



ETFO VOICE

Elementary Teachers' Federation of Ontario

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ETFO: Protecting Collective Bargaining, Protecting Public Education

This fall has been the most tumultuous time for members and provincial staff involved in collective bargaining with school boards. The impact of the new funding model together with the amalgamation of school boards have caused havoc in many school boards as your collective bargaining team has attempted to negotiate your new collective agreement for 1998 - 2000. For the first time in many years, many collective bargaining teams continued negotiations throughout the summer break. Even with all the summer activity, very few collective agreements have been reached.



It is no surprise that elementary school students were among the crowd at the Mike Harris Goodbye Party in Ottawa on October 17. The new funding formula for schools says that every elementary student gets 100 square feet, and no more. This formula means that over 600 schools across Ontario will close. This arbitrary figure has got to go. For starters, how about an extra 25 square feet per student? For more information about school closures, see page 5.

Twenty-three of the new bargaining units for teachers and occasional teachers involve the amalgamation of from two to six former school boards. For some reason, ETFO has been experiencing far greater difficulties in the school boards that did not amalgamate with another board. Your Local collective bargaining committees have been negotiating with school



Thousands of teachers were among those who travelled to Ottawa October 17 to participate in the Mike Harris Goodbye Party organized by the Ontario Federation of Labour (OFL). At ETFO's Annual Meeting in August, delegates voted unanimously to work to defeat the Harris government in the next provincial election. For a complete report on the Annual Meeting, see the back page. (Ed.)



Members of ETFO Peel demonstrate in front of their board office. Peel elementary teachers are among the thousands of ETFO members who have experienced difficulty reaching agreement with their boards. ETFO Peel reached a tentative settlement on October 27.

boards who are seeking to reduce preparation time, cap or reduce benefit contributions, eliminate staffing provisions, grandparent and cap retirement gratuity, eliminate salary increases, restrict leaves of absence and to attempt to control everything through management rights.

As of October 25, collective agreements have been achieved in ten of the 31 teacher bargaining units: Durham, Halton, Lakehead, Lambton Kent, Limestone, Niagara, Renfrew, Simcoe, Toronto and Waterloo. Provincial takeover has been in operation in Bluewater,

Halton, Lakehead, Near North, Niagara, Peel, Simcoe, Thames Valley, Upper Canada, Waterloo and York Region. Provincial takeover occurs when a school board requests a "no board" report from the Ministry of Labour. Provincial takeover means that a provincial collective bargaining staff officer becomes the chief negotiator and additional extra-ordinary assistance is provided by the provincial office of ETFO. Bargaining difficulties continue in Bluewater, Near North, Thames Valley, Upper Canada and York Region.

One occasional teacher col-

lective agreement has been negotiated in Hastings and Prince Edward and one school authority teacher collective agreement has been negotiated. There are about 70 collective agreements for ETFO members still to be negotiated, most of which will have an effective date of September 1, 1998.

Every member counts

The battle is far from over. Members of ETFO must remain vigilant to ensure their rights through the collective bargaining process are protected. Without a strong commitment from you and your colleagues, your Local collective bargaining committee will not be able to achieve the collective agreement you deserve as an elementary teacher or educational worker and a member of ETFO.

Duncan Jewell is ETFO's Coordinator of Collective Bargaining Services. □

Visit the ETFO Web Site at www.etfo.on.ca for up-to-the-minute information on your Federation.

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President

Protecting our Profession

Two major events have shaped the environment for teachers and education workers this fall. The first, the passage of the infamous Bill 160 in December, 1997. That Bill opened all public elementary collective agreements as of September 1, 1998. The second major event was the release last April of the confusing and inadequate funding model. This model has led school boards throughout Ontario to attack our hard won rights. In some instances, irresponsible school boards have been trying to go beyond even the draconian restrictions imposed by Bill 160 to try to gain some concessions of their own.

These events left us with two choices. We can allow our rights to be taken away from us, or we can take a stand and protect our profession. I am proud to report that each Local that has been threatened by its Board in these kinds of ways has chosen to stand up for its members and to protect publicly funded education. I believe this is the only approach we can take - the only way we can go.

This fall, teachers in Simcoe County and Waterloo Region witnessed attacks on their collective agreements that led to full withdrawals of services. Going on strike is never an easy choice, nor should it be. However, accepting strips to our collective agreements and the imposition of sweeping management rights is clearly unacceptable. It is ETFO's position that the erosion or stripping of any aspect of our collective agreements is a regressive and unacceptable move.

Ask yourself whether you would accept a collective agreement under the following circumstances:

The board said it had to strip the agreement because of the funding model. Yet, when an external audit on their books was undertaken, millions more dollars magically appeared!

Consider how you would feel if your board wanted to reduce preparation time (which did not cost it anything) because its negotiators said the teachers did not need it!

These are the kinds of behaviours facing ETFO members.

Over the past 20 years, our profession has bargained for improvements to our collective agreements. These improvements have led to better working conditions for teachers and better learning conditions for our students. And, yes, along the way we have improved our salaries and benefits as well. However, since 1992, Ontario teachers' real disposable income has dropped.

Most teachers have not had a salary increase for seven years. Meanwhile, the cost of living has gone up 8.8%. We must stop the erosion of our standard of living. We must demand the salary our work deserves. As well, we must protect our rights to negotiate class size and preparation time as well as the length of the school day and the school year. If we accede to the erosion of such professional rights, it will be years before we win them back.

Outside the collective agreement, but of equal importance, is teachers' workload. In an effort to adjust to the funding model, school boards are cutting back on custodial, secretarial and lunch room supervision services. In some cases, superintendents and principals are ordering our members to un-

dertake many of these responsibilities. These duties are not within the framework of our professional responsibilities.

Every time a teacher accepts such a duty, she or he not only takes away another union member's job, he or she is also using the physical and emotional energy needed for teaching. Every member asked to undertake such duties should refuse to do so and immediately file a complaint with their ETFO Local President. This will ensure these matters are raised in the appropriate forum. If we do not take a stand each time we are asked to perform duties that rightfully belong elsewhere, by this time next year it will become accepted practice for teachers to be doing the work of custodians, secretaries and lunch room supervisors.

We must be vigilant in protecting our profession. It will take courage to defend our collective agreements and to demand our rights. This fall, ETFO members have shown they are prepared to stand up and be counted. We will have to continue to do so until all school boards understand that ETFO and its members will not stand by and see our profession diminished.



Phyllis Benedict is the President of the Elementary Teachers' Federation of Ontario. □

Professional Relations Services: Just A Call Away

Working in the education system is more challenging today than it has ever been. Teachers and education workers face many complex and varying roles in an increasingly litigious climate and are confronted with complex professional issues in a time of declining resources and social challenges.

Staff in Professional Relations Services are available to provide advice and support to members who are experiencing work related difficulties that are not covered by the provisions of their collective agreement. Staff will advise ETFO members of their rights and responsibilities in numerous areas.

Call the provincial office PRS staff immediately when you have:

- Been accused of any criminal matter that relates to your work situation (e.g. physical or sexual assault/abuse);
- Been notified that a complaint had been filed against you to the Ontario College of Teachers;
- Been placed "on review;"
- Been advised by your board that your contract may/will be terminated; or
- Been advised by your local president that provincial office staff must become involved with your situation.

Criminal Allegations

- Call Professional Relations Services immediately and state that your call is urgent.
- Do not speak with anyone else or provide statements until you have received legal advice through ETFO's PRS Staff.

If asked to provide information, state:

"I am willing to cooperate but first I wish to speak to my Federation and legal counsel."

ETFO Local Presidents and PRS matters

With the exception of the above issues, both your local president and provincial office team are available to assist you in dealing with professional questions or concerns.

The following are some of the issues about which you may wish to consult with either your local president or PRS staff:

- Accommodation of Disabilities
- Acts and Regulations
- Addictions
- Assignments
- Career Counselling
- Certification
- Classroom Management
- College of Teachers
- Competence Issues (due process)
- Conflict Management
- Conflict of Interest
- Confidential Notes
- Contracts
- Criminal Matters
- Defamation/Slander/Libel
- Discipline of members
- Duties of a teacher/principal
- Employee Assistance Programs
- Employment Equity
- Employment Insurance
- Employment Standards Act
- Ethics (Professional)
- Freedom of Speech
- Harassment
- Health & Safety
- Human Rights
- Leaves of Absence

- Long Term Disability
- Maternity/Parental
- Medical Procedures
- Negligence/Liability
- Parental Problems
- Pension Issues
- Performance Appraisal
- Policy Interpretation
- Privacy/Confidentiality
- Professional Conduct (Boundaries)
- Qualifications/Certification
- Resignations
- Retirement
- Stress Management
- Subpoenas
- Termination
- Transfers
- Trustee Issues
- Violence in Schools
- Workplace Safety and Insurance Board

Representation by ETFO at meetings with Board officials

When you are asked to meet with board officials regarding a professional concern, you are advised to request that federation be present. Contact your local president and discuss the situation. If s/he feels it is necessary to involve provincial office staff this can also be arranged with advance notification. Remember, your president is there to ensure that you are treated fairly and that your rights are protected. He or she will act as your advocate in such situations. Be sure to discuss in advance what part s/he will play in the meeting. When decisions are to be made on your part, take the time you need to get appropriate advice from your representative.

More to Follow

One of the major goals of the PRS staff whenever possible, is the prevention of major professional difficulties. In addition to our direct service, we will regularly communicate information and advice to you in ETFO publications.

And remember, we are *Just a Call Away*.

Professional Relations Services

1-888-838-3836 or (416) 962-3836 □

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General Secretary

The birth of a union

The founding of the Elementary Teachers' Federation of Ontario (ETFO) marks the beginning of a venture that has never before been tried in our country. Never before in Canada have two existing teacher unions determined to form a totally new Federation with a membership in excess of 70,000 members, a membership that includes teachers, occasional teachers, and educational support personnel, all of whom share the common challenge of providing the very finest public education to our students.

Very simply, we are the biggest teacher union in Canada. Our challenge is to be the best teacher union in Canada. We must offer:

- the best service to our members;
- the best education to our students; and
- the best compensation for our members' efforts.

Officially, your new Federation was born on July 1, 1998. On that date, the staff of the Federation of Women

Teachers' Associations of Ontario (FWTAO) and the staff of the Ontario Public School Teachers' Federation (OPSTF) became the staff of ETFO and I assumed the responsibility of General Secretary. July and August was a transition period. FWTAO and OPSTF remained active, held their Annual Meetings and sent Governors to the Annual Meeting of the Ontario Teachers' Federation (OTF).

As each Affiliate is represented by ten OTF governors, the next meeting (January, 1999) should see 40 Governors representing four Affiliates - ETFO, the Ontario English Catholic Teachers' Association (OECTA), the Ontario Secondary School Teachers' Federation (OSSTF) and l'Association des enseignantes et des enseignants franco-ontariens (AEFO). This change requires an amendment to the Teaching Profession Act, which in turn requires the support of the Minister of Education and Training. However, it would be naive to count on Dave Johnson to act quickly to bring this change about for us.

The transition to ETFO was enhanced with the election of the 14-member Executive at ETFO's Annual Meeting in August. This Executive is re-

sponsible for guiding the Federation until ETFO's next Annual Meeting in August, 1999.

While the FWTAO and the OPSTF will continue to exist until all of their financial obligations have been retired, in September ETFO truly began to represent the teachers, occasional teachers and educational workers in Ontario's public elementary schools.

September was truly a dynamic month.

- Most of the staff were relocated to one of the two current offices - 5160 Orbitor Drive, Mississauga and 1260 Bay Street, Toronto - phones were switched, computers re-configured;
- ETFO's Provincial Executive met three times between mid September and late October;
- ETFO initiated a two-week radio campaign and placed two half-page newspaper advertisements to draw to issues of concern to teachers and the general public;
- A leadership training program involving over 200 participants from ETFO Locals received very positive feedback;
- Over 150 Local leaders participated in the first meeting of ETFO's Representative Council, a forum for Local (Story continued on page 10. See "Secretary.")

East meet West

The Japanese Internship Program in Canada

Mae Newsome

"My English is still not so good. I cannot make long sentences. But I can say Thank you so much. I am so happy."

Our school was saying a sad goodbye to our friend and teacher, Hiromi Yamazaki. Hiromi had made Central School in Dundas her home for the school year and was preparing to return home to Japan. The children fêted their friend with songs, dances, poems and letters. It had been a remarkable year for both the students and for Hiromi. The customs and culture of Japan had been revealed little by little throughout the year and no one wanted a year of happy memories to come to an end.

Hiromi had come to Canada from Japan as part of the International Internship Program. Successful candidates complete an application form, pass a test and write an essay in English explaining why they want to be part of the program. Last year, 34 Japanese worked as educational assistants in Canada. The participants must pay their own way and pay for their room and board. Our responsibility was to welcome Hiromi into our school and to provide her with a home.

Our principal, Brian Reed, met Hiromi at Toronto Airport last September. Although she had studied English in Japan, she was understandably overwhelmed by her new situation. Because our school has adult education classes in the daytime, Hiromi was able to take ESL classes in the morning and help in the classrooms in the afternoons.

Hiromi began her year in my Grade One class. She enjoyed the songs, poems and stories the children were learning. Her English grew very quickly and soon she was listening to my students read and helping them with their activities. The children loved Hiromi's gentle ways, but she remained firm and committed. With Hiromi's help, many of the grade ones

became terrific independent readers very early in the year. Even my reluctant readers would wait patiently in line to be able to share a book with Hiromi. Whenever Hiromi dropped in to the class, she would seek out the child who needed a kind word or a helpful hand to solve a problem.

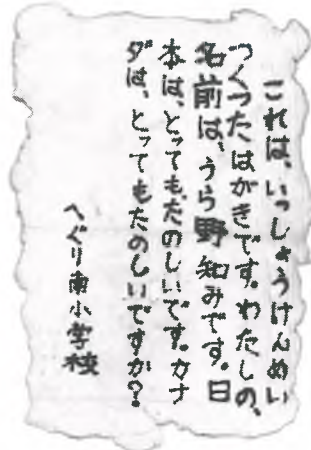
Throughout the year, the students in the whole school participated in many of Hiromi's lessons. Origami became a favorite lesson for many of the children. We learned how to fashion cats, dogs, shirts, flowers. Origami is an excellent lesson for listening, following directions, and promoting dexterity in folding paper carefully and precisely.

Hiromi showed the video *The Paper Crane*. This animated story reminds us of the horror of Nagasaki and Hiroshima, but offers hope that we can attain a peaceful world. Each year, the Japanese children make thousands of paper cranes to symbolize this hope. This year, our children too learned to make the paper crane and make the wish for world peace.

Trying on Kimonos was a delight for the primary classes. Hiromi was very particular that the obi (the sash) was tied correctly and the kimono fitted properly - the lesson was much more than just "dressing up."

All the students tried their hands at Japanese Calligraphy. In Japan, we learned, this is a serious lesson - talking is not allowed. Hiromi expected (and received) quiet and attentive classes. Some of the classes shared in tasting Japanese food. The children were intrigued by the different flavours to Canadian food and, of course, the use of chopsticks.

Undoubtedly, the highlight for our school was the Japanese Sports Day, held in June. The teachers and students were divided into two teams - the Red Team and the White Team. We first met on the school lawn for the Opening Ceremonies. The Principal addressed the gathering; we played the Japanese and



Our newly established Japanese pen pals wrote these letters to my Grade One class. These letters are written on paper which the class had made. Hiromi read each letter in English to my class and helped my students to reply.

Canadian national anthems and participated in Japanese exercises. Hiromi had taught all the students the exercises in gym classes so everyone participated easily. Then the grades competed in a number of relays and races - even the teachers were involved in a race with a grade six student as a partner. When you were not participating, you were cheering your team on to victory. The sporting events ended with all the students and teachers joining hands to participate in the Japanese dance celebrated at the Winter Olympics. Again, this had been taught to the classes ahead of time in gym classes. With the whole school dancing together, this was a very emotional experience. In Japan spectators take whistles, drums and other musical instruments to the games and revel in the loud noises.

We, in our turn, enjoyed exposing Hiromi to our Canadian life style. "I could not imagine a large tree in the house at Christmas time," Hiromi said. "In Japan, Christmas is for lovers. It is not spent with family."

Several trips "Up North" were part of Hiromi's stay. "I do not like the black flies," she said with the resignation of a true Canadian.

And Hiromi's impression



Grade Ones dressed in traditional Japanese clothing.



Learning the correct way to practise Japanese Calligraphy.

of Canadian children? "Wonderful!" she says, without the slightest hesitation.

It has been a unique experience for all of us. Dundas Central has enjoyed this exchange so much that we are eagerly awaiting our second Japanese educational assistant, who will be with us throughout the 1998-1999 school year.

If you would like your school to be involved in this program, please contact Brian Reed at (519) 647-2676 or by e-mail pengally@aol.com.

Mae Newsome teaches grade one at Dundas Central School, Dundas.

Simple Can Lanterns

With adult supervision, making this simple can lantern is child's play, and its light adds a festive glow to any celebration:

Step 1

Use recycled juice cans. Wash and secure any sharp edges. Paint the cans with acrylic based paints.

Step 2

With a hammer and very narrow sized nail, puncture holes according to design of painting.

Step 3

Glue a tea light to the inside base of the can.

Step 4

Puncture two holes on each top side of the can and wire to create a handle to be attached to a bamboo rod.

Step 5

Take a bamboo rod (from any garden centre) and drill a small hole to attach the wire from the can.

Step 6

Enjoy your tiny fire sculpture!

Reprinted with permission from *Guide to Lantern Making*, published by the Festive Earth Society, 68 Broadview Avenue, Suite 201, Toronto ON M4M 2E6. Telephone: (416) 469-3588.

EQUITY IN ETFO

PRINCIPLES OF A NEW ORGANIZATION

Two broad equity principles set out below are part of the foundation upon which ETFO was created and upon which our union is being built.

- That the new federation guarantee funding for women-only programs; and
- That the new federation guarantee support structures and programs for aboriginal members, visible minority members, members with disabilities.

The Equity Team, a dynamic group of 12 staff members drawn from all

service areas, is working to implement programs for this year, and is consulting with local leadership and the grassroots membership to determine directions for next year and beyond.

Programs for 1998-1999

This year, the greatest number of Equity programs to receive funding support are in the women-only area. However, these programs intersect all areas of discrimination - race, ability and sexual orientation as well as the issues that women uniquely face -

and are offered in all program areas within ETFO.

In **Collective Bargaining**, workshops will be offered on women's CB issues, number-crunching for women, employment equity, and women's health and safety issues. In addition, there will be an outreach program to involve women members in bargaining at the Local level. Contact Carol Zavitz for details.

Colleen Lee is the contact with **Organization Services** for a wide range of programs, including leadership training

(Local leadership, Status of Women and Affirmative Action chairpersons and Annual Meeting delegates) and Local incentive funding (programs for female students: career awareness; athletics; science, technology and math).

The Awards program includes an Anti-Bias Curriculum Development Award, and awards for Outstanding Role Models for Women. Scholarships and bursaries are available to assist women and members of designated groups to pursue their studies, and to support members

pursuing studies in anti-racist education or women's studies. Contact Shauna Petrie for details of these and other ETFO Awards.

Contact Susan Thede or Jan Moxey in **Professional Relations Services** for information on confidential advice and support for members with equity concerns, and on pension workshops for women.

In the **Professional Development** service area, programs are available for

Story continued on page 9. See "Equity in ETFO."

ETFO Acts Globally

Education International supports teachers everywhere

ETFO, through the Ontario Teachers' Federation and the Canadian Teachers' Federation, is a member of Education International (EI), a world-wide trade union organization of education personnel whose 23 million members represent all sectors of education - 284 national trade unions and associations in 148 countries and territories.

Among its other goals, EI aims to defend the rights of teachers and education employees. To this end, at its second World Congress, held July 1998 in Washington, D.C., EI asked its members to act with regard to the situation in Ethiopia. Recently, the police and security forces, under the authority of the Ethiopian government, brutally confiscated the financial assets and regional offices of the Ethiopian Teachers Association (ETA) and transferred them to a rival group. Dr. Taye Wolde-semiate, President of ETA, was thrown in jail.

The Ethiopian government has ignored the ETA's attempts to work constructively with the government as well as recommendations from the International Labour Organization's Committee on Freedom and Association. The government of Prime Minister Meles Zanawi has shown contempt for international conventions regarding freedom of association and the right to organize trade unions.

Phyllis Benedict, President of ETFO, has written to The Honourable Lloyd Axworthy, Canada's Minister of Foreign Affairs, urging him to intervene in Dr. Taye's case and to ensure his release from prison pending his court appeal. ETFO urged the Minister to bring strong pressure to bear against the Ethiopian government for its repressive actions against the legitimate organization of Ethiopian teachers, the ETA.

ETFO has written a similar letter to His Excellency Meles Zenawi, Prime Minister of Ethiopia, urging the Ethiopian government to abandon its relentless attack on the Ethiopian Teachers Association.

You can help

ETFO members are urged to write similar letters in support of Dr. Wolde-semiate and the Ethiopian Teachers Association. Letters should be directed to the following:

- His Excellency Meles Zenawi, Prime Minister, Prime Minister's Office, P.O. Box 1031, Addis Ababa, Ethiopia.
- The Honourable Lloyd Axworthy, Minister of Foreign Affairs, House of Commons, Ottawa, ON K1A 0A6.

Education International is concerned also about the rights of teachers in other

parts of the world. For more information, visit the EI website at: <http://www.ei.ie.org>

ETFO SCHOLARSHIPS AND AWARDS

ETFO recognizes activities and programs at the Local level, distinguished academic achievements, long service and outstanding contributions to education and this Federation by its members and others. This program of special honours and awards is administered by the Awards Committee on behalf of ETFO and its members. The following awards and scholarships are available to persons who are defined as a) Active members of ETFO or b) who meet specific award criteria and have been nominated by the Local or the Provincial Executive.

Doctoral Scholarships

This scholarship may be offered to Active ETFO members to pursue doctoral study in education tenable at any recognized university. Two awards of \$10,000 and a certificate of recognition may be awarded.

Women Pursuing Doctoral Study in Education WOMEN ONLY PROGRAM

This scholarship may be offered to Active ETFO women members to pursue doctoral study in education tenable at any recognized university. Up to six awards of \$7,500 and a certificate of recognition may be awarded.

Open Scholarships

This scholarship may be offered to Active ETFO members to study at the masters level in education or other subject area. Up to three awards to a total of \$15,000 and a certificate of recognition may be awarded.

Women Pursuing Master's Level Degrees WOMEN ONLY PROGRAM

This scholarship may be offered to Active ETFO women members to study at the masters level in education or other subject area. Awards to a total of \$30,000 and a certificate of recognition may be awarded.

Anti-Racist Scholarship

This scholarship may be offered to an Active ETFO member pursuing studies at the graduate level in the area of anti-racist equity education. The recipient shall be given a scholarship of a value of up to \$5,000 and a certificate of recognition.

Women's Studies Scholarship

This scholarship may be offered to an Active ETFO member for post-graduate work in women's studies at a Canadian University. One award of \$5,000 and a certificate of recognition may be awarded.

ETFO Bursaries (for sons and daughters of ETFO members)

ETFO offers this bursary annually to a son or daughter of an Active ETFO member entering a Faculty of Education.

Up to two bursaries of \$1,000 and a certificate may be awarded.

ETFO Bursaries (for members of designated groups)

ETFO offers this bursary annually to individuals who are visible minorities, Aboriginal or persons with a disability who are entering a Faculty of Education. Up to three bursaries of \$1,000 and a certificate of recognition may be awarded.

Aboriginal Women in Education WOMEN ONLY PROGRAM

ETFO offers this bursary annually to Aboriginal women who are entering a Faculty of Education or are taking a qualification upgrading course. Up to four bursaries of \$5,000 and a certificate of recognition may be awarded.

Overseas Students WOMEN ONLY PROGRAM

ETFO offers this bursary annually to women from developing countries to assist them in their studies in their countries. Three bursaries of up to \$10,000 and a certificate of recognition may be awarded.

Anti-Bias Curriculum Development Award

This award may be offered to an individual or group of members who develop and teach units which work toward the elimination of bias. The recipient shall be given an award of \$1,000 and a certificate of recognition.

Provincial Leadership Award

This award may be given to an Active ETFO member who has provided outstanding leadership at the provincial level during the previous year. The recipient of the Provincial Leadership Award shall be given a gift and a certificate of recognition.

Local Leadership Award

This award may be given to an Active ETFO member who has provided outstanding leadership at the Local level during the previous year. The recipient of the Local Leadership Award shall be given a gift and a certificate of recognition.

Outstanding Role Model for Women WOMEN ONLY PROGRAM

This award may be given to an outstanding role model for women at the local level during the previous school year. Up to ten awards may be offered annually and the recipients shall be given a gift and a certificate of recognition.

Innovative Educators Award

This award may be given to an Active ETFO member or group of members who wish to undertake an innovative project in education. The recipient shall be given an award of \$1,000 and a certificate of recognition.

Humanitarian Award for an ETFO Member

This award may be granted each year to an Active ETFO member who has given outstanding service to education and/or the community. The Humanitarian Award will be a \$500 donation to be given to an accredited charitable organization of the recipient's choice. A certificate of recognition shall also be awarded

to the recipient.

Humanitarian Award for a Non-ETFO Member

This award may be granted each year to an individual or a group of individuals who do not hold ETFO membership but have given outstanding service to education and/or the community at the provincial level. The Humanitarian Award will be a \$500 donation to be given to an accredited charitable organization of the recipient's choice. A certificate of recognition shall also be awarded to the recipient.

Women Working in Social Activism on behalf of Women and Children WOMEN ONLY PROGRAM

This award may be granted each year by ETFO to an individual female or a group of females who do not hold ETFO membership but have been outstanding social activists on behalf of women and children in Ontario. One award of \$5,000 and a certificate of recognition may be awarded to the recipient(s).

Honorary Life Membership

Honorary Life Membership in ETFO may be granted to a member who has retired from the education profession and who has given outstanding service to the Federation. The recipient(s) shall be given an ETFO pin and a certificate of recognition.

Newsletter Editor's Award

This award recognizes and rewards outstanding work done by editors who have created at least two issues of a local ETFO newsletter during the school year. Up to two awards may be given and the recipient(s) shall be awarded a gift and a certificate of recognition.

Multi-Media Award

This award may be presented as an incentive for Active ETFO members to produce innovative educational materials. One award of \$2,000 and a certificate of recognition may be awarded.

Multi-Media Special Project WOMEN ONLY PROGRAM

This award may be presented as an incentive for Active ETFO women members to produce innovative educational materials. Up to six awards of \$5,000 and a certificate of recognition may be awarded.

Publication and Distribution of Multi-Media Award WOMEN ONLY PROGRAM

This award may be presented as an incentive for Active ETFO women members to publish and distribute innovative educational materials. Up to six awards of \$5,000 and a certificate of recognition may be awarded.

Occasional Teacher of the Year Award

In an effort to recognize outstanding occasional teachers within the membership, one occasional teacher may be chosen annually for this award. The recipient of this award shall be given a gift and a certificate of recognition.

Educational Support/Professional Support Person of the Year Award

ETFO may recognize one individual from among its members as the ESP/PSP of

the Year. The recipient of the Award shall be given a gift and a certificate of recognition.

Outstanding Bus Driver Award

This award recognizes outstanding levels of service by school bus drivers. The recipient of this award shall be given a gift and a certificate of recognition.

Women Who Develop Special Projects/Study Units on Women's Issues WOMEN ONLY PROGRAM

This award may be offered to an Active ETFO member or group of members who develop special projects/study units on women's issues. Six awards of up to \$5,000 and a certificate of recognition may be awarded.

Women Who Develop Special Projects in Science & Technology WOMEN ONLY PROGRAM

This award may be presented as an incentive for Active ETFO women members to produce innovative educational materials related to science and technology. Up to six awards of \$5,000 and a certificate of recognition may be awarded.

Writer's Award

This award may be presented to an individual or a group of members to recognize manuscripts written for children, teachers or the greater educational community. One award of \$2,000 and a certificate of recognition may be awarded.

Women Writer's Award WOMEN ONLY PROGRAM

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Making the Case for Arts Education

by Jim Giles

Monies saved on paring down arts programs to a more realistic level could be directed into increasing the size of business, technical and medical programs...The arts programs can then be left for those who are truly gifted in the disciplines of literature, history and languages as well as the enrichment of the education of those in the applied math and science programs and not wasted on the 19 year old student who hasn't decided what to do with his or her life.

Letters to the Editor, Toronto Star, December 12, 1997.

Ontario politicians, through the Common Sense Revolution, are attempting to restructure and revise education and curriculum with the release of a so-called "more rigorous" curriculum. Unfortunately, the absence of authorship and informed pedagogy in the latest Language, Math and now Arts documents for elementary schools is evidence these proposed changes will be minimal at best.

Again, the age-old argument surrounding the existence and significance of the arts in education surfaces. Many people consider the arts to be a frill, or more often, a source of amusement and leisure time activity. For years, arts advocates have known the arts in education enrich the lives of students, providing them with an outlet for their creative expression, developing their aesthetic senses and opening their minds to a full range of human experience. The arts enable students to see, feel, hear and express the beauty inherent in shape, colour, harmony, texture and movement.

Many people, like the author of the above Letter to Editor, still feel the arts divert attention and resources from other subject areas that prepare students for the competitive workplace and the prospect of high-paying jobs.

In defense of the arts in education, the Ontario Arts Council (OAC) has prepared a shield for educators. Entitled *Making the Case for Arts Education*, this 80 page document was prepared by Steven Campbell, Arts Education Officer, and Kathryn Townsend, Research and Policy Manager, for the OAC. The guide summarizes research and trends in arts education and is designed to assist local advocates for arts education. The authors believe *Making the Case for Arts Education* provides teachers, artists, parents and others who believe in the value of arts education the hard data they need to make a persuasive case and to influence the changes taking place in On-

An old proverb says that a country is not remembered by its accountants but rather by its artists. An investment in arts education is an investment in learning and the future.

tario schools."

Most of the data and research found in the document's opening "Message" section comes from American studies. Here are just three examples of that data:

- Five hundred students in Grades 4 to 9 (from 65 classes in 11 schools) who participated in an artist-in-residence program, sponsored by the Music Centre of Los Angeles County, reported improvements in higher-order thinking, communication and socialization skills. The marks on their report cards also improved.

- A group of 615 elementary school students in Ohio participated in a two year evaluation of SPECTRA+, an arts education program that gives students one hour of

arts instruction daily. Based on standardized tests, SPECTRA+ students demonstrated gains in creativity, self-esteem, math, reading and arts appreciation that children in control groups did not achieve.

- In a study at the University of California, Irvine, preschoolers who received daily music lessons for eight months scored 80% higher in spatial intelligence than children who did not have lessons.

- Full intellectual development requires more than literacy and numeracy skills. *Making the Case for Arts Education* also highlights the work of Harvard developmental psychologist Howard Gardner who has identified at least seven basic intelligences which work together. To develop fully, Gardner says, people need to develop all seven intelligences:

- Verbal-linguistic - language and words;
- Logical-mathematical - numbers, patterns and scientific thinking;
- Visual-spatial - visualization and the ability to create mental images;
- Body-kinesthetic - physical movement;
- Musical-rhythmic - sounds, rhythms, beats and

tonal patterns;

- Interpersonal - communication; person-to-person relationships; and
- Intrapersonal - self-reflection.

The messages are clear. The arts help children develop higher level skills (creativity, problem-solving, self-discipline, critical thinking and communication skills) that are essential to success in the workplace. According to the 1991 census, over 348,000 Canadians work in the Arts or cultural occupations, and that figure is growing. Arts education assists students to learn other subjects too. Students educated through the arts are more motivated, have a more positive attitude towards learning and often show marked improvement in the 3Rs and their academic marks.

So what can schools do to ensure strong, effective and innovative arts education programs in their schools? The "Action Plan" and "Resource" section in *Making the Case for Arts Education* provides some strategies and suggestions for Arts Advocacy. It describes and recommends effective partnerships between schools and arts communities, the need for better teacher training and

support in the arts and the tapping in of the valuable knowledge and expertise of professional artists. An extensive bibliography provides some excellent reports and advocacy publications.

"We believe the skills the arts teach - creative thinking, problem solving and risk taking, teamwork and communications - are precisely the tools the work force of tomorrow will need..." (Richard Gurin, President and CEO of Binney & Smith Inc. *Educating for the Workplace Through the Arts*. Business Week, October 1996)

Copies of *Making the Case for Arts Education* are available free of charge from OAC Communications, 151 Bloor Street West, 6th Floor, Toronto M5S 1T6. Fax: (416) 921-8763. E-Mail: infor@arts.on.ca. Order direct from the web via www.arts.on.ca.



Jim Giles is team teaching a Primary Multiage Family Grouping class at Sir Wilfrid Laurier Public School, Brampton. He also teaches drama for the Primary/Junior Additional Qualifications (AQ) Course (University of Toronto) and the Integrated Arts AQ Course (York University).

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Faculty of Education, Queen's University

Bulletin Board

School closures will be Tory hot potato

Parents across Ontario are concerned school closures will soon hit their communities. Parents in the District School Board of Avon Maitland have already heard 14 schools in their Board may close.

According to documents released September 29 by the Minister of Education and Training, Liberal Education Critic Lyn McLeod estimates almost 600 elementary schools and more than 100 secondary schools in Ontario

may have to be closed.

"Under the new funding formula, rules set up by the Ministry to determine school capacity will mean tens of thousands of students will have to find a new school come next September," McLeod says.

McLeod based her calculations on the following data:

- A school's average pupil space capacity = 347 pupil spaces*
 - Total number of excess pupil spaces = 203,460**
- 203,460 excess spaces = 586 elementary schools could close
347 pupil spaces
or
(586 schools) x (347 spaces) = 203,460 excess spaces.



On October 5, parents and students protested the closure of Clinton Elementary School, Avon Maitland. "I'm stunned beyond belief at the prospect of losing the school," said Nancy Fisher-Vossen, Past Chair of the School Council.

books requiring them to consult with the community for a year or two years as to whether schools should be closed. The government has passed rules which now require that it be done in three months. It is the government, not school boards forcing this chaos," said Howard Hampton, Leader of the Ontario New Democratic Party.

* The Ministry of Education and Training's province-wide data for the total number of pupil spaces in the province and the number of schools. Dividing the pupil spaces by the number of schools gives an average of pupil spaces in one school.

** The Ministry of Education and Training's province-wide data for enrolment. Subtracting the enrolment from the number of pupil spaces gives the number of excess pupil spaces.

Occasional Teachers

THE OCCASIONAL TEACHER

Ready for the call

The request for your services can come from different sources. Some boards use an automated system to contact occasional teachers. In other cases, it may be the school principal who will contact you.

There are many instances when it is known well in advance that an OT will be needed to replace a teacher. In situations where a teacher is on a curriculum writing team or where a teacher has a scheduled medical appointment, the school has plenty of time to contact an OT. For the OT, this situation is an advantage since it provides an opportunity to plan and

prepare for the assignment.

At times, the principal or board are notified of a teacher's absence on very short notice, leaving little time for the OT to prepare for the day. Expect to be called early in the morning, moments before you are needed. Given this, you are wise to be prepared for an assignment at all times.

Although you may disagree with the following statement, it should not be left unacknowledged:

"A high percentage of OTs do not get the call because they are not available when the call comes in."

To ensure you will receive the message for a teaching assignment, here are some suggestions colleagues have found helpful:

- Check your answering

machine regularly; consider a cellular phone.

- Establish family rules regarding messages received.
- Have your Telephone Response Sheet ready to record information.

Telephone Response Sheet

- Prepare a Telephone Response Sheet to ensure you receive the information you need for your assignment:
 - Record the name, position and telephone number of the person who initially contact you, in case you require additional information or if an emergency arises;
 - Record the basic information about the assignment.

Telephone Response Sheet Initial Contact Person:

Position:
Phone number:

School Board:

School:

Principal:

School Phone:

School Location:

Directions:

Teaching Assignment:

Name of Teacher:

Length of Assignment:

Starting Date/Time:

Special Considerations:

Under "Special Considerations" take notes about such things as the need to bring appropriate clothing for yard duty or a class trip to the local conservation area. Similarly, if your teaching assignment involves supervising students during physical activities and recreation, appropriate attire is needed.

Starting right

Familiarize yourself with the area in which you will accept OT assignments. When you leave for your assignment, be sure to allow yourself ample time to arrive at the school. No doubt, most of your available time has been spent thinking and preparing

for your day in class. However, before you begin the instructional day, there are a few things you need to consider:

- How can you determine the length of the assignment?
- Is there a teacher who can provide assistance during the day?
- Are there special needs students in the classroom?
- Where is the class list, the seating plan, the register?
- Where is the daybook and the timetable?
- Are there special events that might alter your timetable (e.g.: an assembly or fund-raising activity)?
- Is there an OT Handbook outlining classroom and school routines and a code of behaviour?
- Will you be responsible for extra duties or supervision?
- Where are the staff room, the nurse's room, the lunch room, the gymnasium, the office, the photocopy room, the doors to the playground, and staff and students' wash-rooms?

- Are you aware of fire drill/evacuation procedures and fire regulations?
- Where and how can you access audio-visual equipment and computers? (You may have to make arrangements beforehand to familiarize yourself with the equipment.)
- What are the procedures for collection of money and permission forms?
- Will there be other personnel with whom you may be interacting during the day? (Teacher aides, parent volunteers, language teachers, special education resource teachers.)

When you have had several opportunities to teach in a particular school, the information will be easy to obtain. The checklist is provided to assist you in becoming familiar with school routines as quickly as possible. It contributes to the smooth operation of the learning environment and may reduce the opportunities for disruptive students to subvert the learning activities you have planned.

The Bell Rings - They're Here!

Getting off to a good start

- Be ready to meet the students.
- Be firm but positive as you tell the students what to do as they enter the classroom.
- Follow the established classroom routines.
- Seek out willing students to assist you with your understanding of routines.
- Get to know as many students by name as quickly as possible.
- Catch some students "doing something good!"
- Plan for quiet times.
- Plan for active times.
- Establish behavioural expectations with the students
- Allow students to respond to behavioural expectations in the areas of safety, order and learning.
- Stick with the host teacher's plans if possible; otherwise substitute your plans.
- Don't attempt to teach a

(Story continued on page 8. See "Occasional".)

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School Councils: About Enhancing Student Learning or About Power?

Among a number of current education issues attracting controversy is the role of school councils. Bill 160, the *Education Quality Improvement Act*, requires all schools establish school councils to provide advice on an array of issues affecting school life, including the local school calendar, school budget priorities and criteria for selecting the principal. The Harris government has given the Education Improvement Commission (EIC) the mandate to review the role and function of school councils and the Commission is focusing on three key issues:

- whether school councils should become decision-making rather than advisory bodies;
 - whether school board employees should have the right to be elected as parent or community members to the school councils; and
 - whether school councils should be autonomous organizations or whether they should have a direct link to the Ontario Parent Council.
- All three issues raise important questions about democratic governance and accountability.

Many of the Harris government's so-called education reforms have been about weakening the influence and authority of school boards, teacher federations and other employee groups. This is clearly the underlying goal of Bill 160's changes to the parameters of teachers' collective bargaining, the new education funding formula, and the centralized control over education finance. The issues facing school councils should be viewed in the same vein.

Advisory/Decision-Making?

Although the requirement to establish school councils was only introduced in April 1995 and some school boards are just seeing school councils get up and running according to the provincial policy guidelines, the Harris government has called for a review to determine if these bodies should move from being advisory to decision-making. Teacher unions are wary of the review, not just because it appears to be premature, but because of the overall context of recent change in the education sector.

The centralized control over education finance makes school boards effectively powerless and opens the door to downloading decision-making and budget-setting to the school level. Bill 160's removal of principals and vice-principals from teacher bargaining units sets the stage for these "administrators" to become more managers than curriculum leaders and to be given the responsibility for school-based management. Making school councils decision-making bodies would only further weaken school boards by establishing site-based management and decentralizing

power to the local school level. The next step could easily be opening the door to charter schools or to voucher education, especially when, under the new funding model, funding is more directly tied to the individual student.

Giving school councils decision-making authority raises questions about the function of school boards to ensure there is equity among schools in terms of programs and resources and that special needs are met. It raises questions about traditional lines of authority between school boards and their employees and, further, about democratic accountability. Unlike school boards, school councils are not elected through a general elections process with accountability

to all ratepayers.

Who sits on the councils?

Recently, Education and Training Minister Dave Johnson sent a letter to school boards raising a concern about school employees being council members. He claimed that, according to the EIC, a disproportionate number of school board employees were sitting on school councils and this was a problem "across the province." While the Minister's letter does not constitute either government policy or a legal ban against school board employees sitting as parent or community council members, it does represent intimidation and it's hard not to see it as yet another government slam against teachers.

Not only has the EIC not provided any evidence there is a problem of school board employees taking over school councils, the threat to ban them from seeking council positions is blatantly discriminatory and undemocratic. After spending many hours dedicated to meeting the needs of their students, participating on their children's school council may be the one opportunity teachers have to contribute to their own children's school. If a school council is confronted with undue control by any group, then the problem should be dealt with by the school community, not by a discriminatory provincial policy.

Let's hope when the Commission releases its report on school councils later this fall

it does not recommend school board employees be barred from parent or community positions. Let's also hope that, regardless of the Commission's stance, the government does not pursue this ill-advised course.

Council autonomy

A third issue being discussed is whether there should be some formal link between the Ontario Parent Council, whose members are appointed by the Minister of Education and Training, and school councils, whose members are elected from among the individual school communities. It should be obvious that connecting a government-appointed body with grass

(Story continued on page 10. See "School Councils".)



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Mandela and the Children

Forty thousand children were in Toronto's Skydome September 25 to welcome Nelson Mandela, President of South Africa. Mandela was in Toronto to participate in the first major event sponsored by the Canadian Friends of the Nelson Mandela Children's Fund.

The organization has a mandate to:

- assist disadvantaged children and youth in South Africa, including children and youth in South Africa who are homeless, disabled, without adequate education, and/or young offenders;
- assist and provide financial aid to the activities of the Nelson Mandela Children's Fund in South Africa and other charitable organizations, institutions or agencies which assist disadvantaged children and youth in South Africa; and
- inform the public of the social, economic and educational hardship experienced by disadvantaged children and youth in South Africa.

The Ontario Teachers' Federation (OTF); the Elementary Teachers' Federation of Ontario (ETFO); the Ontario Secondary School Teachers' Federation (OSSTF); and the Ontario English Catholic Teachers' Association (OECTA) were among the major sponsors of the September 25 event, which was designed to launch the fund and raise awareness about the organization and its objectives in Canada.

Paul Delaney, a teacher at Victoria Harbour Public School, Simcoe County, was particularly touched by the event. Here's how it all began for him and his students:

"In 1988, I visited Sierra Leone, West Africa, as part of CTF's Project Overseas and was overwhelmed by the hardship I saw all around me," Delaney says. "When I got back to Ontario, I talked with the Student Council about the experience and we decided to send some basic school supplies, such as ball point pens, used erasers, pencils, etc. to a school in Sierra Leone.

"The response amazed us all. The Port Loko school gave these supplies out as prizes. One of our ball point pens, for example, was presented to the student who did best in geography. Next year, we sent more supplies.

"Over the years, our Sierra Leone Project has evolved. The approximately \$10,000 we've raised to date has helped to build a well and fight cholera. We are now supporting an orphanage. We've also been affected by the tragedy of Civil War in Sierra Leone. Twenty-two students from Port Loko were kidnaped by rebels; one was burned alive.

"Our main fund-raising event is the publication of an annual calendar. The students in Port Loko send pictures and submissions; Victoria Harbour students add their



Left to right: Earl Manners, OSSTF; Nelson Mandela; Senora Graca Machel (Mandela); Liz Barkley, OTF; Phyllis Benedict, ETFO; Marilies Rettig, OECTA.

own submissions. We then publish and sell the calendar.

"Early this summer, I was asked for the names of five students to represent the school at a monster rally for Nelson Mandela in Toronto. This request recognized our close ties with Sierra Leone. To cut a long story short, with OTF's help, we managed to get six tickets in the Rally's VIP section, immediately behind the Prime Minister and the Lieutenant Governor.

"We set off from Victoria Harbour at 4:00 a.m. on September 25, drove to Newmarket and took the GO bus to the subway. By the time we arrived at Union Station, thousands of others were heading for the same event. In spite of the crowds, we got to our seats just after 10:00 a.m. Within seconds, we were joined by Phyllis Benedict, President of ETFO, with whom I had been on Project Overseas in India. Three rows ahead of us was Toronto Mayor Mel Lastman. One of our students had a video camera. She was backstage filming when Mandela arrived and was thrilled to shake hands with him.

"One of the most astounding moments was the prolonged booing for Premier Mike Harris. None of us joined in. We looked at each other in astonishment. We felt it must have been very embarrassing for the South Africans and other foreign guests.

"When the program finished and the Mandelas had left for the Sheraton Hotel, we wandered around, waiting for the crowd to disperse. We were speaking with the former Lieutenant Governor, Lincoln Alexander, who had heard about Victoria Harbour Elementary School and our Sierra Leone project, when one of our students rushed up to tell us the Lieutenant Governor, Hilary Weston, wanted to meet us. This was another highlight for us and an opportunity to clear up a misunderstanding about her previously scheduled, but subsequently canceled, visit to Victoria Harbour.

"Leaving the Skydome, we walked to the Sheraton and found Mr. Mandela would not reappear publicly until his departure. We were still hoping to present him with a Hawkster (a small replica of our school's mascot) as well as our Sierra Leone calendar.

"After lunch, we walked to the Legislature and met several of the Lieutenant Governor's staff, who gave us a tour of the Vice-Regal suite. We also visited the Legislative Chamber and saw the Premier's (empty) office. On our way to the Royal Ontario Museum, we bumped into Susan

Swan, a well-known author and poet who grew up in Midland. As we left the ROM to return to the Sheraton, we heard there had been an earthquake that afternoon, and that Mr. Mandela had become ill.

"The Sheraton was crawling with media, tourists and police. No one seemed to know where the Mandelas were, when they would be leaving, or from where. Security, crowds and media were at all four exits. We managed to be very close when the Mandelas left for the State Banquet at the Royal York Hotel, but not close enough to make our presentation. We were a bit disappointed, but it had been fun. It was time to go home.

"We walked down Bay Street, heading for the Union Station. At Front Street, we could see police everywhere. When we got to the Royal York Hotel, we discovered that, because of his illness, Mr. Mandela would be at the banquet for only few minutes and would be leaving almost immediately. So it was that we were on the spot when the Mandelas left the Royal York with Canada's Prime Minister. The friendly crowd made room for us and called the Mandelas over. We were able to present our Hawkster and our Calendar. Our day was complete.

"Mr. and Mrs. Mandela came to Canada with the express wish of meeting Canadian children. On the memorable day, they met more than 40,000 children at the Skydome. The last children they met, however, were those proud young Canadians from Victoria Harbour Elementary School who care so much about Africa and who now have met one of the greatest African heroes of all time. Somehow, it just seemed right."

Paul Delaney teaches grade four at Victoria Harbour Elementary School, Simcoe County. On September 25, 1998 he was accompanied to Nelson Mandela and the Children by Brianne Nigro, Darren Simpell, Curtis Hoddy, Luke Edwards, Kyle Graham. All the students are members of the school's Foreign Affairs Committee. If you would like to help students in West Africa by buying this year's Sierra Leone Calendar, the school can be reached at (705) 534-3101.

The Canadian Friends of Nelson Mandela Children's Fund can be reached at 2201 Warden Avenue, # 1, Scarborough, ON M1T 1J5. Telephone: (416) 496-8403. Fax: (416) 497-0686. www.mandelaandthechildren.web.net "E" mail: idrf@web.net

(continued from page 6)

OCCASIONAL

lesson about which you are not certain. Most teachers would rather return to a lesson untaught than a lesson poorly taught.

- Begin your instructional day immediately after opening exercises.
- Keep it moving.
- Try to have at least one positive interaction with each child each day.
- Celebrate the good things happening: focus on the positive.

Have fun, enjoy yourself. The children want you to succeed.

At the end of the day

- Leave the room in the tidy condition in which you found it.
- Identify work completed and work substituted.

• Leave anecdotal remarks for the teacher; be honest but positive.

- Mark all the work completed that day.
- List the names of students who were helpful and those who could have been more supportive.
- Prepare a simple lesson the teacher may be able to use first thing the next day.
- Thank staff and students who assisted you during the day.
- Take with you all your teaching resources and personal effects.
- Check at the office before you leave; leave your name and phone number.
- Maintain confidentiality and a professional attitude about the school.

This article adapted from Answering the Call: A Handbook for Occasional Teachers. □

JOAN WESTCOTT Excellence is her hallmark



Joan Westcott, Executive Director of the Federation of Women Teachers' Associations of Ontario (FWTAO) has announced her intention to resign from ETFO as of December 31, 1998.

Joan began her teaching career in 1964 at Smithson Public School, Waterloo, where she taught combinations of grades 3,4,5 and 6 and served as an Associate Teacher. In 1978, she took a full time leave of absence from her board to serve as President of FWTAO provincially. From 1979-1984, she served as Principal of North Wilmot Public School, Waterloo. In 1984, she took a second leave from her board to serve as President of the Ontario Teachers' Federation (OTF).

In 1985, Joan was appointed Executive Director of FWTAO and assumed responsibility for coordinating the work of 87 staff members in implementing the priorities, programs and decisions of the Annual Meeting and Board of Directors.

In the course of her 34 year career as a teacher and teacher-leader, Joan has touched the lives of hundreds of thousands of teachers and teacher-leaders. Here's how just a few of her many friends and colleagues remember Joan's work with Federation:

"As we worked together to create ETFO, I came to appreciate Joan's commitment to Federation and to improving the working lives of teachers." *Phyllis Benedict, President, ETFO, 1998-99.*

"Joan's pursuit of excellence and equity and her high standard of professionalism enhances her reputation and credibility as an educator and as a strong advocate for women and children." *Margaret Dempsey, President, FWTAO, 1992-93.*

"Joan was determined to enhance education and career opportunities for girls and women and worked tirelessly to ensure that FWTAO made a real difference for its members." *Margaret Gee, President, FWTAO, 1996-1997.*

"I was honoured to sign Joan's Leadership Course certificate and ever since have basked in her reflected glory." *Leonore Graham, President, FWTAO, 1972-73.*

"Joan was instrumental in the development and delivery of local leadership courses for women which became the model for other jurisdictions across the province." *Patti Haskell, Director, Waterloo Region School Board.*

"First as a politician, then as Executive Director, Joan has lived the objects of FWTAO as stated in its Constitution." *Florence Keillor, Vice-President, ETFO, 1998-99.*

"Joan has been a true statesperson at the OTF table." *Susan Langley, President, FWTAO, 1991-92; Secretary-Treasurer, OTF, 1996 to date.*

"In addition to her other incredible abilities, Joan makes the best chocolate cheese cake in Ontario." *Emily Noble, Vice-President, ETFO, 1998-99.*

"Joan is nationally respected by Federation colleagues and women's groups for her knowledge, professionalism, dedication, perseverance and skilled negotiations." *Maret Sädem-Thompson, President, FWTAO, 1997-98.*

"Joan was instrumental in bringing equity to the forefront and making it a part of everyday operations." *Carol Smith, FWTAO Director, 1997-98.*

"Joan's prodigious memory astounds me. She easily recalls FWTAO's history, policies, procedures, motions won and lost, documents and people." *Susan Swackhammer, First Vice-President, ETFO, 1998-99.*

"Joan's friends appreciate her sense of humour and her quick wit. Relaxing at her cottage means hospitality, long walks and good food." *Ann Thomson, President, FWTAO, 1981-82.*

ETFO 1998-1999 BUDGET

Projected Revenue

Membership Fees	\$35,037,200
Teachers, Occasional Teachers, ESP/PSP & Associate members	
Interest & sundry	\$200,000
OTF Fees	-\$2,577,850
\$47.30 per member paid to OTF*	
Net Revenue	\$32,659,350

Projected Expenditure

Other Professional Organizations	\$840,400
QECO & TVO	
Governance	\$1,806,588
Annual, Executive, & Representative Council Meetings & released executive costs	
ETFO Locals	\$13,477,726
fee rebates to locals & local release time, training & incentive funding	
Standing Committee Meetings	\$111,600
3 meetings for each committee	
Assistance	\$478,592
awards, donations, scholarships & project overseas	
Professional Development	\$790,516
PD programs, teacher education, conferences & equity programs	
Protective Services For Members	\$2,519,509
collective bargaining, professional relations services, health & safety, pensions & legal costs	
Political Action & Public Relations	\$444,755
creation & distribution of materials, political action campaign	
Communications	\$691,700
publication & distribution of VOICE, LINK, EXPRESS and other communications, pamphlets, website, e-mail & members' records	
Provincial Office	\$1,704,194
rent, maintenance, taxes, phones, equipment, printing & postage	
Staff Salaries & Benefits	\$9,126,616
provincial staff salaries & benefits	
Professional Services & Sundries	\$292,174
legal costs, consultants, insurance & auditors	
Transfers to Restricted Funds**	\$1,785,264
transferred assets to be accumulated in separate funds to pay for strikes, strike pay, strike pension payments, furniture & equipment, capital assets, political action & professional courses	
Total Budgeted Expenditure	\$34,069,634
surplus (deficit) of expenditure over revenue	(\$1,410,284)

NOTES: The Annual meeting approved an additional fee of \$25 per member for political action.

* Subsequent to the approval of the ETFO budget the OTF fee was increased to \$47.70 per member.

** Assets in restricted funds may be used for the fund's designated purpose.

Collective Bargaining

The Annual Meeting approved three resolutions which will guide the work of your Local collective bargaining committee and the provincial collective bargaining staff. These were:

Three bargaining priorities: real salary increases, no contract strips, and job security.

- Since most teachers and educational workers have not had a salary increase for years, real salary increases would see our members receive additional compensation to offset the increase in the cost of living since their last raise. No contract strips sends a message to school boards that ETFO will not stand idly by and allow your employer to reduce your total compensation and working conditions at its whim. Job security is a greater concern for our educational support personnel members as school boards squeeze their budgets as a result of the new funding formula.

- A resolution to work to restore free and full collective bargaining to teachers and educational workers. To achieve this goal, ETFO members will have to work to elect a new government which will rescind many of the provisions of the Education Quality Improvement

Act, 1997 (Bill 160) which have restricted the right of your collective bargaining committee to negotiate a comprehensive collective agreement.

- A resolution to oppose the unilateral amendment by school boards of the collective agreements of ETFO members with the strongest possible action, up to and including the withdrawal of services. Your colleagues in Simcoe and Waterloo have shown that they were prepared to move this resolution from words to actions when they withdrew their services on a series of rotating strikes earlier this fall.

Strike support

The Provincial Executive must approve the commencement of a strike prior to a meeting of the Local's members. At that meeting, the level of support each member who registers in support of the strike will receive from ETFO is announced. For each Local, the Provincial Executive has approved:

- Relief payments of \$50.00 per day commencing with the first day of the strike;
- Payments to ensure that all current employee benefits continue during the strike;
- Payments to the Teachers' Pension Plan Board to ensure that a member's pension is not reduced as a result of participation in a legal strike.

Duncan Jewell is ETFO's Coordinator of Collective Bargaining Services. □

(continued from page 3)

EQUITY IN ETFO

women, including information technology, career awareness, anti-violence, conflict management, crisis intervention for education support personnel, balancing career and personal life, media violence and financial management. Jennifer Mitchell is the staff contact in PD.

Communications and Political Action Services will be producing a Women's Issues newsletter and providing support and funding to various community and international organizations. Contact Joan Westcott for more information.

For 1998-99, ETFO is offering the following Race Relations programs:

Workshops offered through Federation Day at the faculties of education, to provide teachers in training with a basic awareness of issues in anti-racist education Co-sponsorship of York University's week-long Inclusive Curriculum Institute

Revision of the Untie the Knots of Prejudice kit to include lessons on class, gender, ability and sexual orientation issues and to expand resources on anti-racist and aboriginal education themes. Bev Saskoley is the contact for these initiatives.

Our team is rounded out by Diane Balnyk-McNeil, Mary Bricco, Brad Kuhn and Margaret Taylor. Diane is in PRS and has a keen interest and lots of experience with broad based equity work. Mary is a contact for gay and lesbian issues. Brad works with the Gender Equity committee and is part

of the PD staff. Margaret has an interest in disability issues and works in the CB service area.

Policy development

The ETFO Constitution has put a committee structure in place to advise the Executive and the Representative Council in various policy and priority areas. The Human Rights, Aboriginal Education, Gender Equity, Status of Women and Anti-Racist Education committees will be proposing policies and initiatives to further ETFO's Equity work.

Three focus groups of women members will be held this year to explore issues surrounding disabilities, sexual orientation and aboriginal women.

Based on input from these focus groups, the committees, the Equity Team, Local leadership and members, we hope that ETFO's Equity work will evolve and grow to meet the needs of all members.

Get involved

Here's how you can get involved in the Equity work of ETFO:

Submit resolutions to the Annual Meeting. Resolutions must be passed at a general meeting of your Local, so contact your Local leadership for timelines.

Get involved in your Local, to participate in programs and influence future programs at the Local level.

For more details on any of the Equity programs, call the ETFO Provincial Office. Ask for the staff member whose area of responsibility, as detailed above, most fits your needs. □

OTF News

Acting for ETFO at OTF

It is my pleasure to serve as your Ontario Teachers' Federation Representative and First Vice President of OTF. OTF is governed by a Board of Governors, which meets three times a year to discuss and make decisions on the directions of the organization.

There is also an Executive, which meets monthly. The Board is made up of ten members from each Affiliate. My responsibilities include serving on the Personnel Committee and Chairing the Budget and Finance Committee.

At the Canadian Teachers' Federation (CTF), I serve on the Board of Directors, along with ETFO President, Phyllis Benedict. I have been appointed also to CTF's Finance Committee.

OTF is responsible for maintaining the Teachers' Pension Plan. It also plays a role in coordinating some OTF and Affiliate political action strategies.

Strategic planning

During the last week of September, approximately 50 political leaders and staff of OTF and the Affiliates attended a Strategic Planning Retreat. Individuals from the broader education sector led us through a dialogue on the importance of public education and what we as teachers can do to help preserve it. We discussed the complexities and the components of a comprehensive strategy. We are continually being bombarded with the government's advertisements in the

media and it is imperative OTF and the Affiliates work together to communicate to the public our willingness to maintain a quality education system in Ontario.

To be truly effective, we must coordinate our actions in a strategic plan. I was encouraged when Ronald Bisson, a facilitator for the session, said he sensed more than he had before the willingness of all Affiliates to work together to make this a reality. We must develop a long term plan to show teachers as agents of positive change in the public system. The OTF Executive will be approving these plans in the near future, with help and input from you, our members. We will be stronger when we work together. We must not be complacent but continue to communicate to the public what we believe a quality education system should be. ETFO adopted an extensive political action campaign at our Annual Meeting in August. OTF's other Affiliates have adopted similar plans.

Teachers' Pension Plan

Our pension plan is still strong and viable. A record number of teachers retired at the end of the last school year and retirements continue during this school year. The OTF Executive continues to monitor the plan as well as the TPP's investment program.

I am very pleased to see the strong leadership role ETFO is showing at the OTF Executive. As the largest Affiliate within OTF, we will continue to take the lead and represent our members well.

Barbara Sargent represents ETFO on the OTF Executive. □

Celebrate the 50th Anniversary of the Universal Declaration of Human Rights.

On December 10, as Canada observes the 50th Anniversary of the Declaration of Human Rights, the Department of Canadian Heritage and Much Music/MusiquePlus will announce the top 10 youth Credo in Canada.

Throughout the summer and fall, Canada's youth has been submitting ideas on Human Rights. From these submissions, a panel of experts from the arts, communications and human rights fields identified the top 30 or 40 themes, which were posted on the Credo98 website. Young Canadians were then invited to vote on the top ten of these themes. Voting closed October 15.

For more information, visit www.credo98.com or call 1-888-852-3456.

WIAT-II: Participate in Canadian Test Development

The Psychological Corp. invites all qualified clinicians or examiners to participate in the Standardized Phase of the Wechsler Individual Achievement Test - 2nd Edition. By including a Canadian sample, we can ensure WIAT-II meets the needs of Canadian schools. Contact: D. Davidson(416) 255-4491/1-800-387-7278.

(continued from page 7)

School Councils

roots organizations is a non-starter. School councils should be autonomous and directly accountable to their local school community.

Parent involvement

The Elementary Teachers' Federation of Ontario acknowledges the need for parents to have opportunities to support their children's education and school councils provide one vehicle for parental involvement. If school councils are to become truly viable, however, there is a need for the provincial government to designate specific resources to support them, including training. School boards, for example, do not have the resources to provide outreach to parents and guardians who traditionally are under-represented on school councils and parent associations. Finally, if the objective is to enhance student learning, then there should be more focus on strategies which have a proven record of helping parents support their children's education.

Vivian McCaffrey is a staff member in ETFO's Communications and Political Action Services Department. □

(continued from page 2)

Secretary

Presidents to bring your issues to the attention of the Executive and staff; and

- While all of this was happening, your staff was assisting ten Locals in Provincial Takeover and two boards forced our members to defend their collective agreements through resort to strike action.

Our first eight weeks have been filled with challenge. The creation of ETFO is a marvellous opportunity to build Canada's foremost teacher union. I believe ETFO must be:

- an unparalleled force in the teacher union movement and a key player in the labour union movement in Ontario and Canada;
- a formidable bargaining agent for teachers and educational workers;
- a world class delivery agent for professional growth programs; and
- a leading advocate for status of women, social justice, and equity issues.

We are first and foremost a union and our role is to bargain for and protect our members. However, for our new Federation, this cannot be enough. We must educate, influence, and force positive social change in our schools, our communities and our country. It is a challenge we must meet together.



Gene Lewis is the General Secretary of the Elementary Teachers' Federation of Ontario (ETFO). □

ETFO HALTON STEWARDS PROGRAM

How one Local organizes its Stewards Program

School Stewards are a new concept for many ETFO Locals. Halton has had a network in place for years. ETFO staff Mary Morison and Carol Zavitz talked to Kathy Clarke, President of ETFO Halton, about Halton's experience with the role.

Morison: How long have you had a Stewards' program in Halton?

Clarke: For over 20 years. In the late 1970s, Halton elementary teachers formed the Halton Elementary Teachers' Association (HETA). Its Co-Presidents were the President of the Halton WTA and the President of Halton OPSTF. Each school had a HETA representative, a WTA representative and an OPSTF representative. The HETA representative dealt with collective bargaining information and information about shared programs. The HETA representative had a regular place on the staff meeting agenda and really served as the workplace Steward.

Zavitz: What role do your Stewards play today?

Clarke: The Stewards are responsible for gathering and disseminating information and providing political action leadership in the school. For example, during our provincial takeover this fall, the Stewards organized the "walk and drop" within their school area. They recruited the teams, divided up the area and coordinated activities with neighbouring schools.

The Steward is responsible for sharing information from the Local with the teachers on site.

The Steward runs the school's professional development fund. Even where the school has a Professional Development committee, the Steward participates in the work of that committee.

Now our new collective agreement is signed, Stewards will have the right to review the school budget with the Principal and, with one other ETFO representative, to review the staffing plan. If the Steward and other ETFO representative are not happy with the plan, they can appeal it to the Staffing Advisory Committee. This committee is made up of three ETFO representatives and three Principals.

Stewards are expected to refer any grievance matters to the Local Executive.

Morison: Have recent legislative changes changed the role of the Steward?

Clarke: Now our collective agreement is signed, our Stewards will have new responsibilities. Other than that, they have been doing what they have always done.

Zavitz: How do you recruit Stewards?

Clarke: Most of our Stewards were HETA representatives and picket captains during last fall's political protest.

Each school has both a Steward and an alternate. Halton Executive Members encourage people to volunteer to be Stewards.

Morison: How are Stewards selected?

Clarke: Where more than one person is interested, they usually agreed to be Steward and alternate. In about one quarter of the schools, there was an election for Steward.

Zavitz: Does your Steward body reflect your membership?

Clarke: ETFO's membership in Halton is not widely diverse. Certainly, though, the Steward body is reflective of the membership. Halton has always provided leadership opportunities to anyone who was interested.

Morison: Do you have a process in place to ensure this?

Clarke: Halton has always had strong role models for any member who wants to participate.

Morison: How do you train your Stewards?

Clarke: It's an on-going process. We just finished our first training session this year. At that time, we took them through their roles and responsibilities, went over the Constitution and distributed materials to support their work.

Now the collective agreement is signed, we'll be bringing the Stewards back for more training, specifically about the collective agreement, the budget and staffing things that relate directly to the language we achieved about Stewards.

Zavitz: Who does the training?

Clarke: The Local Executive.

Morison: When does the training take place?

Clarke: The Stewards meet once a month. Some of the training takes place at those meetings. We will set aside a half-day for the more detailed training now the signing of the new collective agreement is signed. We plan to provide release time for this training.

Morison: What language do you have in your collective agreement about Stewards?

Clarke: Our new collective agreement gives the Steward the right to review the school budget and the staffing plan with the Principal.

Zavitz: Do your Stewards meet as a group?

Clarke: The Stewards meet on the fourth Tuesday of every month. In between, they are in touch with the Executive and with each other. Our meetings are held in the geographic centre of the Local, which means no one has to travel too far. The agenda is distributed in advance.

Seventy out of 72 Stewards attended the first meeting

this year. And the two who couldn't make it had let us know, in case we thought they had met with an accident on the way! Generally, between 85% and 100% of the Stewards attend the meetings.

Morison: Is the Stewards' body formally constituted?

Clarke: Yes. The Stewards make up a Council.

Zavitz: Do your Stewards have decision-making responsibility in your Local?

Clarke: Yes. They pass motions which then become Local policy. This year, we will be reviewing and amending our Constitution and Bylaws. The Stewards will continue to play a key role. As well as being members of the Stewards' body, many Stewards sit on Local committees.

Morison: Do the Stewards have a network among themselves?

Clarke: Yes. And they use it a lot.

Zavitz: What is the relationship between your Local Executive and your Stewards?

Clarke: Executive Members are Members of the Stewards' body and meet with the Stewards once a month. In addition, Executive members chair Local committees, of which some of the Stewards are members.

Zavitz: How does your Local pay for its Stewards' program?

Clarke: We have a history of Local levies. This levy gives us the resources we need to train our Stewards, provide them with information and to meet with them regularly.

Morison: Do your Stewards get release time to perform their duties?

Clarke: No. We will be providing Stewards with release time to attend training about the collective agreement. All other work they do is on their own time.

Zavitz: What expenses do you pay for Stewards?

Clarke: We pay mileage and child care for attendance at the monthly meetings. We also provide dinner at these meetings.

Zavitz: Has your Stewards' program has been successful?

Clarke: Absolutely. Our Stewards are a really good group; they work hard and they feel empowered.

Morison: If you had to identify three critical components to a successful Stewards program, what would they be?

Clarke: I have thought a lot about this. The first element is empowerment. We give the Stewards important, clearly defined roles. We give them what I call the 'accouterments' of power embossed binders, briefcases recognition of their role.

The second element is information. Stewards receive weekly mailings. They receive both an e-mail and a

hard copy of the minutes of their monthly meetings. All our communication with the Stewards is done using Board services; we bargained for that.

Finally, they get dinner at every meeting.

We have been lucky too. First, we have a manageable number of worksites - 72. We can coordinate activities without too much difficulty.

Second, Halton is a small geographic area. No one has to travel more than about a half-hour to attend a meeting.

Finally, we have a long history of strong effective leadership in Halton. We have not had any resistance to the use of the word "Steward" at all. People want to participate in an organization they see as effective.

Kathy Clarke is the President of ETFO Halton. Mary Morison is a member of ETFO's Organizational Services staff. Carol Zavitz is a member of ETFO's Collective Bargaining staff. For more information about the role of the school Steward, call your Local ETFO President. □

ETFO is looking for curriculum writers.

ETFO recognizes the tremendous workload facing elementary teachers with the many new curricula to be implemented, few appropriate resources, and large classes.

We know that access to a variety of curriculum units, across subject and grades, integrated and subject specific, tightly tied to the learning expectations for a reasonable cost would be useful.

ETFO is about to launch its Curriculum Connections. We invite members who have created quality curriculum units on their own time and hence hold the copyright, and who are interested in making a modest royalty, to contact Diana Tomlinson at (416)962-3836, ext.2425 / 1-888-838-3836.

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Overseas Job Fair, February 12-14, 1999, University of Toronto/Search Associates, Toronto, Ontario. Two years teaching experience required. Registration limited! For more information contact one of the following: FEUT and OISE/UT alumni contact: Nola Rodgers, OISE/UT (416)978-8837 e-mail wmauzeroll@oise.utoronto.ca.

All others contact Bob Barlas, Search Associates (613)967-4902 e-mail: rbarlas@connect.reach.net

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ETFO'S FIRST ANNUAL MEETING

Charlotte Morgan

August 17 - 21 was a historic week for Ontario's public elementary school teachers and education workers. That was the week two proud organizations - the Federation of Women Teachers' Associations of Ontario (FWTAAO) and the Ontario Public School Teachers' Federation (OPSTF) held their last annual meetings and stepped into the future as one strong organization: The Elementary Teachers' Federation of Ontario (ETFO). ETFO now represents 75,000 teachers, occasional teachers and education workers in Ontario.

Throughout the week, 800 ETFO delegates and alternates from across Ontario met to debate and establish policies and directions for the coming year. They also elected ETFO's first provincial executive and established provincial programs and budgets.



Phyllis Benedict, President, talks to the media. Hot topics were the birth of a new union, collective bargaining and political action.

Phyllis Benedict, a teacher with the Kawartha Pine Ridge District School Board, was elected as ETFO's first President. Also elected to the 14-person provincial executive were: Susan Swackhammer, Grand Erie, First Vice-President; Florence Keillor, Avon Maitland, Vice-President; Emily Noble, Algoma, Vice-President; Barbara Sargent, Lambton Kent, OTF Representative; Deborah Castello, Toronto; Ken Collins, Rainbow; Mike Essex, Upper Grand; Dale Ford, Niagara; Shelley Jones, Keewatin-Patricia; Dave Krook, Upper Grand; Christina Lofts, Lakehead; Elizabeth Papadopoulos, Toronto; Hilda Watkins, Greater Essex.

In her inaugural address to the meeting, Benedict said "This will be a year of unprecedented challenges in collective bargaining. It will be a year of high stakes political action and it will be the year ETFO launches an array of programs and services to establish ETFO as an effective and dynamic organization."

Benedict also promised that "ETFO will continue the long tradition of elementary teachers being key advocates for social justice. Teachers and education workers know the effects of poverty on women and children. ETFO pledges to continue to work to assist the most vulnerable in our society."

Highlights of the meeting



Simcoe delegates discuss unilateral strips to their collective agreement. In September, ETFO Simcoe began a rotating strike. Settlement was reached on October 4.

were addresses by Dalton McGuinty, Leader of the Ontario Liberal Party, and Howard Hampton, Leader of the Ontario NDP. Both leaders stressed the important role ETFO members will play in the next provincial election. Ethel LaValley, Secretary-Treasurer of the Ontario Federation of Labour, also brought greetings. "I am

grateful to Mike Harris for uniting teachers, nurses and other union members and social activists against the regressive conservative agenda," she said. Other special guests were Jan Eastman, President, Canadian Teachers' Federation; Eileen Lennon, President, Ontario Teachers' Federation; and Sheena Hanley, Deputy General Secretary, Education International.

ETFO Priorities

Delegates agreed that the following would be ETFO's priorities for 1998-99:

- To protect the collective bargaining rights of public elementary teachers and educational workers;
 - To defend publicly-funded public education;
 - To serve the needs of the membership;
 - To provide for the professional development of members.
 - To promote social justice in the areas of anti-poverty, non-violence and equity.
- Among the many other items agreed upon by the delegates were:
- That ETFO support quality publicly funded public education, guaranteeing all children the opportunity to pursue their education to the best of their abilities.
 - That ETFO work to defeat the Harris Government in the next provincial election.
 - That ETFO work to elect MPPs to the provincial Legis-

lature who support high quality publicly funded education in Ontario.

- That ETFO work to restore free and full collective bargaining rights to teachers and education workers.
- That ETFO oppose the unilateral amendment by school boards of the collective agreements of ETFO members, with the strongest possible action up to and including the withdrawal of services.
- That each active member will pay an annual fee of 1.3% of the gross annual salary;
- That for the 1998-1999 school year, there be an additional fee of \$25.00 per active member for political action, including a media campaign.

A complete record of ETFO's Constitution, Bylaws and Policies, as approved by the Annual Meeting, is being prepared. This Directory will be available by the end of 1998.

The 1998-1999 ETFO Annual Meeting is scheduled for August 17-20, 1999 in Toronto.

ETFO - SEVEN SERVICE AREAS TO SERVE YOU BETTER

ETFO's Provincial Office is divided into seven service areas. Here's a quick look at each area:

COLLECTIVE BARGAINING SERVICES

ETFO's Collective Bargaining staff provide direct assistance to Locals to help achieve strong collective agreements by providing assistance in the areas of preparation of preliminary submissions, preparation for bargaining and conciliation and advice in negotiation strategies and impasse resolution. The department provides statistical analysis and other collective bargaining information.

Collective Bargaining Services also provides advice and assistance to Locals in formulating and processing grievances.

COMMUNICATIONS AND POLITICAL ACTIONS SERVICES

This service area is committed to conveying information about ETFO and its activities to members and to the public and helping Locals do the same. The work also involves coordinating the Federation's response to political issues as they arise, and helping Locals develop their own political activities and communica-



Left to right: Susan Swackhammer, First Vice-President; Dale Ford, Executive Member; Florence Keillor, Vice-President, at the Executive table.

tions. Department staff are responsible for media relations, publications, maintaining ETFO's web site, and political action.

EQUITY TEAM

One driving principle of ETFO is the eradication of the inequities that pervade our teaching and learning environment.

The ETFO Equity Team develops, coordinates and helps carry out the organization's Equity programs. The team is composed of staff members who have responsibilities for these programs which work towards equity for all members.

While providing comprehensive women only programs in all service areas, ETFO's Equity programs focus on the intersecting issues of gender, race, heritage, disability, sexual orientation and class.

INTERNAL SERVICES

This area includes administration, personnel, members' records, accounting and fee collection. Behind the scenes, this is the department that keeps the Federation running smoothly.

ORGANIZATION SERVICES

Organization Services has been created to address ETFO's work in building and maintaining a strong federa-

tion of Locals across the province and a strong provincial organization of public elementary teachers and education workers. Staff of Organization Services work with Locals on matters of budget, effective organization and other operational needs; build and maintain links between the Locals and the provincial organization; coordinate the delivery of programs which will allow our members to hone and develop the leadership skills required to carry

PROFESSIONAL DEVELOPMENT SERVICES

This service areas provides quality, innovative, leading edge programs and services to educators. Educators have an opportunity to learn the skills and abilities necessary to deliver exemplary programs. These programs and services are designed to improve teaching and learning outcomes for students.

The publication PD WORKS was mailed to all schools early in September. PD WORKS details ETFO range of conferences, workshops and credit courses available both locally and provincially.

PROFESSIONAL RELATIONS SERVICES

PRS staff are available to provide advice and support to members who are experiencing work related difficulties not covered by the provisions of their collective agreement. Staff will advise ETFO members on their rights and responsibilities in areas such as code of ethics, difficulties with



Delegates voted overwhelming in support of a motion committing ETFO to work to defeat the Harris government in the next provincial election.

parents; allegations of assault; competence issues; contract issues; complaints to the Ontario College of Teachers; human rights issues; Long Term Disability; Workplace Safety & Insurance Board; Employment Insurance. Where appropriate, members have access to legal counsel through the provincial office. PRS staff will work closely with local presidents, who will be provided with ongoing training, information and advice in serving their members. □