

voice

Winter 2002 vol. 4 no. 2



War- Affected Children

Global Landmine Awareness
United Nations Day
Exchange Teaching

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CONTRIBUTORS



In 1993-1994, **Lieutenant-General Romeo Dallaire** led the UN Observer Mission – Uganda and Rwanda – and the UN Assistance Mission for Rwanda.



Cathy Miller Davis is a teacher-librarian at Clarksdale Public School, Halton DSB.



Trudy Gath teaches grades 4-8 French at Lynndale Heights Public School, Grand Erie DSB as well as grade 8 mathematics, physical education and health.



Phil Lancaster acted as Lieutenant-General Dallaire's military assistant during the latter part of the Rwandan genocide.



Zubeda Vahed is the Equity Officer, Race Relations, for the Peel District School Board. In 2001 she was an accredited delegate to the World Conference Against Racism in Durban, South Africa, where she presented to the Non-Governmental Organization (NGO) Conference. She is a member of ETFO's Professional Development Committee.

Carol Wilkins is the Teacher Exchange Coordinator for the Canadian Education Exchange Foundation. She has taught all grades from kindergarten to 9 and retired as principal of Fred C. Cook Public School, Bradford.

COVER PHOTO: One of Hope for Rwanda's Children Fund's founding members, Leo Kabalisa, a teacher at Sixteenth Avenue Public School, York Region, with children at a rally in Kigali, July 1999.

Photo by **Paul Wilson**, a special education teacher at Leslieville Public School, Toronto.

voice

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480 University Avenue, Suite 1000
Toronto, ON M5G 1V2
Telephone: 416-962-3836 or 1-888-838-3836
www.etfo.ca

Editor **Charlotte Morgan**

Women's Issues Editor **Carol Zavitz**

Design **Scott Thornley + Company Inc. (st-c.com)**

Business Manager **Gene Lewis**

Advertising Sales **Charlotte Morgan**

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FROM THE PRESIDENT

Your Pension and Mine



Phyllis Benedict,
President, ETFO

Your pension is your most precious asset and any discussion on this topic must commence with the caveat that OTF must do everything possible to protect this trust. Thus, I had an unmistakable shiver run down my spine when I learned that the Minister of Education had threatened to take back 100 percent control of our pension.

This remark was made to the OTF President as they were discussing the future of OTF. The Minister remarked that if OTF became dysfunctional the government would have to step in and protect the pension

plan by restructuring it from the current balanced partnership to total control by the government. It is important to note that this conversation took place within the context of the OTF fee and OSSTF's refusal to pay it.

While the above threat is scary enough, I was doubly concerned when I read that the OSSTF President has a plan for the reconfiguration of the governance structure of our pension plan. This is the same person who wants to destroy OTF.

I recognize that OTF must change with the times. However, I reject the premise that restructuring our pension plan is part of the necessary changes. Our pension plan is a model of effective governance and sound problem solving. It has been through tough negotiations and arbitration and delivered significant improvements

to every active and retired teacher. OTF and pension partnership are synonymous, and this arrangement provides sound management of this sacred trust. I believe that a governance model which places the affiliates and other parties in control will not deliver better governance; in fact, I have been in such "trust me" structures before and they lead to treachery and distortion.

The OTF/OSSTF fee problem will be solved one way or another and OTF will change. But our pension must not be part of this solution. You and I have too much to lose if we allow our financial future to be used as a pawn on either the government's or OSSTF's chessboard. No matter what happens with our current problems, it is imperative that OTF remain the pension partner.

FROM THE GENERAL SECRETARY

No to Recertification



Gene Lewis,
General Secretary,
ETFO

Over the years, teachers working together through their federations have achieved improvements in benefits, class size, working conditions and salary. These gains were only possible through the unwavering support of members.

Today, teachers are facing a new challenge, the government's recertification program. ETFO is calling on all members to say 'No!' to this plan.

This fall, thousands of teachers received letters from the Ontario College of Teachers (OCT) telling them they were part of the first cohort of the

recertification program. Many protested by sending the letters back to the OCT. The OCT responded with an intimidating letter, which it sent out by registered mail during the winter break. This letter was clearly intended to weaken members' resolve.

ETFO has advised members who received this letter simply to file it. The letter's tone and content tells us that our protest against the recertification program is working.

Elementary teachers have always participated in professional growth programs that have a direct and meaningful impact on our students. Recertification attacks our autonomy in this very important area.

ETFO continues to advise members not to take any courses approved by the OCT for recertification purposes.

Other professional development opportunities are available.

You may wish to take Additional Qualification (AQ) courses. These are recorded in two separate databases at the OCT – one for recording the AQ on the Certificate of Qualification and one for the Professional Learning Program. Advise the faculty not to forward your results to the Professional Learning Program. Check with your ETFO steward or visit www.etfo.ca for a sample letter on this topic.

Whether you are at the beginning, the middle or the end of your career, your support is crucial to ensure the long term integrity of our profession. Please stand with your colleagues and say 'No' to recertification, 'Yes' to accountability.

Reviewers Wanted

Too often, materials I receive for review simply accumulate on my desk. If you would like to critique any of these, please call or e-mail me at provincial office: 416-962-3836 or 1-888-838-3836;

Only a very brief review would be required, plus a star rating system – from one to five. More details on the format will be included with the materials you request. First come, first served.

Books

Duquette, Cheryl. *Students at Risk – Solutions to Classroom Challenges*.
Pembroke Publishers Ltd. Toronto. 2001.

McDonnell, Kathleen. *Honey, We Lost the Kids – Re-thinking Childhood in the Multimedia age*.
Second Story Press. Toronto. 2001.

Miyata, Cathy. *Speaking Rules! Classroom Games, Exercises and Activities for Creating Masterful Speakers, Presenters and Storytellers*.
Pembroke Publishers Ltd. Toronto. 2001.

Proulx, Brenda Zosky (compiler). *The Courage to Change: A Teen Survival Guide*.
Second Story Press. Toronto. 2001.

Rigby, Ken. *Stop the Bullying – A Handbook for Teachers*.
Pembroke Publishers Ltd. Toronto. 2001.

Schwartz, Linda M., and Kathlene R. Willing. *Computer Activities for the Cooperative Classroom*.
Pembroke Publishers Ltd. Toronto. 2001.

Schwartz, Susan, and Mindy Pollishuke. *Creating the Dynamic Classroom – A Handbook for Teachers*. Irwin Publishing. Toronto. 2002.
Includes CD with black line masters.

Styles, Donna. *Class Meetings – Building Leadership, Problem Solving and Decision-Making Skills in the Respectful Classroom*.
Pembroke Publishers Ltd. Toronto. 2001.

Books for Children

Kacer, Kathy. *Clara's War*.
Second Story Press. Toronto. 2001.
Levy, Myra Neuringer. *My Grandpa Plays With Trains*. www.geocities.com/myrnasbooks

Board Game

Top Story – Three Games in One.
Improves reading, spelling and grammar.
Ages 6–12. Educational Games of Excellence Inc. Flesherton. 2001.

Compact Disks

Westcott, Frank. (Three CDs for adults and children) *As I Am. Drummin' with the Man. Fly Me to the Sun*.
McIlquham, B. *Come and See My Rainbow: Kindergarten Music - Vol. 1*.

Next Issue – More titles

CHARLOTTE MORGAN

cmorgan@etfo.org

On Location Report

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Position _____

School _____

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Event Date(s) _____

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

Governor General's Award

Jan Beaver, a teacher at Forest Valley Outdoor Education Centre, Toronto, was a finalist for the 2001 Governor General's Award for Excellence in Teaching Canadian History. After being selected from a national pool of teachers, Jan was honoured at an awards ceremony in Ottawa, held under the auspices of Her Excellency, the Right Honourable Adrienne Clarkson, Governor General of Canada.

The awards program, established in 1996 by Canada's National History Society (CNHS), recognizes and rewards the efforts of outstanding Canadian history teachers, and promotes the sharing of great history teaching ideas. Twelve finalists are selected annually; one recipient from among the finalists is chosen for the award. CNHS posts finalists' lesson plans and a network of teaching specialists on its web site at www.historysociety.ca. The finalists' lesson plans are also published in an annual newsletter.

As an Ojibwa member of the Alderville First Nation, Jan has initiated many teaching projects related to the history of aboriginal people, including *Voices of Our Ancestors*, a project in which grade 6 students interview an elder and then create a book telling that person's story. In

Our Voices, another teaching unit, students explore cultural values and study media literacy to learn about the issues facing aboriginal people today.

"Teachers must be comfortable with their own knowledge and understanding of aboriginal history and culture before they can teach it to students," Jan says. And to help achieve this goal, she has written curriculum and taught workshops on aboriginal history and culture in schools throughout Ontario. Her curriculum document, *Aboriginal Voices - Then and Now*, has won ETEFO's Anti-Bias Curriculum Development Award.

Jan is a member of ETEFO's Aboriginal Education Committee. In August 2001, she represented the Canadian Teachers' Federation at Education International's Third World Congress in Thailand, where she delivered an address on indigenous education.

Promoting Harmony in Peel

Paul da Silva, a teacher at **Thomas Street Middle School**, Mississauga, co-ordinated the creation of a school-wide problem-solving program for students. The program, entitled *Harmony*, was developed by school staff as a result of conflict prevention and intervention training.

"This unique program enhances the school's philosophy and motto, 'Live, Laugh, Love, Learn in Harmony and Strive to Leave a Legacy'," says Paul. "When a student experiences a problem, it doesn't matter whether it's related to school work or it's happening in the playground - the student needs the same set of skills and strategies to solve the problem in a constructive way."

A school-made video, role playing, poetry, a special song and Harmony posters were part of the program launch in October. More than 800 staff and students gathered to form the word Harmony for a roof top picture. Visit <http://fpweb.peel.edu.on.ca/thomasst/harmony.htm>.

Letters of Hope

In late September, students at **Blind River Public School** wrote and mailed out over 250 letters to rescue workers in New York, expressing their gratitude for the workers' extraordinary efforts to locate survivors of the terrorists attacks on the World Trade Center. This "Letters of Hope" campaign was orchestrated by ETEFO member **Bob Bouchard** and was well covered in the local media. Every student who was able to write was asked to compose a letter or verse to convey their

emotions to the workers. The letters, each with a Canadian flag on the front and the school's stamp on the back, were sent by courier to the Consulate General's Office in New York for distribution.

Child Labour Resource Centre

The Global March Against Child Labour has launched a Child Labour Resource Centre at its International Secretariat in New Delhi, India.

The Centre's main aim is to collect and disseminate information on child labour and other child rights issues worldwide.

The collection focuses on child labour, child development and welfare, children's rights, children of war, street children, sexual abuse of children, child trafficking, child prostitution, child labour legislation, human rights, slavery and organizations working on child welfare. The collection includes articles, studies and reports, journals, organizational newsletters, newspaper clippings, official documents, books and commentaries.

One of the Centre's unique features is a Virtual Library, where hundreds of documents can be accessed. Visit <http://www.globalmarch.org>.

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

Your Professional Portfolio

ETFO PD staff have designed *A Teacher's Professional Portfolio: A Working Guide* to encourage and assist members to document their professional growth activities. The guide includes templates for setting your professional growth goals, recording specific professional development activities that address your growth goals, capturing what you have learned, and storing this important information in a way that ensures its safety and confidentiality.

Your portfolio is an important and powerful way to demonstrate professional

accountability throughout your teaching career.

A Teacher's Professional Portfolio: A Working Guide is packaged with this issue of Voice. Please let us know if you do not receive one. Also, we are seeking examples of portfolio storage ideas. We intend to share these with members across the province.

If you have a neat idea, please share it via e-mail, fax or photographs. Contact: Diana Tomlinson, PDS Co-ordinator at dtomlinson@etfo.org, fax: 416-642-2424 or send them to our mailing address.

ETFO Conferences

ETFO PD staff are planning a number of conferences for the winter and spring months. Details of these high-quality professional development events will be sent to your school steward for posting. Here is a heads-up on these programs.

The T2 Regional Conference

The T2 Conference – the "Total Teacher" – is being planned for Friday, April 19, in Sudbury. The conference will focus on the personal and professional needs of elementary teachers, the "whole person." Keynote

speaker Sharon Stasuik will speak on "Stressed Out and Loving It!" This conference is being offered in partnership with the Rainbow ETFO Teacher Local and District School Board. There will be space for teachers beyond the Rainbow system. Contact Jan Moxey at the provincial office for further details.

Kindergarten Regional Conference

A conference for kindergarten teachers is being planned for Saturday, April 27, 2002, in Hamilton. This professional development opportunity will be offered in partnership with the Hamilton-Wentworth ETFO Teacher Local and District School Board. Spaces will be available for members beyond the Hamilton area. Contact Nancy Wannamaker at the provincial office for further details.

Consultant's Provincial Conference

For the first time, ETFO will be offering a provincial conference for members who have system-level responsibilities, such as consultants, co-ordinators and some resource personnel.

BELOW: Participants enjoy ETFO's Kindergarten Conference, which took place in October and was co-sponsored by the Elementary Teachers of Toronto and the Toronto District School Board



C. MORGAN



“Take 5: Relax, Reconnect, Refine, Reflect and Renew” will be held Thursday evening, March 21, and all day Friday, March 22, 2002, at the White Oaks Conference Resort and Spa just off the QEW near Niagara-on-the-Lake. The program will include opportunities to use the spa and extensive fitness facilities, to network with colleagues from across the province and to refine professional knowledge and skills.

Contact either Jan Moxey or Nancy Wannamaker at the provincial office for details.

Financial Management Provincial Conference

The Financial Management Conference for women members will be held on Friday evening, April 5, and Saturday, April 6, 2002, at the Toronto Airport Marriott Hotel. The theme, “Show Me the Money: The Journey to Financial Security,” will provide opportunities for members of all ages to extend their knowledge of effective money management. Contact Sherry Ramrattan Smith at the provincial office for further details.

Virtual Conference For Beginning Teachers

“Survive and Thrive – Take 3” virtual conference for beginning teachers is being offered in partnership with AEFO, OEETA and OTF. This third session extends from January 21 to February 15, 2002. Members may register free of charge at any time on ETFO’s website, www.etfo.ca by clicking on the Survive and Thrive button.

This conference is designed for teachers in their first five years, be it full-time, part-time or occasional teaching, as well as teacher candidates at faculties of education. Topics include Managing Stress, Professional Issues and Assessment. There are also helpful print resources to download, interesting keynote speakers and opportunities to take part in online discussions where you can share your hints, tips and website suggestions. Participants were enthusiastic about the first two virtual conferences, and this promises to be equally dynamic and useful. For additional information, contact Wendy Matthews at the provincial office.

The Ontario Action Researcher

The Ontario Action Researcher is a refereed electronic journal (www.nipissingu.ca/oar) for elementary, secondary and university teachers. It is made possible through a partnership of the Grand Erie District School Board, ETFO and Nipissing University. While its primary aim is to serve the needs of teachers in Ontario, it welcomes readership and writing from elsewhere in Canada and the world.

The OAR promotes the development of educational knowledge through action research by elementary, secondary and university teachers. Within this context, the journal strives to support personal and professional growth by providing models of effective action research; enabling teachers to share their action research; supporting teachers who are beginning action research; demonstrating classroom connections between practice and theory; and informing education practices in elementary and secondary schools and in universities.

Attention Occasional Teachers

ETFO needs your expertise in developing our first *Occasional Teacher Handbook*. We need your input to ensure that this resource meets the diverse needs of today’s occasional teachers. For additional information, contact Sherry Ramrattan Smith. If you would like to be involved, send a letter and brief résumé to Sherry by February 22, 2002. We are particularly interested in involving members who are new to the role of occasional teacher and those who have made it their career choice. Current classroom experience is a requirement.

Additional information on ETFO PD Programs and Services can be obtained from www.etfo.ca. ETFO PD – Making a Difference in the Professional Lives of Our Members.

Facts About Landmines

- Landmines claim 26,000 victims a year, 72 people a day, one every 20 minutes.
- 30 percent - 40 percent of mine victims are children under 15 years old.
- There are over 350 different kinds of anti-personnel landmines.
- Anti-personnel landmines are designed to injure or kill people by an explosive blast or from fragmentary metal debris.
- There are an estimated 100 million landmines in the ground in more than 80 countries.
- An estimated 100 million anti-personal landmines are stockpiled.
- Landmines cost as little as \$3 to produce and as much as \$1,000 per mine to clear.
- An estimated 100,000 landmines are removed annually.
- 2-5 million landmines are planted annually.
- The Mine Ban Treaty was signed in Ottawa on December 3, 1997. To date, 142 countries have signed the treaty and 122 have ratified it.
- Jody Williams, Coordinator of International Campaign to Ban Landmines for 1997, won the Nobel Peace Prize for 1997.

Landmines in Afghanistan

- There are an estimated 8 to 10 million land mines in Afghanistan as the result of two decades of war.
- The UN reports 732 million square kilometres of Afghanistan is littered with mines.
- Demining Afghanistan has been suspended due to the recent bombing of the country.
- Unless more active de-mining can take place, many civilians will be unable to return home for a long time.
- UN Mine Action Centre for Afghanistan is concerned over the increased population movements, the effects of the ongoing military strikes and the possibility of fresh mining along new front lines.
- The Pentagon changed the colour of airdropped food packets from yellow to blue after United Nations and human rights groups said they might be confused with the yellow canisters of unexploded bomblets from cluster bombs dropped in Afghanistan.
- Cluster bombs used in Afghanistan contain 202 bomblets the size of soft drink cans. Each bomblet is powerful enough to damage tanks and kill people.
- 10 percent of the bomblets dropped fail to explode, littering the area and posing a constant threat until cleared.
- Bomblets that fail to explode can still detonate when touched, picked up or stepped on.
- Afghanistan will need emergency training programs for some 4,000 mine-action staff who will be faced with clearing cluster bombs.
- The Mine-Action office in Kabul was damaged by a coalition strike, which killed four staff members.

As our inquiry continued, we learned more about landmines and the people affected by them. The students committed themselves to becoming proactive by sharing their new knowledge with others in the community. Jyoti continued to be involved in our inquiry, providing resources such as videos, CDs, games, and fabric to make banners.

Landmine Awareness Week

Our commitment to sharing our new knowledge became paramount when we realized that Canadian Landmine Awareness Week (CLAW) was set for February 26 to March 2, 2001. With Jyoti's assistance, we planned a number of activities designed to share our work with others.

During CLAW, our grade 5 students presented their inquiry, using multimedia and oral presentations to grades 3 to 6 at our school and introduced several fundraising activities.

Special visitors included Christina Nelke, who works for the Swedish Red Cross developing and implementing mine awareness programs with children and communities in Yemen. This Mine Awareness Program, which Christine initiated in 1995, targets at-risk primary children in the south of Yemen and uses child-to-child techniques to protect children from the threat of landmines and unexploded ordnance. Christine shared her experience with us, using slides of children in Yemen, and gave us a book and a snakes and ladders type of game she had developed to help Yemeni children learn about landmines.

As well, Jyoti arranged for Dr. Anthony Chino from Hamilton to visit us. Dr. Chino spent a great deal of time in Croatia and has personally raised over \$150,000 from large corporations for Coratian landmine victims. He used maps and diagrams to help us understand the conflict in Croatia and surrounding countries and told our students that they shouldn't underestimate their ability to raise funds for a cause they were passionate about.

The week culminated in our setting up a booth at our school's annual World Tour event, which draws several hundred people from our school as well as from the local community. The students created several display boards, made brochures to hand out, created a game for people to play, made fridge magnets, designed bookmarks and set up computers to share websites and show their multimedia presentations. A "shoe pile" represented the number of people who step on landmines each day. Students also asked people to sign an international petition encouraging the USA to sign the Mine Ban Treaty.

Crowds Greet International Youth Ambassador

Perhaps the most rewarding experience of our landmine project was the visit by Song Kosal, the International Youth Ambassador for the International Campaign to Ban Landmines. Known internationally for her desire to eradicate landmines, Song

travels the world sharing her story and insights into developing a peaceful world. We met with her one Saturday in March 2001. Our gym was filled to capacity as community members and invited guests, including the news media, our school superintendent and Nancy Ingram, Mines Action Canada, Ottawa, poured in to hear her speak.

Song is now 17 years old, the fourth of eight children from a farming family living on the border between Thailand and Cambodia. When she was six, Song stepped on a landmine hidden in a rice field and lost her leg. Now she walks with a crutch. Song has twice tried to use a prosthetic, but finds the discomfort unbearable because so much of her leg had to be amputated.

Song was present when representatives from around the globe gathered in Ottawa on December 3, 1997, to sign and ratify the Mine Ban Treaty. At the same time, Mines Action Canada, as part of the International Campaign to Ban Landmines (ICBL), launched the People's Treaty, which supports a world completely free of landmines. Song was the first to sign this petition.

After visiting our school and speaking to our community, Song travelled to Washington, D.C., where she presented over 150,000 signatures, including the petition from our school's World Tour event, to a representative of the American government, urging it to sign the Mine Ban Treaty. Song also took the two banners we had made to Washington, where they were displayed at the ICBL rally.

The International People's Treaty/Petition, composed by Song, declares

- We want no more wars.
- We want no more landmines.
- We want no more mine victims.
- We promise to work for peace in our world.

Students Lobby U.S. President

Another powerful impact of our landmine awareness inquiry was our persuasive letter writing to President George W. Bush. America will not sign the landmine ban treaty, in spite of the fact that 142 countries have now signed and 122 have ratified it. Every grade five student composed a letter to the President asking him to sign the Mine Ban Treaty.

Three months after they sent their letters, the students were excited to receive a reply. However, they soon realized that the President did not address any of the issues they raised in their letters. He wrote about using our talents to make the world a better place and to remember that reading is one of the best ways to expand your views of the world, increase your knowledge and create big dreams. Our students were aware that the President probably did not read their letters and that the response was likely written by his communications staff.

The President's response also motivated a visit from Linwood Barclay, columnist for *The Toronto Star*, which resulted in an article "Students find little class in letter from George W."



One of our students told Barclay that “he didn’t acknowledge the fact that our letters were about landmines.” Our students were very upset with the large, machine-signed photograph of the President that was included with the response. “I didn’t want the signature on the picture. I wanted it on the Mine Ban Treaty!” one of the students told *The Star* columnist.

When we began our landmine awareness inquiry with our grade five students in January 2001, we could not have predicted or planned all the events, learning and activities that took place as our work evolved. Nor did we know that in June 2001 we would still be working on and meeting about our project. Our students have not let this issue go. On the first day of school this September, the students asked when we would be continuing our work on landmines. I have taught for 22 years and have never seen an issue raise so much concern, global awareness and proactive behaviour among students, staff and parents as this one has.

“Night of 1000 Dinners”

On December 4, 2001, our grade 6 students (last year’s grade 5 students) met in the library for lunch to participate in the “Night of 1000 Dinners” Project and to celebrate the fourth anniversary of the signing of the Mine Ban Treaty in Ottawa. This dinner/lunch project was held in locations throughout Canada and the USA to raise landmine awareness and funds. The “Night of 1000 Dinners” encouraged people to host dinners, on or around November 30, to raise awareness and funds for banning and clearing landmines. Our students made a voluntary donation to the Canadian Landmine Foundation.

At our lunch, we viewed a new video from the United States Campaign to Ban Landmines and talked about new landmine developments, new countries that have signed and ratified the Mine Ban Treaty, and focused on landmines in Afghanistan.

We want our students to know they can make a difference in the world. Our students will continue to deal with this global problem as adults and have the empathy and awareness to make a difference as caring Canadian citizens.

Grade 5 Ontario Learning Expectations

Language Arts

- Use research skills (e.g. formulate questions, locate information, compare information from a variety of sources).
- Read a variety of non-fiction materials.
- Communicate ideas and information for a variety of purposes (e.g. to present and support a viewpoint) and to specific audiences (e.g. write a letter to a newspaper stating and justifying their position on an issue in the news).
- Use writing for various purposes and in a range of contexts, including school work (e.g. to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings).
- Produce pieces of writing using a variety of forms and materials from other media.
- Speak clearly when making presentations.
- Discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations.

Social Studies

• What is Social Studies?

[Students] learn about Canada and the role of citizens in a democratic society within a culturally diverse and interdependent world. They also acquire skills of inquiry and communication through field studies and other research projects: the use of maps, globes and models. Students apply these skills to develop an understanding of Canadian identity and democratic values, to evaluate different points of view.

• The Importance of Current Events

The study of current events forms an integral component of the social studies curriculum, enhancing both the relevance and the immediacy of the program. Discussion of current events not only creates student interest, but helps students understand their world.

Websites

www.banminesusa.org – This group is affiliated with the International Campaign to Ban Landmines. Their goal is to urge the U.S. President and Congress to join the Mine Ban Treaty. Check the Q. and A. link.

www.boes.org – Click on landmines to find Jody Williams's Nobel Peace Prize acceptance speech. Ms. Williams was the co-ordinator of the International Campaign to Ban Landmines.

www.canadianlandmine.com – This is a private-sector charitable organization dedicated to the eradication of anti-personnel landmines.

www.dangermines.ca – Clear land mines for free and book a visit from a youth ambassador. Tel: 416-480-0195

http://eagle.uccb.ns.ca/demine/index.html – The cidc is a humanitarian, not-for-profit, non-governmental organization formed to address the impact of landmines on people in post-conflict countries world-wide.

www.icbl.org – Visit this site, hosted by the International Campaign to Ban Landmines, and go to the youth link.

www.icrc.org – Search this International Committee of the Red Cross site for informative articles.

www.landminesurvivors.org – The only international organization created by landmine survivors for landmine survivors.

www.mines.gc.ca – Safeland, the official Canadian government resource centre on landmines. See what Canada is doing to help countries affected by landmines.

www.minesactioncanada.com – MAC is a group of Canadian non-governmental organizations affiliated with the International Campaign to Ban Landmines (ICBL). The coalition's primary concern is the human and socio-economic impact of landmines.

www.occdsb.on.ca/n.sel – A site designed by 20 grades 4, 5 and 6 students at St. Elizabeth's School, Ottawa. Very informative and offers links to other sites.

www.1000dinners.com – Host your own dinner and raise money for landmine relief.

www.redcross.ca/english/international/landmines – The Canadian Red Cross is committed to a global ban on the production, stockpiling, transfer and use of all anti-personnel mines.

www.unicef.ca – UNICEF's "school-in-a-box" helps children in war-torn countries learn basic curriculum, health skills, landmine awareness and other facts of life appropriate in emergency situations.

Videos

Canadian Red Cross

www.redcross.ca/english/international/landmines

U.S. Campaign to Ban Landmines

www.banminesusa.org

The Silent Shout – Helping Children Learn About Landmines

– video and accompanying teachers' manual from

UNICEF.

Tel: 416-482-4444

www.unicef.org



• **The Importance of Inquiry/Research and Communication Skills**

In all grades in social studies, students will develop their ability to ask questions and to plan investigations to answer those questions. They need to learn a variety of research methods in order to carry out their investigations, and to know which methods to use in a particular inquiry. Students will be expected to distinguish between primary and secondary sources and to use them in appropriate ways.

Information Technology (Halton DSB)

- Access and use information from a variety of sources.
- Use simple search strategies to locate relevant information.
- Use information technology to produce a product.

Clarksdale – Working Towards a Mine-Free World

Goals for Our Students

- to develop landmine awareness.
- to develop empathy for others.
- to help students grow as global citizens.
- to help students better understand and deal with violence and war.
- to foster discussion of difficult issues and problem-solving skills.
- to honour and remember the innocent victims of war.
- to learn about Canada's international role in the signing and ratification of the Global Ban on Landmines Treaty.
- to help students know that they can make a big difference with big issues.
- to help students be proactive and affect global change.
- to give students real-life applications for their school studies and increase their learning potential.
- to connect via the World Wide Web with other schools and sites relating to the worldwide movement to ban landmines.

CATHY MILLER-DAVIS is a teacher-librarian at Clarksdale Public School, Burlington. Linda Richardson teaches a combined grade 4/5 at Clarksdale Public School. Canadian Landmine Awareness Week will be marked February 26 - March 2, 2002.

PRINT RESOURCES

Cameron, M. R. Lawson, B. Tomlin, eds. *To Walk Without Fear: The Global Movement to Ban Landmines*. Oxford University Press.
 Department of Foreign Affairs and International Trade (Outreach and Communications) Safelane, *Canada's Landmine Report*. 1-800-267-8376.
Landmine Banner, Mines Action Canada (quarterly newsletter).
 Moon, Chris. *One Step Beyond*. 1999. Macmillan. ISBN 0-330-37155.
 Resource Program for Landmine Education Program. *Save the Children*. www.savethechildren.net.
Surviving Landmines. Landmine Education and Community Involvement Guide. Canadian Red Cross. 1999.

COMPACT DISKS

Ban Landmines! The Ottawa Process and the International Movement to Ban Landmines. 1998.
Landmine Monitor Report - Towards a Mine-Free World. International Campaign to Ban Landmines. www.icbl.org.
Landmines. Produced by Arnie Covey, a teacher at Centennial Public School, Waterloo, and two former grade 8 students. Visit <http://centennial.wrdsb.on.ca/887/landmine.html> or <http://www.landmines.cjb.net>

PRESENTATIONS AND INFORMATION

Canadian Land Mine Foundation. Last year, when Jyoti Singh made the presentation at Clarksdale, she was an intern with Youth Mine Action. This free program is a partnership between the Department of Foreign Affairs and International Trade, the Canadian Red Cross and Mines Action Canada. This year, the intern is Eve-lyne Lacouture at the Canadian Land Mine Foundation in Toronto. Tel: 416-365-9461. In Ottawa, the intern is an ETFO member -- occasional teacher Rebecca Ho-Foster. Rebecca can be reached at 613-241-3777. Email: macinfo@web.ca

Canadian Red Cross. Jyoti Singh is currently responsible for developing and expanding the Global Education Program offered in Toronto by the Red Cross. The free program provides information and presentations to schools on disaster relief, war-affected children and land mines. She can be reached at 416-480-0195. Email: jyoti.singh@redcross.ca. For presentations and information outside Toronto, contact your local Red Cross.

WAR- AFFECTED CHILDREN

BY LIEUTENANT-GENERAL
ROMEO DALLAIRE AND PHIL LANCASTER

As I write this article, I am watching the leaves fall and thinking about the coming hockey season and the snow that is sure to fall in the next few days. I remember as a child growing up in the east end of Montreal how this time of year was always a time of excitement, of eager anticipation to get on the ice. If I try very hard, I can sometimes even remember the shouts and laughter of the first games of the season on the outdoor rinks that used to be our winter playgrounds. It was only relatively late in life that I discovered how fortunate I had been to have that sort of childhood.

Over the past few years, I have written and spoken a great deal about what I saw in Rwanda. Some of the images will probably haunt my dreams for the rest of my life. One of them is of a seemingly endless file of refugees laden down with everything they could carry hurrying away from Kigali. They look over their shoulders at me and their eyes seem completely masked by fear. They are silent but I can feel the unspoken plea for help. Among them are thousands of children. Over

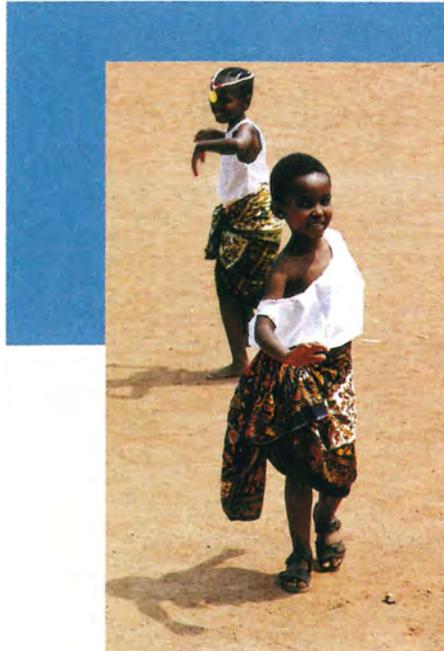
the sound of shuffling feet, I hear the muted whimpering of hungry and frightened children. In my dream, I hear their hushed voices slowly fading into silence.

When we speak of the effects of war on children, we most often think of bombs and gunfire. But that is only a small part of what children suffer when war rips apart their world. While many thousands may be butchered or maimed, many more hundreds of thousands will follow their parents in terror-stricken flight away from the source of immediate danger. In the initial panic, few can grasp what sort of misery lies ahead. Even if they did, they would have no choice. They either run or perish. But as the children flee, they leave childhood behind and enter into a world of adult brutality.

The first stop on the road to safety is usually a spot along the road that offers the illusion of safety from the sheer accident of many people succumbing to exhaustion in the same place. There may be no water, no food, no shelter. Only those who have been able to carry food and water will eat. Only those with blankets will find warmth at night. For those who remember

LEFT: Young Rwandan girl at a centre for youth in Kigali, July 1999

RIGHT: In Kigali, a group from Hope visits a family assisted by their fundraising



PAUL WILSON



PAUL WILSON

“One need only see the hope in the eyes of one child going through the rehabilitation process. . . to see that there is no need for the kind of despair that leads to giving up. We can always find a way to help.”

the graphic images of Goma in 1994, it is easy to picture the kinds of extreme conditions refugee children face. Only the strong and the lucky make it to a refuge. Those who survive the first flight most often find themselves in a camp where conditions are, at best, medieval.

to picture a scene from a typical African displacement camp, imagine a mud-brick room filled to over-flowing with children sitting on the floor trying to learn to write using only slate tablets and a piece of chalk shared among two or three of them. Imagine those same children at recess chasing a ball made from wrapped banana skins across a dusty, sun scorched clearing in the midst of a camp. These children will almost invariably be constantly hungry; most will eat only one meal per day. Many will have swollen bellies from worms or other parasites, the consequence of bad water and poor hygiene.

If you wander close to the edge of the playground, you may come close to the latrine. Breathe through your mouth and thank God you don't have to go in. On the sidelines there will probably be a few children on home-made crutches looking on wishing they had not lost a foot or a leg to a mine. At nighttime,

these children will go back to share a miserable hovel made of mud and roofed with grass or, if they are lucky, covered in tattered plastic sheeting provided by one of the aid agencies. They will probably sleep among brothers and sisters who hack and cough through most of the night, trying to cope with lung infections without medicine. In the morning they wake cold and hungry and go through the same thing again. Chances are, these are the lucky ones, the ones who at least have food and access to rudimentary education.

War in our time has changed. It is no longer an affair between armies in which both sides try to avoid hurting civilians. In so much of Africa and in so many of the developing nations in other parts of the world, politics spills over into a form of violence that seems deliberately aimed at civilians.

In some places, such as in northern Uganda, there are armed groups that target children. There, the Lord's Resistance Army has developed the tactic of attacking villages, rounding up all the children and then forcing them to carry the loot they gather. Those that falter are killed, often by the other children. The commanders force the children to kill their friends as a means of pushing them across a psychological hurdle. Once they have blood on their hands, they feel guilty and unable to go home.

LEFT: One of Hope's founding members, York Region teacher Shyrna Gilbert, with Madame Bizimungu, wife of a former president of Rwanda and President of the Tumerere Foundation, Hope's partner NGO. Kigali. July 1999.

CENTRE: Children playing in a compound in Kigali. July 1999

RIGHT: Two children whose families benefit from Hope's contributions with Dr. Carole Anne Reid, Director of the Holocaust Memorial and Education Centre, Karen Kavanagh, ETFO York Region, and Aurea Mukawimana, ETFO Overseas Scholarship Recipient. Kigali. July 1999

“War in our time has changed. It is no longer an affair between armies in which both sides try to avoid hurting civilians. In so much of Africa and in so many of the developing nations in other parts of the world, politics spill over into a form of violence that seems deliberately aimed at civilians.”



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In other conflict areas, like Sierra Leone, the Revolutionary United Front takes this one step further by deliberately addicting child captives to drugs and then sending them back into their own villages to commit atrocities while drugged. These children are brutalized to a degree difficult to imagine from the shelter of Canada. So are the communities they attack. Those who survive need special care if they are to have any hope of regaining a normal life. This usually entails a range of intervention, including therapy, that is simply not available in the society they live in. Yet if they are not helped they may, in despair, lash out again. Often, those who can't find their way back to normalcy become tools in the hands of cynical leaders who use them to attack other children.

In other parts of the world, such as Pakistan, refugee children have, for nearly 20 years, lived in conditions of nearly complete neglect. In the Afghani case, many children without access to schools turned to the religious schools operated by sincere but poorly educated teachers of the Taliban. Whatever we may think of the Taliban, they filled a void left by donor neglect. At the time, we in the West were not paying enough attention. Now we have no choice.

The scale of the problem seems overwhelming sometimes. There are millions of children affected by war today. Solving their problems permanently means stopping wars. While we seem to be getting better at resolving some types of conflict, the United Nations, which was specifically designed to save us all from 'the scourge of war,' is a political organization and is therefore subject to a full array of political frailties. Suffice it to say that we are a long way from ending war. So what can we do?

We can find ways to help children at many different levels. In some cases, lobbying our own government to pay attention to the way children are treated in other countries with which we have diplomatic relations can make a difference. This seems now to be working to bring crimes against children under the jurisdiction of international war crimes tribunals and may eventually help set up a deterrent to gross child abuse.

At another level, the Canadian International Development Agency (CIDA) can, and does, fund specific programs with international non-governmental organizations. These organizations, including World Vision, Save the Children, and United Nations Agencies, such as the United Nations International Children's Emergency Fund (UNICEF) and the United Nations High Commission for Refugees (UNHCR), care for former child soldiers and provide humanitarian assistance to displaced children.

HOPE FOR RWANDA'S CHILDREN

In 1995, two ETFO members, Shyrna Gilbert and Leo Kabilisa, who met through their involvement in CTF's Project Overseas and had been personally affected by the genocide, felt they had to do something to help. In conjunction with a group of concerned Rwandans and Canadians, they spearheaded an organization which became the Hope for Rwanda's Children Fund. The Fund focuses its efforts on some of the estimated 500,000 children who were orphaned by the genocide.

The organization now has over 20 members, both from Rwanda and elsewhere, who work tirelessly to fundraise for the orphans. The funds go to help students stay in school and complete their education. Focusing on "hope," fund members work with the Tumurere Foundation, a local non-governmental agency in Kigali, to assist over 100 children with school fees and educational supplies.

Tumerere also provides social work assistance to help children-led households stay intact.

ETFO, through its Overseas Scholarship Fund, is currently helping Aurea Mujawimana, a social worker for the foundation, to pursue a four-year social work program at the Universite Libre de Kigali. ETFO's assistance is helping her study for the qualifications she needs to work effectively and to provide leadership for the foundation in the future.

In Ontario, some schools have adopted Hope for Rwanda's Children Fund as the focus of school fundraising campaigns. Join Hope's fundraising walk in High Park on May 5 at 1:00 pm. Entertainment follows at 3:00 pm. For more information, visit www.hopefund.on.ca

These are often relatively small but important programs that make a tremendous difference in the lives of individual children. One need only see the hope in the eyes of one child going through the rehabilitation process run by World Vision in Uganda to see that there is no need for the kind of despair that leads to giving up. We can always find a way to help. There are other steps that can be taken as well to ease the burden of children who have no hope for the future. For so many of these children, just establishing contact with the wider world outside of the miserable camp they are stuck in may be enough to carry them through to better times. But there is one common element required in every intervention – caring enough to act.

Those of you familiar with the genocide in Rwanda will remember how little anyone did to stop the killing. I remember so many days in the midst of all that madness that began with the hope that someone, finally, would hear our calls for help and would do something. No one did. No one came. Yet today there are so many millions of children suffering from the same sort of indifference. They cry out for our help. We ignore them. We look away on purpose or we distract ourselves with other noise. When all of the speeches are finished and all of the reasons for not acting to help children have been stated, one simple fact remains: if we truly want to live in a better world, it is up to us to bring it into being. Where better to start than with children?

LIEUTENANT-GENERAL ROMEO DALLAIRE first enrolled in the Canadian army in 1964. In 1993-1994, he led the United Nations Observer Mission - Uganda and Rwanda and the United Nations Assistance Mission for Rwanda, for which he was awarded the Meritorious Service Cross. He is currently the Advisor to the Minister of the Canadian International Development Agency on matters relating to war-affected children around the world.

PHIL LANCASTER acted as Lieutenant-General Dallaire's military assistant during the latter part of the Rwandan genocide. Since retiring from the army, he has been working with UNICEF in Sudan, Uganda, Rwanda and Burundi.

Care enough to act. Support children who are victims of war. Contact the aid agency of your choice. Some suggestions are

- Care Canada: www.care.ca
- Hope for Rwanda's Children: www.hopefund.on.ca
- Save the Children Canada: www.savethechildren.ca
- UNICEF: www.unicef.ca
- UNHCR: www.unhcr.ch
- World Vision Canada: www.worldvision.ca

All these sites offer information on the plight of children, as well as numerous ways to help. Keep informed. Give as much as you can.

Professional Relations Services

Professionalism

Professionalism is at the core of our being as teachers. Perhaps more than in any other field, we are expected to maintain a high standard of professionalism with colleagues, administrators, parents and students; we are under constant scrutiny by a wide variety of individuals and groups.

The Education Act lists the following as one of the duties of a teacher: *To inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues; Part X, S 264. (1) (c)*

This wording has been in the legislation for years and may almost seem humorous by today's standards, but it is still a duty of each and every one of us. In the past, teachers have lost their jobs as a result of not fulfilling their duties under the *Education Act*; today they continue to do so as a result of Investigations and Discipline Hearings at the Ontario College of Teachers. Section 1 under the Professional Misconduct

Regulation lists 27 actions that are defined as professional misconduct. One of the 27 actions is 'conduct unbecoming a member,' which is open to wide interpretation by the OCT. Each of these actions serves to further heighten the level of professionalism required of teachers.

Whether on the job or in the public eye, teachers must be respectful of their position in society as a role model to children and parents.

¹ The Education Act has not been updated and made inclusive

The current situation

It used to be that newly hired teachers had many more experienced colleagues on the school staff to support and assist them in their professional role. Many of us can recall being taken aside by a colleague who had a helpful suggestion regarding some aspect of our job. Unfortunately, many of these seasoned veterans have retired and there are fewer teachers left in our schools who have the time or the depth of experience to do this now.

The stresses of education today and the lack of access to a variety of professional

role models may have had a detrimental effect on teachers and staff morale. Staff in Professional Relations Services (PRS) at ETFO deal with numerous situations each year that might have been avoided had the situation been handled differently.

Professionalism 'hot spots': Dealing with parents

Research indicates that most parents who deal directly with teachers about their children find them to be professional in their interactions; this level of professionalism with parents pays off in many ways. To begin with, maintaining a professional demeanour with parents enables teachers to express their ideas in a way that will make people listen to what they have to say. Parents who are dealt with in a professional manner are more apt to cooperate with the teacher and reflect positively upon the classroom program. Since parents are often in the school building or involved in school activities outside of the building, it is important that teachers maintain a level of professionalism that extends into the staff room and the school community.

Interactions with colleagues

Given the levels of stress we face today, it is important that we maintain positive working relations with one another; we have to be supportive if we are going to deal with the issues which constantly come our way. The entire school staff is interdependent. Its members must rely on one another and be able to resolve differences in a professional manner. Naturally, it is very difficult to interact positively all of the time. When teachers experience conflict with a colleague it is important that it be handled carefully. There are those who believe that the only two ways to deal with this type of conflict are to react loudly and aggressively, or to back off, say nothing, complain to others and be unhappy at work. Neither of these paths is conducive to a positive working relationship or a viable solution to the difficulty.

The teacher in the community

Acting in a professional manner is as important when we are out in the community as it is at school. As teachers, we hold a position of trust, and therefore when in the public eye we must be mindful of this unique

cont'd... >

Professional Relations Services

Professionalism

position – our actions and words reflect upon our colleagues, the profession and ourselves. Recently PRS staff has dealt with a number of situations where a teacher was not careful about what they were saying or where they said it. Members of the public, when hearing such comments, believe them and form opinions about teachers which are difficult, if not impossible, to change.

The teacher as a parent

One of the most difficult times for a teacher to maintain their level of professionalism is when dealing with difficulties which their own children may experience at school. It is important to deal with such situations in an open, professional manner.

It is best to approach the classroom teacher directly to try to resolve the difficulty. The old adage 'treat others the way you would like to be treated yourself' is so important in these interactions.

If issues are not resolved and the administrator must become involved, a teacher should remember that the Code of Ethics, more specifically, Section 18-(1) (b)

of the Regulation under the *Teaching Profession Act*, still applies. This section states that a member shall, "On making an adverse report on another member, furnish him² with a written statement of the report at the earliest possible time and not later than three days after making the report."

When both the parent and the teacher are members of the Ontario Teachers' Federation, the parent should remember their obligations under the legislation. Anything that they say of a negative nature to the administrator or anyone else for that matter must be reported in writing, to their child's teacher, within 72 hours.

² The Teaching Profession Act has not been updated and made inclusive

Tips for resolving professional conflicts

When attempting to resolve an individual or group conflict, take a step back and try to

- consider the issue, not the person(s) and emotions involved.
- try to see the problem from the other person's perspective.
- listen attentively and reflect upon what was said.

- determine the level of compromise that you are willing to consider.
- specify what can be done by each of the parties to improve the working relationship.
- evaluate whether or not the expectations are realistic, reasonable and achievable.
- identify possible alternatives and workable solutions.
- request assistance from others if you are unable to resolve the conflict directly.

Maintaining a high level of professionalism is particularly difficult in these times as we try to cope with all of the factors that are raising stress levels and making us unwell. Teaching is a wonderful profession, and it is important that we as educators take the time to reflect upon the values and beliefs we had prior to becoming teachers – these core beliefs remind us of the important things about our jobs and will help assist us through stress and change.

PRS staff and Local Presidents are committed to assisting members in identifying concerns in the workplace and beyond and reaching mutually agreeable solutions.

Now, more than ever, we need to be supportive of each other. Seeking to understand one another should be a top priority. Integrity, honesty and the ability to be flexible with each other will create a climate of professionalism in the school that will make the workplace safe and open for everyone.

For more on acting in a professional manner see ETFO's publications *After the Chalkdust Settles* and *Parent-Teacher Relationships: Putting the Pieces Together*. Both are available through shop.ETFO. Your workplace steward can provide you with more information.

JERRY Dequetteville
AND SUSAN THEDE
for ETFO's Professional
Relations Services





What Kind of World?

Classroom Resources from
the United Nations Association in Canada

At the heart of *What Kind of World...?* are four lesson plans, available in English and French, designed to teach students the basics of the UN system and a number of critical global issues from a Canadian perspective. Each one-hour session draws links between local and global issues, and highlights the role of Canada in the UN and the UN in daily life. The sessions are geared towards interactive learning and allowing youth to develop their own ideas and opinions about global issues. Although the lessons are intended to be taught sequentially, they may also be given individually with the assistance of the background information provided.

The lesson plans are accompanied by a variety of resources to facilitate their implementation.

These include

- an outline of how the sessions meet the required objectives of provincial social studies curricula;
- resource materials to be distributed to students during the sessions;

- background information on the UN and Canada's involvement in it for use by facilitators; and
- a list of further print and Internet resources on the UN and global issues.

The objectives of the package are

- to increase awareness among youth of international problems and possible solutions;
- to increase understanding among youth of the UN and to foster an appreciation for its work;
- to increase understanding among youth of Canada's role on the international stage;
- to increase enthusiasm among youth for learning about global issues; and
- to foster a sense of empowerment from finding solutions to global problems.

The United Nations

The United Nations is an international organization of independent countries.

These countries have joined together to work for world peace and against poverty and injustice. The UN was established as a result of a conference in San Francisco in June 1945 of 51 countries committed to preserving peace through international co-operation and collective security. Today, nearly every nation in the world belongs to the UN – 188 countries in all. UN headquarters are located in New York City.

The UN has four main purposes, as stated in its Charter

- to keep peace throughout the world;
- to develop friendly relations among nations;
- to help improve living conditions of poor people and encourage respect for each other's rights and freedoms; and
- to be a centre for helping nations achieve these goals.

What follows is one of the four available lesson plans.

Canada and the United Nations: An Overview

Grades 5 - 8 Introduction

Ask: How many have heard of the United Nations? What's one thing the UN does? (Solicit several answers.) Explain that the main purpose of the UN is to stop countries from fighting wars.

Ask: Why is war something that should be stopped? What are some countries that are fighting or have fought wars? Divide the students into "country" groups of eight – ten students, using their answers. Have the groups sit quietly in circles, and ask each group to choose "ambassadors" to go to each of the other groups.

Activity: The Human Knot

Goal

To untangle a knot made by intertwining the arms of students.

Purpose

- to teach the importance of communication.
- to draw analogies between untangling the knot and solving global crisis.
- to start thinking about the ways the UN works.

Set Up

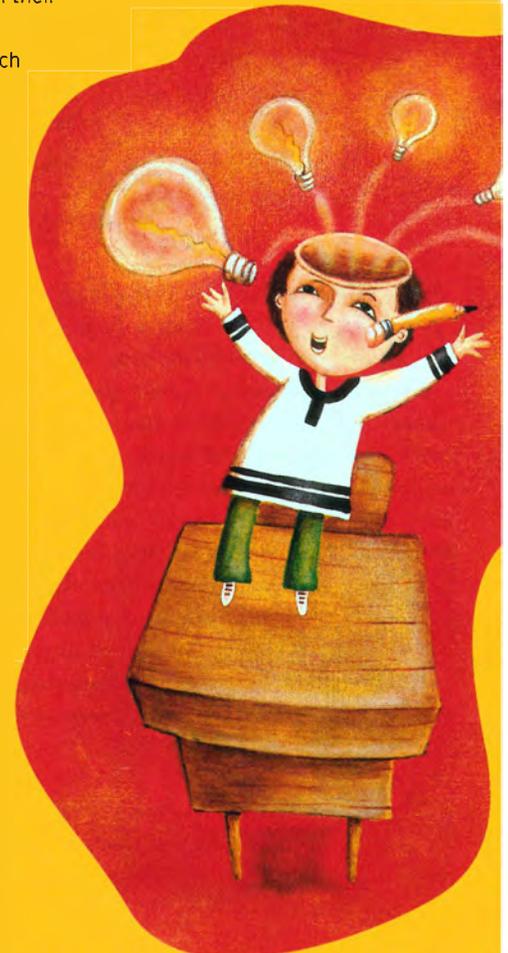
- have the groups stand in circles, shoulder to shoulder, facing inwards.
- tell each student to extend their right hand and clasp someone else's hand.
- tell each student to do the same with their left hand.
- make sure each student is holding the hands of two different people.

Go!

- tell the students that they must untangle the knots to form circles.
- remind them that they cannot let go of either hand they are holding.
- watch the groups to ensure safety, but offer help only if really necessary.
- if one group finishes early, ask them to offer help to the other groups.
- stop the activity after minutes, whether the groups are untangled or not.

Debrief

- have the students sit in a circle so that everyone can see each other. Introduce the unit and talk about the purpose of the program, to teach about the UN and global issues.



Ask: How were you able to untangle the knot? What worked and what did not? What were some of the things that needed to be done to reach the solution? Direct the discussion so that it focuses on the importance of other people's ideas and choices, listening to people's opinions, reaching consensus, co-operating, being organized, and helping each other.

Ask: What would you do differently if you had to do the activity again?

Teaching: Explain that all the countries in the world are like the students in the human knot. They are each independent, but at the same time they are each connected. After the Second World War, a group of countries decided that the only way to untangle all the knots in the world was to get together and use the same skills that the students needed to untangle themselves: communication, co-operation, and organization.

The UN Charter is a set of rules that all members of the UN sign to ensure that countries co-operate and communicate well. The Charter helps countries avoid fighting and work together. It was signed by 51 countries in San Francisco, on June 4, 1945. It came into force on October 24, 1945 – what is now observed every year as UN Day.

Ask: How many countries are now members of the UN? The answer is 188 – almost every country in the world, including the three which joined in 1999: Tonga, Nauru and Kiribati.

Application: Distribute a copy of the Class Charter sheet to each student (see “Our Class Charter” in Resource Section – www.unac.org).

Ask: What kinds of things cause arguments and fights at school? How can that fighting be prevented?

Teaching: Explain that they are going to make a Charter for their class – a set of five rules that will help them work together. Solicit ideas for different rules, then get the students to vote for their favourite one (only one vote each). Compile a list of the top five. Get everyone to write these rules on their own Charters. Tell them they can take it home and decorate it any way they like.

Explain that all member countries come to the UN and meet in the General Assembly to discuss and decide on any issue of international concern. Explain that according to one of the rules in the UN Charter all countries are equal, so each gets one vote, and decisions are made by a majority – just like the way they discussed and decided on their Class Charter. Show them the similarities between their Charter and the UN Charter, and tell them they have to work to follow their Charter for the rest of the year.

Explain that the General Assembly meets in New York, where the UN headquarters are located. It works in six official languages.

Ask: What are they? (English, French, Spanish, Arabic, Chinese, Russian.)

Explain that the General Assembly is just one part of the UN – it is like its heart, because it is central and it keeps everything beating and circulating. But just like the human body, the UN has other important organs (see Background Information – www.unac.org).

Ask: What are some of the organs in the body? Distribute the “Organs of the United Nations” Chart (see Resource Section – www.unac.org).

Ask: What does the brain do? Elicit responses. The Security Council is like the brain because it is in charge of maintaining international peace and security and is able to call the UN into action against an aggressive country. The Security Council has 15 members, five of which are permanent (US, UK, Russia, France and China). For the Security Council to pass a resolution, there must be a majority vote, but if any one of the five permanent members votes against it, the resolution is not passed. This is called “a veto.”

Ask: What does the liver do? The International Court of Justice (ICJ) is like the liver because it removes wastes and poisons from circulation by solving arguments that countries bring to it. It has 15 judges, from 15 different countries, and sits in The Hague, in the Netherlands. It works on disputes between countries only, not between people.

Ask: What does the stomach do?

The Economic and Social Council (ECOSOC) is like the stomach because it takes in the world's problems (problems of population, drugs, crime, environment, trade, etc) and digests them, figuring out ways to deal with them. It has 54 members and many specialized agencies and programs to help it deal with all its work (see Background Information. www.unac.org).

Ask: What does the appendix do?

The Trusteeship Council is like the appendix because it no longer has a function – it used to take care of countries that hadn't received their independence.

Ask: What does the skin do? The Secretariat is like the skin because it covers the whole organization. It is the external part of the UN, carrying out the day-to-day operations, protecting the organs, and representing the organization. It is made of a staff of almost 10,000 from 170 different countries. These are called International Civil Servants. The Secretariat, and the UN in general, is led by the Secretary-General. Currently, this is Kofi Annan, from Ghana.

Explain that Canada is in the blood of the UN. It plays a role in nearly every organ. Right now, it is member of the Security Council and a part of almost every specialized agency and program. Also, a Canadian, Louise Fréchette, is the Deputy Secretary-General.

Historically, Canada has also played a very important role in the UN.

A former Prime Minister, Lester B. Pearson, won the Nobel Peace Prize for his work in establishing the first ever UN Peace-keeping force in Egypt in the 1950s. Canadians also played important roles in drafting the UN Charter and the Universal Declaration of Human Rights (see Background Information, www.unac.org)

Have the students get back into their “country” groups. Tell them to list all the problems they think exist in the world, and then to choose the top three. Get each group to write their top three on the board. Choose the top three for the whole class by holding another vote, like in the General Assembly. Explain that the next lessons will focus on how the UN and Canada try to solve these problems, and what they can do to help.

Have the students draw and decorate their Class Charters so that they can be displayed around the room as a reminder of the rules they have agreed to follow. Send their Charter to be posted on UNA-Canada’s website.

Connections to the Ontario Curriculum

In Grades 5 and 6, *What Kind of World ...?* Can be integrated into the “Canada and World Connections” Social Studies curriculum. In Grades 7 and 8, the lessons can be integrated into the “History and Geography” curriculum.

Grade 5 Social Studies

- identifying the characteristics of different systems of government;
- demonstrating an understanding of the rights of Canadians, and that for every right there is a responsibility;
- communicating information on world governments using innovative sources; and
- comparing Canada’s system of government with other systems, including the UN system.

Grade 6 Social Studies

- demonstrating an understanding of the connections Canada shares with other countries;
- describing Canada’s involvement in international organizations, including the UN;
- identifying outstanding contributions of Canadians to the global community;

- describing how international interactions influence Canadians and how Canada influences other countries;
- identifying countries to which Canada gives assistance;
- demonstrating an understanding of the possible reasons for the presence of Canadian peacekeepers in other countries; and
- identifying other contributions Canada makes to the global community.

Grade 7 History and Geography

- demonstrating an understanding of the nature of conflict and change;
- examining and communicating methods of conflict resolution;
- comparing strategies of conflict resolution used locally to those used globally;
- demonstrating an understanding of environmental issues; and
- developing a view on the use of global resources.

Grade 8 History and Geography

- identifying the achievements of Canadians who have contributed to the development of Canada and the world;
- demonstrating an understanding of Canada’s participation in the World Wars and the establishment of the UN;
- demonstrating an understanding of factors affecting population distribution;
- identifying the characteristics of places with high and low population densities; and
- comparing the characteristics of developed and developing countries.

This lesson was reproduced with permission from the United Nations Association in Canada. *What Kind of World ...?* and other resources from the UNAC are available from www.unac.org. Hard copies of these lessons are also available free of charge to classroom teachers upon request. Contact Sarah Kambites at 613 232 5751 extension 248. Email: skambites@unac.org

The United Nations Association in Canada is a national non-profit organization with a 55-year history of educating and informing Canadians about the UN and critical international issues. UNA-Canada offers individual Canadians a window into the work of the UN, and a channel through which to become actively involved.

United Nations Day

09 · 24 · 01

By ZUBEDA VAHED

The Peel District School Board and the Dufferin Peel Catholic District School Board, in partnership with the Peel PEACE Campaign, celebrated United Nations Day on October 24, 2001.

This first celebratory event was initiated by the International Registry of World Citizens to celebrate the United Nations International Day of Peace. Peel's two earlier events, in 1999 and 2000, were hosted by the Mississauga Civic Centre and Brampton Civic Centre, with support from the Brampton Multifaith Council. The third event was sponsored by the Boards and community groups. The theme selected for this year's celebration was "The Peaceful Child."

This was a multifaceted celebration in that it marked the anniversary of The United Nations Charter, which took effect on October 24, 1945, as well as the annual Disarmament Week, celebrated this year from October 24 to 30.

The Partnerships

The Peel PEACE Campaign is a coalition of Peel agencies that promote equality and compassion for everyone. Its foremost

objective is to promote alternatives to violence through Peel-wide campaigns using posters, media releases, public speakers and displays at community events.

The United Nations Day profiled both the PEACE campaign and both the Public and Separate Boards' efforts to provide safe learning environments for staff, students and parents. Both Boards were also committed to promoting this wonderful event, which further supported their human rights policies. Through its discipline policy, the Peel DSB is also committed to "providing school learning environments that are safe, orderly, nurturing positive and respectful. Such learning environments are to be peaceful and welcoming for all."

The Process

Staff from both Boards and interested members of the community, such as the Multicultural Inter Agency of Peel, met early in the year. This group formed a working committee and determined the day, time and location of the celebration. The United Nations Day of October 24 lent itself to the objectives of peace promotion.

RIGHT: Brandon Gate students present 'People Make a Difference'



C. MORGA

The theme for the day, “Celebrating the Peaceful Child” reflected an inclusive, harmonious approach toward all people, locally and globally. The committee was determined that the program would be one that was student-driven and student-presented.

In September, schools were invited to participate either as presenters or to have representatives from their schools attend as peace ambassadors for the two-hour program we had planned. Five public schools took the opportunity to make presentations and were asked to offer songs, poetry or drama and create a button, flag or artwork for display. Each school was allocated three minutes for its performance.

Schools that attended as peace ambassadors were invited to bring a maximum of four students and one staff member. Needless to say, there were creative negotiations to increase the numbers of students. Both the Public and the Separate Boards received an overwhelming response to the invitations. In the end, over 300 students, staff and community members attended the celebration in Peel’s H.J.A. Brown Education Centre; ten community agencies set up displays in keeping with the theme.

The program opened with a moment of silence for peace. In his welcome to the students, Peel DSB Director Harold Brathwaite said, “I cannot think of a better time to emphasize the importance of creating a culture of peace in the world we live in... Our efforts also reflect how much we value peace. Our schools celebrate peace in many different ways. Yesterday, I had the privilege of taking part in a celebration of peace at Hickory Wood Public School in Brampton. The school marked the completion of their Millennium Peace Garden by inviting staff, students and community members to take part in a celebration of peace. The school initiated the project in 1999 to celebrate the new millennium and peace in the school and the community.

“Twenty-two columns form a circle around the garden. As a dedication to the harmony that exists at the school, on each column there is a brass plaque with the words ‘peace’ and ‘welcome’ translated into one of the many languages spoken by students at the school. The garden is a permanent part of the school that symbolizes a commitment to peace. No matter what events are happening in the world, the garden will be a constant reminder of the harmony that exists at the school and in the community,” Brathwaite said.

Hickory Wood couldn’t have picked a better time to showcase this project. After a very successful Year of Peace in 2000, the United Nations proclaimed 2001–2010 as the International Decade for a Culture of Peace and Non-Violence for the Children of the World. The focus of the decade is to promote a culture of peace at the local, national, regional and international levels.

Two very capable secondary students, Tiffany Perryman and James Battiston from Lincoln M. Alexander Secondary School, co-facilitated the program. Elementary schools who performed were

- Brandon Gate (K–5) Public School’s grade 5 students dramatized a poem “People Make a Difference”; lyrics adapted from Judith Thomas, rondo by Margaret Murray.
- Erin Mills (6–8) Senior Public School’s song, “What a Wonderful World” was followed by multilingual messages for safety, freedom and peace throughout the world.
- Lyndwood (K–8) Public School’s Intermediate Girls Vocal Ensemble ‘Pure Harmony’ presented an emotionally moving “Love can Build a Bridge.” The first line was particularly significant for the listeners “Love can build a bridge between your world and mine.”
- Thomas Street (6–8) Middle School focused on their school’s video *Live, Love, Laugh, Learn in Harmony and Leave a Legacy*. Copies available from grade 6 teacher Paul daSilva at a cost recovery price of \$10.00
Call: 905-812-3725 or Email: paul.dasilva@peelsb.com

Michael Bator, Director, Dufferin Peel Catholic District School Board, reminded students that Gordon Graydon was the signator to the United Nations. Two schools from the Board provided songs of peace and accompanied with dance and drama. St. Luke’s “O’ Siem” was a poignant piece about freedom and “Last Night I had a Dream” talked about the world at peace. The event ended with audience and participants singing “Let There Be Peace on Earth” led by St. Theresa de Avila School.

All 300 staff, students and community members left with refreshments and renewed hope that the events of September 11, 2001, were another reason for working towards peace at the personal, national and international levels.

RIGHT: The Peace Garden at Hickory Wood Public School, Brampton



COURTESY THE BRAMPTON GUARDIAN

Follow-Up Activities

Many questions have been raised as to how to deal with the September 11, 2001, attacks in New York. The ETFO kit, *We're Erasing Prejudice for Good* is an excellent source for dealing with historical and current conflicts and moving towards a peace-promoting stance, as well as make the curriculum connections.

For the Classroom

Use literature to identify human rights issues. ETFO's 'We're Erasing Prejudice for Good' kit describes how these, and many other books, fit into the curriculum at the various grade levels

- *My Skin Is Brown* (K)
- *Angel Child, Dragon Child* (Gr. 1)
- *In Flanders Fields: the story of the poem by John McCrae* (Gr. 2)
- *Baseball Saved Us* (Gr. 3)
- *Mandela for Young Beginners* (Gr. 3-4)
- *Be a Friend: Children Who Live with HIV Speak* (Gr. 5)
- *One Day a Stranger Came* (Gr. 6)
- *Kids with Courage* (Gr. 7)
- *One Day We Had to Run* (Gr. 8)

For Moving to Create Peace

- *The Great Peace March* (K)
- *Somewhere Today a Book of Peace* (Gr. 1)
- *Celebrations of Lights* (Gr. 2)
- *Peace Crane* (Gr. 3)
- *Dear Children of the Earth* (Gr. 4)
- *Waiting for the Whales* (Gr. 5)
- *Peace Begins with You* (Gr. 6)
- *Dear World* (Gr. 7)
- *Courageous Spirits* (Gr. 8)

For the School

- have a penny drive for peace or for UNICEF.
- create peace posters, poems, stories.
- write "Peace" in many languages.
- have a peace march through the neighbourhood.
- have a peace assembly for Remembrance Day.
- have a United Nations day celebration.
- create a Peace Garden.

Brandon Gate students present

"People Make a Difference on This Planet"

People make a diff'rence on this plant,
Oh yes, they do!
People make a diff'rence on this planet,
Oh yes, they do!
Love is kind,
Speak your mind.
People make a diff'rence on this planet,
Oh yes, they do!
Police, firefighters, doctors and nurses
Teachers, children, our families – all!
People make a diff'rence on this planet,
Oh yes they do!

ZUBEDA VAHED is the Equity Officer: Race Relations for the Peel District School Board. In 2001 she was an accredited delegate to the World Conference Against Racism in Durban, South Africa, where she presented to the Non Government Organization (NGO) Conference. She is a member of ETFO's Professional Development Committee.

Teacher Resources

We're Erasing Prejudice for Good. ETFO. 1999.

Order online from www.etfo.ca

Reardon, Betty, and Alicia Cabezudo, eds. *Learning to Abolish War: Teaching Toward a Culture of Peace*.

The Hague Appeal for Peace Global Campaign for Peace Education, 77 UN Plaza, New York, NY 10017. Tel. 212-687-2623.

Fax: 212-661-2704. e-mail hap@haguepeace.org. www.haguepeace.org.

International School Peace Gardens (ISPG)

Email: julia@ihtec.on.ca, www.ihtec.on.ca

Canadian Voice of Women for Peace – a workshop kit on the promotion of a culture of peace with presenters available (staff/student). Contact Anne Goodman. Tel: 416-657-8095.

Fax: 416-657-9152. Email: n.goodman@sympatico.ca.

Canadian Race Relations Foundation - www.crrf.ca.

Tel: 1-888-240-4936. Fax: 1-888-399-0333.

Offended Then Enlightened:

A Challenge to My Values About

Teaching French

as a Second Language

By TRUDY GATH

I wanted to assess my students' abilities to write simple French words that we had been using in class every day for two weeks. I gave them a list of the words that would be on the quiz so that they would have an idea of what would be expected of them.

Students received their spelling lists one week before the quiz. The quiz came and went, and 75 percent of my students achieved at the standard level or higher. I asked them to take their marked quizzes home so that their parents could see and sign them. I wanted to communicate the children's progress to their parents. I value communication between home and school because I believe it better involves parents in their children's education and hence improves student learning. As well, *The Ontario Curriculum French as a Second Language: Core French* (1998) states: "Studies show that students perform better in school if their parents are involved in their education."

The document further states that, "French will be the language of communication in class, since classroom interaction provides students with opportunities to speak in French and to hear French spoken." The curriculum does not say that English will be spoken in class to ensure understanding.

Later that week, most of the children returned their quizzes to me with parental signatures. None of the parents had addressed any comments to me concerning the quiz.

A few days passed and the children's homeroom teacher, Mr. D. informed me that he had a note and a telephone call from a parent of one of the children in his class. This parent, Mr. L., told Mr. D. that he saw the quiz word list and asked his child to tell him the meanings of the list words in English. According to Mr. D., Mr. L. was shocked that his child did not know the English meanings of the French words listed.

In the following note, Mr. L. stated that he believed that there should be more translation involved in teaching French:

Dear Mr. D: The only concern I have now is regarding French. I am not exactly sure what is or is not being taught. For example, on a recent test, the students were asked to spell some words, but when I asked X if he knew the English translation of the word, he did not know it. Is this a case of the teacher not teaching the English translation or has X forgotten? If it is the former, I believe this is the incorrect way to teach French, and should be rectified. Thanks, L.

This child had been studying French for the first time in his entire educational career and it was only October. What did his father expect? Furthermore, the parent sent in a note addressed to Mr. D. stating that he disagreed with my teaching methods.

I believe that in order to learn a language effectively, one must be immersed as much as possible in the target language. During a typical French lesson, I employ pictures, symbols, cognates, facial expressions and gestures instead of English words to convey the desired message.

"Acting, posturing, dramatizing, shouting, gesturing, and criticizing are styles a manager [teacher] may choose as he or she attempts to add drama and excitement to what can easily become a boring process" (Glasser, 1998.) My students typically use English when they have difficulty expressing themselves.

Wilson (1999) states that Krashen evaluates popular language teaching methods such as Grammar-Translation, Cognitive-Code, Direct Method, and the Natural Approach according to his second language acquisition theory. Wilson quotes Krashen as saying that "The grammar-translation method provides little opportunity for acquisition and relies too heavily on learning... In the Natural Approach the teacher speaks only the target language and class time is committed to providing input for acquisition. This approach aims to fulfill the requirements for learning and acquisition, and does a great job in doing it."

"I value communication between home and school because I believe it better involves parents in their children's education and hence improves student learning."

However, I reiterate their dialogue in French in the form of a question so that I am modeling the use of the vocabulary in the target language. In a presentation to "The Canadian Experience in the Teaching of Official Languages" Pierre Calvé, the Dean of the Faculty of Education at the University of Ottawa, said "No matter what the motivation or the teaching methods, it is recognized that, for a language to come alive for an individual, exposure to it must be sufficiently significant and intensive" (1996).

My theory is that students learn a language more effectively using visual cues, cognates, and gestures than they would by completing translation exercises. In a website outlining Stephen Krashen's theory of second-language acquisition, Ricardo Schutz writes:

"According to Krashen, [an expert in linguistics from the University of Southern California] there are two independent systems of second language performance: 'the acquired system' and 'the learned system.' The 'acquired system' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. The 'learned system' is the product of formal instruction which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'." (Retrieved May 12, 2001 from <http://www.language-impact.com/articles/rw/krashenbk.htm>)

In a summary of Stephen Krashen's principles and practice in second language acquisition, Reid Wilson states that Krashen explains his Second Language Acquisition Theory as follows: "We acquire any new language in an amazingly simple way: by 'understanding messages' in the target language. So one need not to imitate all aspects of natural setting of language acquisition, but to provide crucial ingredient of naturalistic acquisition: comprehensible input."

(Krashen. Retrieved June 3, 2001 from <http://welcome.to/natural.approach>).

I do not wish to say that I never teach French grammar lessons. In fact, I believe that some grammar instruction is crucial to second language learning. "When someone learns a foreign language, the goal over time is that the grammatical system of the language becomes internalized." (Author unknown, 1999. Retrieved June 2, 2001 from: <http://www.msu.edu/~sandinkr/langlearn.htm>). Through my research, I realize that I follow the Natural Approach when I teach French rather than the Grammar Translation Approach.

To speak of my personal experience of learning languages, I know that in ten months of living in Quebec City, I acquired and remembered more vocabulary than I could recall from 15 years of classroom language learning. I believe this was because many (but not all) of my language teachers taught primarily using the grammar translation method. I did countless, uninteresting workbook exercises and translated thousands of irrelevant sentences.

In Quebec City, I resided with a French-speaking roommate who spoke no English. In this situation, I was forced to survive using my previous, feeble knowledge of French vocabulary and grammar. I relied heavily on gestures, facial expressions and context to understand and communicate. Within one month of being immersed in the language and culture, my vocabulary and understanding improved immensely.

To return to the incident that sparked this article, Mr. L. challenged my values and I immediately felt defensive. After all, he did not contact me personally to discuss his concerns. I felt that he did not perceive me as a "real" teacher and that perhaps he would get more satisfaction from speaking to Mr. D. I felt ignored. In addition, I was annoyed that my teaching methods were being questioned. Perhaps Mr. L. would like to come into the school and teach French? Did he think he could do my job more effectively than I could? I panicked because I felt compelled to defend my teaching methods. I realized that I did not know how to explain why I teach French the way that I do.

Ghaye and Ghaye (2000) quote Day (1991) and Polyani (1962): "Describing what we do is a good starting point in exploring the issue of being a professional. In doing this we are often making the tacit explicit." Deep down, I knew that it would be unprofessional for me, when asked, to say to a parent or administrator, "Well, I am not sure why I teach this way. I just know that it works." After all, how do I know that it truly works? If I truly value accountability, then, as a professional, I should be able to state the reasons and the values behind my teaching methods with confidence and clarity. Although I was previously shocked by the way a member of the community criticized my pedagogical methods, I wanted to make my practice "open to inspection and critique" (Ghaye and Ghaye, 2000).

Worried, I sought the advice of a more experienced French teacher. Through reflective dialogue, my colleague helped me through the difficult process of putting words to my actions. In retrospect, I needed her to validate my feelings and to tell me that I was teaching French in a competent manner. I discovered that I teach French in context, with pictures and actions rather than using the translation method. I employ these methods because I know they helped me to learn foreign languages.

In addition, during my first year of teaching French, our curriculum consultant taught me that if you translate oral and written texts into English, the children will listen for the English alone because they are anglophone. Throughout the past six years, I developed methods of teaching that I felt surpassed mere translation and that I knew helped me to learn French when I was younger – employing relevant, interesting visual aids and accompanying gestures. I telephoned Mr. L. to discuss his concerns and left a message on his answering machine. He never returned my call.

After the haze of my anger faded from this incident, I discovered I could turn it into a personal learning experience. If it had not been for this incident and for my involvement in educational action research, I might not have tried to provide explanations for my practice. "Reflective practice is concerned with learning how to account for ourselves. This means learning how to describe, explain and justify our teaching" (Ghaye and Ghaye, 2000). Upon further reflection, I learned that I became unnecessarily defensive and that my own perceptions were likely exaggerated. In addition, I learned more about the personal and professional values I possess. "Teaching is a value-laden practice. Values help teachers to make decisions on how to proceed" (Ghaye and Ghaye, 2000). Through this critical incident, I recognized that my espoused values are the following

- I value being accountable to the provincial curriculum;
- I value fairness to children;

- I value communication;
- I value respect;
- I value modern, effective methods of teaching a second language; and above all,
- I value relationships.

After reflecting on the incident and what I learned about myself as a teacher, I wanted to act to make some improvements and move forward. If I chose not to act toward improvement, I would have been merely thinking about what I do rather than genuinely reflecting on my practice. First, I attempted to contact Mr. L. by telephone but without success. Second, I gave each student a list of the French vocabulary words that we used and would use during our unit and asked students to look for and record the English meanings for each of the French words.

With this list, I felt that I was compromising with Mr. L.'s wishes. The children would have a list of French words and their meanings in their notebooks to which they could refer and study at home. I realized that I should have given students a vocabulary list at the start of the unit rather than in the middle of it and that I rushed into things too quickly at the beginning of the school year. Next time, before diving into a new unit that I have never taught before, I will skim through the entire unit and record all of the necessary resources that I need to prepare at the start of the unit.

In conclusion, this incident and my resulting anger caused me to reflect on the pedagogical methods that I use and their purposes. "Reflective practice is a process that involves a reflective turn. This means returning to look again at all our taken-for-granted values, professional understandings and practices" (Ghaye and Ghaye, 2000). Now I recognize clearly that I teach French using context, visual aids and gestures so that children concentrate on learning the French words rather than relying on the English to understand communication.

I have witnessed my theories working in my practice successfully. I see my students applying the vocabulary that they have learned in my classes independently and accurately to complete their projects. In addition, my students teach others what they have learned through conversation and songs. I am ecstatic when I hear them using French outside of the classroom in their real-life experiences. In addition, I teach the way that I would like to be taught myself. As I have said, as a student of languages (French, German and Italian), pictures, gestures and context helped me to learn other languages effectively and to enjoy the process. I hope to provide the same experience for my students.

TRUDY GATH, a teacher with the Grand Erie District School Board, is pursuing an M.Ed. at Brock University. Her focus on action research and a letter from a parent led her to examine her program and make some changes.

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Exchange Teaching

A Year You Will Never Forget

By CAROL WILKINS

The Canadian Education Exchange Foundation (CEEF), under a mandate from the Ministry of Education, arranges and facilitates international and inter-provincial exchanges for Ontario and British Columbia teachers and students. This not-for-profit foundation is dedicated to fostering global perspectives by providing opportunities for elementary and secondary school educators and students to live, work or attend school in another country. CEEF believes that exchanges increase vision, nurture respect, tolerance and appreciation of diversity, and create world partnerships, one person at a time.

While our teachers are away, some write wonderful letters back to us. They deserve to be shared. I hope you enjoy these excerpts and will be inspired to consider a teaching exchange at some point in your own career.

Sylvain Milhomme Toronto

– a teacher at Gledhill
Junior Public School, Toronto,
currently on exchange
in Switzerland



Sylvain had little or no interest in a European placement and was initially reluctant to even consider it. The following message, written on a postcard that shows a beautiful mountain path near Grindewald, told us how he was enjoying the experience.

“This is what I do a lot here, mountain hiking. I try to go most weekends. I absolutely love it here! I’m having the time of my life. I can’t

believe I ever hesitated about accepting Switzerland for an exchange. It’s all going so well it’s almost too good to be true. School is great, students and colleagues are fantastic. I really don’t feel overwhelmed by the workload and the teaching practices here. The staff is very supportive and giving. A great bunch. I’ve also met some really nice people and I’m developing some good friendships. Only one problem – will I want to come back?”

Diane Wade Upper Canada

- letters from Australia's
Northern Territory
(Down Under)



From January to December 2000, Diane Wade, a teacher (now retired) at Morewood Public School, was on exchange at the Katherine School of the Air in Australia's Northern Territory. Along with superior teaching credentials, this school demands that educators be able to drive a standard four-wheel-drive heavy vehicle, change a tire and be comfortable with flying in light planes. Diane wrote long, detailed and reflective letters with pictures.

"My husband Dave and I arrived January 14, 2000, to temperatures in the low 30s. We landed in Darwin and walked along the water, eventually the Pacific, and marvelled at its size as it took us 17 hours flying 1000 km/hr to cross it. We stayed in Darwin a couple of days before travelling by bus to Katherine, N.T. Katherine is what I would call the subtropics and is surrounded by all the natural beauty you could imagine. It is truly a beautiful place this time of the year. Everything is a lush green and all the trees seem to have lovely fragrant flowers. The temperature hovers between 28C and 35C, but it is not a problem as everything is air-conditioned. Actually, to walk out in the heat during the day envelops one in a cuddly type of warmth.

School of the Air is unusual because of the lack of bodies in your classroom. They are all out there though, and we talk with them by phone and by radio transmitter. Each teacher has a cluster of students, across age groups, from the same area. We talk to the group 'on air' weekly and visit with them when we go on patrol. There are also two peer teachers assigned to each year level. The peer teachers have lessons with their year levels for half an hour on Monday, Tuesday and Wednesday.

*My peer level is Transition, which is senior kindergarten. I talk with them at 11:30. Today we will make a story map of *The Three Little Pigs*. It is all very exciting.*

I've just returned from my first overnight patrol, and I'm so excited that I must tell all. On Monday my partner and I loaded school work, games, art supplies, story books, developmental records, swags and overnight bags in a School of the Air, N.T. government 4W drive vehicle and drove 110 km to my first student.

We were welcomed by Bradley, a delightful four-year-old, as well as his Mom, who acted as his home tutor. In his classroom, Bradley enthusiastically demonstrated his favourite computer programs. Later we read a story, planted some beans in a glass jar to observe, set up a recording chart and painted a picture. Bradley's picture of Jack was right on queue, with a head, two arms and two legs. He was beginning to show interest in printed words and copied his name carefully onto his painting. Meanwhile, my partner consulted with his Mom and ticked off developmental milestones on Bradley's developmental continuum.

When we arrived to visit Dean, he was busy helping his dad grade a fence line. Dean's mother tutors him at home, so while we waited, she helped us determine progress on the reading, writing and spelling developmental continuums. It also gave us time to admire the flowers, shrubs and 183 palm trees they had planted.

Father and son arrived home reporting that they had levelled out and prepared 15 km of fence line. Dean immediately showered and was ready for school. Ever the slave driver, I was determined to test spelling, reading and math on my visit so that I could identify any problem areas and match needs to materials I would send him. Dean was a real trooper, and over the evening and next day, he did everything I asked of him.

Tomorrow I will begin to write up reports for each child we visited on patrol, noting progress and making recommendations."

**Carolyn Free Donald
Kawartha
Pine Ridge**

- Waterford County
Republic of Ireland



Carolyn Free Donald, a teacher at Havelock Belmont Public School, participated in the 1999-2000 pilot exchange with the Republic of Ireland. She was situated in Waterford County and explored and experienced Ireland with gusto. She is hoping for another exchange in the coming year.

"We have had a brilliant time exploring our home village of Dunmore East – the castle, ruins, abbeys, churches and villages of the surrounding area. I am enjoying John's lovely home and the support of his many friends, teaching colleagues and family members who have made us feel so welcome.

I am teaching III and IV pupils at Passage East National School. I teach language arts to the I and II class while Phil has my students for Irish, and I teach science and music to the V and VI class while Ann teaches religion to my pupils.

My son Michael is doing well in fifth class at Waterpark College. He is playing on the school's rugby team and is a member of the debating team. My family and I are loving every minute of our time here – and everything is different from Canada – from the newspapers, television

shows, radio, groceries and shops to driving on the left hand side of the road to the expressions people use!

I buy at the local fish auction each week, walk the beach on my way home from school and visit with thatchers, oyster fishermen and greyhound dog owners who live and work in Waterford County.

I enthusiastically encourage Canadian and Irish teachers to take part in this program. It's fantastic!

We at CEEF love the letters and probably live somewhat vicariously through them. If you would enjoy a unique year of adventure, both professionally and personally, call the Canadian Education Exchange Foundation (CEEFF) at 705-739-7596 or visit our website at www.ceef.ca for more information.

Canadian teachers exchanging with colleagues overseas through the CEEF maintain all the provisions of their current collective agreements, including salary and benefits. There is a direct exchange of homes and teaching positions.

Time to Volunteer Overseas?

The August/September 2001 issue of the Canadian bi-monthly magazine *Outpost – The Traveller's Journal* www.outpostmagazine.com has lots of suggestions for those who wish to volunteer abroad. Here are some of the resources it suggests.

Action Without Borders
www.idealists.org

More than 5,000 volunteer opportunities are posted on the site. Search by country, area of focus or by personal skill.

Coordinating Committee for International Voluntary Services

www.unesco.org/ccivs
CCIVS is a coordinating body for 140 member organizations. Publications, including the Volunteer's Handbook, can be ordered online.

www.energizeinc.com
Energize Inc – This international training, consulting and publishing firm specializes in volunteerism. The site offers everything from a bookstore to a job bank.

International Volunteer Programs Association

www.volunteerinternational.org. Alliance of non-profit, non-governmental organizations based in the Americas. Search by country, region, type of work and project duration. Receive bi-monthly e-mail updates.

The International Year of Volunteers
www.iyvcanda.org

This site contains a searchable database of thousands of volunteer opportunities, as well as an online magazine.

Service Leader
www.serviceleader.org

Resources for everything from preparing for an overseas assignment to what costs incurred while volunteering might be tax-deductible.

Volunteer Canada
www.volunteer.ca

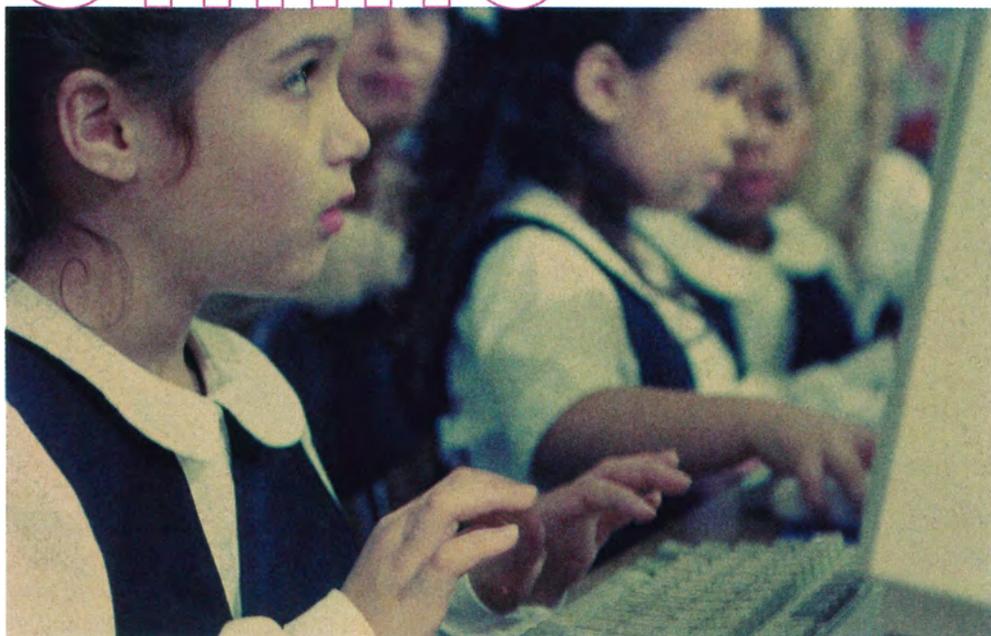
Volunteer Opportunities Exchange
www.voe-reb.org

A website for Canadians who want to volunteer in Canada and abroad.

On October 24, 2001, MNet released a second phase of findings from *Young Canadians in a Wired World: The Students' View*, which examined the extent to which Canadian youth are putting themselves at risk as they explore the Internet, often with little or no supervision.

Canadian children and youth not always wise and responsible

Online



The Media Awareness Network (MNet) has known for a long time that Canadian kids are among the biggest users of media, particularly the Internet. Last year MNet conducted a survey of 5,600 students aged 9 to 17 in schools across the country, and in June released findings that focused on the gap between parents' perceptions of their kids' online activities and what young people say they are actually doing online.

On October 24, 2001, MNet released a second phase of findings from *Young Canadians in a Wired World: The Students' View*, which examined the extent to which Canadian youth are putting themselves at risk as they explore the Internet, often with little or no supervision.

This latest analysis focuses on specific areas of risky activity – such as exploring private and adult-only chat rooms, meeting Internet acquaintances in person, being exposed to sexually explicit and hateful material and sharing personal information.

The findings reveal the extent to which kids have claimed the Internet as their own world, separate from their parents' reach and knowledge. They may be technically savvy, but are they safe, wise and responsible Internet users? Not always.

Nearly six in ten Canadian kids use chat rooms, and twice as many secondary students as elementary students enjoy chatting online. The survey identified two high-risk chat behaviours – going into private chat areas to engage in one-on-one conversations, and visiting adult chat rooms which are designated for adults 18 years and over. Of the 56 percent of kids who use chat rooms, one-third visit adult chat areas that often contain conversations of a sexually explicit nature. The likelihood of this happening increases with age, but MNet sees a special problem with younger children, who often lack the judgement to safeguard themselves in these situations. Anne Taylor, Co-Director of MNet explains, “During focus group research,

we asked 12 and 13-year-old girls if they'd give their personal information to someone in a chat room. They replied that they would but only if they trusted that person. When we probed how long it might take to develop that trust, answers ranged anywhere from 15 minutes to two weeks!"

Eighty-five percent of the children and youth who go into adult chat rooms and private areas of chat reveal that they are at home, but unsupervised, when they use the Internet. Eighty-two percent of this group say they have no household rule relating to this practice (this compares to 39 percent of the overall sample who say they do have a rule about talking to strangers in chat rooms).

A key area of potential risk relates to kids meeting Internet friends in person. One-quarter of all the young Internet users surveyed have been asked by someone they've met online to get together face-to-face. Approximately 15 percent (or 839 respondents of the total sample of nearly 6,000) indicated that they'd taken that next step and actually gone to meet an Internet acquaintance. Of those 800-odd students, 129 went by themselves to meet their Internet friend. Only six percent asked a parent or other adult to accompany them.

MNet acknowledges that these in-person meetings cover a wide range of scenarios and that some of these meetings were well supervised and positive. However, 100 of these young people characterized their meeting as a "bad experience." In response to an open-ended question, kids described these "bad experiences" in their own words, ranging from "didn't like the person" to person was "fat", "ugly", "stupid" or "mean." Some of the more serious responses, which came from 18 young people, included "person wanted/or made sexual contact" "person used vulgar/sexual language" and "person was violent." MNet hopes to broaden this initial research by further study into these troubling and potentially dangerous behaviours.

The survey probed the extent to which children and young people are exposed to pornography. Almost a quarter of students have received pornography from someone they have met online, and over half have received pornographic junk mail. The vast majority (78 percent) of recipients did not tell their parents.

While a quarter of young people say they look online for pornography, 53 percent say they ended up on a porn site by accident. Most say they got to the site by doing a search for something else, or typing in the wrong address. Others got to the site by clicking on a link given to them in a chat room or sent by e-mail. Only 24 percent told a teacher or parent about it. The kids' replies indicate that they rely on their friends or their own ingenuity, rather than adults, when dealing with sexually explicit material.

Almost half of students at the secondary level say someone has made unwanted sexual comments to them on the Internet. Girls are more likely than boys to have received these kinds of comments.

Over a quarter of respondents of all ages report encountering hateful comments online and 16 percent of young internet users say they have posted comments themselves that were hateful toward a person or group of people.

The survey also gave clear evidence that Canadian children and youth don't understand the importance of safeguarding their personal information. Almost one-quarter of the youth surveyed indicated they would give out both their name and address to win a prize in an online contest. Most said they've got their own e-mail account, the majority of which are free Web-based accounts. When registering for these free accounts, 86 percent of youth indicated their gender, 68 percent provided their real name, 29 percent their address and 20 percent their phone number.

"We are concerned about the ways that Canadian children and youth are putting themselves at risk," says Jan D'Arcy, Co-Director of MNet. "At the same time, we're heartened by the fact that parental involvement, supervision and rules around the Internet appear to have an impact on how kids conduct themselves online."

The findings gleaned from the survey will play an integral role in shaping public policy on safe, wise and responsible Internet use in Canada. The data will also enhance the development of MNet resources such as the national Web Awareness Canada program and further work with active and committed partners in the public library, education and community sectors.

Funding for this study was provided by the Government of Canada, and data collection and analysis were conducted by Environics Research Group. For more information on the surveys cited in this article go to <http://www.media-awareness.ca/eng/webaware/netsurvey/index.htm>. To contact MNet write to info@media-awareness.ca

The Media Awareness Network (MNet) is a not-for-profit education organization whose mandate is to support and encourage media and information literacy in Canadian homes, schools and communities. MNet hosts a large Web site (www.media-awareness.ca) and licenses professional development workshops for teachers to raise awareness about internet issues that are emerging as children and young people go online.

MNet is sponsored by Bell Canada, Rogers, CanWest Global, BCE, CTV, CHUM Television, A & E Television Networks, AOL Canada and the Government of Canada

CATHERINE SWIFT is an independent consultant, and cheerleader for MNet, living in Ottawa.

Focus on Equity



FOCUS ON EQUITY

ETFO objects include:

- *To foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity.*

ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups. Within this context ETFO defines equity as fairness achieved through proactive measures which result in equality for all.

Reviews

The following videos are great resources for teachers.

Ennis' Gift

Meet actors, scientists, business leaders, a polar explorer, a teacher and dozens of others, both children and adults, who have one thing in common: they all have learning differences. These individuals refused to be limited by their difficulties or defined by labels assigned to them. They, like Ennis William Cosby, found their gifts in their differences. Students will be able to identify with the role models who speak openly about their learning differences. Use the video in its entirety or as individual stories over several

days. Contact the Ennis Cosby Foundation, www.hellofriend.org

Voyage of the Heart

This play done by young people uses a strategy, forum theatre, that addresses issues relating to stereotyping and world food issues. Best suited to intermediate students, the video comes with a teacher's guide. Pre-teaching is necessary to help students focus on the issues to be discussed and re-enacted. Contact the Canadian Red Cross, www.redcross.ca

Sticks and Stones

This video focuses on students in the primary and junior divisions and is recommended for use with grade threes and up. Young children of gay and lesbian parents share how they feel when they are teased and when the realities of their lives are excluded from the school curriculum. Contact the National Film Board of Canada, www.nfb.ca

In Other Words

A diverse group of secondary school self-identified LGBT youth talk about their struggles and their successes in school. Powerful and poignant, this video is also recommended for use with intermediate

students. Contact the National Film Board of Canada, www.nfb.ca

Provincial Initiatives Lesbian, Gay, Bisexual and Transgender listserve

The Lesbian, Gay, Bi-Sexual and Transgender listserve is up and running. The listserve, LGBTnet, is a read-only moderated listserve where LGBT ETFO members can share LGBT issues in education. Contact John Guiney at jguiney@etfo.org to sign up.

Focus on Ability

This interactive workshop addresses disability and accommodation issues. Local presidents can access it by contacting Sherry Ramrattan Smith at provincial office. The workshop debuted at ETFO Leadership Training in September 2001. Participants found it informative and enlightening. Panelists discussed aspects of their disability issues around visible and invisible disabilities. Participants and panelists brainstormed suggestions for making union facilities and events accessible and inviting to members with disabilities.

BELOW LEFT: Focus on Ability panelists Cheryl MacMillan, Niagara; Joann Krouse, Lakehead; Kaja Telmet, Toronto; Adam Peer, Peel; Ann Stafford, ETFO Provincial Office.

BELOW RIGHT: Left to right - On November 8 Jeff Wilkinson, Peel; Stan Hallman-Chong, Toronto; Christine Rodriguez, Thames Valley; and Jill Aoki-Barret, Niagara (missing from photo) met at ETFO's provincial office to develop an Anti-Racist Education workshop for faculty students.



Local Equity Initiatives

Lambton Kent Anti-Racist Education Committee

Committee members Jane Cartier, Tim Fisher, Mena Nargi and Todd Tiffin, along with the Local PD Committee, are organizing a workshop for the ETFO resource, *Take A Closer Look*.

The Committee is reviewing the board's Race and Ethno-Cultural Policy, as well as promoting and distributing several ETFO pamphlets, such as *Say No to Bullying* and the anti-racist series to schools.

Niagara Status of Women Committee

The Committee is involved in professional development and training, wellness issues, advocating for the needs of female students within the community, and support and outreach to local women's shelters and connected groups. This year's projects include

- giving a cross-curriculum unit designed around December 6 to every grade 6, 7 and 8 teacher. The Day of Remembrance package included buttons, bookmarks and posters purchased from the YMCA.

- sending each steward a Christmas stocking and asking school staff to fill it with small toys, books and treats for a young boy or girl. These stockings will be distributed to the three local shelters through the local ETFO office.
- inviting adolescent girls to a dinner and workshop in February. Topics will include personal safety, child assault prevention and eating disorders and body image. Tickets will be subsidized.
- holding the traditional Local Status Night Silent Auction. Schools and staffs donate items, and all employees of the board are invited. Last year's event was the biggest ever; 280 people attended and \$8,200 was donated.

Halton

The Status of Women, Status of Men and Human Rights Committees have initiated a project to help students better understand the lives of children in Afghanistan, and have donated *The Breadwinner* to the libraries of their 70 elementary schools. Canadian author Deborah Ellis based this children's book on the true story of a young girl who cuts her hair, dresses in boy's

clothing and gets a job to support her family. These committees, along with individual local members, have also donated \$1,000 to Canadians in Support of Afghan Women.

Ontario North East

Bouquets of Red Roses. Local members bought tickets for a raffle of several bouquets of long-stemmed red roses. This initiative commemorates the massacre of 14 young female engineering students in Montreal on December 6, 1989.

Proceeds went to support family crisis centres throughout the community.

Hamilton-Wentworth

The Status of Women Committee's *Sisterhood and Solidarity Series* includes workshops on breast health, retirement, financial management and menopause. The series wraps up with a dinner on April 10 with Winnie Ng, Ontario Regional Director of the CLC, as the guest speaker.

The Social Justice Committee's annual "Educating Today for Equity Tomorrow Conference," set for May 24-25, will include workshops on body image,

kindergarten and equity, becoming an equity leader, anti-racism, homophobia and more. Content will be relevant to the classroom and the curriculum.

To support the resolution passed at ETFO Annual Meeting 2001, the Lesbian, Gay, Bisexual and Transgender Committee has donated several children's books to the Hamilton-Wentworth DSB. Our Annual LGBT Spring Barbecue is set for May.

We plan to participate in this year's Gay Pride Day in Hamilton and Toronto, both events to take place in June.

For more information on these initiatives, visit www.etfo.ca and go to the Equity page.

As you read this, most ETFO Local negotiating teams are either at the bargaining table already or actively gearing up to be there.

Three Words and a Comma



COLLECTIVE BARGAINING

By Christine Brown for ETFO's Collective Bargaining Area

Your bargaining teams will be tabling wage increases (you work very hard for your paycheque, so stop feeling guilty). They will be tabling improvements in provisions governing working conditions, such as preparation time, supervision time and lunch breaks. They will be tabling proposals to improve members' quality of life, such as family care leaves and personal leaves. They will be tabling measures to help protect members against discrimination, harassment and arbitrary treatment. They will be forwarding proposals to help shield members against some of the more egregious

nonsense emanating from Queen's Park, such as an impossible curriculum, inflexible report cards and endless rounds of standardized testing. Finally, they will be addressing the many parts of the collective agreement that deal with job security, discipline and natural justice.

Negotiators are obsessive-compulsive by nature. It is not uncommon to spend two weeks in heated argument over three words and a comma. Those sorts of disputes are particularly common when the issue touches on any aspect of job security. When members' jobs are potentially at stake, it is well worth the investment of time and energy at the bargaining table.

Not long ago George Radwanski, Privacy Commissioner of Canada, stated, "There is nowhere that our fundamental rights and freedoms need protection more than in the workplace." Though Mr. Radwanski was referring primarily to protection against employer intrusiveness, it is a statement worthy of broader application. Hundreds of workers are killed on the job in Canada each year. Many more become ill or permanently disabled

because of their employer is neglect or negligence. A great many employees suffer permanent psychological damage as a result of workplace stress.

Many other individuals simply lose their employment through no fault of their own. As a unionized worker, you have options unavailable to the 70 percent of Canada's workforce that is not unionized. A strong collective agreement, intelligently bargained and aggressively enforced, is your best defence against arbitrary or unfair treatment in the workplace.

Performance appraisals, for example, are a traditional management tool for getting rid of employees – justly or unjustly. For those covered by collective agreements, however, such appraisals by no means happen in a vacuum.

Your collective agreement contains any number of clauses that can assist you in fighting a negative evaluation. For example, it may contain most of the following in one form or another

- a just cause clause;
- a procedure to be followed for conducting performance appraisals;
- a grievance procedure;

- an anti-discrimination provision, including protection for engaging in union activities;
- a management rights clause that requires the employer to act in a fair and reasonable manner;
- protection against arbitrary transfer;
- access to your personnel files; and
- a "sunset" clause ensuring that negative materials are excised from your file after a stipulated period of time.

Any or all of these provisions can form the basis of a grievance. The precise wording of these clauses is absolutely critical in determining how effective they will be in protecting a member.

Should you be at the receiving end of a negative evaluation, the first thing you should do is resist the impulse to automatically assume you are at fault. A small percentage of members may have difficulties in fulfilling the requirements of their jobs, but it is indeed small. The second thing, therefore, is to contact your union, whose job it is to enforce the hard-won provisions of the collective agreement.

Evaluations can be negative for any number of reasons, and can be challenged on both procedural and substantive grounds. Due process may not have been followed. The rules of natural justice may have been breached. You may not have been given proper notification. The evaluator may be inexperienced (and with the current epidemic of rapid promotion among school administrators this is a real concern). The evaluator may not be qualified (there were hundreds of temporary letters

of approval issued with respect to school administrators last year). The school board may have failed in its obligation to provide proper training to the evaluator. The evaluator may be biased. You may be the school steward and the evaluator may not like unions. The evaluator may simply be wrong.

What does all this have to do with collective bargaining? Those three words and comma that were the disputed ground at the bargaining table might mean the difference between a good just cause clause and a great just cause clause. They might be the difference between a "no discrimination" clause that meets the standards set by the Human Rights Code, and one that exceeds them.

Unions are not in the business of helping employers achieve their goals. Unions are there to protect their own members. The chief vehicle for doing so is focused and forceful collective bargaining. The legislative framework for teacher evaluations is, as we know, being turned upside down. Yet even with the advent of Bill 110, An Act to Promote Perpetual Probation for Teachers and Have We Mentioned Quality in the Classroom Yet, there is room to manoeuvre at the bargaining table.

Soon, either this spring or fall, the odds are pretty good that you will be asked to attend a mass meeting at which your Local negotiators will explain what has transpired to date at the bargaining table. Most likely, they will tell you of the resistance they are encountering from the other side with respect to a single, small phrase buried somewhere in Article 27.49(b). Pay attention. It could mean the difference between having a job and not having one.

Nine Bean Rows Publications

Grammar (grade 7)

From Grammar to Writing in Ontario Student's Workbook - \$6.00. Teacher's Manual - \$10.00

Mini-Musical (grades 6, 7, 8)

That's Good - (25 mins.) - \$60.00
Black culture theme, recorded accompaniment.

Contact Feir Johnson at: fjohnson@sympatico.ca

Passing the Ontario Secondary Literacy Test a problem?

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www.kidsed.org

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When the results of the Program for International Student Assessment (PISA) were released in early December by the Paris-based Organization for Economic Co-operation and Development (OECD), it was very tempting as teachers or as presidents of teacher organizations to trumpet the results as vindication of our efforts.

Let's be Careful About Jumping on the Good-News Bandwagon



CTF REPORT

Doug Willard, President, CTF

We work in an atmosphere of outcomes-based learning, teacher testing and recertification and setting of standards so high that we have record levels of student failures. The lure of jumping on a good-news bandwagon is very powerful. To do this, in my view, would be very dangerous.

Any single standardized test – no matter how well constructed – measures only a small part of what a public education system does for students. By jumping on the test results bandwagon, we set an unfortunate precedent that gives credibility to these tests

as a measure of the value of our work. So how do we know that we are doing a good job? Let us take a step back.

Our own assessment of students, which includes tests, written assignments, oral assignments, co-operative work groups and presentations, are much more comprehensive than any international test.

Our high school completion rate is one of the highest in the world.

Our literacy rate for people under 35 years of age is exceptional. We are members of the G-8, which puts us among the most prosperous nations in the world. Every year, the United Nations picks Canada as one of the best countries in which to live. It comes as no surprise that hundreds of thousands of people from around the world select Canada as the number-one country in which to begin a new life. None of these achievements are possible without an exceptional education system and exceptional success rates in teaching and learning. We have proven ourselves time and time again. Every

day, we prove our value as teachers before the students who are under our care. Therefore, a single international test shouldn't be used to measure our value or the level of our children's educational success.

Many governments do not recognize our contributions and instead look at these test results as a way to undermine our profession, our work and our self-esteem. Ontario is certainly one jurisdiction that shows little respect for its teachers. Is it any wonder that over 60 percent of Ontario school boards have difficulty retaining their younger teachers?

As the custodians of Canadian students' education, we don't simply want to teach for the tests. Our aim is to ensure that our children are given every opportunity to grow, to learn to love learning and to succeed in a rapidly changing society. We should be proud of that valuable contribution.

Events

FEBRUARY 22-23 MISSISSAUGA
OTF Retirement Planning Workshop
Contact: Bob Whitehead
Peel Teacher Local
Tel: 905-564-7233
Fax: 905-564-7236
Email: robert.whitehead@peelsb.com

FEBRUARY 22-24 LONDON
**Supervisory Officer's
Qualifications Program**
Contact: Colleen Lee, ETFO
Tel: 416-962-3836/1-888-838-3836
Email: clee@etfo.org www.etfo.ca

APRIL 3-5 TORONTO
**Education Staff Development
Council Of Ontario**
Theme: "School Improvement:
Linking Professional Learning &
Student Achievement"
Contact: Anne Sheppard
Tel: 905-797-2879
Email: shepp.jarn@sympatico.ca

APRIL 5-6 NORTH BAY
OTF Retirement Planning Workshop
Contact: Ron Maeck
Near North Teacher Local
Tel: 705-382-3114
Fax: 705-382-3116

APRIL 19-20 NEW LISKEARD
OTF Retirement Planning Workshop
Contact: Jim Paterson
Ontario North East Teacher Local
Tel: 705-335-4420
Email: etfokap@ntl.sympatico.ca

MAY 2-4 COLLINGWOOD
**Curriculum 2002: The Joy of
Learning 25th Anniversary Year**
Contact: Michael A. Giffen
Tel: 705-424-3317
Email: mgiffen@georgian.net

MAY 3-4 THUNDER BAY
OTF Retirement Planning Workshop
Contact: Hilda Postenka
Lakehead Teacher Local
Tel: 807-345-1468
Fax: 807-767-8575

MAY 21-25 BRITISH COLUMBIA
**The International
Children's Conference on the
Environment (icc)**
Contact: ICC Canada 2002
Victoria, B.C.
Tel: 1-250-995-0255
Fax: 1-250-995-0226
Email: info@iccCanada2002.org

MAY 26-29 ALBERTA
**International Council on
Open and Distance Education
and the Canadian Association
of Distance Education**
Contact: Dr. Ken Collier
Conference Co-ordinator
Athabasca University, Edmonton
Tel: 1-780-397-3416
Email: kenc@athabascau.ca

SEPTEMBER 20-25 ITALY
**21st Century Project
"The Humanistic Renaissance
in Mathematics Education"**
Città del mare Hotel
Contact: Alan Rogerson
Email: arogerson@vsg.edu.au

ETFO ANNUAL MEETING DEADLINES

ETFO's 2002 Annual Meeting will be held August 12-15 in Toronto. Nominations from members wishing to serve as Parliamentarians, Deputy Parliamentarians, Assistants or Poll Clerks, must be received at provincial office by March 1, 2002.

Nominations from members seeking election to the provincial Executive must be received at provincial office by March 15, 2002. This applies only to those who wish their campaign platform included in the Annual Meeting booklet.

For more information on elections, see the ETFO Reference Book - Bylaw III: Elections.

For more information on these positions, contact your local ETFO president.

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SECURE, SPEEDY, ONE-STOP SHOPPING.

RIGHT: There was a strong ETFO presence at the OFL demonstration against homelessness.



This year for the first time, the Elementary Teachers' Federation of Ontario participated in the Ontario Federation of Labour Convention (OFL) from December 3-7, 2001. ETFO is one of the largest affiliates to the OFL. This entitles the federation not only to a large

In a departure from previous conventions, delegates spent half a day in regional workshops examining ways to implement the OFL action plan in their communities.

The action plan itself has four main components: building the solidarity network; mobilizing health and safety activists to fight for safety on the job; organizing the unorganized; and creating a People's Charter for Ontario. Members of ETFO will be participating in all of these activities, but perhaps most actively in creating the People's Charter.

The People's Charter will spell out what needs to be done to rebuild Ontario, to repair the damage done by the Conservatives during their time in office. It is founded on four principles:

- that democracy must be extended into every corner of our society, and must become part of the life of the economy and of the workplace;
- that it is possible to organize a society on the basis of justice and equality;
- that people have both individual and social rights;

- that the public sector of the economy is a vital necessity that must be strengthened and extended.

The charter will be developed through a process of partnership between the trade union movement and progressive community, faith and social action groups. Representatives from a number of these groups introduced themselves to delegates on Friday morning and enthusiastically welcomed the opportunity to participate in the People's Charter.

Over the next year, you will be invited to take part in an intensive consultation about the charter in your school. Other people in other workplaces will do the same. Once there is agreement about the charter, it will go back out to communities for endorsement and will form the basis for labour's agenda in the next election campaign.

Much needs to be done. Just as we gain strength within our federation by standing together, we gain strength in our communities by working with our labour and social justice partners. We cannot begin to rebuild Ontario alone. Together we can start.



OFL REPORT

Phyllis Benedict, President, ETFO

number of delegates at the convention, but also to two vice-presidents on the OFL Executive Board.

From the day before the convention started until the last motion was debated, ETFO members were active and visible. Members spoke, sat on committees, voted in caucuses, marched in demonstrations and contributed to appeals.

Delegates debated and passed an education policy paper that ETFO had participated in developing. Among the resolutions that were passed was one opposing teacher recertification and another opposing any attempt by the government to cut funding from child care.

Joining a committee is one of the many ways you can make your voice heard and help build your federation.

Celebrating ETFO's Standing Committees

The Elementary Teachers' Federation of Ontario (ETFO) has standing committees, all of whom are seeking active, committed participants. Joining a committee is one of the many ways you can make your voice heard, influence the actions of the federation and have an enjoyable experience working with other ETFO members in an area that interests you all.

Applicants for standing committees are reviewed by the Selection Committee for Standing Committees, which then recommends applicants to the Executive for approval. The Selection Committee is chaired by ETFO Vice-President Ruth Behnke. The Selection Committee is elected at the Representative Council, and membership is open to members of the Representative Council only. Generally, all the standing committees have five members and an assigned staff officer.

All committees also have an Executive member with whom to liaise. Members may sit on the committee for two consecutive two-year terms. Committees meet twice in Toronto and hold one teleconference. All expenses related to participation on committees are paid by provincial office. For more information on ETFO standing committees, contact Ruth Behnke, Vice-President, or Nancy Collinson, Administrative Assistant, at provincial office.

ETFO also appoints representatives to standing committees of the Ontario Teachers' Federation (OTF).

OTF Committees seeking members are

- International Assistance
- Ontario Teachers' Insurance Plan (OTIP)
- Pension Adjudication
- Qualifications Evaluation Council of Ontario (QECO)

Contact Emily Noble, First Vice-President, ETFO, for more information on OTF committees.

Applications for both ETFO and OTF committees will be mailed to ETFO stewards in February and are also available on the ETFO website – www.etfo.ca. Completed applications must be received at provincial office by early April.

For more information on ETFO's standing committees, ask your ETFO steward for the ETFO Reference Book 2001–2002.

TOP TO BOTTOM:

Some of ETFO's standing committees:

- Political Action;
- Anti-Racist Education
- International Assistance
- Aboriginal Education



Classifieds

Reaching Out to Teachers Across Ontario

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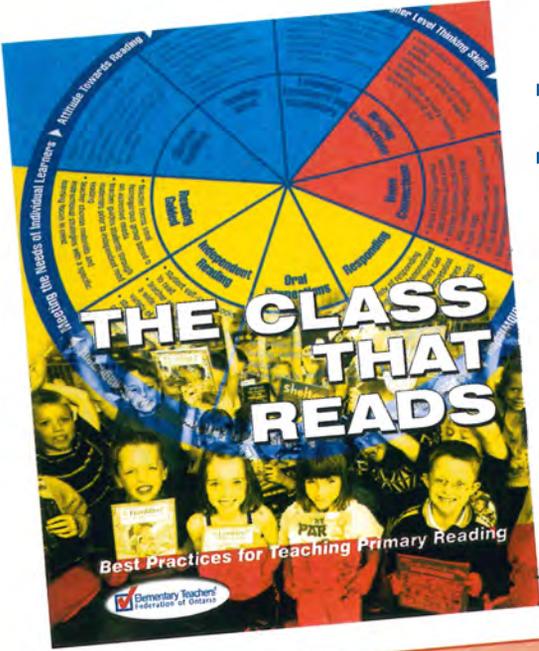
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