

Volume 1 |  
Issue 1

**Fall 2019**



**TEACHERS** of  
Inclusive Education  
British Columbia



*Photos by Laurie MacHale*



- [tiebcpublication@gmail.com](mailto:tiebcpublication@gmail.com)
- <http://www.tiebc.com>

## **The 45<sup>th</sup> Cross Currents Conference**

**Feb 20 - 21, 2020**

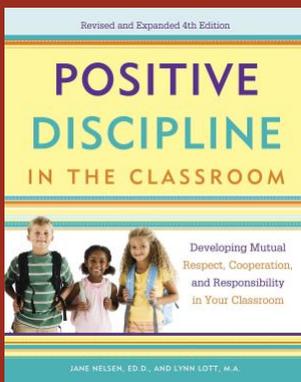
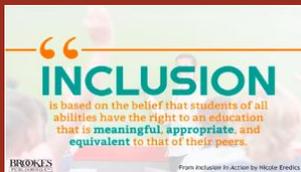
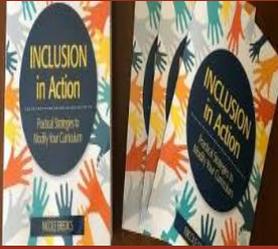
**Richmond, BC**

<http://www.tiebcbrochure.com>

We are so excited and looking forward to wonderful line-up of speakers this year!

This year the Crosscurrents conference continues to provide some amazing inspirational speakers. We have a variety of speakers to address the ever changing world of education and the realities we experience in our classrooms and schools all across B.C. We have tried to include topics from anxiety, mental health, Indigenous education and reconciliation, self- regulation, kindness, inclusion, team building, literacy, behaviour and much much more. Not an easy task but I think that this will be a conference that provides some important learning and conversations. I would like to describe all the amazing workshops but I can only give a short summary. For more in depth information go to the website, take a deeper look and register. <http://www.tiebcbrochure.com>

Our keynote speaker this year at the 45<sup>th</sup> Crosscurrents conference will be Zach Anner.



Zach Anner is an award-winning comedian, author, show host, TV writer, viral YouTube sensation, disability advocate, and public speaker. In 2011, he won his own travel show on the Oprah Winfrey Network, *Rollin' With Zach*. He is an ambassador for the Cerebral Palsy Foundation and has worked with United Cerebral Palsy's Wheels for Humanity program to distribute wheelchairs to disadvantaged communities in Nicaragua. Zach's hilarious memoir, *If At Birth You Don't Succeed*, was published in 2016. In 2017, he was invited to guest star opposite Minnie Driver on an episode of "Speechless" – a comedic sitcom about a special needs family. ABC hired him as a full-time writer for Seasons 2 & 3. Zach Anner will surely be a highlight of the conference with his humour and insights on inclusion in education and the world.

We have a jam-packed conference organized with many other amazing educators. Our local, Dr. Leyton Schnellert, an Associate Professor in UBC's Department of Curriculum & Pedagogy, will be doing a session about how to develop the self-regulating learner: explore how to guide students to improved attention spans and more positive behavior.

Then there is Nicole Eredics, an educator, author, and speaker who advocates for the inclusive education of students with special needs. Through her website, podcasts and most recently a teacher guidebook called *Inclusion in Action: Practical Strategies to Modify Your Curriculum*. Nicole Eredics will have a session to teach you how to make curriculum modifications in minutes so lessons become accessible and achievable for your students with special needs.

For more information, go to [www.nicoleeredics.com](http://www.nicoleeredics.com).

On the topic of behavior, we have Sarah Joseph, who is a family therapist, Positive Discipline Trainer, and author of the best-selling children's book, *The Animals in my Brain: A kids guide to understanding and controlling their behavior*. Sarah Joseph will be giving a session on the introduction to using Positive Discipline in the Classroom. In this workshop you'll learn what Positive Discipline is, experience several activities that will bring the material to life and gain a deeper understanding of misbehaviour as a solution to a different problem.



We are excited to have Melanie Nelson, who is currently completing her doctoral internship, and her dissertation focused on how Indigenous youth identify and access support for mental health and wellness in school and in the community. Melanie will be giving a session to help educators learn about issues that impact Indigenous parent perspectives on inclusive education and assessment processes (Truth), and some initial steps towards taking up Reconciliation.

If you want some more kindness in your life or class then Morgane Michael, the creator and founder of the Small Act Big Impact 21-Day Kindness Challenge, will help you. Morgane will lead a session making one familiar with the science of kindness, learn how to implement the 21-Day Kindness Challenge within their classrooms to improve their classroom cultures, and will come away with a number of actionable, research-based ideas and lessons to boost kindness in their classrooms, within the school, and at the community level.

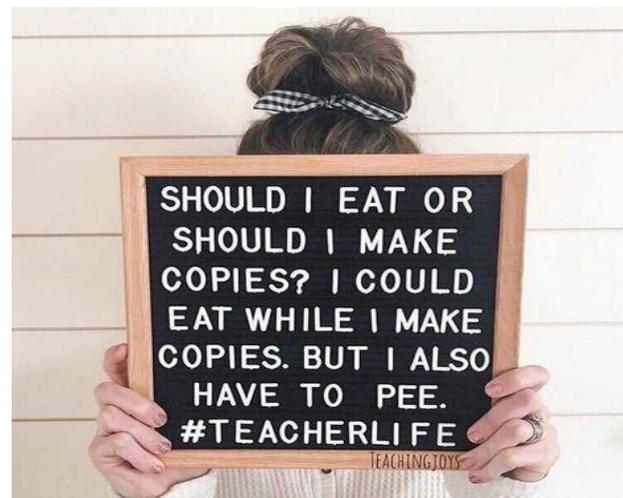
There are so many more highlights, I think the next plan for you is who to go see.

See you Feb 20-21, 2020 for the Crosscurrents conference!

By Laurie MacHale



Quick laugh:



## TIE-BC President's Report

by Debra Swain

Fall 2019



“No person ever steps twice in the same river, for it’s not the same river and they’re not the same person.

Said another way, “You could not step twice into the same river for the other waters are ever flowing on to you.”

Heraclitus 544-483 BC

Teachers know that things are constantly changing and we need to “expect the unexpected”. Many of us did not expect to be faced with the challenges we are having with bargaining in this round. That being said, there has been a focus on inclusive education and on bargaining class size and composition that benefits all students in the province. We know this will require additional funds. Our students are worth it and we need to continue advocating for the right supports for our students. While this focus is not new, it is good to see it reaffirmed in this round of bargaining.



We did not expect to be faced with a proposed funding change that would radically change the way students are identified and funded for additional support in our province. Not only is this a radical change, but the model has not been explained to the stakeholders. It remains nebulous. The BCTF Table officers participated in the working groups on the Funding Model review. Many of their questions remained unanswered. The BCTF research report “[No Model and No Mandate: BC’s flawed Funding Model Review for public education](https://www.bctf.ca/publications/ResearchReports.aspx?id=55287) (Oct 2019), available through the BCTF website and the link below, offers a concise summary of the concerns arising from their experiences in the working groups.

<https://www.bctf.ca/publications/ResearchReports.aspx?id=55287>

This quote from the report clearly articulates the challenges:

### **Consultation on a model without a model**

The Funding Model Review was announced, and the panel tasked with



carrying it out was appointed, in the second half of 2017. In the intervening two years, the panel has released a discussion paper and a set of 22 recommendations. The last six months have also seen the Ministry of Education convene five “implementation working groups” with sector stakeholders to consult on the recommendations and their implications for British Columbia’s K–12 education system. However, at no point in these two years, and, crucially, at no point during the implementation consultation process, has the ministry released a concrete model that would illustrate in detail any of the proposed changes to how it disburses funds to school districts and their impacts on the capacity of districts to deliver services.

(No Model No Mandate, BCTF Research Report 2019)

There are other resources that teachers can use to share with parents, friends, MLAs, Board of Education Trustees and others. The pamphlet on the Educational funding and the Prevalence model is one that teachers can download from the BCTF website

<https://www.bctf.ca/uploadedFiles/public/issues/edfinance/PrevalenceModelSpecialEdFunding-English.pdf>

The analogy of a river also describes other changes we have seen in recent years. The restoration of our stripped language required us to bring old language into the current education system. This was done successfully in my District (Greater Victoria #61) because we had language on class size and composition. Many Districts did not, and they did not see the same benefits. This is what we are hoping to change through bargaining. I would like to see the same things I observe daily in my school happening all over the province, in every school. In my District teachers who have students with low incidence designations in their class have time to each month to plan and work individually with students. Examples I have observed are teachers working one-on-one with students from their classes to explain concepts, review key information, conduct assessments, and to teach students how to use technology such as word processing and voice to text programs. Teachers also use the time to plan adaptations for the units they are teaching. My hope is that all teachers in the province have the opportunity to walk in the same river I walk in.



On a personal level, it has been an exciting fall with lots of opportunities for BCTF involvement, professional development and collegial discussions. I attended the Learning Assistance Teachers' Association (LATA) conference on the October PSA day. Keynote Katie Keier gave an engaging talk on supporting students to become responsible learners and the development of community in classrooms. The following quote from her website (<https://catchingreaders.com/>) gives insight into her views on educating young learners:

“Twenty-eight years ago, when I first started teaching, I spent a lot of time before school started designing bulletin boards, cutting out letters and stapling up borders, making seating arrangements, carefully writing labels with kids’s names, crafting cute behaviour management systems (something I cringe at now), and doing other things – stuff – that I felt was necessary. But now I choose to spend my days before I welcome the kids has changed drastically for me. It’s now about my “why” – my reason for being a teacher. It’s about community, identity, freedom and love.”

Katie Keier, 2019

The day ended with a long conversation with a colleague while we waited for a ferry during a wild windstorm. Another unexpected event that turned out to be an interesting journey.

I am excited about Crosscurrents 2020 and our Keynote speaker Zach Anner. Zach has much to teach us about living life to the fullest. His keynote address will include an opportunity to ask questions and one of the things I am curious about is “What did teachers do that you appreciated during your K-12 school years?”

We have many other speakers on a variety of topics relevant for inclusive educators working with students K-12. I look forward to seeing you in February.

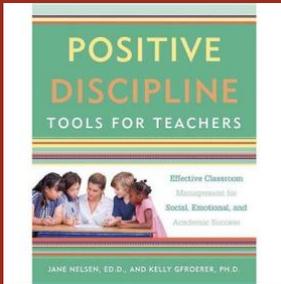


Photos of fall by  
Laurie MacHale

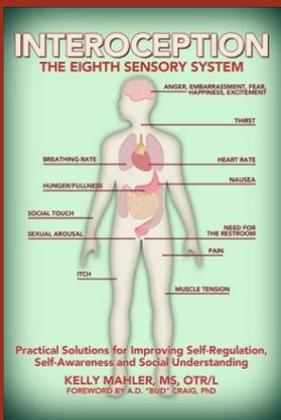


### TIE-BC Book Study Corner

This year, we are reading two very different, yet connected books. I have heard that around the province, even the country, and definitely in my own school, teachers are struggling with the behaviours they are encountering. Due to this struggle, I have chosen to read the book "Positive Discipline Tools for Teachers; Effective Classroom Management for Social, Emotional and Academic Success. During Chapter President's Day last year, we heard Sarah Joseph, a Positive Discipline Trainer, talk about how Positive Discipline can be used in the classroom. This book also gives us many ideas, tips and suggestions on how to support our students who are having difficulties with communicating their needs (since behaviour is communication) in respectful, child honouring ways. The authors, Jane Nelsen and Kelly Gfroerer, have done an excellent job of laying out the foundations for these respectful relationships to form and thus helping to eliminate the negative behaviours, as the child feels loved, cared for and properly supported.



The second book that we are reading is called "Interoception- The Eighth Sensory System" by Kelly Mahler. This book, geared towards students with Autism, ADHD and other self-regulatory difficulties, introduces the concept of an eighth sensory system. This system, the interoception system, allows us to feel our bodies. It is responsible for telling us how we feel (happy, sad, angry, tired, etc.), whether we have to use the bathroom, feel hot or cold and even if a touch is pleasant or not. The interoception system has a huge role to play in our everyday lives. This book not only describes the interoception system, it also gives strategies for supporting a student's development of their own interoception systems. This will allow them to be more self-regulated and to better understand the social world around them.



As with every year, the book study is open to all TIE-BC Members. If you are interested in reading along with me, please join me at our book study blog <https://tiebcmembers.edublogs.org> Please also remember that there is a grant for the books for any member who participates in the conversations found on the blog. Even if you are not interested in these book titles, check out the blog for past book studies! There are currently 5 other titles that may be of interest to you as well. You can always add your comments to these book studies as well! If you have any good book ideas for our next book study, please do not hesitate to send them to me at [tiebclearning@gmail.com](mailto:tiebclearning@gmail.com)!

Happy Reading Everyone!

~ Sarah Brooks TIE-BC Vice President and Professional Learning Coordinator



### GOOD BEDTIME HABITS

1. Set A Bedtime
2. Switch Off Electronics
3. Plan Your Morning
4. Pamper Yourself
5. Stretch Your Body
6. Journal Your Thoughts
7. Read A Book

ThosePositiveThoughts.com

## Be Healthy or Try:

By Laurie MacHale

There are many stresses in our work so being healthy or trying is a key. We have benefits and tools that are there for us to use. One tool available to us is Starling Minds. It is an online mental health and wellness tool that is designed specifically for teachers. As a member of BC Teachers' Federation, it is available to you and your family members to use anywhere and anytime you want, for free. It is a confidential program. According to current data about mental health,

“Twenty percent of teachers will experience some type of mental health issue. Over two-thirds of them will not seek help due to stigma and shame.”

I personally used Starling Minds during a very difficult time in my life. I found it helpful as it taught me about stress, mental fitness exercises, and how to break unhealthy patterns that may lead to anxiety and depression. The Program uses online training tools and videos based on Cognitive Behaviour Therapy. They have case studies of real teachers as well as tools to assess your symptoms and recommendations and aims to help you anytime and anywhere. I have continued to use many of the strategies I learned on Starling Minds. I believe it can help many of us to get healthy and stay healthy mentally when life can be so stressful and busy. We are all living in a busy time so please do access supports and tools to help you be as healthy as possible, you deserve it.

<https://bctf.ca/wellness/> and <https://www.starlingminds.com>

### A Few Tips to health:

- Drink water
- Walk
- Get sleep
- Talk and laugh with friends
- Drink a cup of tea
- Read a book for fun
- Get a massage
- Plan something fun to do
- Stretch or do yoga
- Do exercise that makes you feel good after it is done. (even 10 minutes )
- Watch a funny show or video
- Give or get a hug
- Eat chocolate
- Take a nap
- Listen to music
- Be creative
- Be kind



## Marg Csapo Student Scholarship

The Marg Csapo Student Scholarship was established to honour Marg Csapo, a long-standing Special Education Association\* (SEA) executive member, to recognize her accomplishments in special education as a faculty member with the University of British Columbia and as editor of the BC Journal of Special Education. The \$2000 scholarship may be presented at the annual TIE-BC Crosscurrents Conference to a student or teacher taking training at a senior level in special / inclusive education at a university in British Columbia.

### Criteria for Selection:

The applicant must:

- a. be currently enrolled in 4th year, 5th year, or graduate level courses in special education at a university in British Columbia.
- b. submit a letter detailing:
  - personal experience which demonstrates interest in and commitment to working with children with special needs.
  - future goals related to working in the field of special education.
  - relevance of course work to achieving future goals.
- c. submit letter(s) of support verifying exceptional performance from one or more of the following:
  - a school-based sponsor teacher
  - school district administrator of special education
  - a professor of special education
- d. submit all documents to the TIE-BC President by **January 5<sup>th</sup>** of the year in which the scholarship is to be awarded.

Nominations must be received by e-mail by the **January 5<sup>th</sup>** closure date. Late nominations will not be considered. Contact: TIE-BC Scholarship committee

TIE-BC President

Email: [tiebcpresident@gmail.com](mailto:tiebcpresident@gmail.com)

## Teachers of Inclusive Education British Columbia (TIE-BC)

### Professional Development Scholarship

The Inclusive Education Professional Scholarship was developed to promote the specialist training of practicing teachers currently working in the field. Two \$1000 scholarships will be available each year for someone enrolled in inclusive/special education courses. The awards will be for attendance in a course(s) taken in a semester, summer session, or intercession during the year dated from July 1<sup>st</sup> to June 30<sup>th</sup>.

#### Rationale:

- to increase the pool of qualified inclusive/special education teachers
- for teachers who wish to upgrade and/or increase their qualifications in the field of inclusive/special education
- to assist practicing teachers who are returning to university
- to assist regular education teachers who in the process of changing their teaching component or specialty to inclusive/special education

#### Criteria for Selection:

The applicant must:

- a. be currently enrolled in diploma, or graduate level courses in inclusive/special education at a university.
- b. be a member of BCTF; preference will be given to a member of TIE-BC
- c. be a practicing teacher in a B.C. public school
- d. submit a letter detailing:
  - program of study
  - current teaching position
  - personal experience which demonstrates interest in and commitment to working with children with diverse needs.
  - future goals related to working in the field of inclusive/special education.
  - relevance of course work to achieving future goals.
- e. submit a letter of support from an instructor of inclusive/special education course.

f. submit all documents to the TIE-BC President by **January 5th** of the year in which the scholarship is to be awarded.

Nominations must be received by e-mail by the **January 5th** closure date. Late nominations will not be considered.

Contact: TIE BC Scholarship Committee

TIE-BC President

Email: [tiebcpresident@gmail.com](mailto:tiebcpresident@gmail.com)

## The Hazel Davy Award

The Hazel Davy Award was established to honour Hazel Davy's accomplishments in special education when she retired from the position of principal at Woodlands School. The award, which is presented at the annual TIE-BC Crosscurrents Conference, recognizes an individual's professional contribution to inclusive education in the province of British Columbia. The award consists of a plaque on which the winner's name is inscribed each year as well as an individualized plaque which is given to the recipient.

### Criteria for Selection:

The nominee must be a BC resident:

- who is (or was) professionally employed in the field of special/inclusive education;
- who is (or was) a member of SEA or TIE-BC;
- whose professional contributions have affected the practices of other inclusive educators;
- whose professional contributions have resulted in improvement of services; and
- who is aware of the nomination and is willing to accept the award.

### Nomination Procedure:

Nominations are invited through the Crosscurrents newsmagazine and through letters to District Teachers' Association Presidents, and district Special Services Administrators. Letters of nomination should be sent to the TIE-BC President and must be received by January 5th of the year in which the award will be presented.

The nomination must include:

- name, official position and address of the nominator;
- name, official position and address of the nominee;
- a description of the most outstanding professional contributions of the nominee; and
- the nominee's curriculum vitae.

Nominations must be received by the January 5th closure date. Late nominations will not be considered.

Please submit applications to the President of the Teachers of Inclusive Education  
British Columbia [tiebcpresident@gmail.com](mailto:tiebcpresident@gmail.com)

## Teachers of Inclusive Education British Columbia (TIE-BC)

### Student Scholarships

The goal of these scholarships is to help BC public school students with Ministry of Education designations achieve their dreams of higher education.

**Value:** \$500

**Number of awards:** 4

**Application Deadline:** June 1<sup>st</sup>

#### Successful applicants must:

- have attended a BC public school;
- have a Ministry of Education designation and experience challenges that can impede academic success; and
- be entering or be enrolled in a full-time post-secondary program at a recognized Canadian institution.

#### Application procedures:

Submit the following documents:

- a letter from your high school case manager (Special/Inclusive Education teacher) confirming your Ministry designation;
- a short essay outlining academic and/or financial challenges and post-secondary goals; and
- a copy of your letter of acceptance from a post-secondary institution.

Scholarship winners will be chosen by committee and scholarships will be granted based on a combination of factors such as challenges faced, financial need, community involvement, academic excellence and/or career objectives.

**Please submit applications to the TIE-BC Scholarship Committee**

% TIE-BC President [tiebcpresident@gmail.com](mailto:tiebcpresident@gmail.com)

## TIEBC Executive for 2019-20

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



### **Debra Swain**

President

Executive for 6 years

SD61- Greater Victoria

Reading Recovery and Learning Support Teacher

30 years of teaching experience

Interested in swimming, gardening, and working with teacher



### **Sarah Brooks**

Vice President and Professional Learning- Executive for 5 years

SD85 Vancouver Island North

Learning Assistance Resource Teacher

11 years of teaching experience

Interested in biking, camping, scrapbooking, fishing, hunting, karate, kayaking



### **Rae Perry**

Secretary Executive for 9 years

SD 27 Cariboo- Chilcotin

Learning Support Teacher/ Reading Recovery Teacher

Interested in travelling, reading, Toast Masters, and scrapbooking



**Elaine McEachern**

Treasurer

Executive for 3 years

SD Fort St. John

Teacher librarian/ADST Teacher/ Learning assistance

Teaching for 21 years

Interested in gardening and loves her Saint Bernard



**Jo Cornthwaite**

Conference Chair- Executive for 3 years

School District 68- Grade 1 Teacher

18 years of teaching experience

Interests: being a Mom to two incredible boys, Educational Research and Teacher Professional development, Dragon Boating, kayaking, hiking, writing poetry, playing piano, singing in a choir, Musical Theatre, drama, quilting and blanket making



**Gail Wolanski**

Exhibitors- Executive for 3 years

SD22 Vernon

Resource teacher

21 years of teaching

Interested in gardening, swimming



**Regan Rankin**

Registrar

Second year on the Executive

SD 44 North Vancouver

Inclusion Educator in a Social Responsibility Program

Interests: Improvising with the group The Atoms, playing with her two kids, or spending time with her husband at craft beer places around Vancouver



**Laurie MacHale**

Publication. -Executive for 3 years

SD46- Sunshine Coast

Student Support Teacher

Over 20 years of teaching experience

Interests: travelling, gardening, outdoor activities, arts/crafts, cooking and reading



**Laurie Robinson**

Speakers

Executive for 4 years

SD 22 Vernon

Retired School Based Resource Teacher

Over 25 years of teaching experience

Interested in painting, golfing and singing- sometimes together



**Ida Von Shuckmann**

Second Year on the Executive- Conference Support

Teacher in School District 63 (Saanich)

Gr. 2/3 classroom teacher and Integration / Learning Support K-5.

Interests include hiking, photography, dog walks with my son's Golden Doodle, and amateur astronomy.



**Liz Postle**

Second year on the Executive- Hospitality

Reading Recovery teacher for 6 years

Happy Valley Elementary for ten years

Professional interests: screen time effects on children's learning.

Personal: golf, beaches and snorkeling.



**Matthew Laur**

First year as Members, Chapters Coordinator

Learning Assistance Teacher, Math Teacher (Foundations of Mathematics 11)

Interests/Hobbies: Squash, Badminton, Reading, Hiking, Exploring Canada, and of course, Learning!

**We at TIEBC wish you and your families all the best as we move into the Winter and Holiday season!**



**TEACHERS** of  
Inclusive Education  
British Columbia



**BCTF**

- [tiebpublication@gmail.com](mailto:tiebpublication@gmail.com)
- <http://www.tiebc.com>

