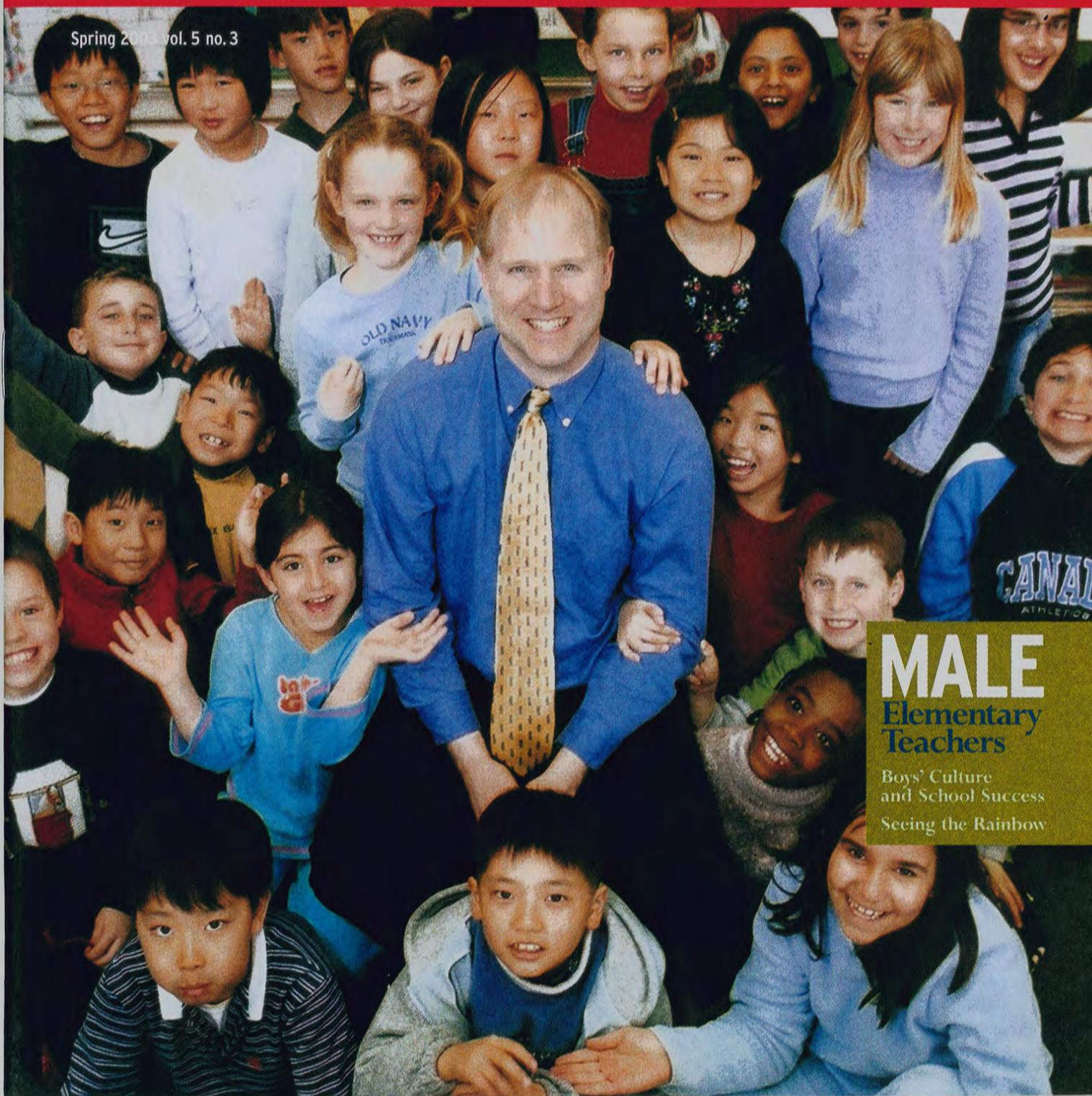


voice

Spring 2003 vol. 5 no. 3



MALE Elementary Teachers

Boys' Culture
and School Success
Seeing the Rainbow

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ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

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Russell Smith is a freelance writer who lives in Toronto. His book of short stories, *Young Men*, was short-listed for a City of Toronto book award.



ON THE COVER

Jeffrey A. Crane and students at Dunlace Drive Public School, Toronto.

Photo by **BRIAN PICKELL**

The student on the cover of the Winter 2003 *Voice* was misidentified. Students and teachers at Indian Creek Road Public School, Chatham were:
Back row: Left to right: Cathy Telfer, Geri Haskell, Chris Ferguson. Third row: Brook-lynn Ferguson (with white hair ribbon), Ben Vandeheide (with blue sweater). Second row: Allen Ferguson (with wine-coloured sweater), Denise Emery, Aimee Patterson. Front row: Ben Guerin.



FROM THE PRESIDENT

The provincial election is our opportunity to make our voices heard and our votes count.



Emily Noble,
President, ETFO

The coming provincial election is our opportunity to elect a government that is friendly to public education, students, and teachers. It is our opportunity to make our voices heard and our votes count.

Research shows that more than 90 percent of ETFO members voted in the 1999 provincial election. Even more say they intend to vote in 2003. This contrasts sharply with expectations for Ontarians as a whole, where voter turnout generally hovers around 65 percent.

Not surprisingly, education rates as our members' top concern (86 percent), followed by health care (67 percent).

After that, members' most pressing concerns drop to 9 percent for the environment, 6 percent for taxes, and 5 percent each for social services and government spending.

Most of our members will vote to change the government. Research also shows that, generally, more women than men are likely to vote this way. Women tend to be more supportive of public services and less supportive of cutbacks and privatization. However, 40 percent of women may not vote at all. If more women voted, a different party, or a minority government of Liberals and New Democrats, almost certainly would be elected to govern the province.

This would be good news for teachers and education workers. Both the current opposition parties say they would restore

funds to education, cancel the tax credit for private school tuition, and change the Ontario College of Teachers' recertification program.

So, when you go to vote, take another like-minded person with you. Choose someone who otherwise might stay home. In many elections, the margin of victory is tiny. In the by-election in North Bay caused by the resignation of former premier Mike Harris, for example, the Liberals lost the seat by fewer than 20 votes.

Members can help in other ways too – by donating their time or their money to candidates' campaigns or to the party of their choice. If each one of us does our part, maintaining quality education in Ontario may soon become much easier for all.

FROM THE GENERAL SECRETARY

ETFO continues to campaign hard for the best interests of elementary students and teachers.



Gene Lewis,
General Secretary,
ETFO

With a provincial election on the horizon, ETFO is also waiting for announcements on the General Legislative Grants (GLGs) and the provincial budget. These will show us how much of Dr. Mordechai Rozanski's *Report of the Education Equality Task Force 2002* the government plans to implement. Dr. Rozanski called on the government to re-invest more than \$2 billion in education and address other shortcomings in the funding formula before the end of 2005. This is the same amount ETFO has been saying the Tories have

stripped from schools since 1995.

ETFO has lobbied hard for more funds. We have told successive ministers of education that the funding formula is flawed and must be changed. We have said that teachers, education workers and parents are buying basic classroom supplies out of their own pockets. We have taken our message public through television, print, and radio advertising.

Ontarians have heard us. Education, along with health care, tops the list of voters' concerns. There is strong public support for fair funding for public education. The government cannot afford to ignore the will of the people. However, while money put into education for

one year may help the government's propaganda campaign, short-term funding creates instability in the system and encourages teacher/board confrontation.

ETFO continues to campaign hard for the best interests of elementary students and teachers. Elementary class sizes are still too high; elementary teachers still do not have enough preparation time. We are not treated with the respect we deserve.

This government has waited too long to do the right thing. Now it is up to us to do it for them. Electing a new government will give us the opportunity to rebuild Ontario's schools and create a new relationship with our elected representatives.

FROM THE EDITOR

This *Voice* addresses the issue of the declining number of male teachers in the elementary panel. Ten years ago, 26 percent of elementary teachers were men. That figure now stands at 20 percent. In response to ongoing concerns, and to a resolution passed at last year's Annual Meeting, ETFO is examining why this is and what can be done to change the situation.

In response to concerns from members and the broader community about conflict in Iraq, ETFO has produced *Helping Children Feel Safe in Uncertain Times*. This resource was prepared by Suzanne Muir, Diversity Consultant, Halton District School Board, and Zubeda Vahed, former Equity Officer, Race Relations, for the Peel District School Board, currently an independent education and equity consultant.

Helping Children Feel Safe in Uncertain Times contains suggestions for parents and teachers on how to help children feel safe and build respect for themselves and others. It also lists curriculum resources for teachers and appropriate books for children. The resource is available free from www.etfo.ca.

CHARLOTTE MORGAN, EDITOR
cmorgan@etfo.org

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Position _____

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You can also reach Members' Records by telephone at 416-962-3836 or 1-888-838-3836 or by email to jjpoints@etfo.org

ation report

Mathieu da Costa Winner

Hannah Crump, a student at Park Lawn Junior Middle School, Toronto, has won the Mathieu da Costa Challenge Award 2002-2003 for the Best Essay in English – Ages 12–14. Hannah's essay on Marlene Eleanor Alison Green, who was known in the Toronto DSB for promoting ESL and establishing the board's Black Liaison Committee, was submitted to the contest by her grade 7 teacher, Lorraine Bailey. Hannah travelled to Ottawa to receive her award from the Hon. Jean Augustine, Secretary of State (Multiculturalism) and Doug Willard, President of the Canadian Teachers' Federation (CTF).

The Mathieu da Costa Challenge invites students to discover wonderful stories of Canadians from various ethnic, racial and Aboriginal backgrounds who have enriched our country's heritage with their contributions. This year, 581 entries were submitted.

Teacher wins with Edvantage

Alicia Wells, a teacher at Bonaventure Meadows School, London, won a \$1,500 travel voucher through the Edvantage Discounts Program. She used her prize to enjoy skiing over the March break.

To enter the contest, teachers had to renew their GoodLife memberships online with Edvantage before December 20, 2002. Wells' name was drawn at random from 2,323 entries. To date, 3,825 teachers have joined GoodLife through Edvantage.

The Edvantage Discounts Program, a benefit offered to all teachers through their federation, provides exclusive savings with 29 retailers across Ontario. It is administered by the Ontario Teachers Insurance Plan (OTIP) and accessed through the ETFO website www.etfo.ca.

UNESCO Honours Peel Teacher

Eric Walters, a teacher with the Peel District School Board, received one of four Honourable Mentions in the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance for his book *Caged Eagles*. UNESCO will fly Eric to Paris for the April 23 awards ceremony. The prize is awarded every second year. This year, there were 353 entries written in 36 languages from 54 countries.

Eric has 25 books published – with four more scheduled for this year. In September 2003, his book *Run*, a novel about Terry Fox and the Marathon of Hope, will enjoy possibly the biggest launch ever in Canadian children's/young adult's publishing. *Run* was written with the cooperation of Fox's family and all royalties, plus a contribution from Penguin Books, will go directly to the Terry Fox Foundation.

While continuing his work as a part-time teacher, Eric has also toured Canada and presented at over 150 schools. His books have received wide acclaim. Most recently, *Camp X* has been nominated for the Silver Birch Award in Ontario; *Long Shot* has been nominated for the Rocky Mountain Award

in Alberta; *Tiger in Trouble* has been nominated for the Manitoba Young Readers' Choice Award; and *Rebound* has just won Saskatchewan's Snow Willow Award.

Operation World Teacher

In the fall of 2002, ETFO members across Ontario filled shoeboxes with classroom supplies for classroom teachers in Ghana (English) and Senegal (French). This project, created in 2001 to celebrate World Teachers Day, is a cooperative venture with CODE, a Canadian charitable organization that supports self-sufficiency through literacy in the developing world.

By mid February, 1,350 boxes had been received at the shipping point in Mississauga. The credit for the most boxes packed in one school goes to Raquel Carrington at Bliss Carmen Public School, Toronto. Raquel and her students packed 104 boxes. Congratulations to everyone who took part in this year's successful campaign.

Field Trip Destination

Located in the Custom House, a national historic site in the heart of Hamilton, the Workers Arts and Heritage Centre is dedicated to preserving, honouring and promoting the history and culture of Canada's working people.

The centre is now presenting *Punching the Clock: Working in Canadian Factories, 1840s to 1980s*. Aimed at grade 8 history and geography students, this hands-on program offers an introduction to the lives and experiences of Canadian

factory workers, stretching from the "mill girls" toiling in nineteenth-century textile firms, through the invention of "scientific management" and the rise of the steel giants, to the "automation" of today's car plants.

The program runs for approximately two hours and costs \$2.50 per student. Teachers and adult supervisors are free. Contact The Workers Arts and Heritage Centre, 51 Stuart Street, Hamilton, Ontario L8L 1B5. Telephone 905-522-3003 ext. 22. Fax 905-522-5424. Email: wahc3@web.net

Toronto Teacher Kickbox Champion

Robert Boyd, a teacher at Faywood Public School, Toronto, is Canada's reigning National Kickbox Champion, a position he also held in 2001. In 2002, Robert won the bronze medal at the World Kickboxing Championship in Greece.

CRRF Award of Excellence

ETFO's *The Power of Story* has been selected as a finalist for the Canadian Race Relations Foundation Award of Excellence. Finalists were honoured at a gala dinner in March, and ETFO was among those invited to present to the foundation's symposium in Toronto.



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LES ENSEIGNANTES ET ENSEIGNANTS
RETRAITÉS DE L'ONTARIO

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Queen's Golden Jubilee

Medals bestowed on teachers

On the occasion of the Golden Jubilee of the reign of Queen Elizabeth II, 46,000 Golden Jubilee medals were awarded to Canadian who had made significant contributions to their fellow citizens, communities and country.

The Canadian Teachers' Federation (CTF) was provided with 200 medals and divided them among its member organizations. Through its affiliations with CTF and the Ontario Teachers' Federation, ETFO was allotted 48 presentation medals.

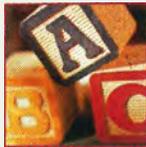
In August 2003, ETFO called for nominations and at its meeting in October, the ETFO Executive approved the names of the following nominees who had made significant contributions to their students, to their federation, and to the teaching profession.

Marie Arcangeletti, Algoma. *Jan Beaver*, Toronto. *Ruth Behnke*, Lambton Kent. *Phyllis Benedict*, Kawartha Pine Ridge. *Michael Bondy*, Toronto. *Joan Bradley*, Renfrew. *James Brown*, Kawartha Pine Ridge. *Ken Collins*, Rainbow. *Sheila Currie*, Algoma. *Brenda Dolling*, Halton. *Val Duhaime*, Rainbow. *Mark Fallis*, Kawartha Pine Ridge. *Reg Ferland*, Niagara. *Sandra Gaskell*, Durham. *Margaret Gee*, Toronto. *Frank Glew*, Waterloo. *Ann Hoggarth*, Simcoe. *Jeff Holmes*, Keewatin-Patricia. *Sheryl Hoshizaki*, York Region. *Judy Hughes*, Algoma. *Florence Keillor*, Avon Maitland. *David Kendall*, ETFO Executive Assistant. *Stan Korolnek*, Toronto. *David Lennox*, Former OPSTF General Secretary.

Gene Lewis, ETFO General Secretary. *Christina Lofis*, Lakehead. *Diane Marshall*, Algoma. *Bill Martin*, ETFO Executive Assistant. *Richard Metcalfe*, Algoma. *Linda Middaugh*, Halton. *Richard Moore*, Ontario North East. *Emily Noble*, Algoma. *Paul Officer*, Peel. *Helen Penfold*, Bluewater. *Ginn Rawlinson*, Lambton Kent. *Marilyn Roycroft*, ETFO Deputy General Secretary. *Maret Sädem-Thompson*, Durham. *Barbara Sargent*, Lambton Kent. *Lorna Scott*, Algoma. *Walter Senko*, Algoma. *Kathy Strassburger*, Waterloo. *Susan Swackhammer*, Grand Erie. *Della Tulloch*, Algoma. *Wendy Van Straten*, York Region. *Josie Vallee*, Algoma. *Hilda Watkins*, Greater Essex. *Joan Westcott*, Former FWTAO General Secretary.



ETFO Voice is pleased to provide "PD Notes," a column written by the ETFO Professional Development Services Staff. It introduces issues, new programs and publications.



PD NOTES

Special Education Conference a Success!

The ETFO Special Education Regional Conference, "Meeting the Needs of All Students," held in Peterborough on January 24-25, 2003, was a great success. The conference was offered by ETFO provincial office in partnership with the Kawartha Pine Ridge Teacher Local and the Kawartha Pine Ridge District School Board. On Friday evening Sharon Stasuik left participants feeling positive and "de-stressed" following her keynote address "Stressed Out and Loving It!!!" Six outstanding workshops ran simultaneously on Saturday at Kenner Collegiate and Vocational Institute. Participants made many positive comments about the conference. Organizers of the conference were pleased to see the results of their work meeting the professional needs of teachers from across the province.

Summer PD Curriculum Courses

In a recent steward's mailing, ETFO sent every member a flyer announcing the Summer PD Curriculum Courses offered across the province between July 2 and August 8, 2003. Courses are delivered by dynamic, experienced teachers sharing what works well with course participants. These inspiring courses are practical, fun to take and PLP-free!

Course choices vary by grade and Ontario Curriculum requirements and will be linked to assist teachers with their annual learning plans. Registration is on-line and requires your ETFO membership number. The registration fee of \$50 is payable at the time of registration by credit card, or you may download the registration form and mail it to ETFO together with your cheque. Space in each course is limited with registration on a first-come, first-served basis.

Catalogues are in each school. Please contact your ETFO Steward for a copy of the catalogue, or view the catalogue on the ETFO website at www.etfo.ca. For more information about this

program, please contact Helen Penfold (hpenfold@etfo.org) at ETFO provincial office, call 416-962-3836 or toll-free 1-888-838-3836.

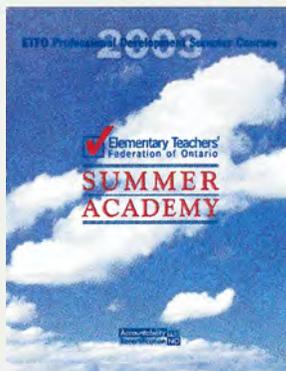
Intermediate Education Course

ETFO is developing a three-part Intermediate Education Additional Qualifications course. As part of the development of the Part I course, ETFO will be offering three modules this summer. These four-day courses are geared to intermediate teachers, beginning teachers or teachers who might be considering a switch to the intermediate panel. Courses will be offered in co-operation with the Halton, Niagara and Toronto locals. Information about these courses was sent out to all schools in the March and April stewards' mailings and in the ETFO Summer Academy Course Catalogue. Please contact Jerry DeQuetteville (jdequetteville@etfo.org) at ETFO provincial office at 416-962-3836 or toll-free 1-888-838-3836 for further information.

Call for Writers - Intermediate Education Additional Qualification Course, Part II

ETFO developed an Intermediate Education Additional Qualification Course, Part I in 2002. At this time ETFO is seeking a writer or a team of writers to develop the Intermediate Education Additional Qualification Course, Part II.

To obtain the Request for Proposal (RFP), visit the Professional Development area of the ETFO website, www.etfo.ca. For more information about this project, please contact Jerry DeQuetteville (jdequetteville@etfo.org) at ETFO provincial office at 416-962-3836 or toll-free 1-888-838-3836.



STAO and ETFO: A Powerful Professional Development Partnership

The Science Teachers' Association of Ontario (STAO) is a subject association with an active elementary committee. STAO offers PLP-free professional development opportunities and practical resources for teachers. ETFO sponsored workshops at their annual conference in November at the Regal Constellation Hotel in Toronto. The partnership continues as we work with STAO members to create a section in the next issue of *Voice*. Watch for their contributions focused on science and technology in the June issue of *Voice*.

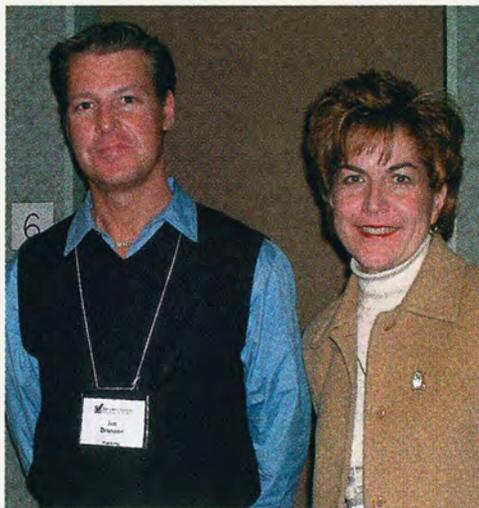
Diana Tomlinson Retires

Diana Tomlinson, Coordinator of Professional Development Services, retired from ETFO effective March 31, 2003. Diana's vast knowledge and experience is recognized throughout the province by both federations and other organizations committed to professional development for educators. Diana will be greatly missed! ETFO wishes Diana well as she proceeds into the next phase of her professional and personal life.

Regional Conference on Literacy

In partnership with the Peel Teacher Local and the Peel District School Board, ETFO is sponsoring a conference entitled, "Growing Literacy," to be held on Friday, May 30, and Saturday, May 31, at the H.J.A. Brown Education Centre. This conference will be of particular interest to new teachers, teachers new to the junior division or those wishing to renew their skills. Teachers will be able to choose from approximately 11 workshops on subjects as diverse as miscue analysis, reading in science, social studies and math, and discussion circles. Mark this event in your calendar and watch your steward's mailing for the application form.

Contact Anne Rodrigue (arodrigue@etfo.org) at ETFO provincial office. Call 416-962-3836 or toll-free 1-888-838-3836.



Margaret Cericola and Ian Brandon, special education resource teachers at Abbey Lane Public School, Halton DSB, were among the presenters at ETFO's special education conference in Peterborough.

The Staff in ETFO's Professional Development Services area consists of

JERRY DEQUETTEVILLE

JOHN GUINEY

COLLEEN LEE

WENDY MATTHEWS

JIM MCMAHON

JENNIFER MITCHELL

JAN MOXEY

SHERRY RAMRATTAN SMITH

ANNE RODRIGUE

Working to make a difference in the professional lives of our members.



Boys' Culture and School Success

BY RUSSELL SMITH

The statistics are in, finally proving what anyone with an arts education has long known: boys in Canadian schools are well behind girls in academic performance, particularly in reading and writing.



How can we be surprised that many boys are not interested in books?

As *The Globe and Mail's* Sean Fine and others have reported, all the indicators of school success for boys are down and dropping: they drop out of school at a higher rate than girls, they have lower career ambitions than girls, they are diagnosed more frequently than girls with learning disabilities, and more girls go on to university. This comes as a direct contradiction to the prevailing wisdom of the 1980s, which was that girls were the ignored and abandoned element in the classroom, that their adolescent struggles with self-esteem were due to an environment which privileged masculine values. (This view was encapsulated by an influential book of 1982 called *In a Different Voice*, by eminent feminist Carol Gilligan.)

Suddenly people are interpreting these statistics as evidence of a new trend, when it's not a trend at all, but a proud, conservative and deeply entrenched tradition of telling boys that their studies are less important than their physical prowess and manual abilities. My university classes in literature, art history and philosophy were mostly made up of women, and that's as far back as the 1980s. Boys have always been discouraged from being in any way sensitive or intellectual (except in the domains of math and science – and now they are losing their lead even in those areas).

Throughout my childhood in the 1960s and 1970s I was made to feel less than manly for my facility with words and interest in art and music; I knew these were things to hide from my more macho friends. The classroom – like the culture at large – was a macho place then and is apparently an even more macho place now.

How can we be surprised that boys are not interested in books? We are constantly told by governments and business leaders that the school of hard knocks is what got them where they are, and that a technical skill is far more useful in achieving financial success than any airy-fairy philosophical thinking. Self-expression, a facility with language, a sensitivity to esthetic nuance – none of these things will help you to become an entrepreneur, or a golf pro who might become a provincial Premier.

And why are girls less influenced by the anti-intellectual bias of the culture? Because despite a half-century of feminism, popular role models for children are still largely male. Action heroes, sports stars, sitcom stars, hip-hop stars are mostly men. The CBC news is still delayed by all-male hockey games at playoff times, because all-male hockey games are still what this country enjoys most. Girls are less likely to want to be Jesse Ventura when they grow up, because they just can't be. It's impossible.

Boys' disdain for their studies merely reflects their parents' disdain for educated men. A Pierre Elliott Trudeau would no longer be elected Prime Minister in this country, I suspect, and not because of his policies, but because he would look suspiciously highbrow, with his wit and his literary references – which means elitist, which means bad.

Conservatives are saying that what we need, in the education of boys, is more machismo. Right-wingers in the U.S. – whose academic indicators show a similarly widening gap between boys and girls – are interpreting the new statistics on male behaviour as evidence of an insidious “feminizing” of the classroom, in which boys are no longer allowed to be boys. Christina Hoff Sommers, in a recent book called *The War Against Boys*, argues that boys' naturally rough and competitive natures are being “pathologized” by politically correct classrooms. Some Canadian parents are saying that boys need more male role models in schools, pointing out that most elementary school teachers are female.

Which is true, but it always has been. Winston Churchill's first teachers were female – as nannies always have been. Most of us received the bulk of our early learning, even before we went to school, by that vast corps of teachers called mothers. North American society does not seem to have been notably feminized by this influence.

Most people would agree that an overly masculine environment represses self-expression, and that an inability to communicate would indicate a failed education. Even Carol Gilligan, who has claimed that boys are privileged in this regard, has conceded recently that maybe boys suffer from pressures to silence their own sensitivities – particularly pressures from fathers. And guess who is organizing a conference to help Vancouver boys on their way in to high school, and tell them that they are “just as important as girls?” A group of mothers.

If you make the classroom a more “masculine” place, you will only reward the most anti-intellectual tendencies the boys are feeling, and their academic performance can only continue to drop. If “feminizing” boys means making them sit still and concentrate, if it means teaching them that emotional sensitivity to a story is a sign of intellect, not of weakness, then “feminization” sounds like the best part of education to me. Bring it on.



RUSSELL SMITH

RUSSELL SMITH is a freelance writer who lives in Toronto. His book of short stories, *Young Men*, was shortlisted for a City of Toronto book award.

This article first appeared in *The Globe and Mail* on September 9, 2000.

Professional Relations Services

DISABILITY & ACCOMMODATION... RIGHTS & OBLIGATIONS

DISABILITY

- **Have you suffered a workplace accident and do you consequently need an accommodated position in order to return to work?**
- **Have you been asked to meet with the board's disability management program regarding your medical restrictions and limitations?**
- **Has your board asked you to sign a waiver allowing it to speak to your doctor?**

If you've answered yes to any of the above (or are about to) you should be aware of your rights and obligations first.

What Is a Disability Management Program?

These programs are concentrated efforts on the part of employers to manage the level of employee absenteeism and wellness within a company. The programs specifically address issues of employee disability and how to assist employees in returning to work and becoming a vital part of a company's workforce again.

More and more boards are establishing disability-management programs as a means of streamlining the process for employees returning to work from an accident or illness and assisting members with the reams of paperwork often associated with extended sick-leave absences, workplace accidents, long term disability claims and return to work situations.

In their absolute form, disability-management programs can be of benefit in that they

- centralize resources and paperwork making for a more efficient and effective system.

- help all employees to know what to do if they become ill or disabled.
- assist with accommodation/return to work issues and allow for easier access to such resources as ergonomic studies and special equipment needs.
- encourage attendance at workshops on wellness and dealing with stress.

The downside is that disability management programs are operated by board employees with a major objective of controlling costs to the board's health care package.

A Member's Obligation

There are a number of reasons why employers require and are entitled to medical information regarding a member's disability in order to properly assist them in a return to work. If the member is looking at a return to work and requires some accommodation, the employer is entitled to know the member's medical restrictions and limitations in order to address the accommodation issue.

Prior to reassigning a member to work after an extended sick leave, the board has the right to request a medical certificate that indicates the member is medically fit to return to work. Refusal to co-operate may invite consequences up to and including termination of his or her contract.

Finally, there are legislative obligations on the part of employees and employers regarding co-operation and duty to accommodate such as those outlined in the *Workplace Safety and Insurance Board Act*, collective agreements and board policies. The obligations of a member to co-operate with disability management programs are not always clear. When in doubt, contact ETFO for advice and assistance.

A Member's Rights

Despite their obligations, members also have rights when faced with health issues. Members often feel fragile and confused when faced with an uncertain medical future and financial concerns as a result of a workplace injury or serious illness. In such circumstances, members are encouraged to be cautious in making decisions about the release of medical information.

Members often believe they have unlimited rights under the *Freedom of Information and Privacy Act*. However, the rules under this Act are not very restrictive nor protective of individuals so members cannot rely fully on the Act.

Whether at the request of a disability management program or board personnel, certain questions need to be considered before releasing medical information to an employer, such as

- how much medical information does an employer need?
- how much is too much information?
- is the request for medical information reasonable?

For example, a member has tripped over a student and broken her ankle. The board is specifically entitled to medical information as it relates to the ankle injury, in particular, the medical restrictions or limitations as they relate to the injury. The Board is not entitled to the member's complete medical history.

Balancing Obligations and Rights

The following guidelines may be helpful in making decisions involving the release of medical information.

- Never sign a release giving your employer full and open-ended access to your medical information.

- Determine exactly what information your employer needs and why.
- Specify that your employer's request for medical information be put in writing and that it allow you time to visit your doctor and obtain the information required.
- Make sure any request from your employer is not in violation of your collective agreement. If in doubt, check with your local ETFO office.

ACCOMMODATION

- **You have been off on extended sick leave and you are now ready to return to work. Is your board automatically obliged to return you to the job you had before you went on sick leave?**
- **You suffered a workplace accident and although not completely recovered you are able to return to some sort of modified work. Is your board obligated to provide you with a suitable placement?**
- **You have been off on long term disability for quite an extended period of time but are now ready to return to work. Based on your medical restrictions and limitations your doctor is recommending certain jobs which he or she feels would be appropriate for you to return to safely. Is the board obligated to abide by your doctor's recommendations?**

Unfortunately, there is no absolute Yes or No answer to the questions posed above. While the employer has a duty to accommodate an employee's disability or temporary disability, accommodation issues are rarely simple and are as individual and unique as each member's circumstances.

Arranging accommodated settings involves ongoing and flexible dialogue between the member returning to work and the board with respect to placements or other arrangements. It is a consultation process that involves working together to

investigate various options for attaining a reasonable solution to accommodate a member with a disability or other needs. The process is lengthy and therefore members are urged to provide advance notice of their intention to return to work.

Ultimately, the board must satisfy itself that a member is able to return to work, even in an accommodated setting. The board is guided by the member's medical restrictions and limitations as provided by the member's doctor. A member may also be required to see a board doctor if there is any doubt as to the member's ability to return to work or if the medical information provided is too vague or too restrictive.

There are some considerations to keep in mind if you are returning to work and require modified work or assistance.

- Boards do not *automatically* have to accommodate a member. Despite their obligations to accommodate, boards also have rights within the process.
- A member's doctor or health-care provider cannot dictate what assignment is best for a member. The doctor may state that the proposed assignment does or does not adhere to the member's restrictions. The employer decides what type of assignment will meet the member's medical restrictions and limitations.
- Boards have the right to request a certificate stating that a member is ready to return to work.
- If a member attends a meeting to discuss return-to-work plans or accommodated settings it is important that they have union representation at the meeting. A member should contact their ETFO Local to determine who that will be.
- A member has the right to discuss a return-to-work plan with his or her doctor prior to accepting a Board's offer.
- Generally every opportunity is given to returning a member to the assignment they had prior to going off on disability. However,

there is no guarantee. Language in the applicable collective agreement will also have to be considered.

If you require assistance with accommodation issues, you may wish to consider the following.

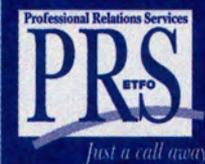
- Contact your ETFO Local to discuss options and approaches for accommodation.
- Gather all relevant medical information documenting your disability and the nature of the accommodation required to address your specific needs – such as assistive devices, modifications of the workplace or timetable, etc.
- Review the Board's policy and procedures regarding accommodation measures.
- Cooperate with your federation and your employer in finding suitable accommodation.

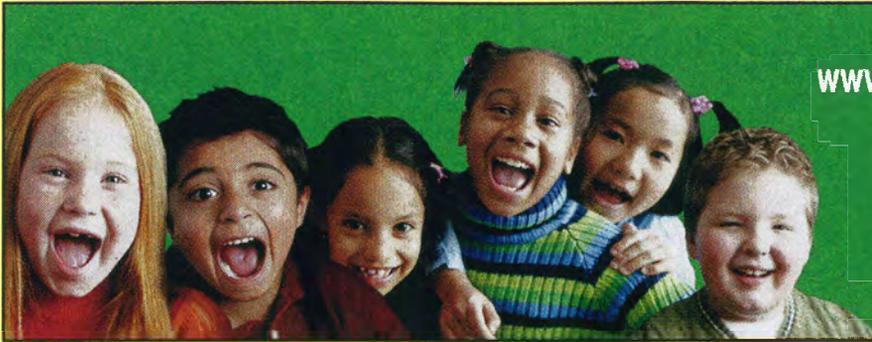
For calls related to Workplace Safety and Insurance Board (WSIB) claims or long term disability, please call PRS staff **MARY BRICCO** or **EVELYN CAMPBELL**.

The PRS staff consists of

DIANE BALANYK-MCNEIL
 MARY BRICCO
 EVELYN CAMPBELL
 JERRY DEQUETTEVILLE
 JENNIFER MITCHELL
 SHARON O'HALLORAN
 SHAUNA PETRIE
 SUSAN THEDE
 JIM WHITE

MARY BRICCO for ETFO'S
 Professional Relations Service.





www.etfo.ca

**Support fair funding
for public schools.**

Help us help your kids.

 **Elementary Teachers'
Federation of Ontario**

ETFO's FAIR FUNDING CAMPAIGN

This spring, in anticipation of a provincial election and to support ETFO's Fair Funding for Public Schools initiative, the federation launched a campaign that included the following elements:

March 17

Newspaper inserts. "Support fair funding for public schools" brochures inserted in daily newspapers across Ontario.

March 17 – March 24

Television. Thirty-second television spots. A revised version of the television advertisement ETFO created last year featuring our members. The tag-line was a newly-recorded voice-over with the message "Two billion dollars in Conservative government cuts have taken a toll on our schools and on our children. And under Ernie Eves, the government hasn't changed. Isn't it time to change the government? This election, please vote for public education." This TV spot is posted at www.etfo.ca

March 17 – April 7

Billboards. Across Ontario (outside Toronto) 10' x 20' billboards with the message "Support fair funding for public schools."

March 31 – April 21

Television. Cable Station TV Guide spots sponsored by ETFO locals and adapted from the provincial 30-second advertisement.

March 31 – April 25

Radio. Public service announcements urging Ontarians to "Support fair funding for public schools" by voting for a government that supports public education.

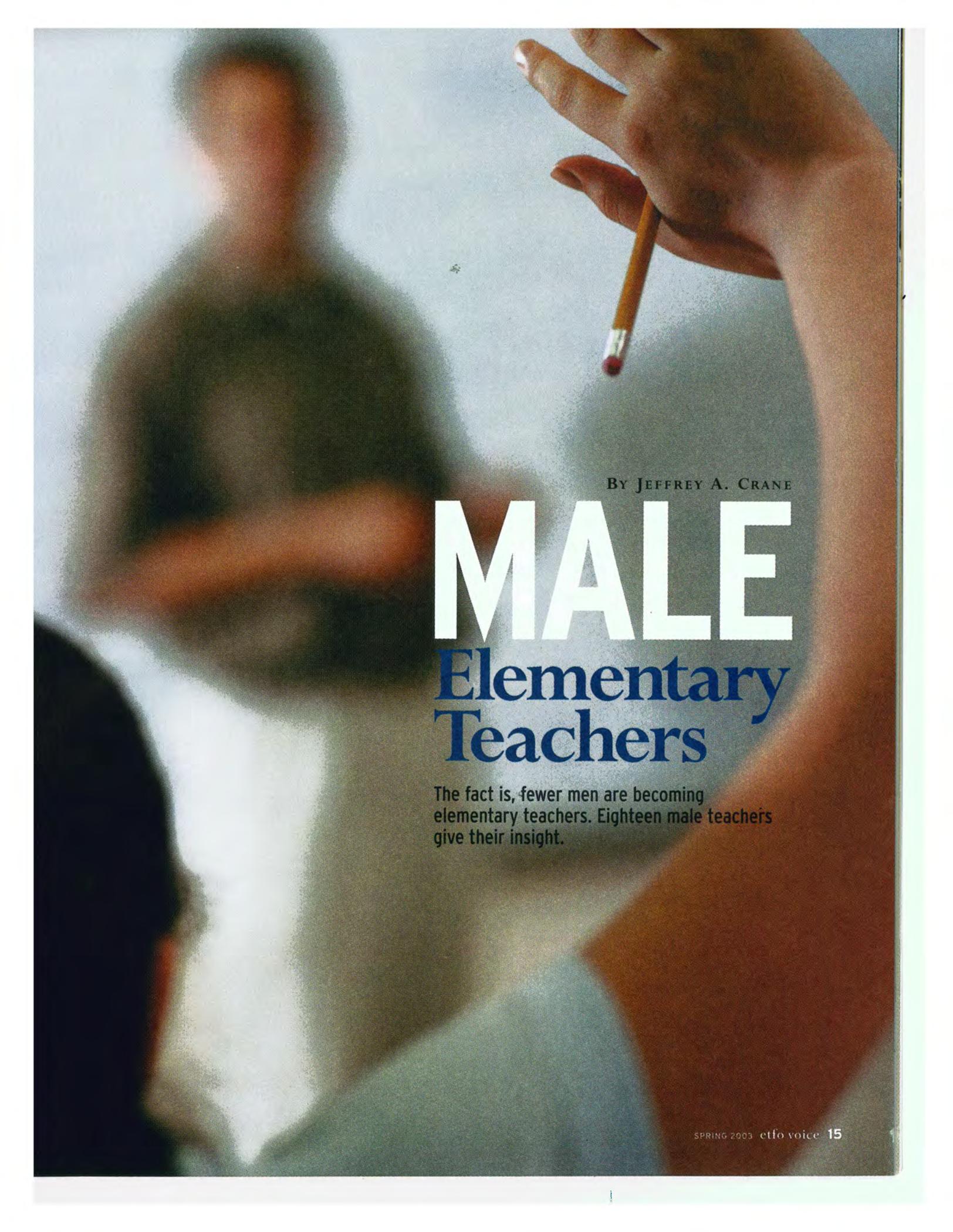
April 1 – 30

Bus Boards. Transit advertisements (Toronto only) calling on Ontarians to "Support fair funding for public schools."

May

Magazine advertisements. The May issues of *Canadian Living*, *Chatelaine*, *Today's Parent*, and *Tree House Canadian Family* (OWL Publishing) are carrying full page advertisements with the "Support fair funding for public schools" message.



A blurred photograph of a man in a classroom, with a hand holding a pencil in the foreground. The man is out of focus, wearing a dark shirt and light pants. The hand in the foreground is holding a pencil, with the tip pointing towards the man. The background is a light-colored wall.

BY JEFFREY A. CRANE

MALE

Elementary Teachers

The fact is, fewer men are becoming elementary teachers. Eighteen male teachers give their insight.

In 2001, as part of my M.Ed. thesis, I studied 18 male elementary teachers to find out what factors influenced their choice of career, what their long-term career-aspirations were and what concerns, if any, they had about their roles. This article summarizes my findings.

MOTIVATIONS AND CAREER CHOICES

Most of my respondents teach in the elementary panel because they enjoy working with children. Family influences were not, however, a factor.

The influence of male teachers in the respondents' schooling was interesting. Those who had had male classroom teachers themselves voiced varying opinions on their effectiveness and the impact these male teachers had on their lives. Some found them inspirational and said they provided good role models for them; others felt they either made no difference to them or that they were poor role models.

However, study participants who did not have male teachers in their schooling all wished they had.

Perhaps men who had male teachers thought it quite normal and attached no significance to it, evaluating them as teachers and individuals and not considering gender to be a factor. On the other hand, those who did not have male teachers may have felt they missed something and, in the absence of experience, concluded that a male teacher would have benefited them.

Whether they had male teachers or not, the majority of men in this study believed in the necessity and importance of getting more male teachers into the elementary grades. They cited

single-parent families and the lack of positive male influences in the lives of children as the main reasons. In fact, fully 50 percent of the teachers in this study chose teaching elementary children as a career because they wanted to fill this perceived gap in some children's lives.

JOB SATISFACTION AND CAREER ASPIRATIONS

Job satisfaction was high among respondents. The teachers felt their jobs were important, challenging and rewarding. Though they were concerned that the job was tiring and becoming more stressful, all felt at least somewhat satisfied with their career choice. Levant (1995) asserted that men must find their work meaningful and enjoy it to feel good about themselves. He also believed, however, that societal pressures of achieving status and wealth still drove men to seek high paying, high powered professions. All of the teachers studied felt either somewhat or very successful as men, both in their careers and in society. The extrinsic rewards of money and status seemed to be outweighed by the intrinsic rewards of their work, despite feeling they were judged by society according to their wealth and position in the world of work.

Half the male teachers surveyed were considering careers in administration. Though these respondents were somewhat younger, age was not a significant factor. They felt that administration would be interesting and challenging for them. None said they wanted to enter administration because it was a more "masculine" job. They also believed they would be teaching for approximately 10-15 years before they would attain an administrative position. Attending professional development workshops and taking on more responsibilities at school were the main strategies they were using to reach their career goals.

Though the number of men interested in administration is not overwhelming, it is significant because there are so few male teachers to begin with. For the sake of argument, if half of all the male teachers in Ontario (33 per cent of the provincial workforce in grades kindergarten to 13 [Partridge, 1999]) eventually left teaching to become administrators, the impact would be widespread. Not only would the number of men in



elementary classrooms continue to diminish, but there also would be fewer experienced male teachers to mentor younger male teachers. Montecinos and Nielsen (1997) suggest that male elementary education students should be mentored with experienced male teachers since they can serve as role models and share valuable insights. Fewer older male elementary teachers could also perpetuate sex role stereotyping. Both children and male student teachers alike may view elementary education as something which young men do for a short period of time until they move on to “better positions.”

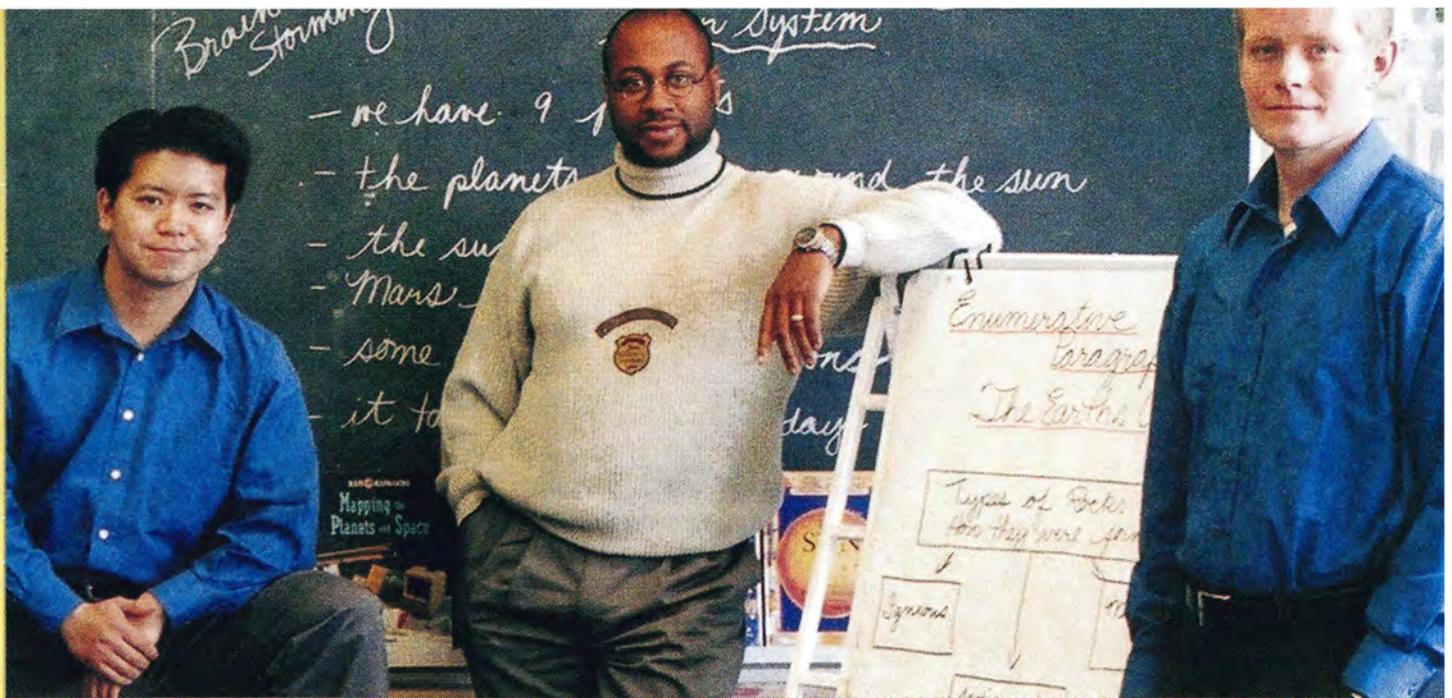
MASCULINITY AND ELEMENTARY TEACHING

Participants felt, unanimously, that their masculinity was not in question by anybody. In fact, most of them did not even consider their jobs to be “non-traditional” male positions. Even though the majority of elementary teachers are women, the men in this study did not feel out of place in the schools in which they worked. None of them mentioned that they

felt isolated in the staff room or at staff parties by their predominantly female co-workers. Also, working mainly with women did not significantly enhance or diminish their job satisfaction. None of them felt that their masculinity was in question because they worked in the elementary panel.

This sense of security about themselves and their roles as elementary teachers could be explained by their definitions of successful teachers and their understanding of masculinity. Respondents believed that being understanding, patient, kind and cooperative were traits found in both successful teachers and “masculine” men. They also felt that being macho, heterosexual and authoritarian were not necessary traits for either the successful teacher or the masculine man. They did not feel there was a conflict between their masculinity and their ability to teach in the elementary panel. As men, they felt it was important for their students to see them as responsible citizens who were interested in their lives and wanted to help them.

“All of the teachers studied felt either somewhat or very successful as men, both in their careers and in society.”



FEAR OF FALSE ACCUSATIONS

The majority of the teachers in this study were either somewhat or not at all afraid of being accused of the sexual abuse of their students. Their fears were not as strong as Partridge (1999) had reported in her research. They did admit, however, that they were concerned about the issue and were cautious when interacting with the children in their classes. Most felt they had been sufficiently informed by their federation and faculties about how to protect themselves from false accusations. The main strategies they implemented were keeping their doors open and never being alone with students.

CONCLUSION

The men in this study were quite satisfied with their jobs as elementary teachers. They were confident in their abilities and seemingly unfazed by societal norms, pressures and gender expectations to work in a more male dominated profession. They do not believe that their jobs are "non-traditional" male positions, and they do not judge their success as men by the status or wealth they have attained. They do not appear to be uncomfortable in their schools, and they do not work in fear of false accusations against them.

Are these men different from the average man in some way, or have they simply discovered the joys of working with children? It is possible that DeCourse and Vogtle's (1977) observations that males have begun choosing careers stressing service to society and personal satisfaction over extrinsic rewards could be manifested in these men. Perhaps sex-role stereotyping is finally being diluted, thus making it possible for men to work with young children without suspicion or criticism.

The fact remains, however, that fewer men are becoming elementary teachers. Both administrators and parents recognize the need for males to be role models for, and part of the lives of, young children. The challenge for faculties of education, school boards and society at large is how to recruit men into the profession.

Montecinos and Nielsen (1997) found that men tend to choose elementary education as a career after an intervening experience working with young children. If more men had the opportunity to work with young children before they entered university, they might perhaps consider teaching in the future.

A revisit of Herbert's (1986) three basic stages of career development may further this hypothesis. Stage two, the exploration stage, occurs between the ages of 11 and 17 when tentative choices are made on the basis of interests, abilities and values. If males of high-school age were to gain experiences working with young children through cooperative volunteer work for credit within elementary schools, then more men might be attracted to the profession, and more might remain. Then, when they enter the preparation stage of career development at the age of 17, the option of teaching elementary aged children might not seem so unusual. The stereotypes and prejudices about teaching may not have as much impact once they have discovered the joys of working with young children.

School boards could also look to the traditional male professions to recruit men to the elementary teaching ranks. As Anderson and Hayes (1998) reported, some men abandon

Left to Right: Male elementary teachers such as Wayne Lee, Mourace Scott, and Michael Whehan represent less than 20 percent of ETFO members.

their original goals and dreams to pursue jobs providing them with wealth and status. After a while, they become discouraged and begin looking for careers that offer personal satisfaction and a feeling they are making a positive difference in the lives of others. Anderson and Hayes recounted stories of various men who had left their original fields for other positions that gave them more satisfaction. One story concerned a lawyer who left his practice to pursue a career teaching college students. He said he felt more appreciated by his students than he ever had by his clients. Another story was about an accountant who began coaching children's basketball teams in an effort to give his life meaning. Likely there are men who are looking for change of profession and who might consider elementary education as a viable option.

Another challenge is keeping men in the classroom. A disproportionate number of men show an interest in administrative positions. It remains unclear why men want to leave the classroom to pursue becoming a program leader, principal or superintendent. DeCourse and Vogtle's (1997) claim that men are given preferential treatment and are encouraged by administrators to move up the educational hierarchy may be the most plausible reason. Though none of the men in this study

acknowledged they were being encouraged to do so, perhaps there is "invisible pressure" by their administrators, something that DeCourse and Vogtle (1997) alluded to as well. It must be said that men's desire to become administrators is not a negative trait. It is simply disappointing that there are not more men in the elementary panel who choose to remain in the classroom.

JEFFREY CRANE teaches grade 3 at Dunlace Drive Public School, Toronto. He is one of approximately 12,000 male teachers and occasional teachers who belong to ETFO and teach grades kindergarten to 8 in Ontario's public elementary schools.

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"The men in this study were quite satisfied with their jobs as elementary teachers. They were confident in their abilities and seemingly unfazed by societal norms, pressures and gender expectations to work in a more male dominated profession."

In 1982, there were 14,610 males teaching full-time in Ontario's public elementary schools. This represented 32.9 percent of the province's public elementary teaching force.

ETFO Encourages Males in Elementary

Today, only 20 percent of Ontario's elementary teachers are men. And there is no indication that this decline in the numbers of male elementary school teachers will slow in the foreseeable future. This phenomenon also concerns educators in other parts of the world, particularly the United Kingdom and Australia.

ETFO's particular concern about males in elementary is that teachers should reflect a cross-section of society. ETFO also recognizes that there are other groups in society that need encouragement to become teachers.

Men's Voices Heard

Created in 1998, ETFO has always been concerned about meeting the needs of its male members. It has also looked for ways to encourage more men to become elementary teachers.

The federation's first initiative in this area came in the fall of 1999, when men's focus groups were conducted with ETFO members in Niagara, Limestone, Bluewater, Toronto, Lambton-Kent, and Ontario North East.

Most of those interviewed were satisfied with their career choices. However, almost all said teacher bashing, lack of resources, the pettiness of school administration, and lack of societal respect for teachers were tremendous downsides of the job. They also saw repercussions to the continuing decline of the number of male elementary teachers. These included concern for the dwindling number of male role models for young children; lack of male camaraderie for male teachers; stereotyping of elementary teaching as women's work; and men's susceptibility to charges of physical and sexual assault.

As well as giving the federation information on their experiences in schools and with the federation, the groups agreed that ETFO should actively encourage males to become elementary school teachers.

Young Men Surveyed

In July 2001, ETFO surveyed young men about their attitudes toward elementary teaching as a career. The federation conducted informal focus group interviews with male OAC students in Toronto, Barrie, and Belleville. Until their participation in the focus group, none of the young men interviewed had even considered careers as elementary teachers, although two were considering teaching secondary school.

In Belleville and Barrie, the groups emphasized roles and interests traditionally associated with men, such as math, science and sport. Both groups saw elementary teaching as a female occupation. All three groups were surprised to learn that elementary and secondary teachers' salaries and benefits are virtually the same.

Participants said that information about teaching should be available through the same channels as information about other careers. However, with the exception of co-op students and those with teachers in their families, participants said they had not come into contact with any information about becoming elementary teachers. They suggested some ways in which this information could be made available.

Annual Meeting Resolution

ETFO's Annual Meeting in August 2002 passed the following resolution:

"That ETFO establish a long-term plan of action to encourage men to enter and remain in the teaching profession at the elementary level."

While this plan is still being developed, ETFO has taken the next step toward understanding why male elementary teachers leave the profession. A group of former male elementary teachers is being surveyed on their reasons for moving to other careers. As well, drawing on all the information received to date, ETFO is producing a pamphlet aimed at male high school students. This pamphlet will outline the benefits of choosing elementary teaching as a career.

Conclusion

The decline in the number of men teaching in Ontario's elementary schools will not be reversed easily. It is interesting that, with the exception of those who had teachers in their families, the OAC students surveyed said that they had never spoken with elementary teachers about their work. Perhaps practising elementary teachers could share more information about their work with the young people they know, and discuss both the challenges and the satisfactions of being an elementary public school teacher today.



SEEING THE RAINBOW

Teachers Talk About Bisexual, Gay, Lesbian, Transgender and Two-Spirited Realities

The Elementary Teachers' Federation of Ontario, in partnership with the Canadian Teachers' Federation (CTF) has just released *Seeing the Rainbow*. This 133-page teacher resource book provides Canadian teachers with information on the current realities faced by bisexual, gay, lesbian, transgender and two-spirited people (BGLTT).

The book provides a comprehensive overview of the current political and social context of BGLTT issues. It also provides a practical knowledge about BGLTT identities, difference, histories and cultures, while addressing a number of questions as a result of recent legal and legislative changes in Canada.

The first section tells how teachers and schools can address homophobia and heterosexism and make schools safer places for all students, staff and parents. It features lesson plans and activities for students and staff.

The second section features powerful stories from Canadian educators, who offer thought-provoking perspectives to dispel myths about BGLTT people.

Finally, the book includes a comprehensive list of teacher resources, and organizations addressing BGLTT issues, as well as books and videos for students and teachers.

Seeing the Rainbow can be ordered from CTF (www.ctf-fce.ca) for \$15. What follows is excerpted from this valuable resource.

WHAT CAN THE SCHOOL DO?

Prepare and educate all staff, preferably before a situation arises. Educate all students to create positive attitudes and a healthy school environment. Consider focusing on the theme of diversity and/or inclusive schools for district and school-based PD days.

Provide Leadership

Take the lead in discussing heterosexism, sexism and racism in the office and staff room. Demonstrate support for staff members who initiate and adopt inclusive behaviour. Changes in attitude rarely occur overnight and those who are exploring strategies and behaviours new to the school need to feel the administration's support if others are to follow. The status quo may appear acceptable but may be supporting a hurtful climate for a silent minority. Talk to school staffs that have established a gay straight alliance.

Establish Basic Expectations in Your School

Expressions such as fag and dyke should be clearly classed with other deprecating terms. Racist, sexist or homophobic jokes and comments should be challenged in the classroom, the hallway and the staff room. Discuss how to challenge these remarks without being confrontational. For example, when someone uses these terms, follow-up with private conversations, teaching lessons about the harm of putdowns or exploring word meanings and origins. Remember the staff members who may be homosexual or have homosexual relatives.

Be Inclusive

Consider finding role models for all minority groups in your school: women scientists and church leaders, Aboriginal authors and leaders, BGLTT professors or business people, poverty activists, disabled professionals.

Create User-Friendly Libraries

Ensure that the library has the best possible collection of books on human sexuality, both to support the health curriculum and to provide information. Examine the materials on human sexuality that are currently available in the library and ask to have those with homophobic content removed. Include novels, short story collections and magazines for youth that are affirming of same-sex orientation.

Be Informed and Ready

If the school suffers any form of backlash from the community, the staff should be prepared to defend the rights of students to a safe and caring environment. Knowing a few basic facts and having decided in advance to care for all students are a good defence.

Provide Resources for School Counsellors

Reference materials and contacts for relevant organizations are imperative for school counsellors since these organizations are often a haven for students.



Establish an Exception to Protocol

With issues of discipline, learning difficulties and child abuse, the first adult in the school who is aware of a problem generally calls on the support of other adults, be they administrators, counsellors, parents or police. In the case of BGLTT students, such a protocol can be dangerous for the student. First, telling even one person can leave the students vulnerable to abuse within the school. Second, some parents do not readily accept the news that their child is BGLTT and may go so far as to force their child out of the home.

While it is important to respect a student's confidentiality, if you suspect that the student may be suicidal, you must take appropriate action. Ensure that the student receives immediate attention.

What to Do When There Is Bullying

The Victim

- Arrange to meet the victim alone.
- Get the names of the people involved and the sequence of events.
- Commend the student's courage in reporting the incident.
- Ask the student what it will take to make him or her feel safe again.

- Remind the student that what is unacceptable is the act of demeaning another, not the victim's identity, regardless of the subject of the bullying.
- Resist the temptation to ask the student about his or her sexual identity. To do so could be construed as blaming the victim and if the student actually is homosexual (not necessarily the case), this could be the most dangerous moment to come out. Respect the victim.

The Bully

- Speak to each offender individually.
- Find out what occurred.
- Have the student question the right to demean anyone for any reason.
- Have the student propose an alternative response for future situations.
- Assign consequences as in any other situation.
- Monitor the situation.

Gay bashing, whether verbal or physical, is often an external projection of an internal struggle to define one's own sexuality. Whether or not this is the case, it is important to model respect for BGLTT students.

The Witness

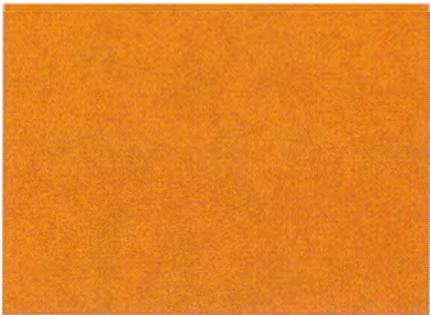
- Stay calm and talk to those involved separately.
- Get the facts – names of those involved; sequence of events/behaviours/frequency of bullying; circumstances and location.
- Emphasize that it takes courage to report bullying. Those who witness bullying and harassment have the most power to stop it.
- Take responsibility. Reaffirm the expectation that everyone has a responsibility to help make the school safe and caring.

What to Do When a Student Comes Out to You

Be Discreet

Privacy and confidentiality are important. Whom and when the student decides to tell are up to her or him. If a student does decide to come out, you must be prepared to support that decision. Recognize that informing others can expose the student to harm. Maintaining confidentiality is important, however, there can be exceptional circumstances. If you have any suspicion that a student may be suicidal, use your best judgement to seek help.

Take the lead in discussing heterosexism, sexism and racism in the office and staff room. Demonstrate support for staff members who initiate and adopt inclusive behaviour.



Follow the Steps of Support

- Listen to the student's immediate concern.
- Validate his or her feelings.
- Thank the student for trusting you.
- Reassure the student of complete confidentiality.
- Ask the student what she or he needs from you. Help the student articulate needs.
- Suggest safe sources of support if the student appears interested.
- If the student wants to tell someone else, offer support.

Stabilize the Situation

We want all students to develop a stable identity, self-esteem and be contributing citizens. If possible, introduce the student to a person who has similar intellectual and work interests or shares a common religious background. At minimum, provide historical examples of famous people to serve as models. Note that for some of these students even their parents may not be supportive.

What to Do When a Student Is Outed

- Listen to the student's feelings, whether anger, embarrassment, or fear.
- Reassure the student that she or he has the right to a safe and caring education.
- Offer a range of support contacts.
- Establish whether the student's family is supportive.
- Help determine an action plan to deal with peers.
- Monitor the situation continually.

Continue Educating Yourself

Find people around you who seem comfortable with homosexuality and talk to them. Challenge your own assumptions. Be open to making mistakes and learning from them. Remember what hurts more than being called names by students are the teachers who do nothing to help.

Adapted from Safe and Caring Schools for Lesbian and Gay Youth – A Teacher's Guide. The Alberta Teachers' Association (2001).

Dos and Don'ts for Teachers

- Don't expect equity to come naturally to you or to anyone else. All of us grew up with ideas, values, biases, and prejudices.
- Do spend time working out what your own biases and preferences are.
- Don't perpetuate inequality through inaction.
- Do openly confront aggressive or disrespectful comments, jokes, or actions.
- Don't think you have to do this work alone.
- Do find an equity mentor, team up with an interested colleague, or create a support group.
- Don't think in terms of tolerance when you think about equity.
- Do think about making our schools welcoming and comfortable – places where people are valued.
- Don't just think of racism when you think of equity.
- Do become aware of all the different categories of discrimination that exist.

- Don't make quick judgements.
- Do try to understand the people you work with and their families; and what it feels like to be them. Put yourself in their shoes.
- Don't feel you have to be an expert before you begin equity initiatives.
- Do make use of the experts you have close at hand: colleagues, students, parents, and community members.
- Don't expect people to fit into your school.
- Do make your school fit the needs of all people.
- Don't be afraid to make mistakes, especially with an issue as sensitive as equity.
- Do try a variety of things and learn from any mistakes you inadvertently make.
- Don't try to do it all.
- Do get started.

Dos and Don'ts for Teachers is adapted from GALE-BC (2000) Challenging Homophobia in Schools, and GALE-BC (2001) Creating and Supporting Gay/Straight Alliances, and from The Saskatchewan Teachers' Federation (2002) Uncovering the Stones: Addressing issues of equity in the staffroom. Reprinted in Seeing the Rainbow.

HOW DOES YOUR SCHOOL RATE?

Answering these questions will help you to determine where your school stands in the struggle against homophobia and heterosexism.

Note: BGLTT is used to indicate bisexual, gay, lesbian, transgender and two-spirited.

1. Has your school ever discussed having a workshop on confronting homophobia and heterosexism in the workplace?

Yes No Not sure

2. Are any of the following sources of information about BGLTT issues and/or homophobia and heterosexism available in your school?

	Yes	No	Somewhat	Not Sure
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AV Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone #s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If yes, who are the resources available to?

	Students	Staff	Parents	Public
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AV Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource Lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone #s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Does your school have policies that protect staff and/or students from discrimination on the basis of

Sexual Orientation Yes No Don't Know

5. Check those areas where you believe changes need to be made to promote a more inclusive environment. Homophobia or internalized homophobia within the organization among

students staff parents volunteers/visitors

7. Have you ever experienced a situation at work that resulted from an incident of homophobia? If yes, please describe it.

8. Does your school currently have any BGLTT people?

	Yes	No	Don't Know
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Are these people comfortable with being "out?"

Yes No Not sure

10. Are your BGLTT co-workers comfortable bringing their lovers or partners to work-related social events?

Yes No Not sure

11. Does your group insurance policy include benefits for same-sex partners?

Yes No Not sure

Adapted from Manitoba Teachers' Society (2000) *Equality News* and Winnipeg's Rainbow Resource Centre (1999) and Canadian AIDS Society *Homophobia, Heterosexism and AIDS: Creating a More Effective Response to AIDS*. Reprinted in *Seeing the Rainbow*.

Seeing the Rainbow. Teachers Talk About Bisexual, Gay, Lesbian, Transgender and Two-Spirited Realities. Canadian Teachers' Federation and Elementary Teachers' Federation of Ontario. 2002. \$15.00.

"AN EXCELLENT CONFERENCE. I WOULDN'T CHANGE A THING."

ETFO CONFERENCE REPORT

...and still We Rise

More than 500 ETFO women members from across Ontario were in Toronto February 12-14 to attend "...and still We Rise" – ETFO's Annual Leadership and Personal Growth Conference for Women. While the selection process ensured that most were attending the conference for the first time, participants' teaching experience ranged from those in the first years of their careers to those in their last. All agreed the conference offered something for everyone.

Participants experienced an eclectic blend of plenary sessions, leadership and personal-growth workshops, entertainment and opportunities to meet, discuss and network informally.

The conference included leadership training workshops focused on collective bargaining, legal issues, equity, presentation skills, health and safety and status of women. The conference's final day focused on personal-growth workshops, including self-defence, balancing career and personal life and family law issues affecting women.

Among the many conference highlights was a plenary presentation by Jane Doe. Doe spoke of what it was like to pursue a conviction for rape and of her successful suit against the Toronto police force for failing to inform and warn her about rapes being committed in her neighbourhood.

"...and still We Rise" also welcomed comedian Sandra Shamas, the Echo Women's Choir, and singer/songwriter/social justice activist Faith Nolan.

Plans are already underway for next year's "...and still We Rise". Information will be sent to ETFO stewards early in the fall.

Here's what participants had to say about "...and still We Rise"

"Wonderful opportunity to network."

"Presenters were knowledgeable and easy to listen to."

"Very glad I was selected to attend."

"A well done conference."

"An excellent conference. I wouldn't change a thing."

"Very informative. Great handouts."

"A great job of balancing personal and professional growth."

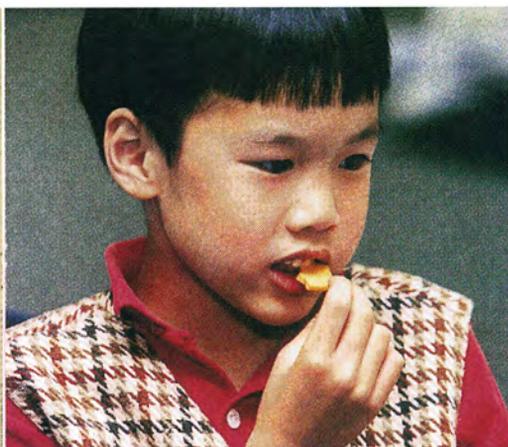
"Valuable information and insight into the collective bargaining process."

MAYA ANGELOU is a leading literary voice in the African American community. Her poem "Still I Rise" inspired the theme of this conference.



Participants enjoyed a wide range of leadership training and personal growth workshops.

PHOTOS: C. MORGAN



BY CHARLOTTE MORGAN

N Reading, 'Riting, 'Rithmetic and Nut'rition - Ontario schools add "N" to the 3Rs

School nutrition programs were around long before the government decided to slash welfare payments and cut affordable housing projects. However, these and other draconian policies can only have increased the number of children who come to school on empty stomachs.

It's a problem that's not restricted to children from low-income families. Children from all income-brackets are dashing out of the house on bowls of cold sugared cereal that can't possibly sustain their energy through until noon. These students are soon drooping at their desks just when they should be ready to learn. In 1997, a survey examining national child hunger found that 42 percent of Canadian students do not regularly eat a nutritious breakfast before coming to school (Myers, 2000).

Teachers know nutrition makes a difference. That's why many support the ever-increasing number of school breakfast, snack and lunch programs that are proliferating across Ontario.

It's 8:00 a.m. on a cold Wednesday morning in eastern Ontario. Yet inside Deseronto Public School, Hastings and Prince Edward DSB, teacher Gary Burridge has warm breakfasts waiting for the early risers. "On any one day, I serve between 12 and 25 students," he says. "I open the door at 8:00 a.m. and by 8:30 the students are ready for class. We might have eggs, French toast, pancakes, waffles or grilled cheese sandwiches. The board has put in double sinks so I wash the dishes too.

"No one is in a better position to see the benefits of school nutrition programs than teachers." – ERNESTINE MCKENNA

"I know cooking breakfast is not part of my job as a teacher and would strongly resist any suggestion that it is," says Gary. "However, like many of my colleagues, I am determined to ensure my students have the best possible learning environment."

Nutrition programs in Hastings and Prince Edward are largely funded through the board's Food for Learning Committee, which includes representatives from the district school board, the teachers' federations, trustees, dieticians and local businesses. The money comes from the Trillium Foundation, the Breakfast For Learning/Canadian Living Foundation, and local fundraising. Breakfast is served every day at 43 of the board's 46 elementary public schools. The goal is to have programs in the remaining schools up and running as soon as possible.

Karen Fisk, the ETFO local's second vice-president, says the program is important because with good nutrition, children learn better. "The results of a major research project conducted in our board (Myers, 2002) convinced me that our breakfast, lunch and snack programs are very important to the children," she says.

Elsewhere across the province, the story is the same. In Waterloo, for example, Rosemarie French, the former chair of ETFO Waterloo's Healthy Learners Fund and a grade 5-6 teacher at Parkway Public School, is a volunteer with her school's twice-weekly program. Waterloo's fund also supports roughly 20 other programs across the region. The local finds the money by hosting an annual dinner dance.

"Many of the students who use the program might otherwise not eat before class," says Rosemarie. "Not only are they better prepared for learning, but we have also noticed that eating together offers students a quiet time for socializing. As well, they see a more relaxed side of the teacher."

Christina Lofts, President of ETFO Lakehead, says her board runs several successful nutrition programs and cautions that teachers should not feel pressured to participate. "Teachers are extremely busy people. If they choose to volunteer their time in this way, that's great. Others may decide not to do so for a whole variety of reasons. It can work best when the program has paid staff, and when parents and community members volunteer," she says.

Brenda Moore, a grade 7 teacher at Welborne Avenue Public School, Limestone DSB, sits on her board's Food Sharing Project. The project involves 50 school programs and feeds

about 1,500 students every day. The money comes from a variety of sources, including the United Way and the Breakfast for Learning/Canadian Living Foundation. "In January, the project holds its 'Talents and Treasures' event," says Brenda. "Our committee canvasses businesses, individuals and service clubs throughout the board for donations to our silent auction and raffle."

In Limestone, the Food Sharing Project pays a coordinator who shops for and delivers the food to the schools. Each school has a volunteer coordinator, usually someone on the school staff, who faxes the school's weekly food order to the coordinator.

Food delivery is also dear to the heart of Mary Pettit, who teaches grade 7-8 at Davenport Public School, Thames Valley DSB. Five days a week during the school year, Mary serves breakfast in the school gym to between 30 and 50 students. Each week, Mary posts a menu that varies from day to day. She also makes lunch for any student who arrives at school without one. "In the beginning, I lugged all the supplies from the supermarket to the school," she says. "Then I found a store that delivers food every other day. It's been much easier since then." Funds for the Davenport program come from Breakfast for Learning/Canadian Living Foundation, which also supplied a fridge, stove and dishwasher, and are supplemented by voluntary donations and dress-down Fridays at the school.

Ryerson Public School, a junior-kindergarten-to-grade-8 school in Toronto, is sensitive to the culinary expectations of its diverse student population. "Ryerson used to offer a breakfast program; we changed that to a whole-school nutrition program," says Libby Sestito, Ryerson's office administrator, who manages the school's program.

"At about 9:45 a.m. every student in the school is offered a snack, which can be fruit, a bagel or a muffin. At noon, students can buy a nutritious lunch in our cafeteria for \$2.00. Generally, we serve about 250 lunches a day out of a total student population of 660. Our menu always includes a wide variety of choice."

The funding for Ryerson's program comes from the Toronto Foundation for Student Success. The foundation funds 360 school and community nutrition programs that provide meals and snacks to over 59,000 children. In turn, the foundation applies to Breakfast for Learning/Canadian Living Foundation

“Many of the students who use the program might otherwise not eat before class. Not only are they better prepared for learning, but we have also noticed that eating together offers students a quiet time for socializing. As well, they see a more relaxed side of the teacher.” – ROSEMARIE FRENCH

and other sources for assistance. “We are worried that the need is growing yet funds remain the same,” says Lorraine Nowina, CEO and Executive Director of the Toronto foundation.

“Because the provincial government has not increased the money it gives to nutrition programs through Breakfast for Learning/Canadian Living Foundation, Toronto schools are looking at a 19 percent decrease in funds,” says Lorraine. To counter this, the Toronto foundation seeks “in-kind” donations and is developing a pilot project with the Ontario Association of Food Banks. The association delivers perishable foods to Dundas Public School. Paid staff at Dundas cook food for their students and also deliver healthy meals to another school in the downtown neighbourhood.

“There may be hurdles to overcome as we move toward closing this funding gap, but we are fortified in knowing that by nourishing our children, we nourish the future,” Lorraine says.

Ernestine McKenna, Education/Government Relations Associate with the Canadian Living Foundation/Breakfast For Learning and a strong advocate of school nutrition programs, points to 10 years of success with what she describes as “the only national, non-profit organization solely dedicated to supporting child nutrition programs in Canada.”

In Ontario, Breakfast for Learning/Canadian Living Foundation is funded partly by the provincial government, partly by corporate giving, and partly through community and parental donations. To qualify for this funding, a school’s nutrition program must operate at least three days a week and conform to other specifications. At the local level, Community Partnership Program (CPP) committees, such as the one in Limestone, made up of representatives from community agencies, administer the various programs. These agencies generally include public health officials, boards of education, service clubs, parents, and local businesses.

Using funds from Breakfast for Learning, the CPP hires a coordinator to develop, expand, improve and sustain school nutrition programs. The program allows participating schools to provide breakfast, lunch and/or snacks, depending on their individual needs. Funding is also available for equipment, food,

staffing and other program-related costs. These funds ensure the programs do not encroach on the school or staff’s facilities.

It is clear to Ernestine and many others that school breakfast, lunch and snack programs would not exist without support from teachers. “Children who come to school hungry are not ready to learn and find it hard to concentrate,” she says. “No one is in a better position to see the benefits of school nutrition programs than teachers.”

Ernestine has come to the personal belief that snack programs are the most effective way to reach students. “You don’t have to get to school early to attend; it is easy to administer; the program is universal,” she says.

Teachers and others who want to start nutrition programs in their schools can contact the Breakfast for Learning/Canadian Living Foundation. To learn more, visit www.breakfastforlearning.ca or email memckenna@sympatico.ca.

CHARLOTTE MORGAN is the Editor of the ETFO *Voice*.

REFERENCE

Myers, Anya. *Improving the Nutrition Quality of School Snacks and Meals: Assessing the Need for Nutritional Education in the Hastings and Prince Edward District School Board*. This report was written by Anya Myers, Dietetic Intern, Hastings and Prince Edward Counties Health Unit in 2000 on behalf of the Food for Learning Committee.



REX MURPHY

Education as a Human Treasure

This year's ETFO guest lecturer is Rex Murphy, a social commentator and editorial journalist who describes himself as a "Newfoundlander biting at the heels of Canadian conservatism." The same establishment that Rex playfully chides regularly finds him to be an entertaining and witty speaker.

For many, Rex is a fixture of Sunday afternoon radio. His lively and informative CBC Radio program *Cross-Country Checkup* airs from 4:00 p.m. to 6:00 p.m., offering Canadians from coast to coast opportunities to share their opinions and vent their frustrations on the crucial issues of the day.

For the past seven years, Rex has taken a special interest in public education. Teachers across the country have heard him speak on the importance of education to individuals and to society. Most recently, Rex inspired teacher leaders attending the Canadian Teachers' Federation Annual Meeting in July 2002 when he singled out education as a "treasure of the human species."

For more information and free tickets to this special event, please contact Bonnie Gul at ETFO's provincial office. Telephone 416-962-3836/1-888-838-3836. Email bgul@etfo.org. Ask your ETFO steward for a copy of the brochure that was included with the March mailing.

"Education is at the centre of our growth as human beings. The cultivation and enhancement of the powers of the individual human mind is an enterprise of the greatest pitch and moment." — REX MURPHY

"When Rex Murphy speaks, people listen. He places great value on the teaching profession and says it is second to none. He deplores the political agenda that time and again interferes with the work we do. It is refreshing to know that this friend of public education uses his influence for good whenever he can."

— EMILY NOBLE, PRESIDENT, ETFO

“Our executive is very proud of the local’s strong support of the program. Not only did members match the local’s donation to Angels in Harmony, an organization that donates to the Canadian Cancer Society for research, they beat it by threefold.”

**– AZIMA MOHAMED,
YORK REGION**

Equity in Upper Grand

Upper Grand Anti-Racist Education Committee sponsored an Equity Evening on February 26, 2003, in recognition of Black History Month. The guest speaker was Larry Hall, a Port Hope councillor who has a background in journalism and is known for his sense of humour and story-telling ability. Larry frequently lectures on black history in Canada and is presently assisting Great Northern Television productions with a segment of their *Underground Railroad* series. The event was planned by Reena Anand, Connie Howald and Victoria Hart, members of Upper Grand’s Anti-Racist Education Committee.

Southwestern Ontario Race Relations Retreat

Southwestern Ontario ETFO locals held their second race relations retreat in London on January 24 and 25, 2003. The retreat, on the theme ‘Equipped for Equity,’ was sponsored by ETFO’s Grand Erie, Lambton Kent, Thames Valley, Upper Grand, and Waterloo teachers and occasional teachers. The retreat featured guest speakers from the community, including Debbie Lee, Association for the Elimination of Hate and Bias, London; Marcia Simon, Kettle Point First Nations; Mary Lou Smoke, co-host of Smoke Signals First Nations Radio (CHRW 94.7 FM in London); Rose Philip, ESL teacher (retired) and holocaust survivor; and Sheena Manji, a social worker.

ETFO’s new curriculum resource *Honouring Cultures and Respecting Differences*, a supplement to *We’re Erasing Prejudice for Good* was one of the excellent resources highlighted in a Saturday afternoon workshop. This resource is available from shopETFO – www.etfo.ca.

The retreat was planned by Thames Valley teachers Cathy Wirick, Jaki Armstrong, Christine Rodriguez and Wayne Searles.

Equity in York Region

In November 2002, ETFO’s York Region Occasional Teacher local staged *Women of Courage*. The event, facilitated through ETFO’s Equity and Women’s Services Service Area, was also supported by the Canadian Race Relations Foundation. Invited speakers Christina Doyle and Cindy Browne inspired members by recounting how they had overcome obstacles to achieve success.

The event, which was organized by Azmina Mohamed, who chairs the ETFO local’s Status of Women Committee, had all the elements of success – excellent food, excellent service, excellent venue and excellent speakers. Members also enjoyed the ETFO sweatshirts and other items that were given away at the event.

“Our executive is very proud of the local’s strong support of the program. Not only did members match the local’s donation to Angels in Harmony, an organization that donates to the Canadian Cancer Society for research, but they beat it by threefold,” says Azima.

The Occasional Teacher local’s second event, “Perspectives” was held March 24, 2003, with guest speaker Beverly K. Jacobs, an Aboriginal rights lawyer.

Left to Right: Sherry Ramrattan Smith, Simmy Kauldhar, Lucille J. Blair, Phi Phung, Jeanette Tran, and Jacqueline Kobayashi at the Southwestern Ontario Race Relations Retreat.



Niagara Plans Race Relations Retreat

The Niagara Teacher Local is planning to host a race relations retreat on May 29, 2003. For more information on this event, please contact Sharon Aloian, ETFO Niagara Teacher Local President.

New Resource

ETFO's newest resource, *Responding to Homophobia and Heterosexism*, is now available through your school steward or from shopETFO. The resource was written by Joan Beecroft, Bluewater; Wayne Lee, Toronto; and Cori Pitre, Rainbow; with John Guiney and Kathleen Loftus, provincial staff.

ETFO Member Key Speaker

Congratulations to Jeffrey Wilkinson, Peel, who was the Keynote Speaker at an OISE/UT Equity Conference. Jeffrey's passionate address on equity in schools for students, staff and parents received rave reviews from conference participants and organizers. Jeffrey has been encouraged to publish his keynote address.

Presenting to Pre-service Teachers

The "Connecting Equity Issues with the Curriculum" program has been very popular again this year. Members, Jill Aoki-Barrett, Niagara; Stan Hallman-Chong; Toronto; Christine Rodriguez, Thames Valley; and Jeffrey Wilkinson, Peel have continued to speak to faculty of education students this year. Two new members have joined this team, Julie Leadbetter, Greater Essex; and Wayne Lee, Toronto. ETFO's equity resources are featured in all presentations in this program.

June is Pride Month

Watch your school steward's mailing and see the next issue of *Voice* for information on Pride Day Events.

The Staff of ETFO's Equity and Women's Services area consists of

- KATHLEEN LOFTUS, COORDINATOR
- JOHN GUINEY
- SHERRY RAMRATTAN SMITH
- SHARON O'HALLORAN
- CAROL ZAVITZ



A 'Women of Courage' participant was pleased with her ETFO draw-prize.

COLLECTIVE BARGAINING

Across the province, ETFO continues to bargain aggressively on behalf of elementary teachers and education workers.

Across Ontario, ETFO locals are reaching agreements. As of February 27, agreements have been reached with Keewatin-Patricia, Limestone, Superior Greenstone, Trillium Lakelands, and York Region, representing large urban as well as small rural boards. Like all locally negotiated agreements, these agreements reflect local priorities, build on current language and introduce new concepts. Yet they all have things in common. These include

- real salary increases,
- improvements to the benefit package, and
- improvements to working conditions.

As well, these agreements all expire on August 31, 2004. This is significant because, in December 2002, the government announced \$340 million for collective bargaining in 2002-2003. No money was announced for the 2003-2004 bargaining year. Next year's money may be included with the General Legislative Grants (GLGs), which the government is expected to announce in April.

While some boards have committed themselves to stability in their elementary schools through two-year agreements, others are waiting to see what the government has in mind before settling with their teachers. This is especially true in the three supervised boards—Hamilton-Wentworth, Ottawa-Carleton, and Toronto, but is also true in Algoma, Bluewater, Durham, Grand Erie; Hastings-Prince Edward, Lambton-Kent, Ontario North East, Renfrew, Simcoe, Thames Valley and Waterloo. As of March 24, 2003, all these boards (except Ottawa-Carleton) were in provincial takeover.

In the supervised boards, the trustees have been stripped of all power and the supervisors are dealing directly with Premier Eves. Eves

seems intent on delaying settlements until deep cuts are made to programs and services for students. These cuts are meeting stiff resistance from parents, teachers, some trustees, and community members. As well, as in the case of the Ottawa-Carleton special education teachers, the cuts imposed by the supervisors are being overturned by the courts.

On January 30, the day after York Region teachers voted overwhelmingly in favour of ratifying their new collective agreement, Toronto's elementary teachers voted 96.3 percent in favour of strike action. On February 12, they began working to rule. "Our members will not be attending school meetings or board-sponsored professional development workshops scheduled outside the instructional day. We will not be cooperating fully in the completion of students' report cards," said Martin Long, President of ETT.

In the case of Durham, the situation is different. On December 9, Durham elementary teachers voted 91.5 percent in favour of strike action and began a work-to-rule on January 22. "Our members will not be attending staff meetings, in-school meetings and committee meetings. We will not be scheduling any new field trips or performing any custodial, secretarial or administrative functions," said Rachel Gencey, President of ETFO Durham.

The Durham DSB is not under supervision and definitely has the money. In fact, its reserve funds have climbed from over \$30 million in 1998 to over \$76 million in 2003. Yet it is still refusing to negotiate fairly with its elementary teachers. This attitude can only be attributed to an arrogant and stubborn board that fails to see the necessity of treating its teachers fairly. Unfortunately, it is not alone in this.

Occasional Teachers

As far as the status of negotiations for occasional teachers is concerned, many have agreements that expire in 2004. Of the remaining boards, it is no surprise to find that Durham, Thames Valley and Waterloo occasional teachers have joined their teacher locals in provincial takeover. Other occasional teachers may follow if agreements are not reached by the end of the school year.

Educational Support Personnel/ Professional Support Personnel

While the Rainy River Educational Support Personnel agreement runs until August 31, 2003, and the Lakehead Early Childhood Educators' agreement expires on August 31, 2004, Renfrew Educational Support Personnel and Professional Support Personnel are working without a current agreement. This follows 2002's difficult negotiations with all ETFO bargaining groups in Renfrew, a situation that appears to be repeating itself in 2003.

Conclusion

Across the province, ETFO continues to bargain aggressively on behalf of elementary teachers and education workers. It is interesting that agreement was reached in York Region on the eve of a strike vote. In 1998, York Region teachers endured a three-week strike and lockout. The board seems to have learned its lesson and now takes its elementary teachers seriously. The same can be said for the Keewatin-Patricia DSB, which experienced a strike and lock-out in 2001 and has been among the first to settle this round.

Other boards, such as the Waterloo DSB, continue to bury their heads in the sand in spite of having had serious difficulties in the past.

The coming provincial election could bring some settlements as Premier Eves plans his election strategy. An announcement in the GLGs of new money for bargaining in 2003-2004 could bring others. However, there will always be boards where agreement will not be reached without struggle. Whatever the case, it is vital that members show strong support for their local negotiating teams.

Visit www.etfo.ca and click on "collective bargaining" to check the status of negotiations of ETFO locals across Ontario.

The Staff of ETFO's Collective Bargaining Services area consists of

BILL GETTY, COORDINATOR

SUSAN ANSARA

CHRISTINE BROWN (ON LEAVE)

CELIA HARTE
(ON SECONDMENT TO ETFO)

DAVID KENDALL

BILL MARTIN

JIM MCMAHON

MARGARET TAYLOR

HAROLD VIGODA

JIM WHITE



Top: Martin Long, President, ETT, at a mass meeting of elementary teachers in Toronto.

Bottom: Raquel Gency, President, ETFO Durham, and Emily Noble, President, ETFO, at ETFO's Representative Council in February.

The EQAO:

Standardized Tests Don't Measure Teacher Performance

Standardized testing is not new for Ontario's students. Elementary and secondary students have taken part in testing at all levels—provincially, nationally and internationally—for many years. Since the mid-1990s, however, standardized testing has become a central focus of the provincial government's "accountability" agenda, a broad thrust that also included the establishment of the Ontario College of Teachers, the "teacher testing" policy, and the mandating of school councils.

These accountability initiatives were rooted in the recommendations of the Royal Commission on Learning. Following the release of the commission's report in early 1995, the NDP government moved quickly to establish the Education Quality and Accountability Office (EQAO), an independent office that would be "at arm's length" to the government and be responsible for a new testing system in Ontario.

EQAO set out to accomplish its mandate of

- designing new tests for grades 3, 6, 9, and 11 in reading, writing and mathematics;
- managing the administration of these tests;
- reporting the results to the public; and
- collecting data to help determine the effectiveness of Ontario's education system.

This testing regime went beyond the Royal Commission's vision of testing students for literacy and numeracy in grade 3 and literacy again in grade 11. The current Tory government planned to expand standardized testing to core subjects in grades 4 to 8. Recently, it quietly backed away from the initiative.

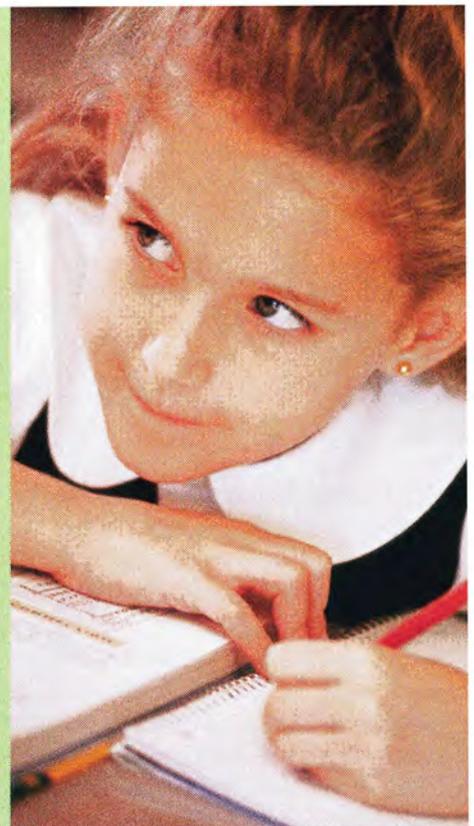
Anxiety Raised

From the onset, province-wide student testing has raised anxiety levels for students, parents, teachers and school boards. The pressures that have resulted from having the results released publicly, and compared school by school and board by board, have led educators to question the motives of EQAO and the government.

From security issues, to timeline issues and validity issues, EQAO has faced controversy and criticism over the course of the past several years. Despite the criticism, each year it continues to prepare for another round of testing. For the school year 2002-2003, EQAO will continue to assess elementary school students in grades 3 and 6 reading, writing and mathematics.

It is important to note that students' results on these tests are not a comment on teacher performance in the classroom. While teachers in grades 3 and 6 may feel pressured to deliver high test results so their class and school fare well, ETFO urges its members not to succumb to it. Poor score results on these tests are usually the result of multiple factors far beyond teachers' control.

ETFO will continue to challenge the legitimacy of this type of testing. The federation has developed a new video featuring renowned educator Alfie Kohn, and a pamphlet outlining our concerns about standardized testing. These resources are available for teachers to share with school councils and other parent groups.



Administering the Tests

Teachers administering the grade 3 and 6 tests need to be aware that if the rules surrounding test administration are not followed properly, teachers may be accused of improperly administering the test, intervening or assisting students improperly in order to influence test results, or even changing students' answers on the test.

It is important to note that such allegations, if proved, can result in severe disciplinary measures against a teacher, and an allegation of professional misconduct at the Ontario College of Teachers.

- Some recent cases have alleged that
- the teacher erased answers and substituted the correct answers;
 - the teacher provided students with inappropriate resource material;
 - the teacher provided the students with the answers by writing information on the board;
 - the teacher spoke to and inappropriately "coached" students' answers; and
 - the teacher had received an advance copy of the real test and provided it as practice to the students prior to the test.

The allegations were raised as a result of children reporting incidents surrounding the testing to their parents.

When EQAO receives test results, it searches for “anomalous” results or problems. This could mean similar wrong answers, similar erasures, or many identical right answers on problems that do not lend themselves to the same answers. A suspicion of inappropriate application of the test may result in a prolonged investigation by EQAO and the school board involving the teacher’s actions.

Some Reminders About EQAO Testing

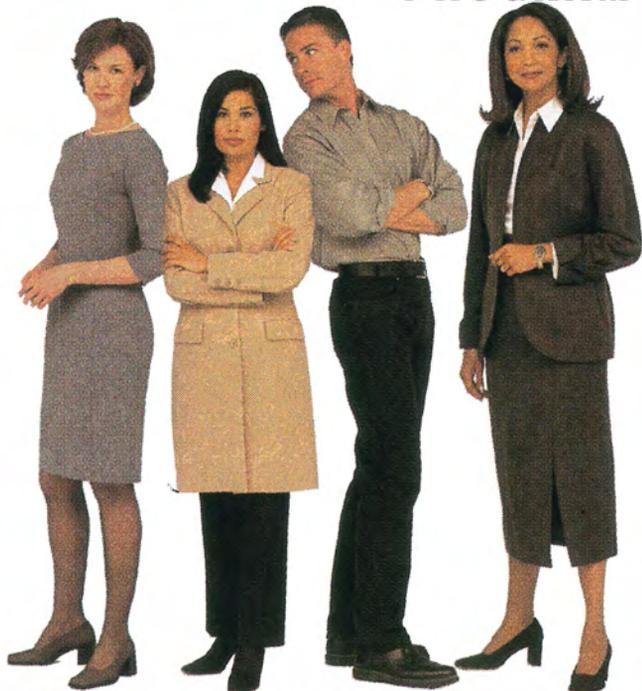
- Read the material describing what you can and can’t do around the testing
- Be sure you understand the directions on resource materials.
- Be sure you understand how the test is to be administered, and how materials are to be safeguarded.
- Attend any seminars relating to test administration.
- Ask questions if you don’t understand your role and the role of students.
- Use the practice tests EQAO provides to assist your students in understanding how to write the tests.
- Do not assist your students unless you are permitted to do so under the EQAO’s direction.
- Be clear about the assistance you may provide.
- Never change any student’s answers on an EQAO test.
- Never provide answers to students during testing

Remember, these tests are not a reflection on your performance as a teacher.

Call ETFO’s Professional Relations Services staff at **416-962-3836/1-888-838-3836** if you want to discuss situations, rights or responsibilities that come from your everyday activities.

ETFO PRINCIPAL'S
PQP
QUALIFICATION PROGRAM

THE TEACHERS' PRINCIPAL'S QUALIFICATION PROGRAM



**BUILDING LEARNING COMMUNITIES:
IMPROVING STUDENT LEARNING**

- Focus on Improving Student Learning
- Low Instructor/Candidate Ratio
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- Models the Characteristics of a Learning Organization

For application packages, locations and fee information: Contact Colleen Lee at the ETFO provincial office at **416-962-3836** or toll-free **1-888-838-3836** or Download the information from the ETFO website: **www.eto.ca**



reviews

Books, Games, CD ROMS and...

Homework Help for Kids

Imagine being able to use a resource that describes a website for the subject you are going to teach, and the specific strand and grade level tied to the Ontario Elementary Curriculum. *Homework Help 4 Kids Volume 1 Grades 1-3* and *Homework Help 4 Kids Volume 2 Grades 4-6*, are resources that make finding relevant curriculum for teachers just that bit easier. It is one of the best practical resources around today for Ontario teachers who want to integrate the Internet into their classrooms. A must-have-resource on any Ontario teacher's bookshelf.

Both books cover the following four topic areas in the Ontario Elementary Curriculum: Language, Mathematics, Science and Technology, and Social Studies. Within each of these topics, Marshall-Ranieri covers the associated strands and corresponding grade levels: Language strands – writing, reading, oral and visual communication; Mathematics strands – number sense and numeration, measurement, geometry and spatial sense, patterning and algebra, data management and probability; Science and Technology strands – life systems, matter and materials, energy and control, structures and mechanisms, earth and space systems; Social Studies strands – heritage and citizenship, Canada and world connections.

There's just enough detail in the annotations for each website so as not to be overwhelming. The websites are very useful, practical and easy to implement for any Ontario teacher for grades 1-6. I've often used it to supplement my lessons at the grade 5 level and to help out my own children.

If there is a downside to both these books, it's that there are no websites for French, music, drama, dance, science, the arts and technology. As an art-and-dance-challenged

teacher, and a core French teacher, I could really use websites for these subjects. Parents and students too would benefit from websites for these subjects. Perhaps Marshall-Ranieri could come out with an updated second edition with these subjects or make them available on her website <http://members.rogers.com/mibec3/>



Marshall-Ranieri, Judy. *Homework Help 4 Kids, Volume 1, Grades 1-3. Homework Help 4 Kids, Volume 2, Grades 4-6.* University of Toronto Press 2002

Marjan Glavac teaches grade 5 at Wilfrid Jury Public School, Thames Valley DSB. He is the author of *The Busy Educator's Guide To The World Wide Web*, 2nd Edition, and editor of The Busy Educator's Newsletter. He can be reached at marjan@glavac.com or <http://www.glavac.com>.

Nellie McLung Lives!

She's bright and energetic. She's outspoken. She's an Ontario-born female who won't accept her place! Nellie is the heroine of three novels by award-winning Ontario author and former school teacher, Connie Brummel Crook.

Nellie L., the first in this historical fiction series, opens with Nellie Mooney asking, "Why can't I race?" This is just the first of many questions, spoken or implied.

Beginning in Manitoba, Nellie records her thoughts and fears, her faith, her admiration for her father, her conflicts with her mother as well as with societal norms and authority, her little vanities, witty replies and a few bite-my-tongue responses. Nellie lives a courageous life, some of it as a rural school teacher. Anyone who's tried for change in a Canadian rural area will recognize people and voices.

Connie wrote *Nellie L.* in response to a scarcity of Intermediate historical novels. Using the material she had collected and gathering more, she wrote *Nellie's Quest* and

Nellie's Victory in response to requests from enthusiastic readers. Each novel is complete in itself but provides overlapping information. Subtle and obvious humour balance deep sadness and tragedy.

Nellie's actual motivations and aspirations from her own writings and diaries are embedded in these easily read novels. We learn the roots of her prohibition fight, her determination to have women's voices heard. In the last two books, some readers may find the emphasis on the evils of alcohol somewhat irritating, but it is as authentic as her wit.

Nellie L. ends when Nellie is 17 and Wes, her best friend, 18, with hints of things to come. An epilogue summarizes important facts about Nellie McLung, referencing the "famous five" who fought to have women named "persons" under the law.

Read the novels yourself for pure enjoyment. Then, re-read, guessing which are direct quotes from the primary sources or paraphrased and which are created "in the mode of" Nellie Mooney McLung. Check Brummel-Crook's "Notes" to test your perceptions.

Grade 8 teachers might use *Nellie L.* and the teacher's guide for a novel study whose heroine comes alive. The guide links several strands of the language arts and history curricula. Then, put the other two books in the classroom library. Don't be surprised if a student, boy or girl, laughs out loud during silent reading time.



Connie Brummel Crook, Connie. *Nellie L.* Stoddart Publishing, 1996. *Nellie's Quest.* Stoddart Publishing, 1998. *Nellie's Victory.* Stoddart Publishing, 1999. Available from Fitzhenry and Whiteside, 1-800-387-9776 x 225,195 Allstate Parkway, Markham, ON, L3R 4T8. Fax 1-800-260-9777. godwit@fitzhenry.ca.

Visit Connie Brummel Cook at www3.sympatico.ca/conniecreek/Connieshomepage.html

The teachers' guides are available from
Connie Brummel Crook at 312 Cottonwood Drive,
Peterborough, ON K9J 6N4.
Each guide is \$2.25 or buy the set of three for \$6.00.

Patricia Elford is President of ETFO's
Renfrew Occasional Teacher local.

Teachers' Handbook

Susan Schwartz and Mindy Pollishuke took the high road by patiently drawing on the expertise of many friends and associates who have practical leadership and teaching roles.

This extensive handbook is a highly organized, sequential "how to" guide useful for classroom teachers, school administrators, and staff developers.

Creating the Dynamic Classroom could be used successfully from primary to intermediate divisions, depending on the commitment of the individual educator. The content has practical application and addresses "the real world." Pictures, charts, graphs, and examples provide visual support for the ideas, skills and concepts offered. This book leads an educator through the philosophical and day-to-day realities to create and sustain a dynamic teaching and learning environment. The information is motivating and challenging, yet always realistic and achievable.

Educators should consider including this book in their professional resource collection.



Schwartz, Susan and Pollishuke, Mindy. *Creating the Dynamic Classroom: A Handbook for Teachers*. Irwin Publishing Ltd. Toronto, 2002.

Wally Pitt, a retired elementary school principal, is currently one of ETFO's Presenters on the Road and President of Pitt and Associates Consulting.

Class Meetings

Donna Styles has demonstrated her beliefs by developing this book to assist teachers and students in creating community in the classroom.

Opportunities are provided to sustain a safe environment, and guide empowered, collaborative decision making, while taking into account all class variables.

This informative, motivating book should support students from grades 5 to 9. Pre-reading by the teacher and key student facilitators will assist with fluid development of the skills presented here.

The material is well presented, beginning with *Why Class Meetings*, followed by *A Proposed Model for Class Meetings*, *Getting Ready for Class Meetings*, *Running Effective Meetings*, and finishing with *Creating a Respectful Classroom Environment*.

Class Meetings is a must-try book for all teachers eager to implement a highly successful learning experience for all students.



Styles, Donna. *Class Meetings: Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom*. Pembroke Publications Ltd. Toronto, 2002.

Wally Pitt, a retired elementary school principal, is currently one of ETFO's Presenters of the Road and President of Pitt & Associates Consulting.

Whether it is Dalton in the snow, humble-beginning Ernie, or top-spinning Howard, the unspoken message is "Get ready! There's an election coming."



OTF REPORT

Phyllis Benedict, President, OTF

A new rumour about the possible date for the next provincial election seems to be passed around every day. By the time this issue of *Voice* is in your hands, the date will probably be set and the race underway.

Just in case anybody has missed it, the subtle and not so subtle election campaigns have never really stopped. Whether it is Dalton in the snow, humble-beginning Ernie, or top-spinning Howard, the unspoken message is "Get ready! There's an election coming"

Over the last few years, due to the policies of political parties and to the introduction of new and amended legislation, education has experienced radical change. Since 1997, we have been sounding the alarm about the consequences of reduced funding, unsupported curriculum reform, and the frenzied buy-in to the regime of testing and accountability.

This is no time to be shy. The research shows that the most credible voice for education is that of the classroom teacher. Union leaders are suspected of having other agendas. However, every day, the classroom teacher lives the reality of overcrowded classrooms and insufficient teaching resources. That classroom teacher watches in frustration as at-risk students struggle in a system that doesn't address their needs.

While provincial organizations mount province-wide media campaigns that include television, radio, print, and billboards, the most effective political action happens one-on-one. Actions that have incredible impact on voters are teachers talking with relatives, teachers talking with neighbours, and teachers going to microphones at townhall meetings to relate their real-life experiences. Teachers who volunteer in candidate's campaigns provide valuable organization and communication talents.

In an election, we have the opportunity to practise one of the most sacred democratic rights – the right to cast a ballot. It will take all of us, at every level, working hard to elect a government that respects Ontarians. Now is the time to get involved.

PHYLLIS BENEDICT is the President of the Ontario Teachers' Federation, past-president of ETFO and ETFO's OTF table officer.

ETFO Credit Courses

Bridging Theory and Practice

For more than 25 years, Ontario educators have enrolled in ETFO's practical credit courses, completing them for either professional growth or academic credit. Now, the federation is offering 12 of these outstanding courses that are designed to bridge theory and practice and ease the stress of teaching.

Each 45-hour course involves 36 hours of class sessions and nine hours of action assignments completed in the participants' classrooms. In the summer, the courses consist of 45 hours of class sessions.

Although there are a number of local variations, class sessions are usually three hours, one evening a week, for 12 weeks. Summer session classes are held during the week.

Courses are held locally and are delivered by professional development instructors who are members of the Ontario Teachers' Federation (OTF).

All members of OTF are welcome to register. In addition, teachers in training, administrative officials, trustees and interested laypersons are eligible to enroll. Class registration is limited to 24 participants.

For more information on credit courses in your area, visit www.etfo.ca, click on professional development, courses and workshops, or call Melanie McClelland at provincial office.

Enroll in these highly effective courses!

Achieving Student Outcomes Through Cooperative Learning shows how to work with groups of students and teach them to combine mastery of the subject matter with the development of life-long interpersonal skills.

Designing Motivation for All Learners is a newly revised course that provides a framework for designing on-going highly motivating learning opportunities and engaging environments in which students are willing and motivated to learn and grow. This course replaces Keys to Motivation. No further credit is given for those who have already taken Keys to Motivation.

Discovering the Power of Live Event Learning provides an overview of ways to design a direct experience and a variety of activities that model the power of Live Event Learning.

IDEAS dramatically identifies brain-based ways students of all ages think and learn. Experience first-hand a wide variety of activities demonstrating patterns used by the brain.

NEW!! Learning to Read: Beginning Reading Instruction is a dynamic new course that teaches the components of a balanced and integrated reading program. Participants will learn to recognize the skills necessary for reading proficiency, as well as effective teaching practices. Participants will understand that most reading difficulties can be prevented and that excellent instruction is the best intervention for students who have difficulty reading. This course will be available in ETFO's Durham locals in the spring of 2003 and across Ontario in the fall of 2003.

Meaningful Activities to Generate Interesting Classrooms trains educators to develop classroom relevance for students through activities, games and simulations.

PRIDE – Professional Refinements in Developing Effectiveness hones teachers' classroom management skills and shows how to motivate positive behaviour.

Project TEACH – Teacher Effectiveness and Classroom Handling covers a variety of skills and strategies to help you manage your classroom and create an environment that increases teaching time and improves student cooperation.

Purposeful Learning Through Multiple Intelligences informs educators about Howard Gardner's research on multiple intelligences and shows how to integrate the eight intelligences into the curriculum.

STAR – Successful Teaching for Acceptance of Responsibility engages students in becoming responsible for their school and

life experience. Participants acquire skills and techniques that encourage students to make good decisions and become empowered.

Teaching Through Learning Channels explores the process of increasing students' academic success through the identification and use of learning channels. Develop strategies to meet the needs of all students, including those at-risk.

Teaching the Skills of the 21st Century provides a forum for educators to share a vision of how curriculum should be developed and taught. Introduces facilitation skills to ensure success and enrichment for both student and teacher.

Applications for Paid ETFO Credit Course Instructor Positions

Applications for new ETFO Credit Course Instructors are now available from Jim McMahon or Melanie McClelland at provincial office. Call **416-962-3836/1-888-838-3836**

Each candidate must meet the following criteria:

- Master's degree;
- Strong desire to instruct peers;
- A commitment to promote the courses in the local;
- A willingness to attend the Instructors' Training Session from July 28 to August 1, 2003, at Brock University, St. Catharines; and
- A willingness to conduct at least one course during each calendar year.

The new instructor training fee is \$350.00, which includes accommodation, meals, instruction, and materials. PD funding may be available through your ETFO local.

Instructors will be trained in **Learning to Read: Beginning Reading Instruction** and **Designing Motivation for All Learners** during this summer's training.

Whether it is on-line education, teacher workload, demographics, testing, or education funding, CTF is on the leading edge of research on issues of concern to teachers.



CTF REPORT

Doug Willard, President, CTF

Your \$20.30 CTF fee goes a long way. What is CTF? Who is CTF? Where is it located? What do members and teachers get for their dues? These are all good questions. I will answer them as clearly and simply as possible.

CTF is you and me. It is made up of 14 provincial and territorial member organizations representing 240,000 teachers across Canada. The teaching profession is CTF's *raison d'être*.

Since its creation over 83 years ago, CTF has been committed to strengthening the voice of teachers. Our mandate is dedicated exclusively to the economic and professional well-being of teachers and the promotion of public education in Canada. Based in Ottawa, CTF has a staff of 45.

Here's a quick overview of what CTF does to support teachers.

Collective Bargaining Support

When a member organization heads into negotiations on your behalf, it can count on CTF research and information from across Canada on teacher salaries, pensions and benefits. When talks break down, CTF rallies the support of member organizations across Canada to show strength in the face of adversity. The CTF Defence Fund and the solidarity of 240,000 teachers have proven to be formidable forces for any government to reckon with.

Research on National Issues

Whether it is on-line education, teacher workload, demographics, testing, or education funding, CTF is on the leading edge of research on issues of concern to teachers. We are currently developing an alternative model for accountability and conducting teacher focus groups across the country to help us. The model will be presented to CTF's Annual General Meeting in July.

In addition to publishing research bulletins exclusively for member organizations, CTF also produces materials available both to teachers and to the general public. Recently, we have released two major documents *Virtual Education, Real Educators: issues in on-line education* and *Seeing the Rainbow – Teachers Talk About Gay, Lesbian, Bi-Sexual and Two-Spirited Realities*, a resource CTF is pleased to have produced in cooperation with ETFO.

In the coming months, CTF will also release the results of a national survey we conducted of over 5,000 children and adolescents on the impact the media has on their behaviour and their lives. This initiative will complement ETFO's excellent work in this area.

Advocacy

Although education is a provincial and territorial responsibility, a myriad of other issues remain that touch education, children and youth on a national basis. These include *The Young Offenders' Act*, the federal budget, women's issues, copyright matters, tax and pension reforms and employment insurance. CTF lobbies various federal departments to make our issues known. We also belong to a vast number of coalitions in support of children and youth.

Communication

CTF is about interaction and communication between teacher organizations. In addition to holding focus groups, seminars and conferences on educational issues, we maintain a private members' website, as well as public one, to keep members connected. The national CTF publication *Horizons*, produced twice a year, features articles on issues of concern to teachers. The next issue will be published in April. Look for the next issue of *Horizons* in your school.

YOU OFTEN TALK ABOUT DISCOMFORT AND PAIN

International Programs

ETFO has been a major contributor to promoting cooperation and goodwill in developing countries. For example, since CTF's Project Overseas began in 1962, 269 members of ETFO and its predecessor organizations have helped teachers in developing countries. CTF is also involved with many other overseas initiatives and represents Canadian teachers internationally through our affiliation to Education International (EI).

And I've just skimmed the surface. I haven't covered all the work we've done on equity issues, literacy, anti-racism and bullying. To learn more about the types of programs or activities, visit our website at www.ctf-fce.ca.

What does all this cost a year? Every teacher who belongs to an organization affiliated to CTF pays \$20.30. That's slightly less than 11 cents a day through the school year. This money is collected through your federation dues and forwarded to CTF through the Ontario Teachers' Federation.

Thank you for your continued support.

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events

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TEL: 705-734-6363
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<http://mariposa.scdsb.on.ca/cc/2003>

May 8-10 | HALIFAX Safe Schools-Safe Communities' National Conference

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CONTACT: Nateleen Zinck
catchthewave@accesswave.ca
TEL: 902-462-0333.
www.catchthewave.ca

May 18-25 | TORONTO MILK INTERNATIONAL CHILDREN'S FESTIVAL OF THE ARTS

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May 30-31 | MISSISSAUGA PEEL REGIONAL CONFERENCE ON LITERACY "GROWING LITERACY"

CONTACT: Anne Rodrigue
ETFO Provincial Office
416-962-3836/1 888-838-3836
arodrique@etfo.org
www.etfo.ca

June 26-29 | OTTAWA INTERNATIONAL FORUM ON CANADIAN CHILDREN'S LITERATURE

National Library of Canada.
CALL: 613-992-2501 or see
www.nlc-bnc.ca/forum

August 10-14 | ALBERTA INTERNATIONAL GEOSCIENCE EDUCATION ORGANIZATION

For further details and to register,
CONTACT: Conference Chairman,
Godfrey Nowlan
TEL: 403-292-7079
EMAIL: gnowlan@nrccan.gc.ca

October 2-4 | ALBERTA 14TH NATIONAL CONFERENCE ON LEARNING DISABILITIES

Calgary, Alberta
The Hyatt Regency Calgary
& Telus Convention Centre.
CONTACT: Idaa@telusplanet.ab.ca
TEL: 780-448-0360
FAX: 780-438-0665
WEBSITE:
www.telusplanet.net/public/Idaa/

ETFO's Principal's Qualification Program 2003-2004

The Elementary Teachers' Federation of Ontario will be implementing the Principal's Qualification Program across Ontario in partnership with district school boards as outlined below. The program is offered to all qualified educators who are eligible to teach in the elementary, secondary, public or separate systems.

Partnership with Limestone DSB – Part I (Kingston)

Saturday, June 14, 2003 and
Mondays to Fridays: July 7-11
and July 14-18, 2003.

Part II (Kingston)

Friday evenings and weekends of:
January 16-18; 2004; February
20-22, 2004; March 26, 27, 28,
2004; April 23, 24, 25, 2004.

Partnership with Halton DSB – Part I (Oakville)

Saturdays: October 4 & 25,
November 22, 2003 and
January 10, 2004
Tuesday Evenings: October 7,
14 & 28, November 4 & 25,
December 2 & 9, 2003 and
January 13 & 20, 2004.

Part II (Oakville)

Saturdays: March 20; April 3;
May 1; June 5, 2004.
Tuesday evenings: March 23, 30;
April 13, 20; May 4, 11, 18; June 8,
15, 2004.

Partnership with Bluewater DSB – Part I (Meaford)

Tuesday to Friday:
August 5-8
Monday to Friday:
August 11-15, 2003 .

Part II (Owen Sound)

Friday evenings and weekends
of: January 9, 10, 11, February 6,
7, 8, March 26, 27, 28, April 23,
24, 25, 2004.

Partnership with York Region DSB – Part I (Location TBA) Fall 2003.

Part II (Location TBA) Spring 2004.

For more information and
application forms, see
www.etfo.ca.

CONTACT: Colleen Lee at the
provincial office, clee@etfo.org
416-962-3836/1-888-838-3836

COMPUTE A COMMUTER

A commuting teacher catches the same train home every evening, arriving at her home station at the same time each day. Her partner leaves home by car to meet her, travelling at the same uniform speed, to arrive at the station exactly as the train pulls in. The couple continue their journey home by car together.

One day, the teacher leaves school in time to catch the early train and arrives at the local station one hour earlier than usual. With no one to meet her, she sets off on foot at a brisk 5 km per hour to meet her partner who, unaware of the changed arrangements, follows his usual routine. They eventually meet and finish their journey home by car arriving a quarter of an hour earlier than usual.

At what speed does the car travel?

Teachers' Trivia

BY PETER HARRISON

A draw will be held on May 25 of all correct answers to "Compute a Commuter." Five winners will receive an ETFO logo item. Correct answer and names of the winners will be published in the summer issue. Send your answers to Charlotte Morgan at provincial office. Fax to **416-642-2424**. Email cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

Answer to "Travelling Digits" - *Voice*, Winter 2003. **4876391520**. Congratulations to Kathy Balec, Thunder Bay; Garrick de Demeter, Hornepayne; Sandra Duff, Ottawa; Christine Labelle, Oakville; Karen Musgrove, Ottawa.

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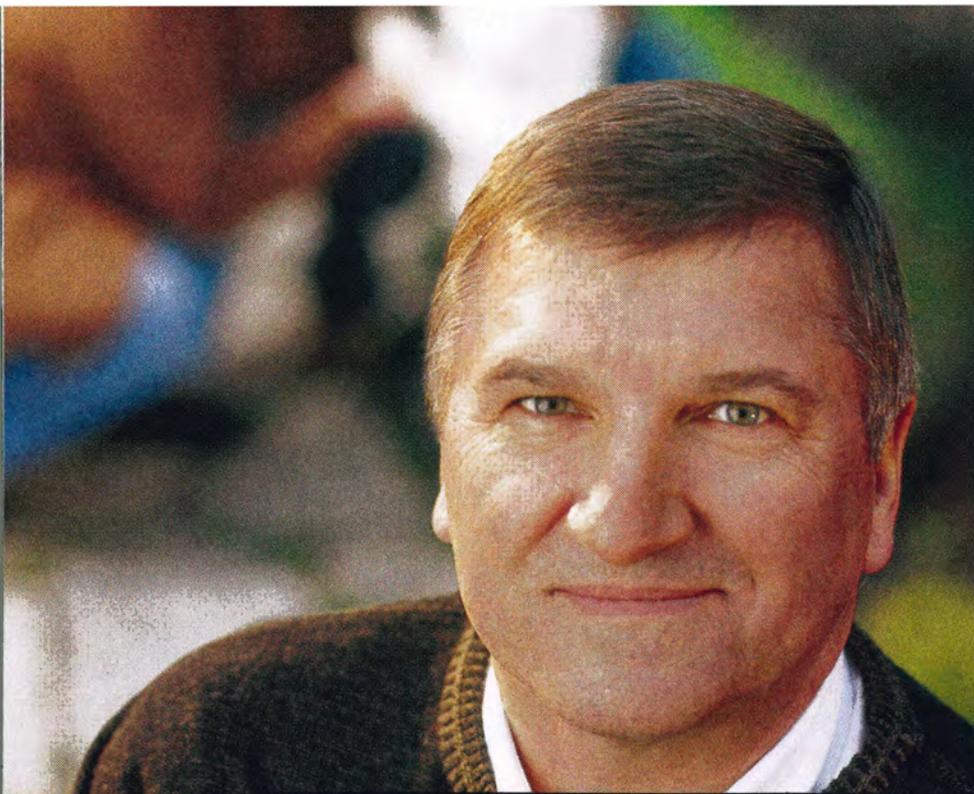
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