been a huge benefit to our profession and to our students.

I urge all BCTF members to contact your MLA or the Premier and let them know your views. The BCTF bargaining team has been working hard on our behalf. Let's all give them a hand in this.

Please take time to read the bargaining updates on the BCTF members portal.

Personal Reflections on Professional Development

By Debra Swain, TIE-BC President



This year provided me with several opportunities for professional growth. All of these opportunities came about through my profession, either through my Local, TIE-BC or through the BCTF. I appreciate all the organization that goes into making professional growth happen for teachers. I want to share some of what I learned with you. What was reassuring to me, was the strong thread of humanism that was wound into all of the events that I attended. The deep commitment to our students and to making things better for them and their families was front and centre in all.

In December, TIE-BC brought Sarah Joseph to our President's Day to speak on the Positive Discipline Program by Jane Nelsen. Jane has partnered with others to produce books for parents, teachers and others who work with children and youth. In the book Positive Discipline in the Classroom there are strategies that include:

- Creating a classroom climate that enhances academic learning
- Using encouragement rather than praise and rewards
- Instilling valuable social skills and positive behavior through the use of class meetings
- Learning why involving students in solving problems is much more effective than punishment
- Understanding the motivation behind students' behavior instead of looking for causes

The Positive Discipline program has several different books and other resources, all outlined on their website www.positivediscipline.com.

Each year in February, my local organizes a conference, and this year Dr. Julie Causton was the Keynote speaker. Julie is passionate about inclusion. She works to bring her message through her teaching, research, public speaking and through her website www.inclusiveschooling.com. Dr. Causton had us talking and sharing strategies for nurturing inclusion in our schools and classrooms. Putting students first in our thoughts was the key element in her message.

I have been reading Lost and Found: Helping Behaviorally Challenging Students by Dr. Ross Greene. Dr. Greene's keynote and workshops at Crosscurrents 2019 were inspiring. Taking the time to read this book and think about his message has been helpful in my dealing with students. Dr. Greene's website www.livesinthebalance.org provides the assessment tools described in his book, such as the Assessment of Lagging Skills (ALSUP), free of charge. As Dr. Greene stated in his address, he wants people to have access to these tools and to use them.



The BCTF sponsored a Summit on Inclusion where they brought educators from around the province together to discuss issues. Hearing the deep commitment from my colleagues to provide quality, meaningful education to all students was very moving. There were lots of problems discussed, and ideas for how to address those problems. We shared what was working, what we hoped for and what we feared. BCTF research staff has worked hard to provide us with information to further our desire to provide the best possible education for our students. Several research reports are available on the BCTF website.

This past April, I attended the Canadian Reading Recovery Conference in Winnipeg. The chance to focus on aspects of teaching reading to young students with other Reading Recovery teachers was a unique experience. I came away with lots of ideas and a renewed respect for the work of Marie Clay, the educator who initially researched the strategies in Reading Recovery. I came back with ideas to use with my students and new questions to ask to guide my practices.

I am grateful to have had the opportunities I had this year. My local professional development funds assisted with the expenses related to the Reading Recovery Conference. My involvement with the BCTF and with the TIE-BC PSA enabled me to have other professional growth opportunities. We are fortunate to be a part of a professional union that supports and values professional growth.

As I look forward to the summer and summer reading, I have a collection of professional books I want to read. I am looking forward to the next book study that TIE-BC will have in the coming year.

In the fall there will be other conferences to look forward to. The Learning Assistance Teachers' Association (LATA) is hosting a conference on the October Provincial PD day. The keynote speaker is Katie Keier, co-author of "Catching Readers Before They Fall". Other PSAs will be holding their conferences in October as well.

And planning for Crosscurrents 2020 is well underway. Our keynote will be Zack Anner, an American comedian, actor, and writer with cerebral palsy. There will be other speakers who will share their commitment to inclusive education. We look forward to seeing you at Crosscurrents 2020.

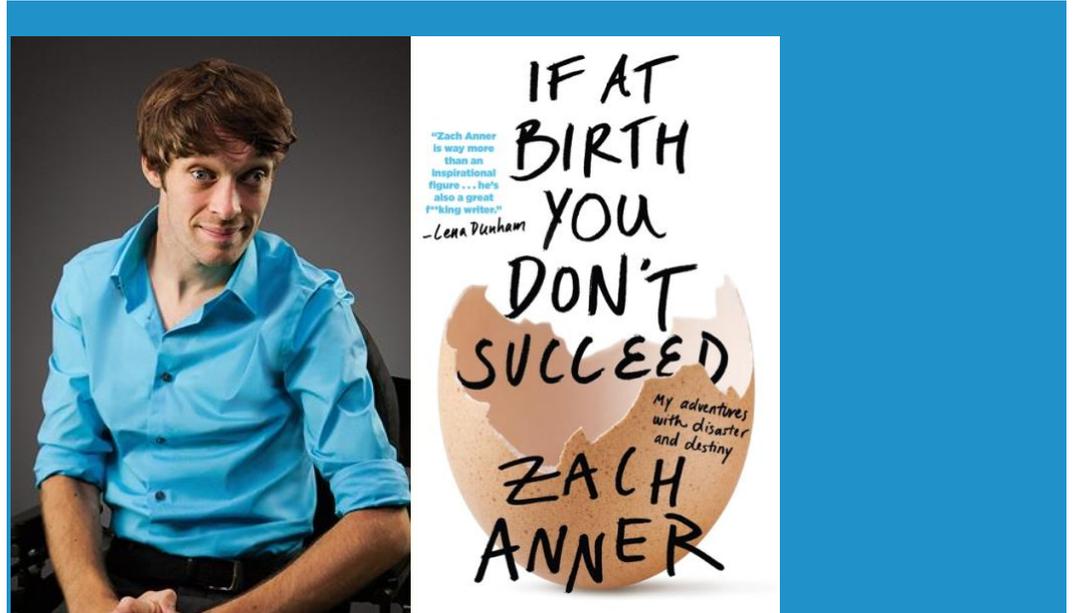
TIE-BC provides support for Chapters who plan professional development events for their members. Chapters can apply for a grant of up to \$500. They can also apply for a loan of up to \$500. If your chapter is planning a professional development event in the coming school year, you can contact the membership coordinator at tiebcmembers@gmail.com to receive more information. Two chapters received funding last year.

In closing, I wish you all a relaxing, revitalizing summer. I hope you find time to do the things that sustain you through the busy school year.

The 45th Cross Currents Conference, Feb 20-21, 2020
Sheraton Hotel in Richmond, BC

<http://www.tiebcbrochure.com>

Next years line up for the 45th Cross Currents Conference 2020 is exciting and relevant to education in B.C.



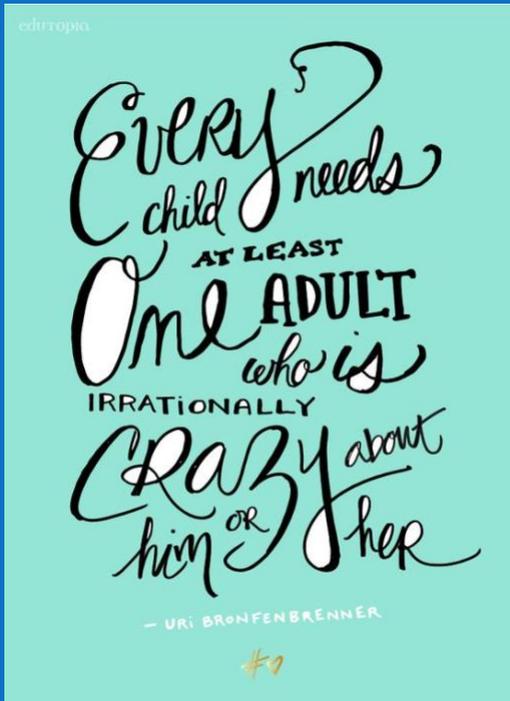
Zack Anner will be the keynote speaker for the coming Cross Currents Conference 2020. Zack is a comedian, host and public speaker who wrote, *If at Birth You Don't Succeed*, with an admission: he botched his own birth, entering the world with cerebral palsy and an uncertain future. Zack describes his experiences makes you laugh and gain a better understanding of some of the challenges and gifts of cerebral palsy. I have attached the address for his youtube videos. They are well worth the time to watch.
<https://www.youtube.com/user/ZachAnner>

“Zach makes you want to be a better person, with his humor and his heart and everything he's had to deal with from the time he was born. I've never met anyone like him, and I've met a lot of people.”

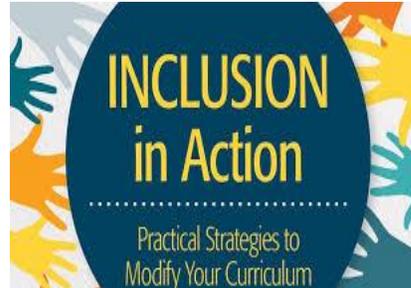
—Oprah Winfrey

Other speakers and presenters who we have presenting are: Nicole Eredics- Inclusion in Action, Sarah Joseph- Positive Discipline, EASE training- Anxiety, and so many more amazing and inspiring speakers and educators about awesome innovative educational topics of concern.

Inspirational Quote Corner:



2018-19 Book Study: Inclusion in Action-Practical Strategies to Modify Your Curriculum by Nicole Eredics



A huge thank you to all the participants of this year's book study! Nicole Eredic's book "Inclusion in Action" was very relevant and full of ready-to-use strategies for all ages. We were very lucky that Nicole added to our blog, answering some of our questions and just adding to the overall conversation.

For next year, I am looking at a couple of different options for the book study. The first being "Interception, the Eighth Sensory System" by Kelly Mahler. This book, although geared toward students with Autism, is very relevant for many of our students- including those with anxiety or even ADHD. The second book I am looking at is "Positive Discipline: Tools for Teachers" by Jane Nelsen and Kelly Gfroerer. This book gives us much support for helping students through challenging situations in a positive way.

For access to this year's book study, as well as past book studies, please visit www.tiebcmembers.edublogs.org

If you have any ideas for a book study book, please contact Sarah Brooks at tiebclearning@gmail.com

This year's book study was a great success and in fact we have a letter from the author to our book study leader Sarah. As well, we are lucky to be having Nicole come to our next Cross Currents 2020.

Letter from Nicole to TIEBC Book Club

Hi Sarah,

My name is Nicole Eredics and I am the author of, *Inclusion in Action: Practical Strategies to Modify Your Curriculum*. I came across the TIE-BC website this morning and I noticed that you chose my book for this year's book study! I loved reading your chapter summaries, the comments, questions, and discussions. I am beyond thrilled that you and the book study participants found it to be such a useful resource! What makes it even more special is that I am also a BC teacher and am honored that my own colleagues found the book helpful.

To give you some context on my connection to BC, I am actually from Kamloops (grew up in Northern Ontario but moved when I was a teen). I earned my teaching degree at UBC and then went on to teach in Blue River, Clearwater, Nelson, Maple Ridge and Burnaby for a combined 15 years. We relocated to the US for my husband's job in 2008. I was so shocked by the education system down here and its approach to educating students with disabilities (segregated, special ed. classrooms still exist in most schools), that I had to write a book based on my inclusive teaching experiences in BC. I always tell my BC teacher-friends - the school system has its challenges but be grateful for what you have!! I still hold my BC teaching certificate in case I have an opportunity to return one day :)

Anyway, while I realize that the book study is over, would it be helpful to send you a promo code so your membership could receive a discount if they purchase the book? Additionally, I'm not sure if TIE-BC has a book repository or physical library but I would be happy to donate a copy of *Inclusion in Action*. Please let me know if you would like any additional information or resources!

Thank you, once again, for choosing my book to study. This, by far, is the greatest compliment I have received.

Kind Regards, Nicole



Teachers of Inclusive Education BC - Chapters 2018-2019

Reports

TIE-BC: Vernon Chapter Summary:

Vernon Special Education Association has had a busy and productive year. We have had monthly meetings that have covered topics from strategies for students with anxiety, to OT presentations on fine motor development, to funding information on the future of the funding model for low-incidence students across the province.

We have approximately 7 paid members, and 27 teachers and support staff on the list who want to get the notes and information from our meetings.

We hosted a Professional Development Day in October which focused around working with students with anxiety. We have to take this opportunity to express our thanks to TIE-BC for assisting with some financial sponsorship for this event. Our keynote speaker was Ian Landy from Powell River, BC. He delivered a morning session entitled “Working with Anxiety,” which included highlights on how to work with anxiety in a school environment. We then had several local professionals from within our school district, as well as surrounding community support workers, deliver various breakout sessions in the afternoon. These sessions included counsellors facilitating conversation around strategies for working with elementary-aged students as well as teens, local outreach organization workers speaking about how to bridge the connection between school, home, and family support, and managing stress through the fine arts curriculum. It was very well received, and we got tons of positive feedback. It took a lot of work and planning, and as a new member to the Vernon Special Ed Association, I was in awe of how seamlessly our extremely organized and professional team pulled it all together. I’m very pleased that I can now count myself as being a part of this great team.

Cariboo Chilcotin TIE:

We have been busy this year with new members from all walks of the district; Psychologist, Speech Pathologists, Special Education Teachers and teachers within the classrooms. It has been a great group that is willing to discuss, rethink and review what is going on in the district. Each meeting we take time to go around the circle and discuss what we have been doing, with students, that is a positive and has made us smile. It is incredible how many different situations and students we have seen being successful and enhancing their education and social responsibility skills. Our members are so positive and love to be involved within their school communities.

This year we are focusing on Language Arts and reading as a topic. We have been looking at sound wall and the development of classes that have strong phonological awareness attached to them. The discussion has been around the book Equipped for Reading Success by David Kilpatrick. We have also been viewing and discussing videos such as Reading League Roundtable, spelfabet.com.au and readingrocket.org. We have also been looking at, through our Speech Pathologist, Talking Tables and Sound Walls to improve the student’s overall knowledge of rhyming, articulation of sound, how we move from the front of our mouth to the back of our mouth and attaching phonemes to orthographic patterns.

Our goal is to develop a program that can be presented on a Professional Day to all staff who would like to undertake a phonological program within their classroom. Our Speech Language teacher is now looking for a few classes to pilot a program with her to see if this focus would increase student's learning and reading skills. A great resource brought forward by our School Psychologist was the National Center on Improved Literacy Website that holds a plethora of information that can be used within the classroom and for informational reasons. Although, it is an American based program it still has so much to offer.

Our group has been so involved and is excited about the progress we are making as a team. It is a great day when we can discuss and develop new material to help others within our district. A solid group of women has been motivated within our district and we are moving forward to assist others who are questioning How can we help this student learn? What can I do to support at risk youth? and so much more. The future is bright in SD27.

Sunshine Coast/School District #46

TIE Chapter Report

Topics discussed within our TIE Chapter meetings so far for 2018-19:

1. MyEd

- a. On-going changes and challenges with this process, especially with the NEW format of IEPs / Core Curriculum IEPs
- b. Not enough training time and constant changes affecting SSTs.
- c. Inconsistencies between language to be used within the new IEPs
- d. Not enough direction from the province and district admin to help our parents/families and students understand the change

2. Collective Agreement + Ratios

- a. Last year it was grieved
- b. SSTs in schools may be short
- c. Apparently there was additional monies available
- d. Ratios per location may not be equitable
- e. SSTs concerned with demands of the job + stress, lack of TOCs, many new SSTs

ACTION: Members at large will continue to converse with SCTA to share info at the next meeting. To use the two high schools and RCE as the case studies to share info back at the next meeting

3. NID Day / January 7, 2019

- a. 10 SSTs to meet on January 7th to collaborate about the Core Competency IEPs
- b. Discussion topics may be:
- c. SSTs would like to create a consistent use of language and strategies
- d. All SSTs to use the same Universal + Essential supports
- e. Targeting the Grade 7s only

- f. NOTE: Looking to meet at RCE for the afternoon about new IEP Core

Haida Gwaii Teachers of Inclusive Education Chapter Report:

First chapter meeting November 26th 4:30-6:30pm

- First time all student services teachers have met to discuss local issues
- Shared current successful strategies to support classroom teachers with inclusion
 - o Folders given out at beginning of year outlining previous services provided, IEP, service plan, counselling, learning support (pullout and in class support listed)
 - o Co-teaching roles – different ways this is happening on Haida Gwaii (same room, one lead teacher, some splitting classes and working in separate rooms)
- Highlighted challenges with co-teaching (pros: reach more students, students comfortable staying in class, cons: volume of each others teaching voices in same class, concentration of students and time for planning)
- Challenges facing Learning Resource teachers on Haida Gwaii
 - o Time for students to reach their goals
 - o Clear communication with EA's, other teachers, support workers (time)
 - o Quality of support (trained EA's in specific exceptionalities)
 - o Strategies to build relationships with substitute EA's

Initiated district wide tacking of services – higher percentage on Haida Gwaii than average – how to fund these discrepancies

Meeting with Secretary Treasurer Feb 18th to highlight ongoing need for student services support for budget next year (despite declining enrollment many students have intergenerational trauma affecting learning)

- Suggesting preventative measures (training for teachers, EA's in mindfulness, mentorship, specialized local skills: carving, hunting, gathering, surfing)
- Supporting transitions – work connections for HS students (to get local jobs when graduated)
- Clearly outline time for LR positions ex: .5 LR, .2 class, .2 transitions (connections with community members)

Next scheduled Haida Gwaii Teachers of Inclusive Education meeting March 4th 4:30-6:30pm

April meeting for our chapter to present to new elected board

- Support services given to students tracked: SLP, counselling, OT, LA support
- Reflect on positive things going on in schools (students are included, teachers are trauma informed, more understanding of roots of behaviour, less reactionary and more preventative)
- Ideas for improvement

SEASTA - SD #62 (Sooke District)

(Special Education Association of the Sooke Teachers Association)

Currently, we have 8 steady members with about 10 drop in teachers. This is a decreasing membership and is an issue that is being worked on.

We have had one meeting so far this year.

We had a social-sharing meeting in December to welcome new members to the group and make sure they knew they had support within the group, as well as network with existing SPEDLA teachers in the district.

The Chapter President continues to reach out to other PSA's for ways to increase membership and for "speaker/focus" ideas for the meetings. We are all so busy, it is important for the membership to think that they will learn something/get something out of the meetings.

Next meeting is scheduled for March prior to the Spring Break. Topic will focus "student violence" toward the teacher, students and EA's/SPEDLA and admin.

This is a topic which is becoming more prevalent at the province wide level and one BCTF is beginning to address and publicize.

Overall, it has been an especially busy and hectic year for our membership, and at the same time, one where support is especially valuable to the members.

SD60 Chapter

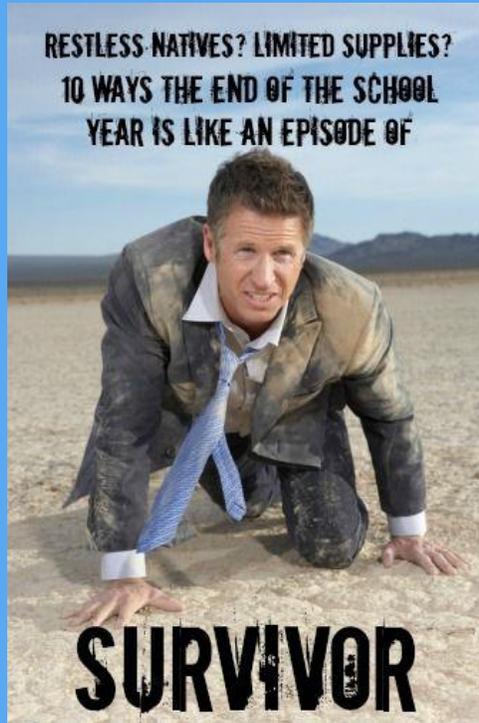
BOOK STUDY, AS INSPIRED BY TIEBC : Every once in a while, our LSA gets together to discuss the book "Fostering Resilient Learners". While we haven't met as often as we originally planned, members are reading the book at their own pace and we spend the last 30 minutes of each meeting discussing connections, revelations and next steps.

Matt Laur (Vice President) and I went to President's Day together. As well, 4 members of our LSA will be attending Crosscurrents 2019.

SUPPORTING OUR SUPPORT TEACHERS WAS THE PRNTIE GOAL FOR THE 2018-19 SCHOOL YEAR: To that end, we helped host 2 Pro D events: ASD supports at the middle & high school level (c/o Barb Fletcher; previously from POPARD). As well, we had Meredith Keery from POPFASD work with our LATs & Resource Teachers (especially at middle and highschool so that we might all better understand best FASD practices as applied to the Positive Personal & Cultural Identity Core Competencies.

CHANGE YOUR WORDS, CHANGE YOUR WORLD: "Learning Assistance Teachers Association and Special Education Association of Peace River North" got a fancy new name change. We are now PRNTIE (Peace River North Teachers of Inclusive Education) in hopes of including all teachers who have a passion for diversity and inclusion.

Teacher Joke Corner:



IEP Core Competency By Laurie MacHale

This year and last year many school districts piloted to start the new IEP Core Competency in MYED, part of a multi-district provincial project trialing a new Individualized Education Plan (IEP) that is reflective of the redesigned curriculum. Students with identified special needs, as defined by the Ministry of Education, have an IEP to lay out goals specific to their individual programs. Supported by the Ministry of Education, this new format is designed to encourage student voice as active participants in IEP development, and link learning to the development of the core and curricular competencies of our redesigned BC Curriculum.

RICHMOND
SCHOOL DISTRICT B.C.

Individual Education Plan
School Form

Student Details

Student Name: _____ Grade: _____
 FEN: _____ Date of Birth: _____
 Ministry Designation(s): _____ IEP Date: _____
 Case Manager: _____ IEP Review Date: _____

Student Support Team, Roles:
 Parent/Guardian Consulted on _____ (Date) (please include method of consultation, i.e. meeting, phone call, etc.) _____

Student Profile

My Interests:

My Learning Preferences:

What you need to know about me:

Competency	My Strengths	My Stretch/Challenges	My Goal
Personal Skills Responsible Actions Personal Health			<input type="checkbox"/>
Social Skills Relationships Teamwork			<input type="checkbox"/>
Intellectual Skills Communication Critical Thinking			<input type="checkbox"/>

At BC Case conference, Richmond district shared their learning experiences as they have been working on the new Core Competency IEPs. They addressed many of the issues that have been a challenge. They spent two years, the first year doing them on paper format and then this past year in Myed. Some concerns that people had were: lack of time, training, not a link to some needs that students have such as physical needs and support to starting a new IEP format. Some positives that people expressed: more student voice whether in the meeting or prior to the meeting, less emphasis on diagnosis and more emphasis on strengths and areas of stretch or challenges. It will be with time and trial that we see how the new Core competency IEP develops and benefits students, families and teachers.

<https://ourdistrictstory.sd38.bc.ca/our-learning/valuing-our-learners/students-special-needs/competency-based-iep>

Why I joined the TIE-BC PSA By Regan Rankin

The Core Competencies: A Student Self Assessment

Student Name: _____ Grade: _____ Section: _____

COMPETENCIES
The intellectual, personal, and social & emotional proficiencies that all students develop over a lifetime.

Category	Sub-competencies	Assessment
COMMUNICATION	Communication	
	Collaborative Problem Solving	
	Conflict Resolution	
THINKING	Creative Thinking and Innovation	
	Critical Thinking	
	Problem Solving	
PERSONAL & SOCIAL	Positive Personal & Cultural Identity	
	Personal Responsibility and Accountability	
	Personal Strengths and Interests	
Personal Awareness & Responsibility		

My name is Regan Rankin and I have been a teacher in inclusive education for the past (gulp!) 20 years! I teach one of the few district programs in SD44 North Vancouver. The program I teach is called the SRSP Program (Social Responsibility Support Program). This program supports students that the district considers as reaching a ‘level 4’, which is the top level of intervention and support available to students who are exhibiting exceptionally challenging behaviors in their school. There is a maximum of 6 students in the program. The program is intended to be a short-term intervention program (approx. 20 weeks) to support inclusion and social emotional development through explicit social skills instruction, self-regulation strategies and self-esteem building. We also are fortunate to be partnered with community supports through Child and Youth with Mental Health (MCFD).

EVERY STUDENT CAN
LEARN
 just not on the same day
 OR IN THE SAME WAY.

I still remember walking into my first Crosscurrents conference. I remember it so vividly because I instantly felt like I had found **my people!** The speakers were some of the leading experts in the field of inclusive education. Listening to them I became more and more invigorated and passionate about the work I was doing. Many speakers reaffirmed my thoughts and beliefs, others challenged my thinking and expanded my mind. The sessions were interesting and engaging, however, it was the connections made with colleagues from around the province and throughout Canada that made me feel like I was part of something bigger. It was fascinating to me to hear all of the incredible stories and interesting things teachers in other parts of the country were doing. Furthermore, it struck me the many challenges teachers in remote parts of the province were facing (lack of access to services, minimal resources available, difficulty accessing conferences and professional development opportunities that those of us in big cities sometimes take for granted). I am fortunate to live and work in a district that has access to so many wonderful services (which don't even seem to begin to meet the needs, but at least we have them!). I became passionate about finding a way to connect with teachers far and wide and look for ways to listen, learn and better support my colleagues. That is when I found TIE-BC. Being not only a member of the PSA, but now the executive has provided me with amazing resources (through book studies, newsletters, President's days, the Crosscurrents conference, etc.) and the ability to work collaboratively with other teachers who share the same passion for inclusive education as I do. While every day we are surrounded by people, teaching can, at times, feel very isolating. I find this especially true for those of us in programs or services that support inclusion. I am so glad that I decided to become a member of this PSA. Connecting with you all fills my bucket and challenges me to become not only a better educator, but a more vocal advocate for inclusive education in BC.

Why I love my job!

By Elaine Mc Eachern

I was a Learning Assistance Teacher and Reading Recovery Teacher in a Northern "inner city school" for 10 years before I made a change to English 4/5 Prep Teacher in a French Immersion school. The clientele wasn't as complex as I was used to but still had an assortment of children who make teaching interesting. My 90 student cohort had reading abilities ranging from early grade 1 to gifted. One class in particular struggled with attention and focus to the point that parents expressed their frustration over the persistent noise level in previous classrooms.

Strengths based school that we are, our team at Ecole Central decided to take one of the 5 English teaching hours from this class and instead teach them 1 hour of woodworking/Applied Design, Skills & Technology (ADST). We hypothesized that our busy students needed a more "hands on" approach to learning. We were confident that our team had enough literacy expertise and shop teaching skills to ensure our students made at least equal gains to the other two classes (who received the full 5 hours of English instruction per week).

To the world
you may be just
a teacher but to
your students
you are a HERO!



At the end of the year, I'm pleased to report that our students made toolboxes, trains, spaghetti bridges and simple circuits, all while achieving "fully meeting" expectations for Grade 4/5 literacy (as measured by the Quick Comprehension Assessment). 10 students improved their standing from "minimally meeting" or "not yet meeting" as compared to last year's reading data. All students are now working at grade level, compared to 25/28 last year.

Certainly having a Reading Recovery teacher as a classroom teacher helps students achieve success, but so too does ensuring *meaningful movement* for students who struggle to sit still and attend. As well, having a powerful motivator to "control your bodies" is also important.

Nothing inspires students to stay safe & sound like a teacher who walks softly and carries a big stick.

Just kidding. Sort of. Seriously though, it's one thing to ask students to focus in a classroom full of interesting peers, as compared to asking kids to focus in a classroom that has a table-saw, handsaws and a variety of other labour intensive tools like hammers and screwdrivers. I often say to kids, "If you can be calm and controlled in our shop, you can be calm and controlled in my class." They unfailingly rise to the occasion and it was my pleasure to co-teach them functional woodworking skills with my esteemed colleague, Louis Vaccaro.

Many thanks to Broyden Bennett and Louis Vaccaro for having such an inspired & forward thinking idea.

In a former life, Elaine McEachern was a woodshop/tech ed teacher, learning assistance teacher and reading recovery teacher. She is currently helping kids love reading, writing and communicating at Ecole Central Elementary in the Frozen North of Fort St. John.

Reflecting on a Career Well Loved

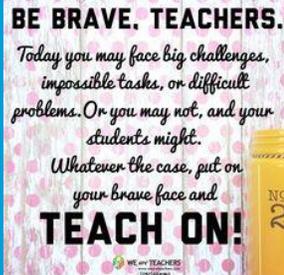
By Laurie Robinson

I know that at the end of June, I will end my 36 year career in teaching, and yet, each day I go into school I will concentrate on the students, the paperwork, my colleagues and experience of the profession that I have loved, without counting down the days. This concept to many retiring individuals is an odd one. It is not that I am not looking forward to my retirement. I have plans that I am excited about and there are so many more adventures and opportunities waiting to be explored. It is because I am very aware that the career I chose in high school has been my passion and has defined me for 36 years. It is the profession that took me to isolated Labrador in my first year because I was willing to go anywhere to be a teacher.

When I look back at my years as a classroom teacher I will recall, as I am hopeful the students do, not what I taught as much as how I taught it. Mr. Brownly, my body puppet that was my teaching partner, medieval feasts, travel fairs, music festivals, dramatic productions, Meet the Author events where the students were the Authors are amongst the things I recall.

AN AWESOME TEACHER
is hard to find
difficult to
part with &
impossible
to
* forget *

thank you



Ending my career as a School based Resource teacher, I have had the opportunity to make connections and facilitate positive change for students with unique needs who may have felt out of place in a institution that does not seem to accommodate or appreciate their style of learning. In my 15 years as a Specialized Teacher, I have seen vast changes in the attitude toward low incidence children, moving from isolation to meaningful inclusion, and it has been amazing to be a part of that change.

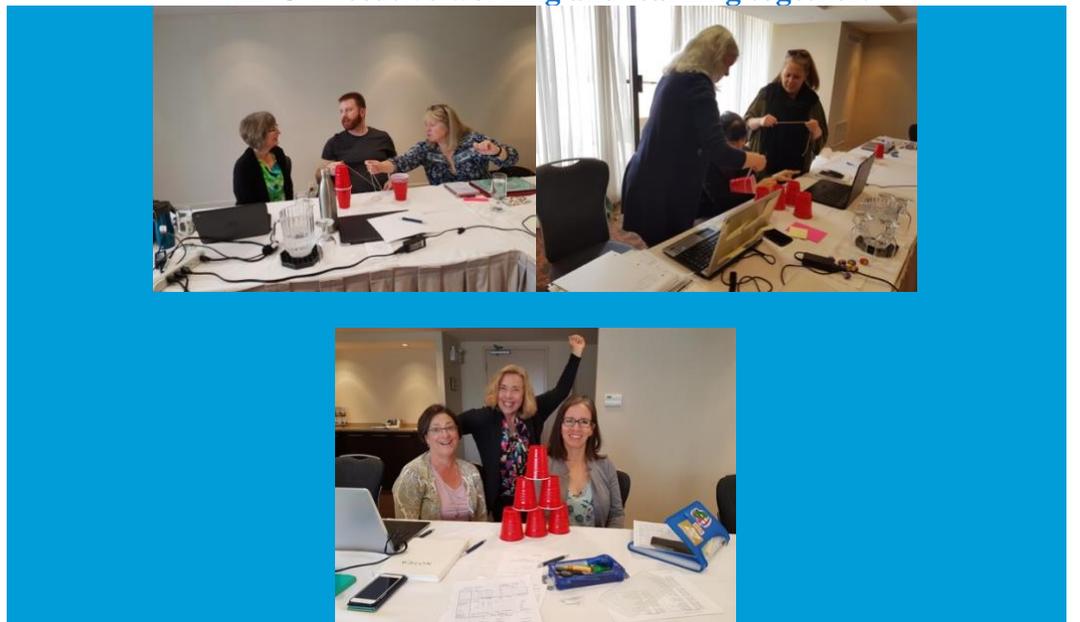
After teaching in 3 provinces over my career, I have had the opportunity to revisit places where I have lived and have met the young adults that I once taught. When they come up and say "Hi Mrs. Robinson, do you remember me?" I pause, and if I can conjure up the correct name and place them, the reaction is so genuine and so joyful! Teaching is all about connections and I realize at those times that the relationship I have had with my students have had an impact, and in positive ways I hope.

I look forward to my future endeavors, knowing that the years I have had teaching have been well spent and well loved.

Congrats on your retirement Laurie!



TIEBC Executive working and learning together.





TIEBC Executive for 2018-19

Rae Perry, Debra Swain, Gail Wolanski, Jo Cornthwaite, Liz Postle, Ida Von Schuckmann, Elaine McEachern, Laurie Robinson, Sarah Brooks, Laurie MacHale and Regan Rankin

We at TIEBC wish you a wonderful summer!



TEACHERS of
Inclusive Education
British Columbia



BCTF

- tiebcpublication@gmail.com
- <http://www.tiebc.com>

