



British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 • 604-871-2283, 1-800-663-9163 • www.bctf.ca
TTY 604-871-2185 (deaf and hard of hearing)

CCD15-0084

Local resolutions to the Fall Representative Assembly November 6–7, 2015

1. Greater Victoria Teachers' Association **That the BCTF investigate the** **apparent Educational Assistant (EA)** **shortage and bring back** **recommendations to the Winter RA.**

Supporting statement

Our local has noticed a dramatic and continual problem with the non-replacement of Educational Assistants (EAs). We all recognize that the students in our classes need every support and resource available to them to support their learning and success in the schools. When EAs are absent and regularly not replaced it puts an undue hardship on those students who most rely on their help. Is this a problem with other locals in our province? This motion asks for the BCTF to further investigate this trend and suggest possible recommendations.

2. Burnaby Teachers' Association **That the BCTF inform its membership** **about the goals of the BC Health** **Coalition and encourage its locals to** **join as members.**

Supporting statement

This action shows solidarity with other public sector unions and the District Labour Councils to continue our defence of public services, both provincially and nationally, as our sister unions have done for public education. The fee is nominal—\$10 per individual, \$50 for groups of 101–1,000 members, and \$75

for groups with over 1,000 members (visit www.bchealthcoalition.ca).

3. Burnaby Teachers' Association

That locals with up to 1,000 FTE members have the ability to send up to two additional members, and locals with greater than 1,000 FTE have the ability to send up to three additional members, to Federation Leadership Institute (FLI) training with:

1. release costs and per diem expenses to be charged to the local.
2. travel, accommodation, and all other costs associated with the training to be charged to the Federation.

Supporting statement

Building capacity is a critical part of supporting locals in the defence of their rights through the grievance process, allows them to prepare for a potential mid-contract modification table, and affords them the opportunity to train their future local negotiators for the next round of collective bargaining in 2019. Given that these are all part of the BCTF Five Year Plan, the BCTF and its locals must work together to maximize our resources and use of personnel in order to be as effective as possible in achieving our long-term objectives. FLI has been an important venue for training our locally released officers. Allocating additional resources to expanding FLI would be a wise investment in our most valuable resource, our people, in a

manner that is cost effective and enhances our collective strength.

Costing information:

The estimated cost for the Federation to cover travel and accommodation costs for locals under 1,000 FTE to send two additional delegates to FLI and locals over 1,000 FTE to send three additional delegates to FLI would be \$97,000.

Note: Locals are eligible to send additional delegates to FLI at the cost of \$500 per day. The Federation then covers the cost of training, travel, accommodation, TTOC (if required), and per diems. Locals may apply for approval of a Union Mentorship grant to offset some costs to a maximum annual grant of \$1,000.

4, Prince Rupert District Teachers' Union

That similar strategies, as used to support the adoption of LGBTQ policies in school districts be used to support and implement Aboriginal Employment Equity agreements across the province.

Supporting statement

The BCTF is committed to continuing Truth and Reconciliation work, and part of this should be the goal of having an Aboriginal Employment Equity Agreement in every school district across the province. Creating the map showing school districts adopting LGBTQ policies, and posting on e-mail lists every time one was passed, was very effective at increasing the number of LGBTQ policies across the province. LOU #5 has been in our collective agreements since 2006, but since this time, only a handful of locals and

districts have negotiated such agreements. Right now, there is no tracking of the hiring or the retention of Aboriginal teachers. Aboriginal teachers remain underrepresented in BC schools, and it is time we co-ordinate a strategy to be successful to implement this goal.

5, Prince Rupert District Teachers' Union

That the BCTF create a graphic of the basic demographics of its committees and assemblies comparing them to the profession as a whole.

Supporting statement

Women in Canada earn approximately \$8,000 per year less than men, which is double the global gap according to recent research by Catalyst Canada. Approximately 75% of all members of BCTF are women, and this is one reason our wages continue to fall behind other professions. Teaching is still largely viewed as women's work. Within our own organization these percentages are not reflected in our leadership roles. Currently, there are only two women on the BCTF Finance Committee, and only one female member of the Working and Learning Conditions/Bargaining Advisory Committee (WLC/BAC). Representative Assemblies have significantly higher numbers of men, and of 76 locals and sublocals, 37 presidents are male. This raises the question why?

Over the past year, the BCTF has undergone work to complete an equity audit. While this work is ongoing, it will be of value to have easy to read visuals that show the percentages of other equity seeking groups within the Federation in regards to union

leadership roles. If we are ever to come close to reflecting our membership in union roles, we need to be able to see the problem. A simple graphic will be a reminder of what we strive to achieve.

6, *Prince Rupert District Teachers' Union*

That the BCTF advance its Teacher Inquiry support, projects, and opportunities to focus on action research, and look at expanding to supporting union goals as well as curriculum and pedagogy.

Supporting statement

The BCTF has developed a number of workshops, programs, and grants over the past decade to support the work of Teacher Inquiry. Most have been

focused on curriculum and/or pedagogy, and were focused on the process of inquiry. Action research is a disciplined process of inquiry that is done for and by those taking action. Inquiry is the process, or means to the ultimate goal of taking action. This can be related to curriculum or our teaching practice, but may not be limited to it. Since, these grants, workshops, and other supports are currently funded by members through the BCTF, it may be appropriate to look at also supporting union goals such as building capacity, improving public relations, or increasing democratic participation through moving to an Action Research focus of our teacher inquiry work.

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