

BCTELA

AN AFFILIATE OF THE BC TEACHERS' FEDERATION

www.bctf.ca/bctela/president



President's Bulletin

by Dave Ellison

January 2008

"Writing Ourselves: Reading the World"

CONFERENCE REPORT

Thanks to all 384 paid registrants who attended this conference! We had a great mix of teachers from public and independent schools, representatives from the Ministry of Education, university faculty, and student teachers.

The Thursday evening event at the Holiday Inn was a blast. Around 90 teachers enjoyed appies and a beverage and took part in a "fire-side chat" with renowned literacy expert Faye Brownlie. Faye offered a big-picture perspective of "What's New, What's Wonderful in the New IRP"

Novelist Gail Anderson-Dargatz, on tour for her new novel *Turtle Valley*, delivered a keynote address tailored to high school teachers. She spoke about the importance of grounding student writing in the landscapes they inhabit. She also joined in the ceremony to award long-time BCTELA member Steve Naylor the Merron Charney Award for lifetime achievement in English language arts teaching. Gail was a student in Mr. Naylor's English 11 class at the start of his lengthy career at Salmon Arm Senior Secondary.

Friday's workshops—forty of them organized around strands in support of the new IRP—were a big hit! Feedback from teachers was overwhelmingly positive. We will be looking to get some of these speak-

continued on page 7

President's Message

BCTELA heads into 2008 with a renewed energy and vigour. Our membership numbers are the highest they have been for many years, thanks to all of you who attended our fall conference "Writing Ourselves: Reading the World."

One of the things this has allowed us to do is to go forward with plans to completely overhaul our web site. As they say in the world of snowboarding, we're planning to "go big" in terms of building a platform that will support a searchable lesson sharing database, ongoing discussion groups, links to current research, and much more. Keep posted for launch dates!

Inside this bulletin you will see that as an executive, we have been busy on a number of fronts. We have responded to the draft English Language Arts 8-12 draft curriculum document. This is just the beginning of the advocacy needed to provide adequate support for teachers.

We are teaming with the Comox District Teachers' Association and School District #71 to hold a mini-conference "Exploring the New English/Language Arts IRP's" in Courtenay on Monday, February 11, 2008.

Plans are also in the works to send BCTELA exec members to Whitehorse, Yukon to help teachers there get a handle on this new curriculum.

This outreach work is motivated by one of our primary goals—articulated at an executive retreat we held last spring—to "create networks of ELA teachers throughout the province" and to "be one of the first places teachers go for ideas

or anything that matters at the moment?"

We are not particularly interested in providing the one-off types of professional development, which we all know do little to promote change or growth. What we are interested in doing is building community, mentoring colleagues in the field, and creating mechanisms to showcase and support innovative teaching. In the case of the Courtenay conference, we are supporting a newly formed Local Specialist Association (LSA)—the Comox Valley English Teachers Association.

Essentially, all we ask is the host organization covers our travel, TOC costs, and BCTELA memberships for those who attend. First priority will go to LSA's or those groups of teachers interesting in forming one.

This issue of the President's Bulletin is chock-a-block with opportunities for teachers and students alike. Check out the article on the new *Wordscapes Youth Arts Journal*, which explains how you can receive a promotional copy of this exciting new youth-centred writing anthology. The Canadian Bar Association is sponsoring the Barry Sullivan Public Speaking contest and the Law Week 2008 Essay contest. BCTELA's own student writing contest deadline is May 1, 2008, and this spring you will be receiving the 2005-2007 *Student Writing Journal* anthology.

Cheers, Dave

LETTER: ENGLISH LANGUAGE ARTS 8-12 IRP

December 20, 2007

Gail Hughes-Adams,
English Language Arts Co-ordinator
Content and Achievement Standards Unit
Ministry of Education
P.O. Box 9183 Stn Prov Govt
Victoria, B.C. V8W 9H9



2007-08 BCTELA executive

Dear Ms. Hughes-Adams,

The new English Language Arts 8-12 IRP represents a dramatic departure from the previous 1995 IRP. The extent of the change is no doubt a reflection that concepts of literacy have evolved significantly over the intervening dozen years. While there is much to admire and applaud with this draft IRP in terms of promoting concepts such as an “apprenticeship model of instruction” and an “expanded definition of text,” the practical measures needed to translate the many innovative instructional practices into everyday classroom reality are nowhere in sight.

First and foremost, there needs to be a comprehensive Classroom Assessment Model (CAM) developed for each of the grade levels to demonstrate how teachers can meet the diverse needs of students by using “different texts, different strategies, and a variety of class organizational patterns.” Additionally, if “backwards design,” a key conceptual framework introduced in the Considerations for Delivery section of the new curriculum, is to be made understandable to teachers, it must be shown to them. The Classroom Assessment Model is the means by which the Ministry has done this in the past, but for narrow and shortsighted reasons has chosen not to fund. It’s the equivalent of outfitting a mountaineering expedition but then withholding something as essential as fuel for stoves. In the context of the two billion dollar surplus recently announced by Minister of Finance Carole Taylor, it appears to be a cynical attempt to sabotage teachers as they attempt to implement the new curriculum.

An aspect of the new IRP that is most urgently in need of support via a Classroom Assessment Model is the oral language (speaking and listening) strand. More so than any other prescribed learning outcomes, those associated with the oral language strand will require extensive support and in-service if they are to be properly understood and incorporated into daily classroom practice. And as the Ministry makes clear in the preface of the IRP (page v), these prescribed learning outcomes will become mandated and part of the BC School Act.

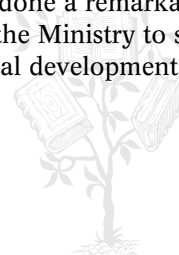
From our discussions with teachers throughout the province, they want to go beyond simply complying with the new curriculum to embracing it in ways that can reinvigorate their classroom practices. The Ministry needs to train a cadre of experienced teachers on the same scale as that undertaken to support the Performance Standards for reading and writing, equip them with Classroom Assessment Models at various grade levels, and make them available to teachers throughout the province. This is especially true for those teachers outside the Lower Mainland for whom attending professional conferences entails considerable expense and effort.

BCTELA so values the role of a classroom model in the IRP that we considered developing a Classroom Assessment Model ourselves. However, we are not interested in doing work that remains the responsibility of the Ministry. There are established protocols for doing this, namely a joint call from the Ministry and the BCTF to be part of a curriculum support committee. The call will yield an abundance of qualified and dedicated candidates at various stages of teaching careers, and the selection process will be sure to include gender, regional, and aboriginal representation from middle and secondary school teachers.

Another aspect of the draft IRP that is troublesome is the undue emphasis given to “classic” works of literature through their over-representation in the Achievement Indicators. Referencing novels such as *Lord of the Flies* and *To Kill a Mockingbird* sends the wrong message—that works by British and American writers should continue to be prominent in BC classrooms. First, we request that Canadian fiction and non-fiction be included in learning outcomes A1, B1 and C1. Second, while the IRPs no longer include recommended resources, the curriculum needs to encourage teachers to introduce their students to the best of Young Adult literature and works by Canadian authors. Including current YA and Canadian titles in the Achievement Indicators section of the IRP gives support and permission to teachers who want to purchase relevant titles for their classrooms.

The new IRP is grounded in the realities of our diverse classroom compositions and built on a solid foundation of current research. The many educators who have worked for several years on this draft curriculum have done a remarkable job and deserve our respect and appreciation. Their efforts need to be honoured by a commitment from the Ministry to support this innovative curriculum through the development of Classroom Assessment Models and professional development workshops and training.

Sincerely,
Dave Ellison
For the BCTELA executive



EXPLORING THE NEW English/Language Arts IRP's



An English teachers' conference sponsored by BCTELA, and S.D. #71



BCTELA



COMOX VALLEY
SCHOOL DISTRICT

Monday, February 11, 2008

Mark Isfeld Secondary

1551 Lerwick Rd., Courtenay, BC

(Registration Form on page 5)

SCHEDULE

8:30 – 9:00	Registration / coffee
9:00 – 10:00	Overview of IRP with Gail Hughes-Adams (Min. of Ed) and Leyton Schnellert (BCTELA)
10:00 – 10:30	Coffee Break
10:30 – 12:00	Session A and C
12:00 – 1:30	Lunch (on site)
1:30 – 3:00	Session B and C (continues)

The conference will open with Gail and Leyton giving us a guided tour through the new curriculum including its organizers and learning outcomes. New concepts such as Achievement Indicators, Key Elements and Considerations for Delivery will also be introduced. Links will also be made to lesson design and assessment.

Gail Hughes-Adams is a Curriculum Coordinator at the BC Ministry of Education and is responsible for the English Language arts curriculum from Kindergarten to Grade 12. Her goal is to foster and develop supportive professional relationships between educators and the Ministry. **Leyton Schnellert** represented BCTELA as a member of the working group for the 8-12 IRP and the editing teams for both the K-7 and 8-12 ELA IRP's.

SESSION A (10:30-12:00)

Session A1 – Powerful Pictures Books for Painless Strategic Teaching – (Grades 4-9)

Session Description: Lisa and Marty will utilize engaging picture books (fiction, non-fiction, biography and historical fiction) that leave students wanting more. Engaging picture books will be presented along with thinking strategies linked to the new English Language Arts IRP, for reading, writing and purposeful talk across the curriculum.

Presenters: Lisa Cooke teaches grades 7 to 9 Humanities, Science and Literacy Support, and Marty McCrick is a District Literacy Resource Support teacher and District Teacher Librarian for the Comox Valley School District.

Session A2 – Blogging into the New Literacy

Session Description: Here's the 'what' and the 'how' for teachers interested in exploring technology in the classroom. Heather will share how she uses blogs and other web tools in her senior English classes to encourage critical thinking and a new form of classroom communication that students as “digital natives” are wholly accustomed to using in their lives outside of school. She will provide hands – on instruction for implementation, from learning how to 'socially bookmark' with “delicious” to creating your own blog.

Presenter: Heather Corman is an English teacher in Courtenay and president of the Comox Valley English teacher's LSA. She enjoys thinking of ways to integrate technology into classrooms to create rich, relevant educational experiences for students.

Session A3 – Oral Language in BC classrooms

Session Description: This workshop will introduce practical strategies for developing and assessing oral language skills and strategies. Participants will consider key aspects of the new curriculum and how these translate into classroom learning. Handout will include practical strategies and assessment materials.

Presenter: Dr. Sharon Jeroski is a BC educator with special interest in assessment and evaluation, English language arts, the integration of technology to improve learning, and action research.

Session A4 – “How to Read Literature Like a Professor” – “If she comes up, it's a baptism.”

Session Description: This workshop will introduce participants to this rich and engaging book by Thomas Foster and demonstrate how teachers can make their short story and novel units deeper and more interesting for students by understanding symbolism, archetypes and other patterns that recur in the literature we study with our students.

Presenters: Dave Allen & Steve Stanley are members of the Comox Valley English teachers LSA and teach English full-time. They have been using the ideas from this book in their classes with excellent results.

SESSION B (1:30-3:30)

Session B1 – See the Story

Session Description: Come explore the exciting world of graphic novels. The interplay of the graphic novel format opens fresh opportunities to build literacy skills that support the new IRP. A brief history of the genre and hands-on activities will provide everything needed to bring graphic novels into your classroom. The focus will be on texts suitable for Grades 8 through 12.

Presenters: Susan Ma is a researcher and lecturer on graphic novels. She can regularly be found thinking, talking and writing about graphic novels and manga at Christianne's Lyceum, UBC, Vancouver Kidsbooks, the BCTELA's Update and at the Canadian Children's Book News. Celia Brownrigg is a curriculum coordinator on the BCTELA executive and is studying teacher - librarianship while working at Vancouver Kidsbooks and teaching on call in Vancouver and Coquitlam.

Session B2 – Ideas to Talk About : Oral Language Lesson Plans for Grades 4-12

Session Description: Dave and Patty will share their ideas for how to engage students in various speaking activities. These include using picture books, film, and graphic novels to have students “talk the story”; impromptu speeches and sales pitches; debates; and formal speeches.

Presenters: Dave Ellison is in his twelfth year of teaching. Along the way he has coached debate teams and students in speech meets. He is currently president of BCTELA. Patty Holmes has worked for 26 years in K to adult ed. classrooms, with a decade's concentration in upper intermediate. Currently, she works as a resource teacher supporting diverse learners in intermediate classrooms. She is also active with City Stage New West, working to bring professional theatre to New Westminster. Patty is a conference coordinator for BCTELA.

Session B3 – Integrating Curriculum for English 11 and Social Studies 11

Session Description: This workshop will introduce participants to the Honours Liberal Arts course at Mark Isfeld Secondary. Discussion will be held on the philosophical implications of integration at the senior secondary level and many ideas will be shown for doing so successfully. Students in this class receive credit for English 11, Social Studies 11 and Comparative Civilization 12.

Presenter: Shawn Holland is a Comox Valley teacher and member of the LSA. He has been teaching this course for several years, and has nearly ten years of experience at the secondary level.

Session B4 – Using Aboriginal Fiction in the English Classroom

Session Description: Aboriginal history composes much of the history of British Columbia. This session will focus on ways to incorporate aboriginal literature into day to day classroom activities as well as novel studies. Cindy will also relate the successes, as well as the challenges of using aboriginal literature in culturally diverse classes.

Presenter: Cindy Miller teaches English Language Arts at Fort St. James Secondary School in BC's Central Interior.

SESSION C (10:30-3:30) (ALL DAY)

Session C1 – Designing Engaging Units using Backwards Design (all day)

Session Description: Designing Engaging Units using Backwards Design (all day) – So many best practices... how do you put them all together to create engaging, pedagogically-sound units that will help your students learn what they need to? Come and spend the day with us – learn about inquiry and backwards design, modeling and gradual release, assessment-to-instruction – put it all into a framework for a unit you can use. To get the most out of this session, bring a topic for a unit and sample texts you might use, and any brainstorming you have already done.

Presenters: Leyton Schnellert, Joanne Panas, and Nicole Widdess are long-time members of Richmond's Strengthening Student Literacy Network, a grassroots teacher-research group. Nicole currently teaches grades 6-7 and is a passionate advocate for literacy learning. Joanne is a part-time teacher at McRoberts Secondary in Richmond as well as being an educational consultant, a writer, and co-editor of BCTELA's journal Update. Leyton currently is an Adjunct Faculty Associate at SFU, and has been a middle and secondary teacher.

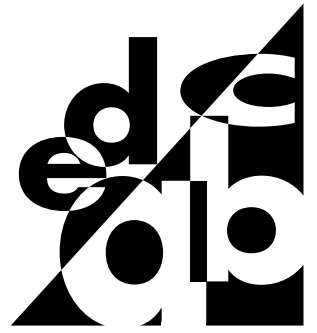
Session C2 – Creative Writing (all day)

Session Description: Susan and Bill will spend the day with teachers working on your personal writing skills in poetry and prose and teaching strategies and activities you can use with your class. You will have time to write as well as to discuss ideas and projects you can use the next day.

Presenters: Bill and Susan Stenson are the founders of the highly acclaimed Claremont Review which recently celebrated its fteenth year of publishing the best work by young authors. Susan Stenson's senior English and Writing students have won the League of Canadian Poets' National Poetry Prize from 1999 to 2006; she has been a co-editor of The Claremont Review since 1993. Susan's most recent collection of poetry, *My Mother Agrees with the Dead*, was published in 2007 with Wolsak & Wynn. She has been published in every important literary journal in Canada, on CBC radio, in The Poetry in Transit Program and has won the Arc poetry prize, This Magazine's Literary Hunt, The League's National prize, and the Rona Murray Prize for Poetry among others.

EXPLORING THE NEW English/Language Arts IRP's

An English teachers' conference sponsored by BCTELA, and S.D. #71



REGISTRATION FORM

Copy this registration form and fax to Pat:

Fax 250-334-4472

Name: _____ Fax No.: _____

Address: _____

City: _____ Postal Code: _____

School & District #: _____

Tel: _____ E-mail: _____

Please register me for the following workshops (insert numbers of desired session for each time slot)

1st choice A _____ B _____ or C _____ (all day)

2nd choice A _____ B _____ or C _____ (all day)

Out-of-district participants, please fax registration and either send cheque or pay at the door.

Cheque payable to SD71 & BCTELA please mail to: Pat Doleman - SD71

607 Cumberland Road

Courtenay, BC V9N 7G5

- Out-of-district - \$20 (lunch & snacks)
- BCTELA membership - \$35 (mandatory charge)
- I would like a coil-bound copy of the ELA 8-12 IRP. - \$15
- Please do not add my name to the BCTELA list-serve.

Total \$ _____

Cheque is in the mail

I will pay at the door

COVER SHEET REQUIREMENTS FOR THE 2007 - 2008 CONTEST

PLEASE NOTE THE FORMAT:

- all information except for the two signatures *must be typed, word processed or neatly printed.*
- follow the order as given below
- copy the information heading as well as provide the information (i.e. type "GRADE:9" and not just "9")

REQUIRED INFORMATION:

Grade	School name
Category: (poetry or prose)	School address, City & Postal Code
Title	School phone
Your Name	School fax
Address, City & Postal Code	English Teacher
Phone	Teacher signature



COPY THIS SENTENCE ONTO YOUR COVER SHEET.

My signature verifies that the work I am submitting is my own, has not been previously published and has been written after May 1, 2007

SEND WORK TO:

SWJ Editor
2448 E. 20th Ave.
Vancouver, BC, V5M 2T6

STUDENT SIGNATURE _____

BCTELA 2007 - 2008 WRITING CONTEST COVER SHEET

*We would prefer that this information be typed or word-processed. If this is not possible, please fill out the following form in neat, accurate printing. Do NOT leave out any information as we need to be able to contact the right person at the right time. **Incomplete forms will result in your writing being disqualified from the contest.***

Grade _____ Category: Poetry Prose

Title _____

Name _____ Phone _____

Address _____

City _____ Postal Code _____

School Name _____ Phone _____

Address _____ Fax _____

City _____ Postal Code _____

English Teacher _____ Teacher Email: _____

Teacher Signature _____

By signing on the line below, I am verifying that the work I am submitting is my own, has not been previously published, and has been written after May 1, 2007

STUDENT SIGNATURE _____



Call for submissions to Update: the Journal of BC's Teacher of English Language Arts

Update provides you with the opportunity to write and be read. Your viewpoints, lessons, opinions, research (formal or informal) are welcomed in formats ranging from strategies, lesson plans and units, to more formal compositions and narratives exploring big ideas in teaching and learning, to creative writing.

Update publishes contributions on all facets of language

arts learning, teaching and research, focusing on the intermediate, middle and secondary grades. *Update* offers teachers of grades 4 to 12 a practical, user-friendly guide to best practices.

We have four departments with the following guidelines to assist you in preparing and submitting your writing:

UPDATE DEADLINE: May 15, 2008

Articles and reviews can be submitted to:

JOANNE PANAS

jpanas@richmond.sd38.bc.ca

KRISTA EDIGER

kediger@richmond.sd38.bc.ca

Teaching Ideas

(teaching strategies, lesson plans, unit plans)

- ◆ purpose is clear (i.e. articulates specific learning goals for students)
- ◆ acknowledges perspective/background/role (i.e. grade 6 teacher; have used reading workshops for 10 years; trying to embed more targeted strategy instruction in my teaching)
- ◆ description of instruction outlines how modeling or scaffolding are used
- ◆ offers specific classroom practices that are grounded in research (backed up with current thinking, research reference(s))
- ◆ piece is well organized and clear
- ◆ student samples must be reproducible and readable
- ◆ formative and summative assessment and instruction are aligned
- ◆ includes links to student and professional resources
- ◆ includes a summary and/or reflection

- ◆ includes reflections made before and after the teaching practice
- ◆ typically narrative in style
- ◆ relates own thinking and practice to current thinking and research
- ◆ piece is well organized and clear
- ◆ includes synthesis and/or next steps

Musings and Meanderings

(students' and teachers' creative writing, opinion pieces)

- ◆ any topic but prefer those related to teaching and learning and English language arts
- ◆ effective use of form
- ◆ engagingly written (first person, present tense, ideas are effectively linked and language choice heightens meaning)
- ◆ acknowledges perspective/background/role in opinion pieces

Check This Out

(includes reviews, announcements of contests and conferences)

- ◆ acknowledges perspective/background/role (i.e. teach grades 9-12 English; looking for novels related to the theme of...; "I am always looking for new ideas related to diversity in the classroom")
- ◆ ideas and/or opinions are clear, supported and explained
- ◆ reviews include target audience, some ideas for application (good for what?)
- ◆ author should not have a personal or a financial stake in what is being announced or reviewed

Investigating Our Practice

(action research, reflection on practice over time, narrative)

- ◆ introduces and outlines purpose and process of inquiry
- ◆ explores a big idea in teaching and learning over time
- ◆ acknowledges perspective/background/role in relation to issues, big idea, and/or inquiry question(s) (i.e. "I believe in democratic schooling, but I hadn't recently looked at how what I do was or was not working"; "I have been teaching for 18 years and oral language has always been important in to me. However, I want to know how I can help my students actually improve their speaking and listening abilities.")

continued from page 1

"Writing Ourselves: Reading the World"

CONFERENCE REPORT

ers back for our conference next year, as one "complaint" we heard from teachers was that each of the workshops was offered only once, and this made for some very difficult decisions.

One notable aspect of the conference we do not want to repeat was the delay in getting people fed at lunch. The physical layout of the school created a dreadful bottleneck that prevented setting up more than one buffet table.

Rest assured—this will not happen again! We have just finalized plans for holding our October 2008 conference at the Delta Vancouver Airport in Richmond. More on this exciting full two-day conference later.

Finally, we elected a dynamic new executive at the Annual General Meeting following the conference. For the first time in a long time, we have representation from the Central Interior and Vancouver Island. In addition, we created a position for Student Teacher Liaison. Welcome aboard: Myriam Dostert, Joanne Panas, Mara Brkich, Cindy Miller, Steve Stanley, and Grant Macmillan. Leaving our executive after twelve years was June James. She has held virtually every position on our executive, and now goes on to be President of the Canadian Council of Teachers of Language Arts. Thank you and congrats, June!

Conference Photos:

Steve and June



Steve and Gail



Patty and Myriam



Myriam and Dauvery



Gail



New Wordscapes Youth Arts Journal to be Launched in 2008

After publishing the annual *Wordscapes: British Columbia Youth Writing Anthology* for the past six years, Ripple Effect Arts and Literature Society (REAL) will be relaunching the publication as the new *Wordscapes Youth Arts Journal* in March 2008. In addition to publishing nearly 50 talented high school writers and visual artists each year, the journal will also have a Contemporary Writing section with writing samples by established authors from Canada's literary community. REAL is excited to have lined up a number of excellent writers to appear in the first three issues in 2008, including:



Douglas Coupland, Christian Bök, Wade Compton, Rachel Zolf, Janina Hornosty and Billeh Nickerson.

The journal will be published three times a school year, and each issue will focus on one writing genre – fiction, poetry, and personal essay. The always topical and

engaging youth writing and cover art in the journal is by the winners of REAL's annual BC Youth Writing and Design Contest, now in its seventh year. All students who enter the contest receive a one year subscription to *Wordscapes* and a chance to win \$100-\$500 and publication in the journal. (The next deadline for student and school entries is May 31, 2008. See www.rippleeffect.ca in the new year for details.)

REAL believes the new *Wordscapes Youth Arts Journal* will give students a unique opportunity to read and be inspired by current writing practices as exemplified by their student peers and Canada's diverse community of authors. For teachers, the journal will provide an enhanced classroom resource that sets a benchmark for provincial writing and motivates students with contemporary literature they are not normally exposed to through standard curriculum resources. Students whose teachers introduce them to *Wordscapes* in class generally demonstrate higher literacy and write

more mature and accomplished pieces.

In order to give teachers an opportunity to see firsthand the quality and teaching potential of the new *Wordscapes Youth Arts Journal*, REAL is planning to donate 1000 copies of the first two issues to be published in February (Fiction) and March (Poetry) to BC school libraries and teachers. I've arranged it so that all BCTELA members who are interested in receiving a free copy just have to email REAL Society at info@rippleeffect.ca and write "BCTELA Wordscapes copy" in the subject line, and your Name, School, Position, and Mailing Address in the email.



I highly recommend all members take a few seconds to take advantage of this offer and check out this high quality publication. It will be a good read for both students and teachers!

B C T E L A M E M B E R S H I P B E N E F I T S

Members receive by mail:

- ◆ 2 issues of *Update* (our professional journal)
- ◆ The annual *Student Writing Journal*
- ◆ 3 issues of the *President's Bulletin*
- ◆ Conference notices
- ◆ BC Bookworld

Members receive:

- ◆ Advocacy/opportunity with the BCTF
- ◆ Advocacy on ministry committees
- ◆ Representation on Grade 10 exam ministry committees

- ◆ Advocacy with university education departments
- ◆ Canadian (CCTELA), North American (NCTE) and international (IFTE) affiliation

Members are eligible to apply for:

- ◆ Curriculum Resource Development (\$800)
- ◆ Leadership awards/Leadership Development Grants
- ◆ Local Specialist Association (LSA) support/Start-Up grant (\$500)
- ◆ Seed money for regional conferences (\$500)

All of this for **\$35!** To join please mail or fax the PSA application form (at www.bctf.ca/bctela/)

Canadian Bar Association events in support of Law Week 2008

Each April, the Canadian Bar Association holds events to celebrate Law Week. This year, the CBA events include an essay contest and a public speaking competition.

The CBA events celebrate the signing of the Canadian *Chart of Rights and Freedoms*. This year's theme for Law Week is "The Law: Past, Present and Future."

Of particular interest to English teachers is the Barry Sullivan Law Cup public speaking contest, open to students in grades 11 and 12 throughout British Columbia. The Law Cup, named in memory of Barry Sullivan, honours his

contributions to the legal and educational profession as well as his work in defense of the Charter.

The registration deadline for the speech contest is March 1, 2008. The contest will be held at 4:30 p.m. on Thursday, April 17, 2008 in the heritage courtrooms at the Vancouver Art Gallery, 750 Hornby Street in Vancouver, BC. The contest organizers strive to include geographic representation from throughout the province.

The deadline for the essay contest is also March 1, 2008. It is open to students in grades 8 – 12. Students have a strict maximum of 1,000 words, on the follow-

ing topic: The Law: Past, Present and Future.

If students choose to participate in both the Law Cup and the Essay Competition, students are not permitted to use the same entry for both competitions. In other words, the entries for both competitions must be entirely different in content.

Information about last year's provincial events can be found at www.bclawweek.org.

Contact Alison Z.A. Campbell at azcampbell@van.fasken.com or Denada Deliallisi at ddeliallisi@bccba.org for more information.