

# voice

Fall 2000 vol. 3 no. 1



## Teachers Talk About Walkerton

How Two Schools Coped with the Crisis

Annual Meeting Report | "Walk in My Shoes" | Teaching Critical Challenges via Dramatic Arts



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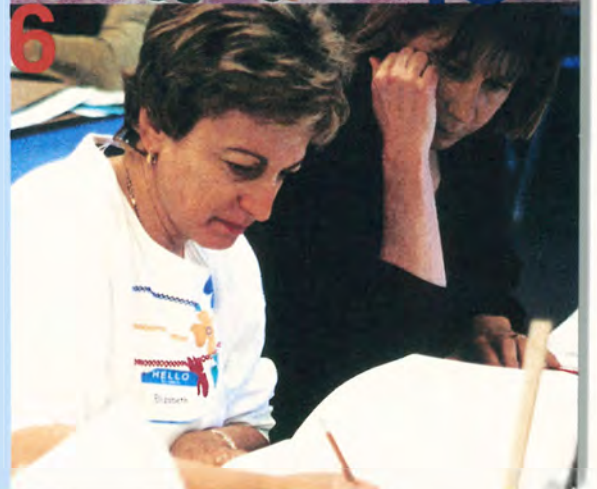
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*On the cover: Kerry Withrow and Martha Barrett, Walkerton, photographed by Brian Pickell.*

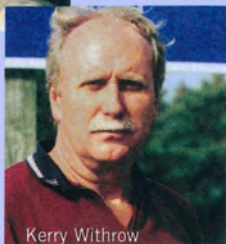


## Contributors



Charlotte Morgan

**Charlotte Morgan**, Editor of *Voice*, invites members to share their professional experiences, either in English or in French, through the pages of the magazine. She can be reached at (416) 962-3836 ext. 2339 or 1-888-838-3836 email- cmorgan@etfo.org



Kerry Withrow

**Kerry Withrow** teaches grade 8 at Brant Township Central Public School in Walkerton. "People here aren't looking to pin blame on anyone for the water crisis," he says.

Born and raised in Walkerton, where her mother is the Deputy Mayor, **Martha Barrett** now teaches grade 7 at Walkerton Public School.



Martha Barrett

**Sherry Ramrattan Smith**, a teacher with the Waterloo DSB currently on secondment to ETFO, works in both the Strategic Services and Professional Development Service areas. Her last teaching appointment was as an itinerant ESL teacher.



Sherry Ramrattan Smith

**Marie-Anne Visoi** is Vice-Principal at Beverley Heights Middle School in Toronto. She has taught kindergarten to OAC, with a strong emphasis on English as a second language, core French, French immersion, special education and drama.

**Laurie Bizero** is an Assistant Professor in the University of Windsor's Faculty of Education. Previously an elementary school principal, she has taught all grades from kindergarten to grade 8.



Marie-Anne Visoi

Freelance photographer **Brian Pickell's** main claim to fame is being in the Moscow arena when Brian Henderson scored the winning goal for Canada in 1972. Brian worked for *The Toronto Star* for several years and has travelled extensively as tour photographer with the Toronto Symphony. He also tours with two traditional folk music groups, playing guitar, mandolin, banjo and vocals.

## voice

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## From the President | GOVERNMENT MUST MOVE FASTER TO END FUNDING INEQUITIES



Phyllis Benedict, President, ETFO

This spring, ETFO published a small book that made big waves. *Out of Focus – How Student Focused Funding Undervalues Elementary Education* was a damning indictment of how the government's current funding model exacerbates the gap between elementary and secondary funding that existed in previous funding models. Today, the foundation grant for an elementary school student is \$3,480, which is \$751 less than the grant for a secondary student.

*Out of Focus* shows how underfunding affects every part of the elementary school program from preparation time to textbooks and other learning materials, from class size to pupil accommodation. Copies of this publication were sent to every ETFO Steward, as well as the Ministry of Education politicians and staff responsible for the provincial education budget.

We are continuing to document the effect the funding formula has on elementary teachers and students, and we will continue to raise the issue directly with the Minister. However, we are fighting decades of inherent prejudice, and it is only by constant repetition and hard lobbying that what we have to say will be heard and acted on.

As the single voice for elementary teachers and education workers, ETFO must speak loudly and act with determination to secure the resources and working conditions we deserve. This applies as much to local negotiations as it does to changing the funding formula. Your provincial and local leaders are determined to make Ontario's elementary schools better places in which to work and learn. You can do your part by supporting your local negotiations team and speaking with pride on behalf of elementary teachers and education workers whenever the occasion allows.

## From the General Secretary | TEACHERS BRING LEARNING TO LIFE



Gene Lewis, General Secretary, ETFO

ETFO is proud to represent you – the teachers and education workers in Ontario's elementary public schools. Your dedication, energy and skill bring learning to life for the students who fill your classrooms.

While the government seems determined to damage public education, it has not succeeded in destroying our love of teaching. Teachers want to teach – and to be the best teachers we can be. It was no surprise that the summer curriculum institutes were again filled to capacity and that our members volunteered their own time to ensure the currency of their skills and knowledge. We could all come up with many other ways in which teachers and education workers show their commitment to students.

This may be a turbulent fall. There are many variables at work for all of us. Whatever happens, ETFO is here for you. We are bargaining aggressively to secure the best possible terms and conditions of employment. We will consult you before any major initiative is undertaken – be it a Local strike or a province-wide job action on extra curricular activities.

Without doubt, teachers and education workers are education's most important asset. Our primary goal is to support you by providing the highest calibre of service. Your ETFO Steward has details on the range of services we offer. Don't hesitate to call if there is anything we can do to help.

## From the Editor

As well as being the first edition of the year, this *Voice* includes a couple of other notable firsts.

For the first time, we have used children's art to illustrate one of our features. I'm sure you will agree it brings a freshness to our pages. We'll be using more of it in the future. If you have an exceptional piece of student's art you would like to see published in *Voice*, please send it along! Owing to the expense of scanning-in large pieces, our preferred size would be 8" x 10 1/2". The two paintings featured in this edition were not done specifically for the article, and work well nevertheless.

Also for the first time, we are publishing an article in French. We know that approximately 20 per cent of our members teach French – either core or immersion. Our plan is to publish in French regularly and to make the articles as practical as possible.

If you would like to write for *Voice*, either in English or in French, please don't hesitate to get in touch with me. We are always looking for members willing to share their professional experiences with their colleagues. In return, we offer a modest honorarium for articles and curriculum inserts upon publication. While guidelines for submissions are available on request, it's generally a good idea to call or email me and explore your idea before you begin writing. That being said, unsolicited manuscripts are opened eagerly!

**Charlotte Morgan**  
cmorgan@etfo.org

## On Location Report

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

Postal Code \_\_\_\_\_ Tel. \_\_\_\_\_

Event Date(s) \_\_\_\_\_

Event/Award Description \_\_\_\_\_

Most Significant Result of the Event \_\_\_\_\_

Quotes from Participants \_\_\_\_\_



## On Location

### Treasured Memories

**Joan Lepoudre**, a teacher (retired) with the Thames Valley District School Board, has created an attractive 10" x 12" spiral-bound book of folders designed to hold your "Treasured teaching memories." Eighteen folders form an inviting year-by-year file for your class or staff photo, notes, class list, certificates, letters and other memorabilia. Visit Joan at [www.alchemy.on.ca/memories](http://www.alchemy.on.ca/memories).

### Teachers Run for Election

**Erica Andrew**, a teacher (retired) with the Halton DSB, is running for a second term as a trustee in Halton. Erica is a past president of the Halton Women Teachers' Association. Telephone: (905) 878-3603.

**Diana Anstead**, a teacher (retired) with the Thames Valley DSB, is running for her first term as a trustee in Thames Valley. Diana served as the Executive of the Ontario Public School Teachers' Federation and as President of OPSTF Oxford. Telephone: (519) 439-8798.

### Who's Flat Stanley Anyway?

Find the answer by visiting [www.flatstanleyproject.net](http://www.flatstanleyproject.net). Over 500 classrooms and 10,000 students worldwide are now involved with the project. "While tying in with many aspects of the curriculum (rubrics are included), Flat Stanley also has special projects, such as providing books for a leper colony in Brazil. Flat Stanleys are sent with books. The Stanley returns; the books stay," says project creator **Dale Hubert**, a grade 3 teacher with the Thames Valley DSB.

### Web Pages Recommended

ETFO is partnering with the University of Nipissing and the Grand Erie DSB on an action research project. Visit [www.unipissing.ca/oar](http://www.unipissing.ca/oar) for details and peer-reviewed articles.

**Kevin Adams**, Kawartha Pine Ridge, recommends *Journey North* – [www.learner.org/jnorth/current.html](http://www.learner.org/jnorth/current.html). "This excellent cross-curricular project is best suited for Junior and/or Intermediate students. It was voted the best educational site on the Internet in April 1999," says Kevin. **Dorothy Sauter**, Bluewater, recommends [www.therainforestsite.com](http://www.therainforestsite.com) and [www.clearlandmines.com](http://www.clearlandmines.com). Visiting these sites results in corporate donations to the causes at no cost to the viewer.

### Feedback Sought on Double Vision

MediaWatch is very interested in how teachers are using *Double Vision: Teaching Elementary Children about Gender and Violence in the Media* (Voice – Spring and Summer 2000 editions). "Each unit contains evaluation forms to be sent back to Colleen Lee at ETFO. Please use them to let us know what works well and what can be improved," says **Irene Brenner**, Executive Director, MediaWatch. Visit [www.mediawatch.ca](http://www.mediawatch.ca) for more information and links to other excellent resources.

### Ontario Teachers' Insurance Plan Winners

The winners of this year's \$2,500 academic bursaries offered by OTIP are **Mike Brown** and **Laurie Green**. Eligible students must be the children or dependents of OTIP/RAEO insured members and be

entering a first-year university or college program in Canada, on a full-time basis. Mike's mother, Elaine Brown, is an ETFO member in Waterloo. Laurie's mother, Patricia Green, is an ETFO member in Toronto. OTIP/RAEO is a not-for-profit organization directed by a Board of Trustees consisting of two representatives from each OTF Affiliate – AEFO, OSSTF, OECTA and ETFO.

### Newsletter Editor Now Children's Author

Many ETFO members will remember **Mary Labatt**, the former Editor of the FWTAO Newsletter. Mary has now written five books featuring Sam the Dog Detective. The books are suitable for readers aged 7-10 and are published by Kids Can Press. When completed, the Sam series will total 12 books. You can reach Mary at Box 36, Port Rowan, ON NOE 1M6.

### Waterloo Teacher Is Parents' Choice

Waterloo teacher **Paul Behnke** has won a Parent's Choice Award for his compact disk *Singing, Learning and Laughing*. This is a major award in the U.S. Parents, teachers and pediatricians vote on what they consider to be the best in children's audio; the awards have been dubbed the Oscars of Children's Media. Paul's disk is available at any Sam the Record Man or HMV in Canada. Sample the songs at [www.paulbehnke.on.ca](http://www.paulbehnke.on.ca).

## PD Notes

ETFO *Voice* is launching "PD Notes," a column written by the ETFO Professional Development Services Staff. We'll be using it to introduce issues, new programs and publications.

ETFO membership surveys have made it clear that curriculum linked professional development programs and services are highly valued and needed.

The ETFO 2000 Annual Meeting passed the Federation's priorities for the coming year, and they include a commitment to provide quality professional development programs and services for our members. ETFO is committed to making a difference in the professional lives of our members.

PD Notes is one communication vehicle for informing you of professional opportunities. Each ETFO Local has a PD Chair who is knowledgeable about what is happening in your area. The PD Chair will be working closely with your Local president and ETFO stewards to ensure that information comes to you in a timely and organized fashion. Another source of information is the ETFO website, [www.etfo.on.ca](http://www.etfo.on.ca).



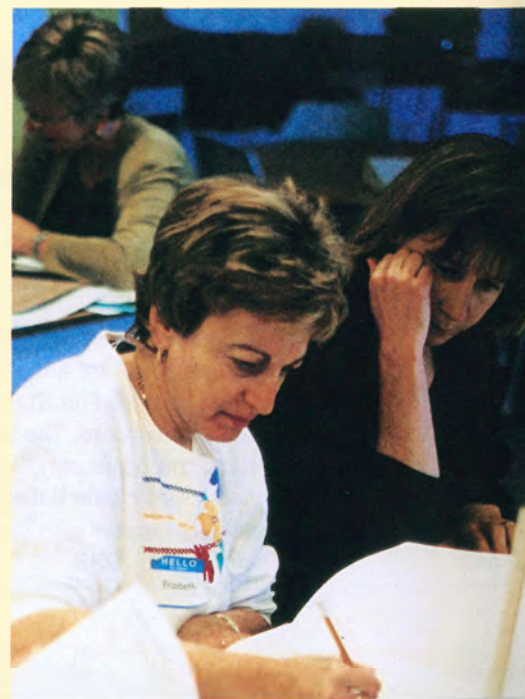
Studying everything from math to music, 3,500 elementary school teachers took part in this summer's Curriculum Institutes. Another 300 had to be turned away.

### Summer Learning

The summer of 2000 was a very busy one for ETFO PD staff and members. Thousands of members attended the summer curriculum courses, many of which were presented in partnership with ETFO Locals and district school boards. ETFO offered two Supervisory Officers' Qualification Programs (SOQP) courses, one centrally and one in the southwest. Both courses were fully subscribed.

ETFO offered 30 credit courses to approximately 600 educators across the province. Staff also led nine summer writing teams. These teams worked on developing new Curriculum Connections resources for members.

ETFO members chose from a selection of 53 courses offered in 23 locations across Ontario.







The Summer Institutes were offered through partnership agreements between the teachers' federations, including ETFO, the district school boards, and the Ministry of Education. The courses were free of charge and registration was voluntary.

#### Curriculum Resources

Four new Curriculum Connections were released during the ETFO Annual Meeting. Watch your ETFO steward's mailing for order forms.

**Math Links** – This consists of a 40-minute video highlighting Patterning and Algebra across the elementary grades. The video is accompanied by a Teacher's Guide containing pedagogical strategies and lesson plans.

**Aboriginal Voices -- Then and Now** Written from an authentic aboriginal perspective, this grade 6 Social Studies and Language document has a focus on critical thinking skills, assessment rubrics and organizers.

#### The School That Equity Built

This document presents a holistic view of equity issues within a school, classroom and playground. It includes a 55-page integrated unit, "Discoveries" for grades 1–4. Included are behaviour management ideas, classroom management strategies, organizers, assessment rubrics and much more.

#### Community Role Models –

This resource inventory is divided into three sections: annotated biographies, lesson plans for grades 7 and 8 with a focus on social studies, and community contacts.

These resources, and many more, can be ordered by visiting ShopETFO at [www.etfo.on.ca](http://www.etfo.on.ca). Come and see what we have to offer!



# TEACHERS TALK ABOUT



# WALKERTON

MARTHA BARRETT AND KERRY WITHROW  
AS REPORTED TO CHARLOTTE MORGAN

IN THE PEACEFUL COUNTRY TOWN OF Walkerton, 300 students and 16 teachers at Walkerton Public School were looking forward to the Victoria Day weekend. It had been a long, cool spring and although the forecast wasn't "sunny and hot," the weekend was sure to bring celebratory fireworks and outdoor barbecues. The mood in the school was upbeat as Martha Barrett dismissed her grade 7 class on the afternoon of Friday, May 19.

Across town at Brant Township Central Public School, Kerry Withrow was dismissing his grade 8 class, little knowing it might be years before things would ever be the same again. The town's 5,000 men, women and children, many of whom had moved there to escape the pollution

and stress of urban life, were about to face an enemy that had apparently been lurking in their neighbourhood for years – E. coli.

## Day 1

"I WAS SURPRISED, BUT NOT FRIGHTENED when the phone rang that Victoria Day Monday," says Kerry. "It was my principal, Sandy Hills, calling around to tell all the staff there was a problem with the water and please to bring enough bottled drinking water for our students to school the next day. Of course, I went to the store to stock up and bumped into others who were doing the same. As yet, there seemed no cause for real alarm."

"That Victoria Day was completely normal for me," says Martha. "However, when I got to school the next day, there were water coolers throughout and a "Boil Water" warning in effect.





Martha Barrett's class gets back to normal.



Walkerton students assemble in the Cargill Community Centre.

“... Victoria Day was completely normal for me ... However, when I got to school the next day, there were water coolers throughout and a “Boil Water” warning in effect.”

At 8:30 a.m., our principal, Christine Irving, called a staff meeting to give us all the information she had from the Bluewater District School Board and from the Health Unit. We could still use the bathrooms and wash our hands under the taps. That didn't last long. Later that day we were told to use only chlorinated water for washing, and by 2:00 p.m. we knew that all schools in Walkerton would be closed for at least two days to deal with the water situation. While no students in my class were absent, approximately 50 were not at our school that day, mostly due to illness. At that time we thought the situation would be brought under control quickly and my grade sevens were cheering at this unexpected holiday, but things were becoming ominous.”

#### Day 2

IT WAS MUCH THE SAME AT BRANT TOWNSHIP. “Because of the water alert, the principal called an assembly for first thing that Tuesday morning. We were told not to drink the water but that washing in it was all right,” says Kerry.

“We showed the students how to wash carefully using soap. By noon, the Board office had called to say it was dangerous even to touch the water. This alarmed us all. The janitor turned off the school's water supply and we arranged to send the students home. Little did we know for how long!”

#### Day 4

BY THURSDAY OF THE FIRST WEEK OF THE crisis, it was clear that things would not be back to normal until the following week at the earliest. Both schools were to remain closed until

“... were given keys to the local library and this alternative location offered a quiet place to study. On several occasions, local citizens provided cooked lunches for all the Walkerton students.”



at least Wednesday, May 31. The residents of Walkerton were beginning to realize the true gravity of the situation.

“Even in those early days, the town was beginning to pull together,” says Martha. “Our staff wanted to help too. Many of us volunteered for the work crews that were set up to help with water distribution, both at the arena and at a local bank. Volunteer shifts were also set up at South Bruce Grey Health Centre. These people helped by giving directions and support to the many sick people and their families who were arriving at Emergency. Most of us at Walkerton also contacted our students to inquire about their health and the health of their families, and to assign homework. All our plans for end-of-year class trips ground to a halt.”

“It was two weeks before it finally sunk in that we would not be going back to school in Walkerton for the rest of the year,” says Kerry. “During that time, sickness was everywhere. I know many who were ill but who did not go to the hospital. These people were not counted among the 1,000 reported cases. I would estimate that the actual number of Walkerton residents who were infected by E. coli was much higher than that.”

#### Day 11

ON JUNE 1 A MASS MEETING WAS HELD AT the Knights of Columbus Hall for staff from both Walkerton and Brant, as well as Walkerton District Secondary School. Both Martha and Kerry were there to learn as much as they could about the situation. Representatives from the Bluewater District School Board and the Bruce Grey Owen Sound Health Unit were on hand to answer questions about resuming classes. Still, the teachers left without any clear answers.

Meanwhile, the Bluewater DSB had been listening to concerns from the Ministry of Education about the loss of instructional days. The day after the mass meeting, Bluewater’s Director of Education, Janet Glasspool, said that Walkerton students should go back to school – but that classes should be held in locations outside town for the rest of the year. Principals were responsible for finding suitable locations.

“Because Walkerton is a farming area and the next closest town – Hanover – is also very small, and with all of us looking for places at the same time, things became a bit of a scramble,” says Martha.



etting, a television and a VCR. Cargill Park provided a tremendous spot for recess. taff.”



Walkerton front yards are dug up for pipe replacement.



Hanover's churches became classrooms.



The cast of "Annie" hams for the camera.

### Day 16

ON TUESDAY, JUNE 6, MARTHA LEARNED THAT students from Walkerton would be bused to the Cargill Community Centre, about 10 minutes north of the town. Brant Township Central classes would be split up. Kerry's grade 8 class would meet in the foyer of Hanover Baptist Church, a few kilometres northeast of Walkerton. Other classes would be held at Hanover Red Lutheran, Hanover Presbyterian and the Hanover Town Hall.

"Equipment was moved and classes resumed," says Kerry, "but things were definitely not back to normal. In spite of the move to Hanover, the parents said they did not want their children drinking any tap water, so all locations were supplied with bottled water. Transportation was tricky. Students were bused to Brant Central, as usual, and from there to Hanover. The procedure was reversed for the journey home. The students were also bused to a nearby park for lunch recess. The Intermediate rotary schedule was a challenge to administer, given the distance from one church to the next, but we managed. The students were great. There was little complaining and they adapted well to their new surroundings."

A few kilometres away, Cargill Community Centre was being readied as a temporary school. Equipment was moved and portable phones delivered.

### Day 17

ON WEDNESDAY, JUNE 7, ALL BUT A HANDFUL of Martha's grade 7 class met at Walkerton and were allowed into their regular classrooms to clear out their desks and gather any personal belongings. "This was their one and only chance to do so before the fall," says Martha.

Shortly after 9:00 a.m., teachers and students boarded the buses for their first day in Cargill. The Intermediates were the first to move in, but the novelty of the situation soon wore off and students and teachers settled down to catch up on work that had been missed for two weeks.

"Because of the setting, we decided to stagger the start back to school and it worked well. Every teacher was responsible for contacting all members of their class about their date of re-entry," Martha says. "Boxes of materials were gathered and sent to Cargill. And as the Community Centre is one large open area, dividers were needed to create classrooms of some sort. One of our staff persuaded a local

sales agent to lend us a large trailer to use as our staff room. This enabled us to gather as a team, away from the eyes and ears of our students.

“One day, we were sitting in our makeshift staff room when a car pulled up. Out got Toronto Maple Leafs Tie Domi and Sergei Berezin. This was a totally unexpected visit, and it took a while before the local media found out what was happening. Interestingly, the Leaf’s visit drew a few more of my students out of their homes and back to class.

“The Community Centre solution wasn’t ideal, but Cargill treated us royally. The community was extremely supportive of its temporary school. For example, we were given keys to the local library and this alternative location offered a quiet setting, a television and a VCR. Cargill Park provided a tremendous spot for recess. On several occasions, local citizens provided cooked lunches for all the Walkerton staff.

“On the downside, the Community Centre was also used for other purposes. Though this happened mainly on weekends, all of the classrooms had to be dismantled and loaded onto a tractor trailer. Classrooms were reassembled the next morning back.

“In spite of everything, the staff worked together to keep things as normal as possible. We maintained our six-day instructional cycle. Yard duties and preparation time were unaffected. The routine carried on. The grade 7 camping trip went ahead as planned. The grade 8 graduation was held in a location that seemed to suit everyone.”

### Day 30

“ON THE LAST DAY OF SCHOOL, STAFF, STUDENTS and some of our supporters from Cargill celebrated with hotdogs, hamburgers and French fries, courtesy of the Walkerton Public School fundraising account.”

Back in Hanover, Brant Township staff were also working hard to maintain regular routines. “We were only a couple of days away from our musical presentation of *Annie* when the problem hit,” says Kerry. “The students were very disappointed they were not going to be able to do the performance. We approached Hanover Town Hall and were given permission to perform



## Brant County Central School Staff

### TEACHING STAFF

Becker, Martha	Education Assistant
Cormack, Cathy	Resource
Duggan, Mary Lee	Grade 5
Emmertson, Jackie	French
Hills, Sandy	Principal
Johnson, Arlene	Grade 2
Kueneman, Heather	Grade 3
Pennington, Donna	Grade 4
Range, Anne	Grade 7
Rody, Joyce	Library, Resource
Schaus, Fran	Grade 6
Van Veghel, Shelley	Music, Grade 7
Withrow, Kerry	Grade 8
Withrow, Lynda	Grade 1
Wong, Sandra	JK-SK

### NON-TEACHING STAFF

Elphick, Sheila	Secretary
Gregg, Leota	Secretary
Johnston, Gary	Custodian
Trushinski, Anne	Custodian





The show must go on! Brant Township students perform *Annie* in the Hanover Town Hall.

in their theatre. One week later, we performed two wonderful nights of *Annie*. We then took the cast to Canada's Wonderland to perform for the adjudication at the Westwood Theatre. Once again, the students outdid themselves. I couldn't have been a prouder teacher.

"As well," Kerry continues, "we were able to complete all the field trips and graduation trips as planned, largely due to the support of our incredible staff and especially our principal.

"As the new school year approaches, we are back in our school buildings but still unable to use Walkerton's water system. In our school, an extensive system has been installed. We have been entirely cut off from the town water. Large plastic holding tanks placed in the school's back hall, as well as a maze of plastic lines, supply water to the toilets and sinks.

"The current cost for relocating Walkerton's five public and Catholic schools and repairing the damage to the schools' water systems is estimated at \$600,000. The bill for cleaning up the entire town's water system will probably be 10 times that," says Kerry.

"The situation in Walkerton was, and still is, extremely tragic," concludes Martha. "While we were very fortunate that there were no deaths in our direct school community, many were very ill and it was a frightening situation for everyone. The silver lining was the way in which not just a community, but a whole area came together to offer support and to work together through this disaster. The support that went from one to another was truly incredible to experience."

"Kerry, Martha and their colleagues did a marvellous job keeping things running in the face of enormous difficulties," says Cynthia Lemon, President of ETFO Bluewater. "For example, those who were relocated to Cargill were teaching in a slightly dank arena where all the students, except kindergarten, were taught in one large open area. It was impossible to work undisturbed by the noise. And teaching in church basements in Hanover was not much better. As with most basements, the windows were small and the lighting dim.



# CARGILL



Custodian Gary Johnston, Brant Township Public School, keeps the school's water tanks dust-free and away from the light.

“Primary teachers had some special challenges. There was great concern about anything that had come into contact with water, including toys, paint, sand and water tables. Everything that couldn’t be sanitized was thrown out. A lot of these things had been paid for by our members out of their own pockets,” says Cynthia.

At ETFO’s Annual Meeting in August, Cynthia challenged Janet Ecker, Minister of Education, to replace the money that has been spent by the Bluewater District School Board and the teachers in the course of this crisis. Ecker said she would look into the situation, and later she announced that her Ministry will pay for anything that has to be repaired or replaced in the schools. However, it will be a long time before the human cost of the upheaval in Walkerton is finally laid to rest.

*Charlotte Morgan is the Editor of the ETFO VOICE, Martha Barrett is a grade 7 teacher at Walkerton Public School and Kerry Withrow is a grade 8 teacher at Brant Township Central Public School*

## Walkerton Public School Staff

### TEACHING STAFF

Atkin, Leanne	Educational Assistant
Barrett, Martha	Grade 7
Bower, Jocelyn	Educational Assistant
Bray, Mary Lynn	Grade 4-5
Bromfield, Anne	French, Grade 2
Burr, Karen	Resource, Grade 6
Clayton, Lynda	Educational Assistant
Cormack, Donna	Educational Assistant
Cruickshank, Paul	Grade 2-3
Elliott-Niesen, Margaret	Resource, Library, Music
Fidler, Tim	Grades 2, 6
Haley, Ross	Grade 8
Howell, Michael	Resource
Irving, Christine	Principal
Lyons, Eleanor	Educational Assistant
Moore, Marie	Grade 1-2
Morrow, Nancy	JK-SK
Murphy, Brenda	Educational Assistant
Napper, Michelle	Grade 5
Plakholm, Linda	Educational Assistant
Plaxton, Karen	Grade 3-4
Racknor, Randy	Educational Assistant
Racknor, Wendy	Developmental Learning
Wall, Krista	Developmental Learning
Weber, Joyce	French

### NON-TEACHING STAFF

Goetz, Gwen	Custodian
Kroepflin, Rhonda	Office
Shmaltz, Shirley	Office Manager
Woods, Jamie	Custodian



“Many women come here believing their children had no idea what was happening, and then have to face the fact that they witnessed everything. Some of the kids blame themselves. ‘If only I’d been better,’ they say. Others think that abuse is just what happens in relationships. Some simply want to see their dads.”

## ETFO Helps Halton Women’s Place



Theresa Greer, a social worker with 20 years of experience as a child welfare, institutional and community worker, has been Executive Director of Halton Women's Place for 10 years. She says ETFO's \$5,000 award will be put to good use supporting her organization's many programs and services.

This year, Halton Women's Place will mark its twentieth year of providing safe shelter to abused women and their dependent children. While that may not be cause to celebrate, Theresa Greer, B.A., B.S.W., who is Executive Director of the Women's Place, was honoured at ETFO's Annual Meeting in Toronto this August. Theresa was presented with ETFO's Women Working in Social Activism on Behalf of Women and Children award.

Halton Women's Place is actually two places. The Burlington shelter can accommodate up to 20 women and children struggling to build new lives for themselves away from the horrors of domestic violence. The shelter in Milton can accommodate 14.

“We are always operating at full capacity, or very close to it,” says Theresa. “The women can stay here for up to six weeks, or longer if necessary. During that time we offer

group and individual counselling for the women and separate groups for the children, referrals to other agencies and the assistance of a court support worker to deal with custody and other legal issues. We also help them add their names to waiting lists for affordable housing.

“Many women come here believing their children had no idea what was happening, and then have to face the fact that they witnessed everything. Some of the kids blame themselves. ‘If only I’d been better,’ they say. Others think that abuse is just what happens in relationships. Some simply want to see their dads.

“Obviously, this is a very disruptive time. The Halton District School Board helps to keep things as normal as possible with transportation to the child's home school if it's safe for him or her to be there.

“Eight years ago, we decided to try to teach young people the basics of healthy relationships. Our staff met with local guidance counsellors, child and youth workers and staff from other counselling agencies,” Theresa says. “This resulted in the Developing Healthy Friendships and Developing Healthy Relationships programs we deliver from grade 7 to OAC.

“In grade 12, we work with students and teachers to develop dramatic skits on various scenarios that can play out in both dating and domestic situations. The grade 12s then perform these skits to the grade 8s in their feeder schools.”

Staff from Halton Women's Place also provide one-on-one consultation and short-term counselling to individual students who have been exposed to domestic violence.

“We have an annual budget of \$1.2 million, of which we have to raise \$300,000. It's an ongoing challenge,” says Greer. “The rest of the money comes from the Ministry of Community and Social Services. The Ministry of Education offers some support for our in-school programs. We are always looking for ways to raise money to support and extend our work.”

Donations to Halton Women's Place, which are tax-deductible, can be mailed to 2025 Guelph Line, Suite 223, Burlington, ON L7P 4X4.

Walk  
in



Rose Ramrattan with daughter  
Sherry Ramrattan Smith

# my

## Shoes

*Sherry Ramrattan Smith*

“Educators are powerful, important people. You do make a difference to your students. All children pass through the hands of educators. What educators do and say (and how they do and say it) becomes the foundation on which many children will build their lives.”<sup>1</sup>

The word “educate” comes from the Latin *educate*, which means “to rear”. There is indeed a fundamental connection between educating and rearing children, which involves intimacy and nurturance. However, it is my experience that schools can be very isolating and authoritarian places where some students feel marginalized and denied opportunities. “As educators we often shrink from the truth about ourselves, our personal qualities, motivations, attitudes and areas of resistance to growth.”<sup>2</sup> As a teacher in our educational system for over 18 years I have decided to share some of the personal stories that I have held within my heart because I have finally reached a place where I am comfortable enough to do so. These “episodes of recollection” may provide you with reasons to reflect on your daily interaction with your students. It is my hope that the stories I share will help educators to pose questions about schools and teaching and to examine their personal practices both in and out of the



classroom. This excerpt is a reflection upon a few past experiences in my life as a student in both the elementary and secondary school systems in Ontario and are told from my perspective as a student.

In the autumn of 1969 my father began a new job and the family moved to a small town with a population of less than one thousand people in Southwestern Ontario.

Once again my parents prepare me for another move. I look forward to living in the country. I like the idea of my own room and a large house like the one we used to live in. I am excited about going to school and making some friends. The new location lives up to my expectations in many ways. The people are very welcoming to my family and my parents are happy. My brother is also happy. Our house has a large yard and there is a cemetery behind the house with big trees and plenty of open space. He can run and play.

I am 12 years old and arriving at my first school in Canada. I am introduced to my classmates. I knew the students would not be wearing uniforms as I did in Trinidad. But, looking around I notice that I am the only girl in the whole class who is wearing a dress that goes below the knee, and knee socks. I feel embarrassed by this.

Most of the girls are wearing shorts or mini skirts and nylons. They look so mature. I feel very self-conscious. I am also the only brown-skinned student in the whole school.

A few of my classmates smile and seem welcoming. Some of them I had met in Sunday School at church. Even though I speak excellent English, several children and teachers claim that they cannot understand me and I am constantly having to repeat what I say. This is frustrating. But schoolwork is easy. I have already had a year of Latin, Spanish and French.

Following the first period the teacher announces that it is such a great day that we would be going outside for a game. Everyone is very happy about this so I am happy also. After all there is no written work to do. Most of the kids go to their school bag and bring out funny looking hand covers. I would later learn that these were prized baseball gloves. I have never seen one before. I mention this to the boy who sits behind me in class and he says I could borrow his glove if I want to. I appreciate this gesture very much. I try to put it on my hand but put it on the wrong hand. It feels heavy and awkward so I give it back to him. Outside on the field, teams are being chosen. I am chosen at about the middle point. Still I have no idea about the game. My team is up to bat first. I watch as several of my classmates hit the ball hard and it travels very far into the field. The kids out in the savannah run and several of them miraculously catch the ball after it is hit. It is pretty amazing to watch. My turn comes, I have no idea how to hold the bat, where to stand, what the rules are, where to run to, but most significantly I don't know that the ball is not a rubber bouncing ball, the kind I am used to playing with, back at home in Trinidad. I miss every shot at the ball; most embarrassing is when I run away from the ball for fear of being hit! There is laughter from everyone. At first I think it is funny too so I join in with a nervous laugh. But I am not able to figure what it is that is the funny thing. No one says anything, but I notice hushed whispers and looks.

Following that game I become the last or second to last to be chosen for baseball teams. The Physical Education teacher never speaks to me about the game, or demonstrates how to play. No one offers to help me learn the game. I grow to dislike gym days and game days. I wake up feeling sick on those days. Snow eventually brings relief.

High school is better in some ways. I am able to achieve high marks and there are other students who, like me, seem different but still fit. I am one of two brown-skinned students. The other is a boy whose father is from Jamaica. Right away some of my girl friends think that we should be a couple. This puzzles me since I don't even know him.

An important change is that I now have two teachers who are not white. One teaches me Math and the other French. It is good to see them at the school even though they are from different countries than me. A few of the people on my school bus seem to think that all four of us, the two teachers, the boy and me are from the same country.

I realize very quickly that getting good grades opens doors for friends and other rewards. I work at sounding like my friends when I talk. I begin to dress like they do. But I still carry around my briefcase, which makes me stand out. Most of the kids carry their books packed in a pile in their hands. I try this at home and find it very awkward. But I know that it would be good for me to learn that technique of carrying books. So I continue to practice this art of book carrying and decide to try it.

Monday arrives. I take the neat stack of texts and notebooks, pencil case, lunch bag and my new glasses, which are kept in their case, into my arms. My friend calls on me and we walk over to the street to line up for the bus. We are crossing a main intersection. I get to the other side of the street and some of the kids are motioning to me that I have dropped something. I turn around in time to see my brand new glasses being run over by a car. I am shocked and devastated. I fear telling my parents since I had to convince my father to buy them because of their high price. I walk back to my house crying, feeling very low, wishing that I had continued using my briefcase, wishing I had worn my glasses, as my parents had requested, instead of keeping them in a case.

At school, my marks are very good. I have made friends and that is very pleasing to my parents. I have two friends that I eat lunch with regularly. They are in different classes than me and live in the town. I have several friends from the community that I spend time with on the bus and at church events. But, my last name poses a problem. People pronounce it incorrectly and it is frustrating. It was a fairly common name in Trinidad. Here it is unusual. It draws attention to me. I don't like that attention. It makes me feel as if I don't fit. I want to fit. My first name is fine. There are several other people with my first name, although the spelling is not the same.

One day after school while I am waiting for the bus, I start to talk to some of the girls lined up beside me

waiting for another bus. They seem friendly and smile. In some ways they look white and in some ways they have characteristics that remind me of myself. My friend, who is standing behind me in line, calls me aside and says, "Don't talk to those guys, they are nothing but trouble, they are Indians. They fight all the time and get drunk." I am very confused by what she says. I say, "But I am Indian." She replies "Not that kind of Indian." I walk back to my place in line and smile briefly at the girls waiting for their bus but I don't say anything more to them. Later that evening I ask my father about the meanings of "Indian." I want to know what kind of "Indian" I am. He gives me a history lesson. He uses words like prejudice and race. I listen to him, understanding some of what he says, but I am still worried that other people might mistake me for the bad "Indians."

*Excerpted from When We Chose Canada: A Mother and Daughter Share Stories That Shaped Their Lives in Their New Homeland, by Sherry Ramrattan Smith and Rose Bickram Ramrattan. 1999.*

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#### References

- <sup>1</sup> Youngs, B. The 6 Vital Ingredients of Self-Esteem: How to Develop Them in Your Students. *Rolling Hills Estates: Jalmar Press, 1992.*
- <sup>2</sup> Rosenwald, George C. and Richard L. Ogbeg, eds., *Storyed Lives: The Cultural Politics of Self-Understanding. New Haven: Yale University Press, 1992.*

# Stories



Teaching  
Critical Challenges  
*via*  
Dramatic **Arts**



Two Curriculum  
Units *for* Primary  
*and* Junior Grades

*Dr. Laurie Bizero*

Artist: Megan Peck, Grade 3, York Region





Artist: Jennifer Prior, "A Night in the Arctic" grade 5, Halton.

**C**ritical challenges via dramatic arts allow Primary and Junior students to approach problems in fresh ways. Students question what they know, do, and believe by exploring past judgements through dramatic arts activities. Dramatic arts allow students to add another layer to the quality of their thinking. Students expand their abilities to define their personal views, consider alternative points of view and assess emerging evidence within the context of a group dramatic arts critical challenge. Infusing critical thinking throughout children's school lives is approached through dramatic arts critical challenges.

The critical challenges begin with a critical question or critical task that children explore. Each critical challenge in dramatic arts has key teaching components.

An overview describes the focal point of the exploration and the key learning activities that students will investigate. Requisite tools provide an inventory of the resources needed to pursue the critical dramatic arts challenge. Suggested activities describe the components of the dramatic arts lesson's introduction and its approach to the requisite tools. Authentic assessment criteria and procedures are described in the evaluation component of each dramatic arts challenge. Extensions provide a broader lens to increase the integrated nature of primary programs. References are provided when referred to in the critical

dramatic arts challenge. Critical challenges in dramatic arts allow students to raise their voices as competent thinkers.

#### **Meeting Curriculum Expectations**

What follows are two units you can use with your class immediately. The activities speak specifically to reasoning, communication and organization of ideas as outlined in the Language, Grades 1-8 curriculum:

- Within "Writing" the units speak to reasoning.
- Within "Reading" the units align with critical thinking.
- Within "Oral and Visual Communication" the units work very well in all four areas of the specific expectations, as outlined on page 40 of the Language document.

The units also work well with the Arts curriculum, depending on the exact way the instruction is approached and the specific expectations the teacher wishes to assess using Drama and Dance.

Teaching through critical challenges, as outlined in these model units, can also work with Mathematics, Health and Physical Education and Science and Technology, depending on the grade and the specific expectation the teacher wishes to teach using a critical challenge approach.



# Professional Relations Services

Fall 2000

**ETFO staff in Professional Relations Services is available to provide information, advice, support and intervention for members who are experiencing professional difficulties that are not covered by the provisions of the collective agreement.**

**This service is confidential, and no action will be taken by PRS staff without the member's permission. As well, neither the member's name nor any details of a call are revealed to anyone without the permission of the member.**

**Local presidents and workplace stewards are encouraged to contact PRS staff at the provincial office when assistance is needed to advise and support members.**

<p><b>PROFESSIONAL RELATIONS SERVICES STAFF WILL ADVISE YOU OF YOUR RIGHTS AND RESPONSIBILITIES IN MATTERS SUCH AS:</b></p> <ul style="list-style-type: none"> <li>• College of Teachers complaints</li> <li>• competence and performance appraisals</li> <li>• criminal allegations that are related to employment responsibilities</li> <li>• difficulties with students, staff, parents, administration</li> <li>• disciplinary action</li> <li>• Employment Insurance maternity and parental leaves</li> <li>• ethics and professionalism</li> <li>• harassment, sexual discrimination (racial, sexual orientation, etc...)</li> <li>• human rights issues</li> <li>• long term disability</li> <li>• negligence</li> <li>• resignation and termination</li> <li>• stress and sick leave</li> <li>• Workplace Safety and Insurance Board</li> </ul>	<p>the profession and governing the conduct of its members, including teachers, principals and most supervisory officers.</p> <p>All teacher and occasional teacher members <b>must</b> be registered with the College to be eligible to teach in Ontario. Accordingly, members must pay an annual fee to ensure they remain in "good standing" with the College.</p> <p>If a member fails to maintain active membership in the College, there is a risk of possible suspension of the certificate of qualification.</p> <p><b>Complaint against you?</b></p> <p>If you are contacted by the College and advised that a complaint has been made about you:</p> <ul style="list-style-type: none"> <li>• Listen to what the College staff is advising you about the complaint.</li> <li>• Ask questions for clarification if necessary.</li> <li>• <i>Do not</i> make any statement or respond to questions related to the complaint itself.</li> <li>• <i>Contact Professional Relations Services</i> for advice and assistance.</li> </ul>	<p>Contemplating a complaint against a teacher?</p> <ul style="list-style-type: none"> <li>• Members are advised to contact Professional Relations Services <i>before</i> making a complaint to the College about another member of the College</li> <li>• Every member of the Ontario Teachers' Federation is bound by Section 18 (1) (b) of the regulation under the Teaching Profession Act which states that:</li> </ul> <p><i>"A member shall, on making an adverse report on another member, furnish him with a written statement of the report at the earliest possible time and not later than three days after making the report."</i></p>
<p><b>THE ONTARIO COLLEGE OF TEACHERS</b></p> <p>Under <i>The Ontario College of Teachers Act</i> implemented in 1996, the College is responsible for regulating</p>		<p><b>CRIMINAL ALLEGATIONS</b></p> <p>The Federation provides legal assistance to defend members against allegations which are directly related to the member's teaching duties or employment responsibilities.</p> <p><b>Office hours</b></p> <p>If you are contacted by the police or the Children's Aid Society (CAS) regarding an allegation of</p>
<p align="center"><b>Professional Relations Services</b> by the Elementary Teachers' Federation of Ontario</p>		

assault or abuse:

1. Do not participate in or consent to an interview.
2. Make no statement to anyone regarding the allegations or charges.
3. Say "I'm willing to co-operate but I am unable to comment until I contact the Federation and legal counsel."
4. Call Professional Relations Services at ETFO at (416-962-3836). Toll free 1-888-838-3836. State that your call is urgent.
5. You will be put in touch with the Professional Relations "on call" counsellor, who will provide the necessary assistance.

**"After Hours" Emergency Legal Assistance. What is an emergency?**

- Police are on the scene.
- You are facing criminal charges for an alleged criminal offence directly related to the performance of your professional duties.
- You are at risk of being arrested/incarcerated.

**What to do?**

**Call:** 1-888-838-3836 or (416) 962-3836.

**After Hours:** A voice message will provide the necessary instructions to put you through to an operator. You will be asked a few quick questions. Where appropriate, a criminal lawyer will be contacted and you will be connected immediately.

**Legal Support re: Criminal/Civil charges against ETFO Members:**

It is the policy of ETFO to determine legal support to members charged with criminal/civil offences on the following basis:

1. In the event that a member is charged with a criminal/civil offence(s) related to the member's employment responsibilities, ETFO shall consider requests for continued legal support through the Legal Approvals Committee.
2. To qualify for consideration the following criteria must be met:

- a) Circumstances must arise from employment responsibilities.
  - b) Member must deny allegation.
3. When legal support is granted restrictions on the level of support may be specified.

**Appeal of conviction**

4. As a general policy, ETFO does not provide legal or financial support for an appeal of a conviction unless there exist both significant errors in law and significant evidence of innocence arising from the trial which may lead to an acquittal at a retrial.
5. Each request for support of an appeal of a conviction is considered on a case-by-case basis.

**Legal Approvals Committee**

Five members of the provincial Executive are appointed to the Legal Approvals Committee. The Committee meets monthly for purposes of determining whether or not and to what degree the Federation will pay for legal services to members on a variety of work-related professional matters.

**Legal Approvals Appeal Committee**

The Legal Approvals Appeal Committee is comprised of the President, First Vice-President, and two Vice-Presidents.

A member has the right to appeal to the Legal Approvals Appeal Committee the decision of the Legal Approvals Committee that a professional relations matter will not be supported by ETFO.

**PERFORMANCE EVALUATION**

All boards have written policies and procedures regarding performance evaluation. It is imperative that you be aware of the requirements within your board for you and the principal during the evaluation process. Most procedures require that a pre-consultation conference occur so that you and the principal can discuss the evaluation

process and establish dates and times for a series of observations.

Following the observation visits, a post-observation conference is usually arranged to discuss the evaluator's observations, to clarify information and/or answer questions. Many evaluators will provide a draft copy of the evaluation report for discussion and possible revision prior to the finalized version.

If you are not in agreement with the final report, and if the evaluator is unwilling to change the report, you may attach a response that focuses on areas of the report that you believe misrepresent your program or efforts, omissions in the report, or concerns about the process of evaluation. You may wish to contact Professional Relations Services for assistance with your response.

Your signature on an evaluation only acknowledges that you have read and received the report. It *does not* constitute agreement with the content of the report.

**PLANNING AND PROGRAMMING COURSE**

This course is provided each year to assist teachers who are experiencing serious difficulty in program planning, assessment and classroom management. Participants are members who have contacted PRS for support and assistance during the school year. If members have received a series of poor evaluations or are under review, they should contact PRS and inquire about the suitability of this course.

**HARASSMENT**

The *Ontario Human Rights Code* provides that an employee has the right to freedom from harassment in the workplace regardless of race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or



handicap. In addition, many boards have adopted anti-harassment policies. Members should familiarize themselves with the board policy as well as the statutory prohibition against harassment. This will ensure, in so far as possible, that their conduct will not create circumstances in which allegations of harassment are made against them and that members understand their rights in the event that they become "victims" of harassment. Members who are involved in harassment complaints should contact Professional Relations Services at ETFO as soon as possible in order to obtain assistance and advice in pursuing or resolving the matter. Discussions with PRS staff are confidential, and no action will be taken on behalf of the member without the member's permission.

**LONG TERM DISABILITY**

Long Term Disability (LTD) coverage is available to members through group insurance benefits negotiated into your local collective agreement. This benefit is meant as an income replacement plan and protects your pension plan contributions in the event of an illness or injury that extends beyond your sick leave protection.

Members must meet the terms of the LTD contract to qualify for benefits. If you need to file a claim or are having difficulty getting your claim accepted, your Local president or school board personnel will be able to assist you. If you are insured with the Ontario Teachers' Insurance Plan (OTIP), staff at OTIP can also assist you with your claim. ETFO staff may become involved when an appeal of a denied claim has been turned down. Specific procedures have been established which outline the type of assistance that may be provided when the Provincial Office becomes involved in a claim.

**If You Are in Receipt of Long-Term Disability Benefits**

A member will remain on long-term disability benefits for as long as the insurer determines that the medical evidence provided meets the definition of disability in the LTD policy.

A member must also be under the care and treatment of a doctor who specializes in the area of their illness.

LTD carriers usually have the right under group policies to request that members attend independent medical assessments from time to time. This is frequently to determine whether the member's medical condition is such that ongoing benefits should be continued. Non-cooperation with this provision of the LTD policy could result in benefits being terminated or denied.

Most often, members are expected to sign medical releases so that their doctors or health care professionals may provide information about their disability and health status to the insurance carrier. It is important, though, to read and understand the extent of the consent forms before signing them. In particular, it is important to ensure that the consents fall only within the scope of information required under the insurance contract and do not delve more broadly into areas of the member's personal or professional life not addressed under the insurance contract. For example, sometimes requests for access to information about a member's employment or professional status may be inappropriate and outside the scope of the insurance contract. Members are advised to contact their Local or Provincial Federation before signing consent to release forms not specifically limited to doctors and a member's illness or disability.

It is imperative that members on LTD maintain active membership in the Ontario College of Teachers.

**WORKPLACE SAFETY AND INSURANCE BOARD**

If you are injured at work you are entitled to make a claim to the Workplace Safety and Insurance Board (WSIB) for wage loss compensation and/or health care expenses. The WSIB has full authority for determining if a person qualifies for benefits. It is recommended that members file a claim with the WSIB for a work-related injury or illness. Members should never use sick leave days instead of filing a WSIB claim.

Not only will this jeopardize any future rights the injured member has under the WSIB rules but recurrent problems associated with the original injury or illness can never be compensated for.

The early and safe return to work is a priority for the WSIB. When a workplace accident or illness occurs, the parties are required to work together to achieve the member's early and safe return to appropriate employment. Full recovery is not always necessary if the work being returned to is safe and within the worker's functional abilities as outlined by the member's doctor or health care professional. The employer is responsible for identifying and arranging appropriate employment for the member as soon as possible following a workplace accident or illness. An injured member who refuses to participate in this process, or who refuses to accept an employer's offer of an accommodated return to work placement may have his or her WSIB benefits terminated. Communication between the member and the school board is essential to the success of this process.

ETFO has established procedures for assisting members with WSIB claims. Further information about this process may be obtained from the ETFO *Stewards' Handbook* in your school or you may call the Provincial ETFO for an outline of the type of assistance that may be provided.

**PUBLICATIONS AND WORKSHOPS**

PRS staff provide ongoing assistance to local presidents, workshops for stewards, and other professional development opportunities for members.

The prevention of professional difficulties is a major objective of ETFO. With this objective in mind PRS staff publish articles in regular ETFO publications such as the *ETFO Voice* and *ETFO Link*. Our two most recent publications are:

*1. Parent-Teacher Relationships – Putting the Pieces Together*

This resource book provides information on a variety of topics and issues related to teachers' interactions with parents, including:

- establishing positive relationships
- managing conflict
- harassment
- defamation
- complaints to administration and/or the College of Teachers
- allegations of assault and abuse

*2. After the Chalk Dust Settles*

This book was written to assist teachers in recognizing the importance of maintaining a healthy balance and establishing a sense of wellness. In particular, the book looks at how teachers can reduce stress and achieve overall wellness by learning strategies to:

- cope with change
- increase personal well-being
- establish a balance between work and home
- manage conflict more effectively
- communicate better
- promote positive attitude
- maintain professionalism

These publications are available at ShopETFO. Contact your local president or steward for more information.

**RESPONSIBILITIES OF ETFO MEMBERS**

All members of the Elementary Teachers' Federation of Ontario (ETFO) should be aware of their responsibilities as members of the Federation. These include the following:

Article VI: Code of Professional Conduct

A member shall:

- 6.1 recognize the Federation as the official voice of all the Active Members of the Federation;
- 6.2 adhere to the Constitution and By-laws of the Federation;
- 6.3 support collective bargaining initiatives including a strike authorized by the Executive
- 6.4 refrain from undertaking or supporting actions which undermine established bargaining procedures;
- 6.5 honour the terms of the collective agreement;
- 6.6 strive to eliminate all forms of harassment between individuals in the educational system;
- 6.7 endeavour to ensure equity and inclusiveness in the workplace;
- 6.8 strive to achieve and maintain a high degree of professionalism and to uphold the honour, dignity, and ethical standards of the teaching profession.

Article VII Disciplinary Procedures

- 7.1 A complaint alleging violation of the Code of Professional Conduct shall be submitted by a member, in writing, to the General Secretary of the Federation;
- 7.2 The complaint shall state the facts and shall indicate that a copy has been provided to the member about whom the complaint has been lodged;
- 7.3 The General Secretary shall investigate the complaint and report with recommendations to the Professional Relations Committee;

- 7.4 The Professional Relations Committee shall consider complaints referred to the Committee by the General Secretary and report with recommendations to the Executive;
- 7.5 The Executive shall determine the discipline to be enacted;
- 7.6 The principles of natural justice shall be followed in the disciplinary proceedings;
- 7.7 Members deemed to be in non-support during a job action may be subject to disciplinary procedures that include the possibility of a monetary fine of up to \$500 per day.

The range of possible sanctions for ETFO members found in breach of Federation policy

- The name of a member in breach of policy to be published in a Federation publication;
- The right to hold office in the Federation to be suspended for a period of years;
- All services normally provided by the Federation to be suspended for a period of years;
- Federation dues to continue to be collected from the Member in breach of policy.

Source: ETFO Constitution and Bylaws 1999



*For advice or assistance in any of these areas, contact Professional Relations Services as soon as possible at (416) 962-3836 or toll-free: 1-888-838-3836. All information shared by a member with Professional Relations Services Staff is confidential.*



# Unit One BEAR HABITAT

## Critical task

Design a desirable home for a type of bear of your choice: black, polar, grizzly, panda.

## Overview

After researching various bears through films, books, the Internet and discussions, students work together to define the features of an appropriate bear habitat. Students use the criteria they chose to design a home for the type of bear they have chosen.

## Requisite Tools

- 1) Background knowledge: habitat needs of various bears.
- 2) Criteria for judgement: features of a good home for a particular type of bear.
- 3) Critical thinking vocabulary: evidence
- 4) Thinking strategies: information webbing; role-play of solutions.
- 5) Habits of mind: inquiring or critical attitude.

## Suggested Activities

- Ask students what they know about bear habitats.
- In the whole class grouping, brainstorm bear habitats to create a web from the initial brainstorm. Remind students that a web is a method for recording information and that it can be expanded throughout the activity.
- Read *A Book of Fun from Paddington* by Michael Bond. Read other books about bears that the students have already enjoyed in their Bear Unit (see Overview). Use the books to augment the web of ideas listing the features of a good bear home.
- Engage the children in a documentary or video about authentic bear habitats. Ask pairs of students to observe: how bears move in their homes; how bears communicate with others in their homes; how bears rest in their homes. At the end of the video, add to the web of bear home ideas.
- Revisit the web, assisting the class to develop a set of criteria for a good bear home. List student responses on a class chart.
- Develop a new version of this story with the students. Read the class version as a big book, involving students with the text. Ask students if they would like to be the bear in this home. Ask students what would and wouldn't be the desirable characteristics of this home.

- Define the critical task to the class: Design a home for bear types of your choice, imagining you are a bear of the type chosen.
- Ask students to share and critically review each other's designs in light of the criteria of a good bear home.
- Ask students to demonstrate their ability to live in their designated home as their chosen type of bear.

## Evaluation

- While students are formulating their habitat, observe them to see if they demonstrate an inquiring and critical attitude to the task.
- Do students formulate questions about types of bears and their habitats?
- Do students strive to learn more about their chosen bear types and their habitat needs?
- Do students demonstrate the criteria for good bear homes?
- Do students know how they would use their homes if they were the bear they have chosen?

## Extension

- The students take an in-class tour around the world highlighting bear types and their habitats. Each student moves in his or her habitat demonstrating its suitability.
- Students move as bears to neighbouring class bear habitats. Students use body language and sounds to develop a bear language. New groupings could develop new bear species and the subsequent need for new bear homes.
- Students are videotaped in their new blended homes. Reviewing the tapes enables new discussion about the suitability of the new homes.
- Students communicate through audio tapes to share their views on their habitats. Tapes are reviewed for consistency and suitability.
- Photographs are taken of students in their blended environment. Students view other works and critically reflect on similarities in appropriate habitats. Differences are evaluated in light of the original habitat criteria.

## References

- *A Book of Fun from Paddington* by Michael Bond.
- Class big book version of *Goldilocks and the Three Bears*.
- Individual copies of bear books, poems and playlets.

## Unit Two SHARING PERSONAL ATTRIBUTES

### Critical Question

How should personal strengths (gifts) be shared among classmates?

### Overview

Based on the book *Swimmy* by Leo Leoni, students explore a situation in which a child feels like an outsider. Students brainstorm varied ways to use their personal strengths to move from outsider to useful group member. Students are encouraged to generate numerous possibilities and then to highlight priorities. Students should know exactly why they have chosen something as a priority. The ideas not chosen as priorities can also be reviewed and/or combined with other ideas when the priorities have been utilized.

### Requisite Tools

- 1) Background knowledge – knowledge of being the outsider; knowledge of helping the group through utilizing personal strengths.
- 2) Criteria for judgment – qualities of self that assist a group; qualities of an inviting or personable group.
- 3) Critical thinking vocabulary – evidence.
- 4) Thinking strategies – webbing; information chart; role-play of solutions.
- 5) Habits of mind – self-esteem; positive self-regard.

### Suggested Activities

- Read the book *Swimmy* by Leo Leoni. Ask students what feelings the book brings out, what the book reminds them about teamwork. Explore *Swimmy's* feeling with the students.
- Ask students to brainstorm their initial response to develop ideas for using personal attributes to assist a group. Use this chart to form a web as a visual cue of their responses.
- Develop a chart, with four columns. Ask students to move their ideas into the four columns. (See chart A.)
- Students should give reasons for inferring that their solution is the best by referring to the characteristics of a good group member generated by the class.

### CHART A

#### Ways to be a good group member

Qualities of a good group member	Qualities I do not have that I would like to have	Qualities I have that I like and that help me	Qualities I have that could help the group

- Review the information and present the critical question: Which of the possible solutions to *Swimmy's* social problem best reflect the characteristics of a good group member?
- Ask students to role-play in groups varying the solutions they generate.
- Ask students to join with another group to find similarities and role-play their blended/new solutions.
- Continue blending the role-play groups until the class is one group.
- Ask students to add movement levels and sound to their locomotion as a unit.
- Videotape the class in this form. Take a Polaroid photograph of their new formation. Compare this picture to their yearly school class picture. Discuss the differences about the qualities of a good group member in both photographs.

### Evaluation

Assess how well students demonstrated their ability to match their choices to the qualities of an effective group member.

### Extension

- Ask students to add coloured scarves to their movements as one large class fish. Ask students to collectively decide why scarves are or are not noticed.
- Ask students to regroup and change positions in the structure while maintaining one class fish.
- Ask students to draw a representation of their scarf as a scale on the fish with pastel crayons. Ask students to experiment with the placement of the pastel scales until the class fish is formulated.

### References

*Swimmy* by Leo Leoni.

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*Dr. Laurie Bizero is an Assistant Professor in the University of Windsor's Faculty of Education. Previously, she served as an elementary school principal and has taught all grades – kindergarten to grade 8. She has also served as a principal in the secondary panel.*



# Queen's Park Update

The Legislature passed two major education bills last spring – Bill 74, the *Education Accountability Act, 2000* – and Bill 81, the *Safe Schools Act, 2000*. Classroom teachers are understandably confused as to how the different provisions of the legislation will affect them and when.

## Bill 74

In the case of Bill 74, the sections dealing with the provision of extra-curricular activities were not proclaimed when the bill was passed. The government, through the Minister of Education, is reserving the right to mandate the provision of extra-curricular activities if situations arise where teachers withdraw from these activities when they are not in a legal strike position. Bill 74 recognizes the withdrawal of extra-curricular activities as a strike action. This means that teachers still have a work-to-rule option when they are in a legal strike position.

Bill 74 separates elementary teachers from secondary teachers. If one secondary teachers' local, for example, collectively withdraws from extra-curricular activities, then the Minister of Education can proclaim the relevant sections of Bill 74 and give secondary school principals across the province the authority to require teachers to participate in these activities. This government action, in this case, would not affect elementary teachers. Delegates to ETFO's Annual Meeting, however, passed motions that outline how the Federation would respond to such action against our secondary colleagues. If the government mandates extra-curricular activities, ETFO will respond with actions, upon consultation with our members, up to and including withdrawal from all voluntary activities.

At this point, teachers' participation in extra-curricular activities remains voluntary. Since the relevant sections of Bill 74 are not in effect, school principals have no authority to assign these activities.

## Bill 81

Bill 81 contains a number of provisions designed to convince the public the government is responding to school safety issues. The legislation implements policy related to:

- the provincial *Code of Conduct*;
- opening and closing exercises in schools;
- school uniforms;
- the authority of principals to expel students;

- the authority of the teachers to suspend students for a day; and
- the authority of the government to collect and disclose personal information of individuals who work in schools.

Since Bill 81 was passed, the government has made a number of announcements to the public about these initiatives. These announcements have created some confusion because only a few sections of Bill 81 have taken effect. A number of sections require detailed regulations that have yet to be drafted and passed by Cabinet. The bill is being implemented in stages beginning in September 2000 and ending in the fall of 2001.

The first change will take effect in the winter of 2001 when school principals will have the authority to expel students. **Teachers will not have the authority to suspend students until September 2001.** Before this date, the Federation will advise members of the new government guidelines that will govern suspensions.

## Review of Employment Standards Act

The Ontario Ministry of Labour recently conducted a series of public consultations on proposed changes to the *Employment Standards Act*. The Act does not apply to teachers, but it does potentially affect our non-teacher members. ETFO presented a brief on behalf of these members and also spoke to the government's ongoing trend to weaken protections for workers. In presenting the brief, ETFO President Phyllis Benedict cautioned against plans to create more "flexibility" in the length of the working day and the use of vacation time.

For more information about Bill 74 and Bill 81 and for ETFO's brief to the consultation on the *Employment Standards Act*, visit [www.etfo.on.ca](http://www.etfo.on.ca)

*Vivian McCaffrey for ETFO's Strategic Services Area.*



Comment motiver les élèves en septième année, français, programme de base, à participer dans les activités orales?

Quels seraient les avantages d'intégrer le français avec un thème en sciences sociales?

Quel système d'évaluation utiliser pour s'adresser aux trois composantes de français, programme de base?

Comment communiquer avec les élèves en difficulté et leurs parents?

Pour les enseignants ontariens de français, programmes de base et d'immersion, la planification et l'organisation de leurs programmes se déroulent chaque jour en tenant compte de ces questions importantes.

Déterminer les objectifs d'apprentissage pour les élèves à chaque niveau, préparer les matériaux pédagogiques nécessaires, s'assurer que le climat de salle de classe facilite l'apprentissage du français et surtout, communiquer et collaborer avec les autres enseignants, avec l'administration de l'école et avec les parents : autant de tâches qui présupposent une forte éducation linguistique et en plus, du talent pédagogique.

#### Le nouveau programme d'études.

L'enseignement du français langue seconde en Ontario est, plus que jamais, un défi pour la plupart des enseignants. Les nouveaux documents du ministère de l'Éducation ont établi des attentes et des contenus d'apprentissage et le système d'évaluation, assez rigoureux, est basé sur une grille des compétences comportant quatre niveaux de rendement.

# La recherche active de français



### La modification du programme.

En ce qui concerne les élèves identifiés et ceux en difficulté, ainsi que les élèves d'anglais langue seconde, il est essentiel que le programme de français soit modifié à partir des renseignements recueillis sur les besoins individuels de chaque élève. Puisque les enseignants-ressource sont trop occupés de nos jours à diviser leur temps entre plusieurs programmes et écoles et parce qu'il y a toujours un manque de ressources en français, il est nécessaire que les enseignants de français langue seconde soient des spécialistes dans leur domaine. C'est pourquoi ils sont vivement motivés à apprendre de nouvelles approches pédagogiques et à perfectionner leur pratique chaque année.

### Une approche pédagogique qui met l'accent sur une pratique de réflexion.

Il est à noter que, de plus en plus, la méthodologie utilisée dans les cours de perfectionnement pédagogique, surtout dans ceux offerts par l'Université York en collaboration avec les conseils pédagogiques, vise à développer l'aptitude des enseignants de français langue seconde à réfléchir à leur propre pratique, à leur style d'enseignement et, bien sûr, à leurs apprenants, aux difficultés qu'ils rencontrent dans des tâches et aux stratégies qu'ils développent pour gérer ces difficultés.

Le but de ces cours est non seulement d'offrir aux candidats une connaissance plus approfondie des principes de l'enseignement et de l'apprentissage du français langue seconde, mais aussi de les encourager à utiliser eux-mêmes une nouvelle approche afin de perfectionner leur développement professionnel : la recherche active.

### La recherche active.

Pour mieux comprendre cette approche, il faut aborder le terme « recherche ».

On doit clarifier qu'il ne s'agit pas de la recherche traditionnelle, qui exige une approche plus formelle et de long terme, mais plutôt d'une recherche active, faite par les enseignants dans la salle de classe. C'est en observant leurs élèves et leurs programmes de français pendant trois ou quatre semaines que les enseignants arrivent à apprendre une pratique de réflexion et, plus tard, sont capables de modifier leur stratégie d'enseignement.



ve dans la classe  
ais  
Marie-Anne Visoi



## LES ÉTAPES DE LA RECHERCHE ACTIVE

### La question de recherche.

La recherche active commence pendant l'Institut d'été, qui dure une semaine et prépare les candidats pour leur observation dans la salle de classe. C'est durant l'Institut d'été qu'on discute les plus récentes théories de l'acquisition du langage, les méthodologies et approches d'enseignement du français langue seconde et aussi, les profils des candidats, leurs formation et compétences.

Vers la fin de l'Institut d'été, les candidats seront prêts à identifier leurs domaines de recherche, et peuvent se concentrer sur un certain aspect éducatif afin de formuler leurs questions de recherche. Si, en retournant à l'école, ils trouvent que les domaines de recherche choisis ne répondent plus à leurs besoins ou intérêts, ils peuvent choisir un autre domaine.

### Le plan de recherche.

La planification de la recherche active implique l'établissement d'objectifs fondés sur une question de recherche. Prenons comme exemple la question de recherche déjà mentionnée : « Comment motiver les élèves en septième année, français cadre, à participer dans les activités orales? » On doit tenir compte des facteurs comme :

La méthode d'enseignement utilisée dans la salle de classe – Est-ce qu'on utilise une méthode traditionnelle qui donne à l'enseignant ou l'enseignante un rôle central et où l'écrit prend une place privilégiée? Utilise-t-on une méthode communicative qui insiste sur l'acquisition d'une compétence de communication?

Les styles d'apprentissage des élèves – Quels sont leurs aptitudes, préférences, intérêts? Est-ce qu'il y a un grand nombre d'élèves en difficulté ou d'anglais langue seconde dans la salle de classe?

Les matériaux pédagogiques – Est-ce qu'il y a une variété d'activités communicatives : dialogues, entrevues, sondages, questionnaires, présentations orales, activités intégrées? Est-ce qu'on utilise des documents authentiques : journaux, articles, revues, vidéos?

Le contrôle de la classe – Y a-t-il des routines et règles établies à l'avance? Chaque leçon commence-t-elle par une courte période de réchauffement? Les apprenants ont-ils des responsabilités dans la salle de classe?

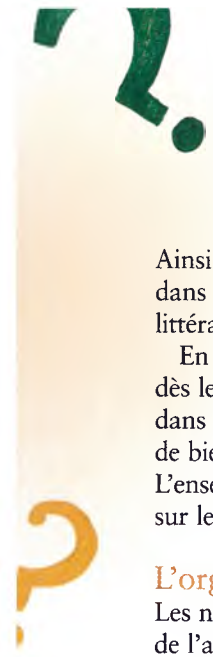
Sources d'information – Recherches et documents récents sur l'enseignement de l'approche communicative, la motivation de l'élève à apprendre le français, l'intégration du drame, etc.; discussion/partage avec d'autres enseignants, spécialistes de langue; collaboration avec l'administration et les parents.

### L'observation dans la salle de classe et le journal de réflexion.

Avant de commencer l'observation dans la salle de classe, il est nécessaire de rédiger une bibliographie à laquelle ajouter, au fur et à mesure, tout ce qu'on peut trouver sur le domaine de recherche identifié; à ce stade, les candidats travaillent en groupes de recherche afin de mieux approfondir chaque domaine de recherche. Voici, à titre d'exemple, une liste des domaines de recherche identifiés par les candidats des cours FLS à York :

- la motivation de l'élève à écrire en français;
- l'approche communicative et le développement de la langue orale;
- l'intégration de la culture française et francophone dans le programme de français cadre et immersion;
- la modification du programme pour les élèves en difficulté;
- les outils d'évaluation en français immersion;
- la communication avec les parents.





Ainsi, pendant les séminaires du cours, les candidats ont l'occasion de discuter et partager leurs idées dans le cadre d'un groupe de recherche et en plus, de comparer leurs connaissances à propos de la littérature de recherche pour mieux focaliser leurs questions de recherche.

En ce qui concerne l'observation dans la salle de classe, il faut souligner qu'il est important d'établir dès le début un système d'observation. Les notes doivent être prises de façon systématique et continue, dans divers contextes d'apprentissage. L'accent sera davantage mis sur une observation détachée afin de bien comprendre tous les facteurs qui pourront jouer un rôle important dans chaque situation. L'enseignant ou l'enseignante peut aussi noter, dans un journal de réflexion, ses propres réflexions sur le processus d'apprentissage.

### L'organisation, l'analyse et l'interprétation des notes d'observation.

Les notes d'observation et la pratique de réflexion aideront les enseignants à avoir une image globale de l'apprentissage de leurs élèves et permettront d'analyser leurs résultats afin d'adapter leurs programmes aux besoins spécifiques des élèves. En organisant les notes d'observation, ils se rendent compte que leur travail de recherche active leur a révélé des détails sur leurs stratégies pédagogiques et la façon d'apprendre de leurs élèves.

### Projets de recherche.

Arrivés à la dernière étape de leur travail de recherche active, les enseignants ont plusieurs choix pour présenter leurs projets de recherche :

- présentations en utilisant des aides visuelles, accompagnées de diapositives;
- rapports;
- articles dans des journaux et revues pédagogiques;
- affiches et photos;
- vidéos.

On peut prévoir que la recherche active dans la classe de français continuera à être une des meilleures approches pour le perfectionnement pédagogique des enseignants ontariens, car elle :

- répond aux besoins courants;
- les encourage à examiner les matériaux pédagogiques modernes ainsi que leurs propres stratégies d'enseignement; et
- les incite à partager leurs idées et opinions à propos des défis et succès qu'ils ont eus dans leur carrière professionnelle.

Un merci tout spécial est adressé aux enseignants de français langue seconde qui ont récemment complété les cours Français langue seconde, Partie 2 et Spécialiste, à York. Leur contribution précieuse aux discussions et leur enthousiasme ont été la source d'inspiration pour le présent article.

Marie-Anne Visoi, D ès Phil. enseigne des cours de français à l'Université de Toronto et est directrice adjointe à Beverley Heights, une école d'immersion française à Toronto. Pendant les 18 ans de sa carrière pédagogique, elle a enseigné, de la maternelle au niveau secondaire, l'anglais langue seconde, le français, programme de base et programme d'immersion, l'éducation de l'enfance en difficulté et l'art dramatique. Elle a aussi enseigné des cours universitaires à York et à l'Université de Toronto, développé des programmes d'études et présenté des ateliers pédagogiques.

*Marie-Anne Visoi, Ph.D. teaches French at the University of Toronto. She is currently a Vice-Principal at Beverley Heights Middle School, a French Immersion school in Toronto. During her 18-year career she has taught students in kindergarten through to OAC levels with a strong emphasis on English as a second language, core French and French immersion programs, special education, and drama.*

*I am a teacher –*

*I am an instructor, a listener, a caregiver, and a coach.*

*In order to give of myself, I need to value myself...*

*I have the responsibility, ability, and power to create a safe, supportive learning environment for my students and myself.*

*I am part of a universal profession that gives, shares and reaches out to the future of the world.*

After the Chalkdust Settles

# Stress

## Work With it, Work Around it

Many of us chose the teaching profession because of our commitment to students and our beliefs in these principles.

In spite of this strong commitment, or perhaps because of it, many teachers have experienced a sharp increase in their stress levels. In recent years they have grappled with the impact of the many changes in education. At times it has become almost overwhelming. For some, it has taken the joy out of teaching. Teachers tell us their self esteem and confidence have been hurt and diminished due to constant change, new demands and increasing expectations to do more and more under the microscope of public criticism and ongoing scrutiny. All of these seem to have little relevance for a teacher's professional growth or their relationships with students.

What isn't new and changing is that stress has continued to be a component of teaching for years.

*There is no cure for stress, because it is not a disease.*

*Stress is a condition of life itself. It can be a constructive or destructive force, depending on how you manage it.*

*Stress can be the spice of your life or the poison that kills you.*

After the Chalkdust Settles



### Taking Control of Stress

What is most important is how each of us takes control of our stress level in order to stay well by recognizing the importance of maintaining a healthy balance and establishing a sense of wellness.

- Know your limits and learn to respect them.
- Try physical activity.
- Share your stress with a trusted friend or colleague.
- Take care of yourself.
- Make time for fun.
- Be a participant.
- Check off your tasks and accomplishments.
- Accept that you do not always have to be right.
- Visualize a quiet scene in your mind to help you relax.
- Stop trying to fix others – they do not know they are broken!

### Collegiality

The intensity and impact of work-related stress can be lessened when staff members work together and support each other.

Too often teachers feel a sense of isolation, of being burdened by too many pressures and sensing little or no support. As staff members you are close to the situation and are likely the first to know when a colleague needs someone to talk to, some advice or suggestions for outside assistance. Tune in to your colleagues and look for ways to offer support.

Through social conversations, frequent informal meetings, shared planning, informal mentoring, and the sharing of materials and ideas, teachers will feel part of a collective and not feel alone.

Try to set aside past differences. As professionals, we are interdependent and need each other's support during these challenging times.

Make it a priority to take 5 or 10 minutes of your recess to go to the staff room to take a break, talk to your colleagues, be part of a support group.

If you are feeling stressed call Professional Relations Services at ETFO for confidential advice or contact your Employee Assistance Plan.

### Health Concerns

Sometimes even the best efforts to maintain wellness are not enough and your stress level may rise to the level where it affects your health and quality of life. Perhaps a change or some time off should be considered after personal reflection and possibly consultation with your doctor.

### Strategies to Manage Stress

Stress will not disappear – it is an ongoing part of every person's life. While you can't make it go away, you can take steps to improve the way you manage stress. It is important to keep these 3 Rs in mind:

- Reduce stress – You have both the right and responsibility to reduce the negative effects of stress on your health and quality of life. Know yourself. Assess what creates and reduces your stress;
- Recognize the need for change – You are entitled to a better quality of life. You need to change those things in life that trigger more stress. Learn how to change those stressors without causing more stress for yourself;
- Reach out – You are not alone. There is help and support if needed. One source of assistance is Professional Relations Services at ETFO.

### Professional Relations Services

Assistance is available at ETFO. Call 1-888-838-3836 or 416-962-3836 and speak to the PRS staff for advice and strategies for dealing with work-related issues. This is a confidential service offered by your Federation.

### Remember

- Take what you can...*
- Take time to reflect...*
- Take time to revisit...*
- Take time for you!*

### After the Chalkdust Settles

### Reference

The PRS staff at ETFO has developed a resource for members called *After the Chalkdust Settles*. This booklet is written specifically to assist members in learning strategies to cope with stress, increase personal well-being, establish a balance between work and home, manage conflict effectively, and promote a positive attitude and professionalism. Your workplace steward has further details or contact *Shop ETFO* at provincial office – [www.etfo.on.ca](http://www.etfo.on.ca)

*Susan Thede for ETFO's Professional Relations Services.*

Six hundred delegates and alternates from across Ontario were in Toronto August 15–18 to attend ETFO's Third Annual Meeting. The four-day event moved the Federation forward in exciting new directions and provided the venue for the election of the provincial executive as well as the presentation of a variety of awards and honours.



# ETFO Moves Forward

In her opening address to the meeting, Phyllis Benedict, President, said “In two short years, ETFO has become a recognized leader in public education in Ontario and across Canada. It has taken the combined talents and strength of all of us – the provincial executive, every local president, every school steward, every educational worker and every member of our staff to achieve this position. In 2000-2001 we are determined to realize collective bargaining success in every Local and to continue to build support for and belief in public education in Ontario.”

#### **Report to the Annual Meeting**

ETFO's Report to the Annual Meeting – August 2000 – a comprehensive document that details the federation's activities during 1999–2000 was distributed to all delegates. In late September, copies were mailed to all ETFO's work-sites. Ask your ETFO steward to share this booklet with you.

#### **New Executive Elected**

Delegates elected the following members to represent them on the provincial executive during 2000-2001: Phyllis Benedict, President, Kawartha Pine Ridge; Emily Noble, First Vice-President, Algoma; Ruth Behnke, Vice-President, Lambton Kent; Ken Collins, Vice-



President, Rainbow; Barbara Sargent, OTF Table Officer, Lambton Kent. Executive members: Kathy Clarke, Halton; David Clegg, York Region; John Curtis, Toronto; Randy Frith, Upper Canada; Wambui Gaitho, Toronto; Kelly Hayes, Hamilton Wentworth; Cynthia Lemon, Bluewater; Gayle Manley, Algoma; Hilda Watkins, Greater Essex.

### Priorities Set

Delegates agreed that the Federation's priorities for 2000–2001 would be:

- 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.

### Bill 74

Delegates set aside a special evening session to discuss Bill 74 – *The Education Accountability Act 2000*.

The following motions were passed:

- That the provision of extra-curricular activities by members be strictly voluntary.
- That the Extra Curricular Advisory forwarded to ETFO Stewards in June be rescinded. (That Advisory asked members not to sign up for extra-curricular activities until further notice. As of September 1, members are free to decide whether they wish to volunteer for extra-curricular or not, as has always been the case.)
- That, in the event that Sections 2, 3, 17, 18 of Bill 74, which would make extra-curricular activities mandatory, non-bargainable and non-grievable are proclaimed, ETFO conduct an all-member vote to determine a provincial action, up to and including a total withdrawal of all voluntary services.
- That ETFO continue to pursue, through OTF, an all-Affiliate plan of action in the event these sections of Bill 74 are proclaimed.

### Minister Meets Delegates

While some delegates wanted to withdraw ETFO's invitation to Janet Ecker, Minister of Education, to attend the meeting, the majority said that the Minister should attend and hear from them the true situation in Ontario's classrooms. The Minister was, however, limited to three minutes, speaking time with the remaining 27 minutes devoted to a question-and-answer session. Some delegates left the room to protest the Minister's presence at the meeting.

In the heated question-and-answer period that followed, delegates told the Minister they lacked basic classroom resources, such as textbooks and other necessary learning materials, and that the money the government had put back into special education came nowhere close to meeting children's needs. The Minister was also asked why the funding formula allows for less than a 2 per cent salary increase for teachers, while MPPs apparently deserve a 30 per cent pay increase. Many teachers have not had raises for nine years. Speakers at the microphones repeatedly told the Minister that she had lost the confidence of the delegates and should resign.

As the session with the Minister wound up, Phyllis Benedict, President of ETFO, told the Minister that the Annual Meeting had voted to lift the Extra Curricular Advisory issued in June. "While the particularly offensive sections of the Bill remain unproclaimed, teachers are prepared to volunteer their time to coach teams, run clubs as well as many other activities that benefit students," Benedict said.

As the Minister left the Annual Meeting to cries of "Shame, shame!" the message she received was unmistakable – this government's policies are failing teachers, students and public education; classroom teachers are angry about these policies; the Minister can expect strong resistance to any further attempt to force teachers to participate in extra-curricular activities.

### Resolutions Debated

As they debated a record number of resolutions, delegates agreed that:

- Strong collective bargaining is vital in these times. They recognized that ETFO's ability to help Locals achieve their goals and to support members through potential job actions requires a well-financed provincial Defense Fund.
- Members need legal and other protections as well as a wide range of services from their Federation, and such services must be fully funded.
- ETFO should join the Canadian Labour Congress (CLC) and the Ontario Federation of Labour (OFL). The CLC represents two million workers across Canada. The OFL represents almost half a million organized workers in Ontario. ETFO is the largest teachers' union in Canada, outside of Quebec. This historic decision ensures ETFO will now take its place as a leader in the Canadian labour movement.
- A strong political action and public relations fund is necessary to promote the interests of members and to ensure the Federation remains visible through paid advertising campaigns.





ETFO's Newest Honorary Life Members: Left to right, Back row: Florence Keillor, Avon Maitland; Helen Penfold, Bluewater; Freddie Beekhuis, Greater Essex; Stan Korolnek, Toronto; Mary Anne Silverthorn, Thames Valley; Brad Kuhn, Hamilton-Wentworth; Jim Sparrow, Greater Essex. Front: Carol Bertram, Simcoe; Margaret Clarke, Shirley Greenwood, Elaine Cline, all from Greater Essex.

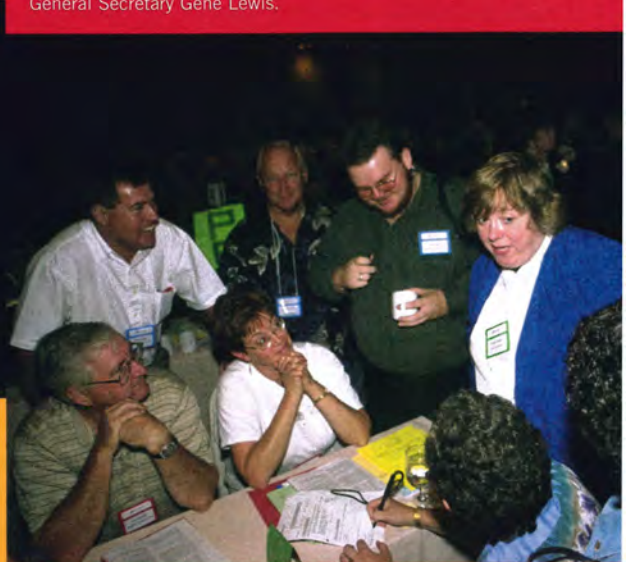


Above: ETFO President Phyllis Benedict, Kawartha Pine Ridge, General Secretary Gene Lewis.



Above: Vice-President Ruth Behnke, Lambton Kent; Executive Member Kathy Clarke, Halton; Vice-President Ken Collins, Rainbow.

Below: ETFO Award Winners 1999-2000: Left to right, standing: Barbara Sargent, OTF President 1999-2000 and ETFO's OTF Table Officer, Lambton Kent, Outstanding Role Model for Women; Dwight Daugherty, Ottawa-Carleton, Occasional Teacher of the Year; Randy Frith, Upper Canada, Local Leadership Award. Seated: Kim Pearson, Waterloo and Nancy Lawler Miller, Bluewater, Newsletter Editor's Awards in the multi sheet and single sheet categories respectively.



Above: First Vice-President Emily Noble, Algoma (standing), caucuses w delegates from her Local. Left to right, clockwise: Ted Martin, Bill Clark, Val Liut, Gerry Luxton, Lee Mason, Jane Vienneau, Gayle Manley.

Below: Some of ETFO's Local presidents (1998-1999) gather for a commemorative photograph.



Left: Minister of Education Janet Ecker addresses the Annual Meeting. Some speakers at the microphones called for her resignation. Right: First Vice-President Susan Swackhammer during the debate on the bud





## ETFO 2000-2001 BUDGET GENERAL FUND

### Projected Net Revenue

<b>Revenue</b>	<b>38,888,925</b>
Teachers, Occasional Teachers, ESP/PSP & Associate members + interest	
<b>Defense Fund</b>	<b>(2,760,638)</b>
<b>Political Actions/Public Relations fund</b>	<b>(1,104,255)</b>
<b>OTF/CTF fees</b>	<b>(3,054,056)</b>
<b>QECO fees</b>	<b>( 701,190)</b>
<b>OFL/CLC Fees</b>	<b>(615,901)</b>
<b>Net Revenue</b>	<b>\$30,652,886</b>

### Projected Expenditure

<b>Other Professional Organizations</b>	<b>45,500</b>
<b>Governance</b>	<b>1,733,431</b>
Annual, Executive, & Representative Council Meetings & released executive costs	
<b>ETFO Locals</b>	<b>12,775,174</b>
fee rebates to locals, local release time, training & material for Locals & Stewards	
<b>Standing Committee Meetings</b>	<b>132,600</b>
two meetings for each committee	
<b>Assistance</b>	<b>305,860</b>
awards, donations, scholarships & project overseas	
<b>Professional Development</b>	<b>503,201</b>
PD programs, teacher education & conferences	
<b>Equity &amp; Women's Programs</b>	<b>496,402</b>
race relations, employment equity, anti-violence & women's programs*	
<b>Protective Services for Members</b>	<b>2,438,601</b>
collective bargaining, professional relations services, health & safety, pensions & legal costs	
<b>Strategic Services</b>	<b>605,800</b>
publication & distribution of VOICE, LINK, EXPRESS & other communications, pamphlets	
<b>Provincial Office</b>	<b>1,793,700</b>
rent, maintenance, taxes, phones, equipment, printing & postage & members' records	
<b>Staff Salaries &amp; Benefits</b>	<b>8,764,945</b>
provincial staff salaries & benefits	
<b>Professional Services &amp; Sundries</b>	<b>855,900</b>
legal costs, consultants, insurance & auditors	
<b>Transfers to Restricted Funds</b>	<b>212,264</b>
transferred assets to be accumulated in separate funds to meet long term goals	
<b>Total Expenditure</b>	<b>\$30,707,877</b>
<b>Surplus (deficit)</b>	<b>(\$54,992)</b>

\* Each year, ETFO allocates 6% of the annual budget (\$1,827,173) to programs for women. Some of these programs are in the Equity & Women's Programs section but most are spread throughout the budget.

- The total fee of 1.4 per cent of gross annual salary will be allocated on the following basis: "Each Active Member shall pay an annual fee of 1.36 per cent of gross annual salary, to be allocated 1.25 per cent to the General Fund and 0.10% to the Defense Fund." Also – "There shall be an additional fee for each Active Member of 0.04 per cent of gross salary for a political action and public relations fund to promote public education."

### Two New Committees Created

Delegates supported the creation of two new ETFO Standing Committees: Disability Issues and Lesbian, Gay, Bisexual and Transgendered Members. ETFO will now have 21 provincial committees.

### Policies Passed

*Class size:* Delegates agreed there should be a maximum of 15 students in junior kindergarten; 18 in senior kindergarten; 20 in grades 1, 2 and 3; 22 in grades 4, 5 and 6; and 25 in grades 7 and 8. When more than one grade is combined in a single class, delegates agreed the maximum class size in kindergarten should be reduced to 15 students.

*Corporate sponsorship:* Delegates passed a new policy that said participation in corporate sponsorship activities should be voluntary and should not be used to compensate for inadequate provincial funding for education. They also agreed that the resources and revenues generated by corporate sponsorships within a school board should be shared equitably among all work sites.

*Early years:* Delegates said that junior and senior kindergarten programs should be mandated and fully funded by the provincial government.

For more information on these and other policies passed at this and previous Annual Meetings, see the *ETFO Reference Book* mailed to every ETFO steward in late September.

### Project Overseas

Delegates agreed that ETFO should send six members on CTF's Project Overseas in 2001. Applications must arrive at ETFO by November 15. Contact Charlotte Morgan at provincial office for more information.

### Awards Presented

ETFO awards offer opportunities to recognize outstanding service by Federation members and others to the profession, to students and to the broader community. Many of these awards are presented locally; others are presented at the Annual Meeting. The photos of the award winners present at this Annual Meeting appear on page 32.

For more information on ETFO awards, see your ETFO steward or contact Shauna Petrie at Provincial Office. There is still time to apply yourself or to nominate a colleague for one of the many awards and scholarships that will be offered in 2000-2001.

# Collective Bargaining

## Patterns in the Sand

While the media did its best late in the summer to whip the province into hysteria over the prospect of schools not opening this fall, ETFO Local negotiators were quietly going about doing what they do best – bargaining outstanding collective agreements for teachers. As Boards continue to drag their heels when it comes to occasional teacher bargaining, and only one education support personnel collective agreement will be up for negotiation this fall, teacher bargaining is moving steadily forward.

Since the last issue of *Voice*, three more ETFO teacher Locals have reached settlements for the 2000–2001 school year. Following in the wake of the solid Halton settlement in May, Lakehead, Durham and Thames Valley teachers have successfully bargained new collective agreements. While the teachers in these areas demanded, and received, percentage salary increases, they also succeeded in keeping quality of education issues and much-maligned concepts like “justice” at the forefront of their bargaining.

Lakehead teachers have managed to restore their salary scale to its pre– Social Contract state – a welcome development for the 85 teachers previously denied their rightful place on the grid. As well, they have bargained clauses which include common-

law and same-sex partners in the definition of “spouse” and define extra-curricular activities as voluntary. Money for training and professional development has been increased, personal leave clauses expanded and the hours teachers spend conducting evening interviews recognized through compensating time off.

Durham teachers (whoever said it couldn’t be done?) managed to reduce their class size maxima in split grades. They were also able to raise the dollar figure in their vision care plan and get agreement from their Board that extra-curricular activities are indeed voluntary.

The Thames Valley settlement, at time of writing, had not yet been ratified.

These first teacher settlements will hopefully provide momentum for equally positive outcomes in other Locals. The success of negotiations is influenced by many factors, as we know, but seasoned negotiators recognize the “knock-on” effect which early settlements have on later ones. Subsequent elementary settlements will doubtless show traces not only of patterns set by other ETFO Locals, but of secondary bargaining units as well. Indeed, the latter may be particularly important this year, since OSSTF teacher Locals are already well along in bargaining and have taken strike votes.

While settlement patterns look positive in both elementary and secondary, the corollary to the above is also true, of course. Contract strips and poor salary settlements can hurt not only the employees directly affected, but those whose bargaining is concluded later as well. For this reason, momentum early in the process is crucial.

ETFO has that momentum thanks to the support of its members, battered though they may be by the effects of Queen’s Park teacher-bashing, badly implemented curriculum overhauls, dwindling workplace resources, a crumbling school infrastructure and a student population whose needs continue to grow in our increasingly polarized society.

Good collective agreements are the least that teachers, occasional teachers and educational support personnel members deserve. We are well on the way to achieving a Round Two in post– Bill 160 collective bargaining that all of us can be proud of.

**Christine Brown** for ETFO’s  
*Collective Bargaining Service Area*





Barbara Sargent, ETFO's OTF Table Officer

### New OTF President

Roger Régimbal of Gloucester, Ontario, was elected as OTF's 57th President at the Annual Meeting of the Board of Governors, held August 22-24.

An elementary teacher for more than 28 years, Régimbal was Président of l'Association des enseignantes et des enseignants franco-ontariens (AEFO) from 1995 to 1997.

This year as ETFO's Table Officer to OTF, I hold the position of OTF Past President.

### ETFO Recognized

The amendments to the *Teaching Profession Act* (TPA) which change the size of the OTF Board of Governors to accommodate the formation of the Elementary Teachers' Federation of Ontario (ETFO) have been proclaimed. ETFO will now have 10 OTF governors, the same number as the other three Affiliates. The government has been slow to amend the Act. This has meant that, up until August this year, ETFO has been represented by 20 Governors – 10 from each of the predecessor federations –

FWTAO and OPSTF. Changes were also made to the ETFO representation on the OTF Executive. The current representatives are the President, the General Secretary and the OTF Table officer.

### Strategic Framework

OTF's Board of Governors has approved five strategic directions for 2000-2001. These are:

*Pensions* – OTF will use its position in the Pension Partnership to protect and maximize teachers' pensions.

*College of Teachers* – OTF will ensure that the actions, policies and procedures of the College treat members fairly and equitably.

*Government initiatives* – OTF will provide the Affiliates with the opportunity for sharing research, information and resources, and the opportunity to discuss their positions openly on government initiatives.

*Garnering public support* – OTF will raise awareness about the necessity for a quality, well-funded public education system.

*Rethinking OTF* – OTF will be undertaking a process to review roles, responsibilities and structures of OTF.

### Interaction-on-Line

OTF is now publishing 'Interaction-on-Line' in electronic format only. Published in English and French following every meeting of the OTF Executive (at least 10 editions per year), it's available from [www.otffeo.on.ca](http://www.otffeo.on.ca)

### Community Forums

Several Forums are planned for the fall. As of September 18, the following were scheduled:

- Niagara Falls
- Toronto (Oakwood neighbourhood)
- Hamilton (Mountain neighbourhood)
- Guelph
- Port Elgin
- Toronto (Don Vale neighbourhood)

Work has also begun on the preliminary planning for two regional events connected to the Community Forums. Locals interested in organizing a Community Forum in their areas are invited to contact OTF Executive Assistant Ruth Baumann at (416) 966-3424 or [ruth.baumann@otffeo.on.ca](mailto:ruth.baumann@otffeo.on.ca)



Marilies Rettig, President of CTF

As the national umbrella organization for teachers in this country, the Canadian Teachers' Federation (CTF) has 14 provincial and territorial member organizations representing 240,000 teachers across Canada.

CTF is a powerful voice for the profession and provides much needed support to its Members and teachers at a time when many governments have moved ahead with very regressive education agendas. CTF's major areas of concern are:

- Promoting and defending public education;
- Promoting and protecting the teaching profession;
- Providing services and support to member organizations and teachers across Canada;
- Addressing societal issues that affect the health and well-being of children and youth in Canada and on the international scene, and
- Providing assistance and support to teacher colleagues in developing countries.

### Section 43 – A Significant Win for Teachers

CTF intervened in the legal challenge seeking to remove Section 43 from the Criminal Code. Section 43 allows

teachers to use appropriate force with students to maintain order, to protect other students and to provide a safe and secure learning environment. CTF clearly stated that it does not support corporal punishment – but that the reality in schools and classrooms is such that reasonable force under a set of given circumstances may be required to restrain a cognitively impaired child or ensure that a student does not injure him/herself or others. If Section 43 were removed, any physical contact between teachers and students could be considered an assault under the criminal code. In early July, Judge McCombs rendered a decision that supported many of CTF's arguments.

ETFO also played a significant role in supporting arguments to retain Section 43, demonstrating how criminal allegations have a devastating impact on innocent teachers.

### Copyright

CTF has worked with the Council of Ministers of Education, Canada (CMEC), and other members of the Copyright

Forum to prepare a brief to the federal government on Digital Copyright issues. The brief was presented in mid-September. CTF has also participated with CMEC and the Canadian School Boards Association (CSBA) in developing an updated copyright information brochure for teachers. This brochure will be distributed by mid-October.

### Supporting Ontario Teachers

CTF has assisted and will continue to assist all teacher organizations across Canada in difficult times. The strength and unity of 240,000 Canadian teachers provides a formidable force for any government to reckon with. CTF has warned teachers across Canada about the implications of the Mike Harris agenda. A CTF Work Group has been established to support you in your efforts to provide the best education possible despite the actions of your provincial government.

Find out more about CTF's programs and services by visiting [www.ctf-fce.ca](http://www.ctf-fce.ca).

Marilies Rettig, President of CTF

## International Teaching Opportunities



## Teachers' Overseas Recruiting Fair

16-18 February 2001

- Limited Space, Register ASAP
- Minimum 2 years full-time experience required
- August/September 2001 K-12 Placements
- Most contracts for two years
- 40-50 schools from 25-30 countries
- Well organized
- Comfortable size
- Personal touch

### CONTACT

Placement Office, Faculty of Education  
Queen's University, Kingston, ON, Canada K7L 3N6  
Tel 613 533-6222 Fax 613 533-6691  
[placemnt@educ.queensu.ca](mailto:placemnt@educ.queensu.ca)  
<http://educ.queensu.ca/~placemnt/>



# Calendar of Events

**NOVEMBER 1, 2 TORONTO**  
**From Research Into Practice –**  
**A Conference on Learning**  
**Disabilities for Researchers,**  
**Practitioners, Educators**  
**and Parents.**

Contact: Barbara Muskat  
 tel: (416) 486-8055  
 fax: (416) 486-1282  
 e-mail: bmskat@istar.ca  
 website: www.ldao.on.ca,  
 home.istar.ca/~integra

**NOVEMBER 15 OVERSEAS**  
**Project Overseas 2001**

Application deadline:  
 November 15, 2000  
 Contact: Mireille Labelle, CTF  
 tel: (613) 232-1505  
 fax: (613) 232-1886  
 e-mail: info@ctf-fce.ca,  
 website: www.ctf-fce.ca

**NOVEMBER 17, 18 TORONTO**  
**Elementary Teachers' Federation**  
**of Ontario Provincial Grievance**  
**Conference** Contact: Bill Getty,  
 ETFO; tel: (416) 962-3836/  
 1-888-838-3836  
 fax: (416) 642-2424  
 e-mail: bgetty@etfo.org

**NOVEMBER 18-23 JORDAN**  
**The Mathematics Education into**  
**the 21st Century Project**  
 Contact: Dr. A. Rogerson  
 21st Century Project, 22 Violet  
 Grove, Vic 3122, Australia  
 e-mail: arogerson@vsg.edu.au  
 Web: www.dipmat.math.unipa.it/  
 ~grim/Convegni.html

**NOVEMBER 24-26 TORONTO**  
**Canadian Aboriginal Festival**  
**at Skydome Education Day –**  
**November 24**

For group sales contact:  
 Lilly Ford-McNeil,  
 tel: (416) 341-2255  
 School groups – \$5/child, 2  
 free adults/20 students  
 For General Information  
 contact: Catherine Cornelius,  
 tel: (519) 751-0040  
 website: www.canab.com  
 or Jennifer Mitchell, ETFO;  
 tel: (416) 962-3836 or  
 1-888-838-3836

## SHOP ETFO



Left to right: ETFO staff *Jackie Seccombe* and *Pauline Lanthier* promote items for sale at ShopETFO!

**A WIDE RANGE OF ETFO LOGO ITEMS IS NOW AVAILABLE.**  
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### Attention Teachers

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**A Foot Ahead**  
**Dr. James Hicks**  
 phone: (416) 803-9699.  
 e-mail: [drjhicks@hotmail.com](mailto:drjhicks@hotmail.com)

Calendar of Events – continued

**Safe and Caring Schools and Communities Conferences 2000**

Contact: Brenda Sautner  
bsautner@netcom.ca  
bsautner@epsb.edmonton.ab.ca  
phone: (780) 434-8418  
fax: (780) 432-5998

DECEMBER 7, 8 TORONTO

**Act, Reflect, Revise Conference 2000**

being held at OISE/  
University of Toronto, 252  
Bloor Street West, Toronto, ON  
M5S 1V6 Tel: (416) 923-6641,  
fax: (416) 926-4725 or for  
further information contact the  
O,E,R,C.; tel: (613) 744-  
4345, fax: (613) 744-7597

JANUARY 5 - 9 TORONTO

**14th International Congress  
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(780) 434-8418 or  
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