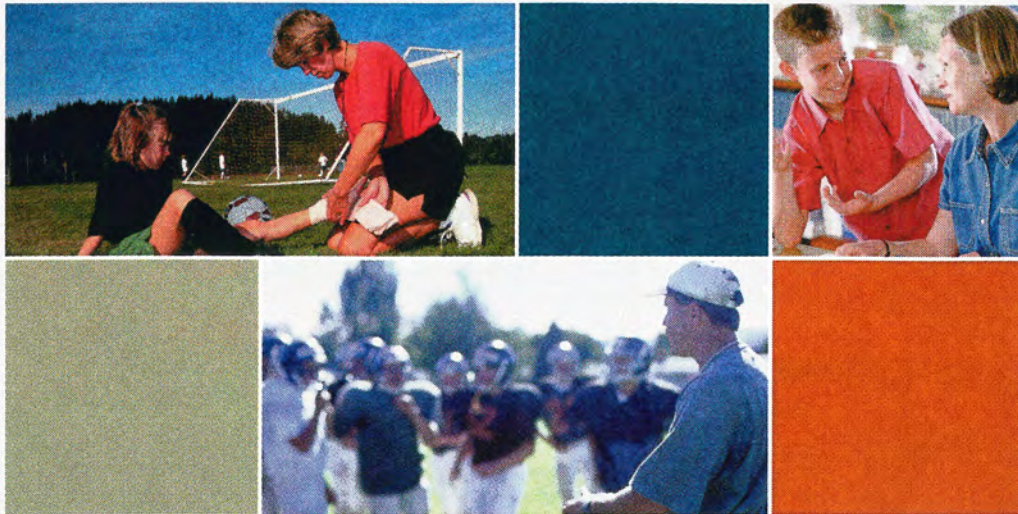


voice



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STACEYANNE GROCHOWINA

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Federation of Ontario**
Fédération des enseignantes et des
enseignants de l'élémentaire de l'Ontario



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COVER Premier elect Dalton McGuinty stops to sign autographs for children as he arrives at the Legislature in Toronto on Friday October 3, 2003. It was a spectacle unlike any other in recent Ontario political memory.

Photo: CP (Frank Gunn)

FROM THE PRESIDENT

Elementary Teachers Welcome New Government

Probably no one was more delighted to see the end of the Tories' reign of error than elementary teachers and education workers.

Looking back on the Harris/Eves years, it amazes me to think of all we survived. It was more than the legislative nightmare and the massive cutbacks; it was the punitive way in which the government abused its authority, shoring up its core support by marginalizing and denigrating others.

ETFO has worked hard over the past eight years to bring the needs of students, teachers, and education workers to the attention of both the Liberals and the New Democrats. I am sure we will be able to work with the

new government to make high-quality public education a reality in Ontario.

We firmly believe that the Liberals can reduce class sizes to 20 in the primary grades. We know it will not happen overnight. This change must be thoroughly planned and properly resourced. Reducing class size will go a long way toward closing the \$796 funding gap between elementary and secondary students.

We will look to the new government to implement other cost-effective parts of its platform as soon as possible. For example, it must cancel the Ontario College of Teachers Recertification Program and restore democracy in Hamilton-Wentworth, Ottawa-Carleton, and Toronto.



EMILY NOBLE,
PRESIDENT, ETFO

Other issues are still on the table. Dr. Rozanski's recommendations have not been implemented; thousands of children are waiting for special education; cutbacks to programs and services have hurt our students; elementary teachers' preparation time is still not adequately funded.

Of course, there will be times when we will disagree with the government. However, we hope that the climate in which decisions are made will be supportive and consultative. We look forward to our first meeting with the new Minister of Education and to the beginning of a brighter future for Ontario.

FROM THE GENERAL SECRETARY

New Government No Cause for Complacency

The election of Premier Dalton McGuinty and a Liberal government is cause for celebration. It is not cause for complacency.

Ontario has a sizable debt and deficit, the price we have paid for the Tories' tax cuts. The Liberals have promised not to raise taxes. There may not be much money to go around, and fierce competition for what is available.

Premier McGuinty has said that education will be a priority for him. Yet other sectors, such as health, will demand attention as well. Educators will have to ensure the Liberals live up to their promises. In particular, elementary educators and students

have been promised significant improvements in our working and learning conditions.

Dalton McGuinty wants to be known as "the Education Premier." The best way we can help him achieve his goal is to continue to lobby for the resources we need.

At the provincial level, we expect our relations with the government to improve. The Premier understands that investing in the early years of a child's education is the right thing to do. We will remind him of his promises and assist with developing a plan to meet this commitment.

Closer to home, your local presidents will be meeting with their



GENE LEWIS,
GENERAL SECRETARY, ETFO

MPPs to tell them what is needed to rebuild Ontario's schools. Every member can help by keeping informed on the issues, supporting the Federation, and speaking proudly about public education and the work you do in your classroom every day.

Four years from now, at the end of the Liberals' term, we must be able to say that gains were made for elementary students, teachers, and education workers. It is our responsibility to make sure we are able to do so.

From the Editor

One of the major topics in this issue is the defeat of the Tories and the election of a Liberal government. Thousands of ETFO members worked hard to elect MPPs who will support teachers and education workers to improve public education. I visited a few of the campaigns and met with members who were running as candidates or assisting behind the scenes. Vivian McCaffrey's insightful article is the substance of this feature.

ETFO has now incorporated our French name into the provincial logo. You'll find the new logo on the cover of this issue.

As well, *Voice* will be publishing more articles in French. In this issue, for example, is *Mission possible : s'amuser, rire et parler français* by André Charlebois. André is education coordinator, second languages, Upper Canada District School Board, and was a presenter at ETFO's first French language conference in the spring. André will be a regular contributor this year.

ETFO is interested to hear from FSL and immersion teachers about the issues you would like to see addressed in *Voice*, as well as the kinds of services you ideally would like to see ETFO offer its French-language members.

Finally, we have made design changes to this issue, which will make some features easier to read.

I welcome your comments.

Charlotte Morgan
cmorgan@etfo.org



ON LOCATION REPORT

Do you have a story to report?

Name	Position
School	
School Address	
Postal Code	Tel.
Event Date(s)	
Event or Award Description	

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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 jpoints@etfo.org.

QECO Evaluation

Teachers are reminded that QECO Program 4 will cease to be operational on August 31, 2004. Effective September 1, 2004, all teachers will be evaluated on Program 5. Teachers are only eligible for a Program 5 evaluation when recognition of Program 5 has been negotiated with their school board.

The teachers who may change category as the result of Program 5 evaluation are teachers in categories A2 and A3, technological studies teachers, and those teachers in A4 who possess a post-graduate degree, if their collective agreement has a clause that pays an additional allowance for a degree that was not used by QECO to award the teacher an A4 rating.

Teachers holding an evaluation issued on a previous QECO program will not lose the category previously assigned. All QECO letters stating upgrading requirements will be honoured.

Program 5 may be viewed by visiting the QECO website at www.qeco.on.ca.

York Region Teachers Help Romanian Babies

York Region teachers Suzanne Jovic and Sheniz Jessa spent their summer

vacation caring for at-risk babies and toddlers in Romania. The volunteer team was coordinated by Global Volunteers, a US-based non-profit organization that offers short-term service opportunities in 18 countries.

"While it was heart-wrenching to witness the virtual abandonment of these babies, I was speechless when I saw a baby's first smile," says Jovic. "This experience has taught me to love every one of my students a little more and to consider the great lengths many immigrant students have overcome to have the life they now have in Canada," she says.

"While sadness and helplessness seemed to permeate the surroundings, every day I was excited to walk up the hospital path and be greeted by the toddlers. Every day was a joy and a surprise!" says Jessa.

Global Volunteers coordinates short-term service in 18 countries. Projects range from teaching conversational English to caring for children, to constructing community buildings. Participants pay a tax-deductible fee that ranges from \$1,295 to \$2,295 U.S. for international programs. Airfare is extra. For more information visit www.globalvolunteers.org.

OTIP Bursary Winners

Kaitlyn Bernyk of Chatham and Erin Staples of Ancaster were two of 12 Ontario students chosen to receive \$1,000 academic bursaries. The bursaries are awarded annually, by the Ontario Teachers Insurance Plan to eligible children or dependants of OTIP-insured members. The names of the winners are selected through a random draw. Bernyk's and Staples's parents are members of ETFO.

OTIP is a non-profit organization directed by a board of trustees consisting of two representatives each from ETFO, AEFO, OECTA, and OSSTF. OTIP provides insurance products and service to more Ontario education employees that any other insurance provider. For more information visit www.otip.com.

Niagara Teachers Support United Way

When the United Way of St. Catharines and District asked for support in ensuring that 500 financially disadvantaged students began the school year with a backpack full of school supplies, ETFO Niagara didn't hesitate. It immediately donated \$1,000, half of the money

needed to fund the entire campaign.

Not only did the local donate money, it also provided volunteers to help stuff and deliver the backpacks to schools in the Niagara Region. As a result, the project was a great success, and the weekend before school opened, all three local papers featured large photos of teachers assisting "Backpacks for Kids."

"This is a great program because there are a lot of kids with needs in our community and people who have more can give to people who have less," Mark Cushing, a grade 8 teacher, told the *Niagara Falls Review*.

ETFO Voice Wins Award

The ETFO Voice won the Canadian Educational Press Association's (CEPA) Golden Leaf Award for Writing and Editing. The award recognized the how-to feature *Special Education in the Regular Classroom*, by Denise Emery, Geri Haskell, and Cathy Telfer, published in Voice Winter 2003 issue.

Voice Editor Charlotte Morgan also won a CEPA Golden Leaf Writing and Editing Award for *A Brief History of Special Education*, published in the same issue of Voice.

“When hearing that I was going to retire, a friend asked,

‘How will you live without your identity? Teaching is such a large part of you.’

I replied that I wouldn't even try.

I plan to continue teaching on an occasional basis. But I joined RTO/ERO because it will help me maintain my identity as a teacher when I am not in the classroom.”



“I'm pleased to be part of an organization that respects teachers, and looks out for their interests, not only for those who have retired, but also for my friends and colleagues who are still in the classroom.

I feel strongly that kids are our tomorrow. We have to look after them. In retirement, you can't just “pack it in” – you have to stay committed. As a member of RTO/ERO, I feel that I can continue to be involved in the education of children.

Through providing support for both active and retired teachers, lobbying governments on social, economic, pension and health-related issues, and the many local social activities, RTO/ERO is an organization that will look after the needs of members such as myself - now, and into the future.”

– ANN RIVARD

Former elementary teacher and RTO/ERO's 50,000th member

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congratulations

ETFO's 2002/2003 Scholarship and Bursary Winners

Aboriginal Women in Education Award – Women's Program

ALLISON NAKOGEE, James Bay
DEB ST. AMANT, Kawartha Pine Ridge

Doctoral Scholarship

ANDREW HANSON, Hastings-Prince Edward

Doctoral Scholarship – Women's Program

LINDA MACARTHUR, Kawartha Pine Ridge

ETFO Bursaries (for sons and daughters of ETFO members)

STEPHANIE CARSTAIRS, Simcoe County
ADAM DAVIS, Lambton Kent
AERIN KEMP, Limestone OT
RACHAEL MACGREGOR, Waterloo Region
GRAHAM MONCK, Bluewater

ETFO Bursaries (Persons with a Disability/Visible Minorities/Aboriginal Persons)

BADSHAH MALIK, Thames Valley OT

ETFO Bursaries (Persons with a Disability/Visible Minorities/Aboriginal Persons) – Women's Program

REENA ANAND, Upper Grand
ANJILI PANT, Hamilton-Wentworth
IRENE PRIEST, Hamilton-Wentworth

Master's Scholarship

MIRA BOTA, Rainbow
LENA GLAÉS-COUTTS, Durham
SONIA HAYE, Elementary Teachers of Toronto
WAYNE LEE, Elementary Teachers of Toronto
LORI SHANTZ, Waterloo Region
TARA TASKER, Kawartha Pine Ridge

Master's Scholarship – Women's Program

REBECCA BEARINGER FAY, Waterloo Region
KAREN BROWN, Elementary Teachers of Toronto
DENISE EDWARDS, Elementary Teachers of Toronto
LOUISE GRANAHAN, Elementary Teachers of Toronto
JANICE MACKENZIE, Kawartha Pine Ridge
JENNIFER MCMASTER, Upper Canada
ELAINE YUEN, Elementary Teachers of Toronto

For more information on nominating yourself or a colleague for one of ETFO's many awards, honours, bursaries, and scholarships for 2003-2004, see the ETFO Reference Book in your school, call your local president, or contact Jerry DeQuetteville at provincial office.



Left to right, back row: ETFO Award Winners with Emily Noble, President; Darlene Denis-Friske, Education Support/Professional Support Person of the Year; Jan Grant, Dave Krook, Newsletter Editor's Award; Tim Ralph and (front row, right to left) Tim Lazor, Local Website of the Year; Ruth McLean and Maureen Coleman, Newsletter Editor's Award; Phyllis Newman, Occasional Teacher of the Year; Anne Allen, Outstanding Bus Driver of the Year.

Photo: Brian Pickell

ETFO Voice is pleased to provide "PD Notes," a column written by the staff of ETFO's Professional Services Service Area. This column introduces issues, new programs, and publications.



PD NOTES

Please note: Professional Services includes ETFO's former Professional Development, and Strategic Services service areas.

Working with Local PD Committees

Professional development committees in ETFO locals are vital to ensuring that relevant, PLP-free professional development opportunities are available for members close to home. To assist the locals, ETFO staff delivered a workshop that invited the PD chairs to examine their vision of professional development, and reflect on the role ETFO and the locals play in providing such services. Participants also shared their own professional development success stories and exchanged tips for planning and programming.

Watch for ETFO-sponsored professional development opportunities organized by your local PD committee this year.

New Resources

Making Math Happen in the Intermediate Years

Making Math Happen in the Intermediate Years is a new, 100-page ETFO resource written in collaboration with the Ontario Mathematics Consultants Association (OMCA). The lead authors are Jason Johnston and Troy Parkhouse from ETFO Niagara.

Connected to the NCTM Standards and linked to the Ontario mathematics curriculum, this resource offers practical strategies and ideas to create a dynamic, successful, intermediate mathematics program.

Other key topics in this resource are characteristics and needs of intermediate learners; teaching math through problem solving; components of an effective math

Making Math Happen in the Intermediate Years



program; the effective use of manipulatives; planning for success; math lessons and unit planning; assessment ideas; intermediate performance tasks; and home-school connections. Order through shopETFO by phone, fax or on line at www.etfo.ca.

The Teacher's Planning Book

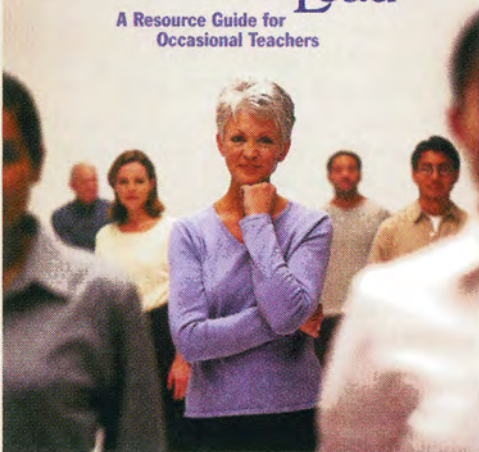
The Teacher's Planning Book – A Step-by-Step Guide is a new, 110-page ETFO resource focused on planning. It is the ultimate planning guide for the elementary educator from grades 1-8. The materials are ready to add to your own binder. Use the planner as your guide and add other interesting materials throughout the year.

Topics include planning for

- combined grades
- ESL/ELD and special education students
- effective classroom management

The Occasion to Lead

A Resource Guide for Occasional Teachers



- curriculum expectations
- long-range planning, unit planning, lesson planning, assessment and evaluation planning linked to the report card
- practical reference and resource charts to facilitate your thinking as you plan

Order through shopETFO by phone, fax or on line at www.etfo.ca.

The Occasion to Lead

This new resource guide for the occasional teacher provides a wide scope of information that supports the unique, demanding, and flexible profession of occasional teaching. It features two loose-leaf sections on governance and professionalism, as well as a take-along book, *Head of the Class*. *Head of the Class* includes lesson plans, worksheets, and reproducible masters.

Summer Aboriginal Learning Experience

The Summer Aboriginal Learning Experience was held from July 6 to 8 in Peterborough. Jan Beaver and Donna Magee from the Toronto District School Board provided the 27 participants with an informative, enriching workshop that focused on aboriginal arts and crafts, medicine wheel teachings, and curriculum applications and approaches. The three-day workshop also included an opening circle, sunrise ceremony, traditional feast and drumming, and a trip to the Petroglyphs Provincial Park.

When asked to commit to change, participants said they would

- "... share my experience with my primary division (hopefully more) in a pilot experience."
- "... bring the new knowledge to other teachers and adapt this knowledge into my teaching units."
- "... stay open-minded and help my students do the same."
- "... pass information and experience on to my fellow staff."
- "... teach the medicine wheel."
- "... continue to learn."

For further information on ETFO's professional development services, contact

WENDY MATTHEWS, COORDINATOR,
PROFESSIONAL SERVICES SERVICE AREA

KAREN BROWN

RUTH DAWSON

COLLEEN LEE

JENNIFER MITCHELL

JAN MOXEY

ANNE RODRIGUE

Provincial Election 2003

ETFO Members Made a Difference

By Vivian McCaffrey

The extent of the Liberal victory at the polls on October 2 clearly indicates there was widespread desire among Ontario voters for a change in government. ETFO members may wonder, then, whether their political involvement and that of their Federation had any real effect on the outcome of the election. I would argue that ETFO and individual members, along with our colleagues in the other teacher affiliates, played a significant role in overturning the Tory government. Without the work of teachers, education workers, and their local and provincial organizations, a change of government was not a foregone conclusion.

Laying the Groundwork

ETFO has been planning for an election for some time. It was commonly held that the Tories might call an election any time after Ernie Eves assumed the party leadership in the winter of 2002 and that they would likely call one no later than June 2003, four years into their five-year mandate. In anticipation of a possible election last spring, ETFO organized a series of regional pre-election training workshops in April and May 2002 designed to assist locals with the planning process.

Locals took up the challenge and began a number of key activities including getting members involved in Liberal and NDP riding associations, attending nomination meetings, making donations to the parties, surveying members to identify people willing to work for specific candidates, and sponsoring various kinds of advertising that reminded the public about government cuts to public education and other public services.

"I would argue that ETFO and individual members, along with our colleagues in the other teacher affiliates, played a significant role in overturning the Tory government. Without the work of teachers, education workers, and their local and provincial organizations, a change of government was not a foregone conclusion."

VIVIAN MCCAFFREY

Getting the message across to the public about education funding cuts took time. With deep advertising budgets, the government sponsored a series of advertisements and brochures promoting its education spending and the "positive" effect of its many education initiatives. Television viewers were subjected to a steady diet of warm and fuzzy government advertisements touting the virtues of the new curriculum, teacher testing, standardized student testing, the standardized report card, and extra resources for special needs students. The advertisements were supplemented by regular householder brochures.

Much of the work to debunk the government's claim that it was increasing education spending was done by Hugh Mackenzie, director of research for the United Steelworkers of America. After a number of years of painstaking analysis and public education, his conclusion that the Tories had cut more than \$2 billion annually from education spending since 1995 was ultimately accepted by the mainstream media. This fact put the government on the defensive about the veracity of its funding claims.

ETFO built on the work done by Mackenzie and developed a 30-second television advertisement that ran for four weeks in the late spring of 2002. The advertisement featured ETFO members talking about the impact of cuts to the classroom. The advertisement was timely since it coincided with the school board budget process when a number of boards were forced to cut programs to balance their budgets. A crisis developed when three large urban

boards defied the government and refused to adopt a balanced budget. The government responded to the crisis by appointing Dr. Mordechai Rozanski to head a task force to review the education funding formula and by appointing supervisors to take over the rebellious school boards.

The government took these steps to diffuse the issue, but ETFO, in collaboration with its Hamilton-Wentworth, Ottawa Carleton, and Toronto locals, responded with the Fair Funding Campaign that highlighted the impact of years of education funding cuts. The campaign included a newspaper insert in targeted daily newspapers, magazine advertisements, a radio ad, billboards, and transit advertisements. It was extended to other parts of the province from mid-January to early March 2003 to counter the government's claim it had implemented the Rozanski recommendations. Anticipating a possible election call in March 2003, ETFO re-ran our funding advertisement with an amended script that concluded with "Don't you think it's time to change the government?" The ETFO media campaign undoubtedly contributed to the growing public view that it was time for a change at Queen's Park.

Election Strategies

When the Tories released their election platform on May 16, 2003, a platform that included a promise to ban teachers' right to strike, it was clear teachers would be a key target during the upcoming election. ETFO's approach to the election was not to set teachers

up as a whipping boy for the Tories, but to concentrate on informing members about the issues, encouraging them to get involved in their local campaigns, and reminding them to vote.

ETFO President Emily Noble sent every member a letter that included an overview of the party positions on key issues. She followed the letter with a broadcast telephone message encouraging members to get involved in the election and to remember to vote. ETFO locals reinforced the provincial communications with special election newsletters, phone calls, recorded broadcast messages, and school visits. A number of locals organized "poll parties" to encourage ETFO members to vote at advance polls in order to increase the rate of teacher voters and to ensure those who wanted to had time after school to volunteer in candidates' campaigns on election day.

As during the 1999 provincial election, ETFO worked with locals to release teachers to work in specific campaigns. Through support from both the provincial organization and our locals, ETFO supported 76 candidates. Forty-six of these were successful, including 23 who unseated a Tory incumbent. Teachers bring an ideal set of skills to political campaigns and ETFO members were welcome additions to the campaign teams. A number of MPPs have commented that teacher involvement was key to the effectiveness of their campaign.

With respect to the media, ETFO sponsored a half-page advertisement in the daily newspapers on the day following the televised leaders' debate. The advertisement reinforced the message of the Fair Funding Campaign.

Left to right: Brenda Willis, ETFO Peel, campaigned for the Liberal's Linda Jeffrey. Lea Ann Bowman, ETFO Niagara, campaigned for the Liberal's Kim Craitor. Mourace Scott, and Wendy Hughes, ETFO Toronto, campaigned for the NDP's Michael Prue (in blue sweater). Jeffrey, Craitor, and Prue were all elected.



Rather than allocate major resources to an ETFO television advertisement that might have played into the hands of Tory strategists, the Federation made a significant contribution to the Working Families Campaign so it could increase the buy for the coalition's very effective series of advertisements that played on the theme "Not this time Ernie." The Working Families Campaign ran television advertisements in April and again in June. Other than the advertisements of the three main political parties, they were the only noticeable political advertisements running during the election campaign period. The advertisements had a significant impact on voter opinion

about the government led by Ernie Eves, a fact confirmed through focus-group testing.

Post-Election Strategies

Every new government enjoys a honeymoon period with the voters. Time will tell how long the one with the new Liberal government will last. ETFO is approaching the changing of the guard at Queen's Park with considerable optimism. We are confident the Premier will deliver on his commitment to withdraw the teacher recertification requirements, a move that will create considerable goodwill with teachers.

The Federation leadership is cognizant of the warnings that a larger provincial deficit than the Tories reported could cause the new government to slow the pace of implementing the Liberal promises. Nevertheless, the Federation takes the Premier at his word that he wants to be known as "the education premier" and that education will remain a key priority for his government.

When the Federation takes issues forward to the government, we will be working with the benefit of a good working relationship with the Liberals built over the years they were in opposition. We had the opportunity to influence the Liberal education platform, including the policy on





MPPS with an Education Background

smaller class sizes, and we will continue the discussions on other issues that were well underway before the election call. This positive working relationship extends to our local leadership. Many ETFO local presidents, other executive members, and individual members have developed good contacts with re-elected MPPs as well as newly-elected ones. ETFO is therefore not starting with a blank slate when the Federation meets with Liberal officials to discuss how we can assist the government move forward with its education agenda.

A disturbing statistic of the 2003 provincial election is that voter turnout declined once again. Theories abound as to whether the decline can be attributed to negative election advertising, disenchanted Tory voters staying home, growing cynicism about politics, or a sense of disengagement on the part of today's youth. Likely, all of these factors were at play. Part of ETFO's post-election activities will be participation in the Kids Voting Canada project that is designed to foster a sense of civic responsibility among young people. In the New Year, watch for ETFO-developed curriculum for grades five to eight that will assist elementary teachers be part of a serious attempt to engage young people in the political process. If teachers themselves regain faith in the role that government plays in supporting public education, perhaps that restored confidence in the political process can be transferred to the next generation of voters.

ETFO, through the provincial organization, our locals, and individual member participation, indeed made a difference in the recent provincial election. The Federation is now working to ensure our members' voice continues to have a positive influence in shaping policy that benefits public education and the health of democracy in Ontario.

Vivian McCaffrey is ETFO's Government Relations Officer.

The new Legislature includes a number of individuals with a background in elementary and secondary education. Those elected include ten former teachers: Liberals: DAVE LEVAC (Brant), MIKE COLLE (Eglinton-Lawrence), JIM BRADLEY (St. Catharines), JIM BROWNELL (Stormont-Dundas-Charlottenburgh), RICK BARTOLUCCI (Sudbury); NDP: HOWARD HAMPTON (Kenora-Rainy River), ROSARIO MARCHESE (Trinity-Spadina); PC: TOBY BARRETT (Haldimand-Norfolk-Brant), ELIZABETH WITMER (Kitchener-Waterloo), JULIA MUNRO (York North).

In addition, four new Liberal MPPs hold teacher qualifications but have no teaching experience: KHALIL RAMAL (London-Fanshawe)*, PETER FONESCA (Mississauga East), WAYNE ARTHURS (Pickering-Ajax-Uxbridge), and BILL MAURO (Thunder Bay-Atikokan).

Twelve MPPs have experience as a school trustee: DAVE CAPLAN (Don Valley East), KATHLEEN WYNN (Don Valley West), DONNA CANSFIELD (Etobicoke Centre), LIZ SANDALS (Guelph-Wellington), DOMINIC AGOSTINO (Hamilton East), LEONA DOMBROWSKY (Hastings-Frontenac-Lennox and Addington), ERNIE PARSONS (Prince Edward-Hastings), GERRY PHILLIPS (Scarborough-Agincourt), GERRY MARTINIUK (Cambridge), JOHN O'TOOLE (Durham), ELIZABETH WITMER (Kitchener-Waterloo) and ROSARIO MARCHESE (Trinity-Spadina). Two others held non-teaching positions with a school board: MARIE BOUNTROGIANNI (Hamilton Mountain) and HARINDER TAKHAR (Mississauga Centre).

*Taught in Lebanon

ETFO staff and executive members met daily to discuss ETFO's campaign strategy. Left to right: Government Relations Officer, Vivian McCaffrey; First Vice-President, Ruth Behnke; Deputy General Secretary, Marilyn Roycroft; President, Emily Noble; General Secretary, Gene Lewis; Vice-Presidents, Cynthia Lemon, David Clegg. Absent from photo: Mary Morison.

On the Campaign Trail



Kelly Hayes

No one was happier than Kelly Hayes when the day after Hurricane Isabel dawned sunny and warm.

This NDP candidate and president of ETFO Hamilton-Wentworth was looking forward to a day's campaigning at the 153rd Ancaster Fair.

Kelly's campaign team in the riding of Ancaster-Dundas-Flamborough-Aldershot had set up a display next to the local PC and Liberal party candidates' tables and across the way from the livestock barns. Just behind was the cart racing, while further into the fairgrounds the fun fair was in full swing.

As they strolled by Kelly's table, many fairgoers stopped to talk about the election. There were ETFO members with their families, local residents with specific concerns to discuss, and participants from other displays with a little time on their hands and an interest in politics. There was fast food and lots of sticky hands to shake. All in all, a typical fall fair day in southern Ontario.

Kelly went into the election facing an uphill battle against five male candidates from other parties. She and her team, led by campaign manager Judy Popov, ran a great campaign, doubled the NDP's local vote, and took the party's publicpower message to Ontarians.

On October 3, Ancaster-Dundas-Flamborough-Aldershot went to the Liberals.



Pam Wolf

ETFO member/NDP candidate Pam Wolf and Liberal candidate Jerry Boyle were both at an

education forum hosted by the local teachers' federations in Galt. Galt was one of several small towns incorporated into the City of Cambridge. The sitting conservative MPP, Gerry Martiniuk, was absent, a fact marked by an empty chair on-stage.

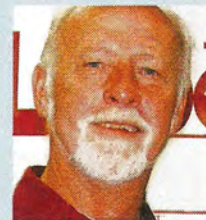
Driving into Galt, it was impossible to miss Pam's campaign signs along the arterial roads. And at "the delta," a point where several major roads meet, a huge electronic billboard featured Pam's face and candidacy. A tightly fought race was obviously underway.

The forum took place in the beautifully restored auditorium at Galt Collegiate Institute, Ontario's oldest high school. The evening went well for Pam, who was able to draw on her first-hand knowledge of both local and provincial education issues.

While there was a supportive crowd of teachers in the audience, every effort was made to give the local Liberal a fair hearing.

On election day, Pam knew that she and her team couldn't have done more. They had raised the issues and got the vote out. However, this was a riding where the Tories' negative campaign resonated with voters.

On October 3, Cambridge went to the Progressive Conservative Party.



Dennis Fox

Dennis Fox, an executive member of the Elementary Teachers of Toronto, and a town councillor

in Whitby, was hand-picked by the Liberal Party to run against incumbent Conservative MPP, Jim Flaherty, in Whitby-Ajax.

From the beginning, Dennis had no illusions about his chances of winning the seat. His goal was to mount a strong campaign, keep the former PC leadership candidate in his riding, and stop him from electioneering elsewhere in the province.

A visit to Dennis's headquarters in beautiful downtown Whitby showed the campaign was going well. Canvassers were dropping in at the early hour of 9:30 a.m. on a rainy Saturday, phones were ringing, and the coffee was hot.

As well, the PC candidate had levelled accusations of dirty tricks against the Fox campaign. This accusation was completely baseless, yet it illustrated Flaherty's well-founded fear of losing his seat.

Dennis directed me to a busy intersection where a Flaherty sign urged voters to "Ban Teachers' Strikes."

In the end, Dennis came close to beating Flaherty, a result that would have been sweet indeed.

On October 3, Whitby-Ajax went to the Progressive Conservative Party.

By André Charlebois

Mission possible:

s'amuser, rire et parler français



Combien de fois devons-nous dire à nos élèves de français langue seconde de parler français? Chaque enseignant et enseignante de français langue seconde possèdent plus d'un truc dans sa mallette afin de rappeler aux élèves que dans la classe de français, on parle ... français.

Un système de points, des collants, un système de dollars qui récompensent l'élève qui parle français, même des friandises! Il semble que tous les moyens sont bons afin de s'assurer que les élèves s'expriment dans la langue d'apprentissage.

Toutefois, la réalité dicte souvent aux enseignants de français langue seconde qu'il n'est pas toujours possible de mettre en place certaines des stratégies mentionnées ci-haut. Il devient donc nécessaire pour l'enseignante de français langue seconde d'intégrer une stratégie d'enseignement qui sera un appui aux objectifs recherchés.

L'apprentissage coopératif, aussi appelé la pédagogie de la coopération, s'avère une stratégie d'enseignement qui, en plus de contribuer à l'apprentissage de la langue, s'avère un outil intéressant dans la pratique des valeurs sociales.

Qui pense « apprentissage coopératif », pense souvent travail de groupes. Ainsi se traduisent plusieurs inquiétudes au fonctionnement du groupe. Il n'est pas rare d'entendre des enseignantes dire :

« Les élèves ne fonctionnent pas bien en groupes. C'est toujours le même ou la même qui fait le travail. »

« Les élèves ne parlent pas français entre eux. »

« Il y a beaucoup trop de bruit dans la classe. Ça dérange les autres classes. »

Ces raisons sont certainement valables et découragent souvent les enseignants à regrouper les élèves pour faire une tâche académique partagée également.

Un bref survol de l'apprentissage coopératif nous permettra de revoir quels sont les éléments à la base de cette stratégie d'enseignement.

- L'enseignant s'assure que les élèves soient regroupés selon l'objectif fixé pour la tâche.
- Les élèves sont regroupés en groupes hétérogènes, tant de l'aspect académique que social.
- En plus de la tâche académique à accomplir, les élèves pratiquent une habileté sociale qui facilite le bon fonctionnement du groupe.
- L'enseignant s'assure de créer un climat de confiance au sein du groupe; cette confiance mutuelle est un élément clé de cette stratégie. Cet élément est souvent appelé « l'interdépendance » au sein du groupe.
- Il est toujours important d'inclure une objectivation suite au travail du groupe. Cette réflexion devient plus qu'un retour sur la tâche académique, mais bien un retour sur le fonctionnement du groupe du point de vue social.

En tenant compte de ces éléments, l'enseignant ou l'enseignante de français langue seconde possède un outil qui peut faciliter l'apprentissage du français ou toute autre matière enseignée en français.

Commençons avec l'enseignante de français langue seconde qui enseigne le programme de français de base. Souvent, cet enseignante doit faire face à certains obstacles d'ordre pratique.

- Par exemple, il ou elle n'a pas sa propre salle de classe et doit transporter son matériel sur un chariot, de classe en classe.
- Le temps alloué entre les périodes est souvent restreint, laissant peu de chance à l'enseignante de déplacer des pupitres, tables et chaises afin de créer l'ambiance de groupe social et académique.
- L'espace de rangement est souvent limité dans la salle de classe.
- Le temps pour la période de français est souvent court – 20 à 30 minutes par période de français.



Plusieurs grands théoriciens et praticiens de l'apprentissage coopératif préconisent une approche structurée, afin de rassurer les élèves lors du travail en groupes. Les élèves suivent donc une démarche précise, avec des objectifs académiques précis à atteindre.

Il devient donc nécessaire de changer ces obstacles ou de les adapter afin de combler les besoins de l'enseignante et de ses élèves.

Plusieurs grands théoriciens et praticiens de l'apprentissage coopératif préconisent une approche structurée, afin de rassurer les élèves lors du travail en groupes. Les élèves suivent donc une démarche précise, avec des objectifs académiques précis à atteindre.

L'enseignante de français langue seconde qui revoit une leçon de vocabulaire avec ses élèves, peut de façon aléatoire, regrouper les élèves en partenaires et leur demander de nommer huit mots de vocabulaire sur le thème enseigné. La différence est que chaque élève doit nommer quatre de ces mots de vocabulaire. Après avoir écrit, dessiné, mimé ou quelle que soit la forme d'expression de ces mots de vocabulaire, l'élève remercie son partenaire et retourne à son siège.

Cette forme d'activité se fait vite, exige peu de déplacement et ne nécessite pas une réorganisation des pupitres ou tables dans la classe. L'élève aura atteint l'objectif déterminé par l'enseignante, tout en permettant de contribuer davantage si le temps le permet ou si les partenaires ont fini la tâche avant le temps alloué.

Cette façon informelle et rapide de travailler en groupes permet à l'enseignante d'amorcer l'apprentissage

coopératif avec ses élèves. Plus ceux-ci deviendront habitués à travailler avec un partenaire, plus il sera facile de passer à l'étape suivante, c'est-à-dire, travailler en groupes de quatre élèves.

Cette étape s'avère cruciale dans le développement de l'apprentissage coopératif dans la classe de français langue seconde. Procéder à petits pas permet à l'enseignante d'établir un lien d'appartenance entre les élèves, et ceux-ci ressentent une fierté de partager avec leurs collègues de classe.

Lorsque les élèves ont acquis ce niveau de partage acceptable, on peut ensuite procéder à l'étape suivante, c'est-à-dire, le regroupement des élèves en groupes de quatre. Le succès de cet exercice aussi simple soit-il, est de structurer le temps et la tâche à accomplir.

« Avec votre partenaire, regroupez-vous avec un autre groupe. Vous avez trois minutes pour accomplir la tâche suivante : ... À mon signal, vous arrêtez et retournez à votre place. N'oubliez pas de remercier tous les membres de votre groupe. »

À partir de ces instructions très simples, les élèves apprennent déjà la différence entre le « tu » et le « vous », accomplissent une tâche spécifique selon le curriculum et commencent à intégrer des valeurs sociales qui veilleront au bon fonctionnement de la classe.

Une autre question très importante pour les enseignantes, les élèves et les parents est l'évaluation. Dans un contexte ainsi créé, l'évaluation diagnostique en est facilitée alors que les élèves démontrent leurs connaissances orales de la matière à évaluer, tout en exprimant ces valeurs sociales qui sont aussi tout importantes.

L'évaluation formative et l'évaluation sommative gardent toujours leurs places alors que l'élève fait une démonstration des connaissances acquises de façon individuelle.

L'apprentissage coopératif dans la classe de français langue seconde a une place privilégiée, car cette stratégie permet aux élèves d'acquérir des connaissances linguistiques, mais aussi, d'acquérir et développer un respect tant pour la langue et la culture, que pour les collègues de classe. Procédons par petits pas, créons un climat de succès et la victoire sera la nôtre – tant pour les élèves que pour les enseignantes.

Cette mission est possible!

André Charlebois is education coordinator, second languages, Upper Canada District School Board.

The foundation for quality education is quality teaching. Improving the quality of teaching is essential to enhanced student achievement and parent satisfaction.

PROTECTIVE SERVICES

By Susan Thede

Please note: Protective Services includes ETFO's former Professional Relations and Collective Bargaining services.

Performance Appraisal

The *Act to Promote Quality in the Classroom, 2001*, is now in the second year of a three-year implementation plan. The Act established the provincial model for teacher performance appraisal, the requirement for teachers to develop an annual learning plan, and introduced the teacher qualifying test for faculty of education graduates.

ETFO has been very clear in expressing our concerns related to the development and implementation of this process, including the rigid timelines, the four-point rating scale, and the use of parent input in the evaluation process.

ETFO continues to support accountability measures that address the importance of ensuring teacher competence, student achievement, and ongoing professional learning. Teacher performance appraisal is and has been a valuable component of teacher professional development and growth. To be constructive and effective, teacher performance appraisal must be fair, objective, transparent, and a positive growth experience. An important aspect of performance appraisal must be that teachers have opportunities to collaborate and provide input throughout the process.

Stages and degrees of implementation of the new process vary greatly around the province. Some district school boards attempted to fully implement the new process very quickly, starting last September.

Others are using a more gradual, phased in, approach, working with the federations to seek input, and develop local policies and implementation plans.

Regardless of the stage your particular board is at in the implementation process, your rights as a teacher are the same, and the role and responsibilities of the evaluator are the same.

Teacher Rights

All teachers have the right to fairness and due process throughout any evaluation process. As a teacher and a member of ETFO, you have the right to

- know what standards of performance are expected;
- receive notice and feedback;
- be given a chance to improve and to get assistance for improvement;
- have sufficient time to carry out the prescribed improvement;
- have federation representation at formal meetings related to the process; and
- have other rights as defined in your local collective agreement.

Advice to Members

- Be proactive; anticipate and prepare for every step of the performance appraisal process. The process should support your professional growth as a teacher.
- Be sure that the evaluator makes clear to you before the process begins exactly what the process involves, including expectations, timelines, steps to be followed, and the criteria by which you will be evaluated.
- Keep copies of all documents related to the performance appraisal process.

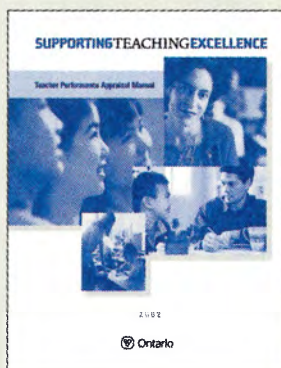
If you receive an unsatisfactory report, contact your local ETFO president or staff in Professional Relations at 1-888-838-3836 or 416-962-3836 as soon as possible. Check the ETFO website at www.etfo.ca for additional resources and advice on all aspects of the performance appraisal process.

Resources

ETFO has produced a variety of resources, support documents, and workshops to assist members throughout the performance appraisal process. Click on the performance appraisal logo at www.etfo.ca for more information. Your local president also has additional information regarding ETFO publications, materials, and courses.

Supporting Teaching Excellence, the complete performance appraisal manual, is available on the Ministry of Education website at <http://www.edu.gov.on.ca> in pdf format.

ETFO's professional relations staff can be reached at 416-962-3836/1-888-838-3836. For calls related to Workplace Safety and Insurance Board (WSIB) claims or long-term disability, please call PRS staff Mary Bricco or Evelyn Campbell.



ETFO staff responsible for professional relations are

DAVID KENDALL, COORDINATOR
 DIANE BALANYK-MCNEIL
 MARY BRICCO
 EVELYN CAMPBELL
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Teachers' Overseas Recruiting Fair

6-8 February 2004

- 50 international schools from 25-30 countries
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- Placements for August/September 2004
- Most contracts for 2 years
- Minimum 2 years experience required
- Well organized event, comfortable size
- Limited space, register ASAP

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CONTACT

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 Kingston, Ontario,
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 Tel 613 533-6222
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placment@educ.queensu.ca

CELEBRATING DECEMBER 3 THE UN INTERNATIONAL DAY OF DISABLED PERSONS

By Cheryl MacMillan

On December 3, we celebrate the UN International Day of Disabled Persons – a day set aside to increase awareness and understanding of disability issues and trends, and to mobilize support for practical action at all levels, by, with and for persons with disabilities.

Persons with disabilities are able and willing to contribute to the economic, political, and cultural life of their communities, but they still face many barriers. These barriers must be eliminated to ensure that people with disabilities, their families and their communities; can participate to their fullest potential in all aspects of life.

Disability affects everyone, regardless of race, sex, religion, or socio-economic status. At any point in life, an individual may become disabled. Many disabilities, such as learning, mental health, and intellectual, are invisible. As teachers, we have the opportunity to enlighten our students about the struggles encountered by persons with disabilities. We can teach our students to celebrate the diversity of our society and to treat all individuals as equals. By talking with our students about disabilities, we can foster an atmosphere of acceptance of differing abilities. We can work together to build an inclusive, barrier-free environment in the classroom, in the school, and in the broader community.

Use these activities and lesson plan to raise awareness of disability issues. These activities will allow students to experience some of the obstacles a disabled person faces each day and will encourage them to remove barriers to integration.

Student Activity

Scenario: In our city, we have a young university graduate who happens to have cerebral palsy. This young man enjoys the company of his dog on daily long walks in the park. However, being confined to a wheelchair, he is unable to abide by the city's "Stoop and Scoop" bylaw requiring the removal of dog droppings by dog owners.

Activity: Design a practical tool that would assist this man to walk his dog and abide by the city's bylaw. Draw up a plan, calculate measurements and, using creative materials, make a prototype of the tool. Test the tool in the schoolyard, or take it to a park for a test. Once you have created an effective tool, share it with someone who uses a wheelchair or with a community organization for disabled people.

This activity may be adapted to any disability. Tools or devices may be designed to assist the daily living of any disabled person.

School Visits

Invite a disabled sports team such as a basketball, or a volleyball team, whose players use wheelchairs, to visit your school on December 3 for a game against a student team, or a game against the teachers. You will be surprised at the ability of these team players. It will be an enlightening experience and provide an enjoyable way for students and teachers to learn about the abilities of people who are considered to be disabled in our society.

Invite a speaker from a community organization for people with disabilities. A list of community organizations can be found at The Canadian Disability News Website at www.signersnetwork.com, under the Ontario link. These organizations would appreciate the opportunity to talk with students about the challenges they experience in daily living and the ways they manage to cope despite their disability.

Cheryl MacMillan is a teacher with the Niagara DSB.

Splash, *here comes a* Dolphin!

LESSON PLANS

FROM: THE POWER OF STORY, VOLUME 2

By Staceyanne Grochowina



"In order to be a winner, listen to your coaches and train hard." KATHLEEN WELSH

Background Information

Dynamite is a metaphor meaning energetic, effective, and go-getting.

Strokes refers to swimming movements e.g., back stroke, front crawl, breast stroke.

Niagara-on-the-Lake is a town located in the Niagara Peninsula, which borders Lake Ontario.

Special Olympics is an international athletic competition (involving field events, swimming, etc.) for people who are physically and/or mentally challenged.

Down syndrome is a developmental disability first described by Dr. John Langdon Down.

Kathleen Welsh was born on August 31, 1966. She lives with her parents in Niagara-on-the-Lake. Her endless accomplishments as a swimmer highlight her commitment to hard work and a positive attitude.

In a small town called Niagara-on-the-Lake, there lived a young girl named Kathy. She was born with Down syndrome. Kathy had a special talent. She was a dynamite swimmer. She had a pool at home. Her family was always there, cheering her on stroke by stroke.

Kathy swam like a dolphin, gliding through the water perfectly. She held her breath like a dolphin. Kathy practised for many hours with

her team. She loved the water. She enjoyed splashing and splashing. She trained every day. She never gave up. Kathy always did her very best.

During Kathy's swimming career, she entered many competitions. One exciting competition was the National Special Olympics in Calgary. What an amazing experience! The crowds cheered. The medals sparkled. Her team was always close by to cheer her on. She wore her medals proudly.

Now Kathy is retired from competitive swimming. She continues to swim for fun in her spare time. She is always willing to lend a hand to others who enjoy this sport. She strongly believes that to be a winner, one must listen to the coach and train hard. When Kathy thinks back to her career as a swimmer, she describes herself as

Kathy
Enthusiastic Hard working
Training Competing Swimming
She swims like a dolphin.
A winner!

Expectations of Kindergarten (Junior and Senior)

Language

OC5 ask questions, express opinions, and share ideas.

OC8 demonstrate awareness of individual sounds and sound patterns in language (e.g. rhyme, alliteration).

Reading

R2 respond appropriately to a variety of materials read aloud to them (e.g. frequently told stories, familiar poems, letters).

Personal and Social Development

SASR1 recognize personal strengths and accomplishments (e.g. ability to print their own names, count objects, sing a song);

SASR2 identify and talk about their own interests and preferences (e.g. favourite activities, toys, stories).

Health and Physical Activity

HPA6 identify and apply basic safety rules (e.g. rules related to the school bus, traffic, electrical appliances).

HPA8 demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed (e.g. from parent, teacher).

Suggested Activities

- Share ideas and discuss the main points of the story as a class. Then collaboratively complete a Storyboard. A Storyboard model and instructions are provided.
- Use a Storyboard technique to create a class book. Discuss various language conventions and literary concepts (e.g. sight word vocabulary, characters, etc.)
- Discuss similarities and differences that exist between poetry and prose. Prepare a chart for discussion and comparison.
- Create/write a personal poem. Bind copies of the poems to form a book. Depending upon the size of the class and ability, this activity may be pursued with parents/caregivers for assistance. Share the poems with classes. Students can practise asking and answering questions.
- Use a diagram, like the example provided, (*All About Me!*) to explore each student's personal likes, dislikes, and strengths.
- Discuss the word "disabled" using the book *What's Wrong with Timmy?* by Maria Shriver.
- As a class, discuss how each student is similar, different, yet unique. Have students draw

pictures of themselves being a good friend or neighbour to someone who would appreciate their help. As a starting point, use Pat Thomas's books *My Friends and Me: A First Look At Friendship* and *Don't Call Me Special: A First Look At Disability*.

Extensions

- Sing a song about swimming. For example, "Swimming. Swimming in a swimming pool, when days are hot when days are cold in the swimming pool. Breast stroke, Side stroke, Fancy diving too...". Add actions.
- Read books and discuss bicycle safety, politeness at school and at home, and the importance of seeking adult assistance when lost or alone. Include *Franklin Rides a Bike*, by Paulette Bougeois and Brenda Clark, *The Berenstain Bears Forget Their Manners*, by Stan and Jan Berenstain and *Just Lost*, by Gina and Mercer Mayer.
- Discuss rules for pool and health safety (e.g. sun protection) as a class. Ask students to draw themselves following the rules developed. The book *Block the Sun Not the Fun!*, by Ellen Feinman Moss with illustrations by Susan Tebbutt explains the importance of sun protection. This book is written in rhyme, which may also complement various language activities, e.g. identifying words that rhyme, the written structure, etc.
- Invite a Red Cross swimming instructor as a guest speaker to talk about the sport, competitions, or water safety.

Storyboard Technique and Steps

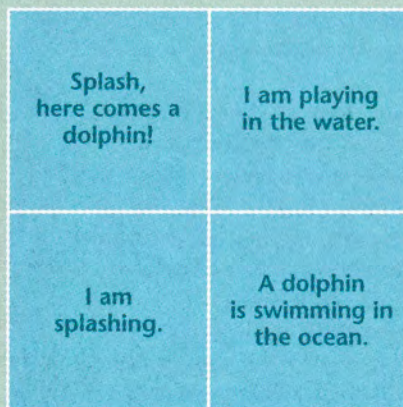
The Storyboard technique provides an excellent opportunity for both students and teachers to work together and create a classroom storybook. Every week, a new storybook can be introduced. The creation of a Storyboard is a shared experience on an artistic and linguistic level. As illustrated, teachers write simple stories, featuring new site vocabulary, rhyming words and other language related concepts. Each page can be written and/or typed on large paper, which can then be easily displayed on the chalkboard. As a result, the pages are visible to all students during shared reading time. The illustrations can be drawn by a different set of students each week. After both the reading and illustrations have been completed, the book can be stapled and/or coiled for future use.

Steps when using a computer

- Open your computer's word processing program.
- Click File, then Page Set-up.
- Click Landscape (page format) and click Letter 21.6 cm X 27.9 cm. Click OK.
- Choose a bold, highly visible font.
- Choose a large font size.
- The page should also be justified to the left.
- Begin writing your story. Remember to keep the language grade-appropriate. Explore a variety of topics and language conventions. Each story can begin with a title page by simply changing the font and size.

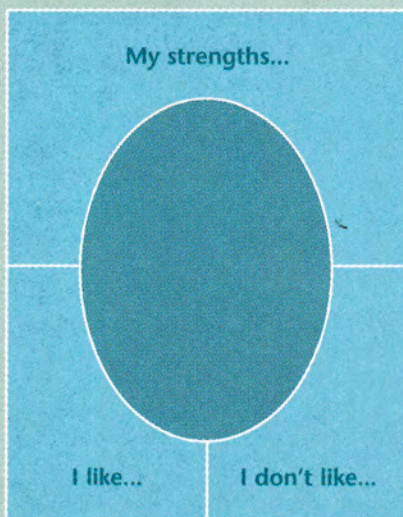
Examples

Splash, here comes a dolphin!



All About Me!

Explore and illustrate your likes, dislikes and strengths. Draw a picture of yourself in the middle oval shape.



The Power of Story Volume 2, contains more examples. ETFO © 2003

Resources

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- Thomas, Pat. *Don't Call Me Special: A First Look at Disability*. Barron's Educational Series. 2002. ISBN 0-7641-2118-9
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Facts About Down syndrome

- The correct spelling is Down syndrome. There is no apostrophe 's' (Down). Dr. John Langdon Down provided the first formal description of the syndrome. Note that the "s" in syndrome is not capitalized.
- Down syndrome is the most common chromosomal abnormality, occurring once in every 800 births. The exact cause is unknown.

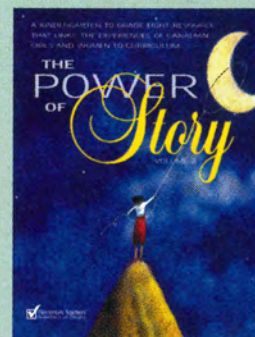
“Swimming Swimming in a Swimming Pool, when days are hot when days are cold in the swimming pool. Breast stroke, Side stroke, Fancy diving too...”

- Approximately 80 percent of babies with Down syndrome are born to women under 30 years of age.
- 30 percent to 50 percent of the individuals with Down syndrome have heart defects and 8 to 12 percent have gastrointestinal tract abnormalities present at birth. Most of these defects are now correctable by surgery.
- There is a wide variation in mental abilities, behaviour, and physical development in individuals with Down syndrome. Each individual has his or her own unique personality, capabilities, and talents.

Adapted from www.cdss.ca – the website of the Canadian Down Syndrome Society.

The Power of Story, Volume 2, was written by Carol Brown, Algoma; Pat Wright, Niagara; Maedith Radlein, Waterloo; Joan Beecroft, Bluewater; Staceyanne Grochowina, Niagara; Robyn Turgeon, Thames Valley; Sherry Ramrattan Smith, ETFO Staff.

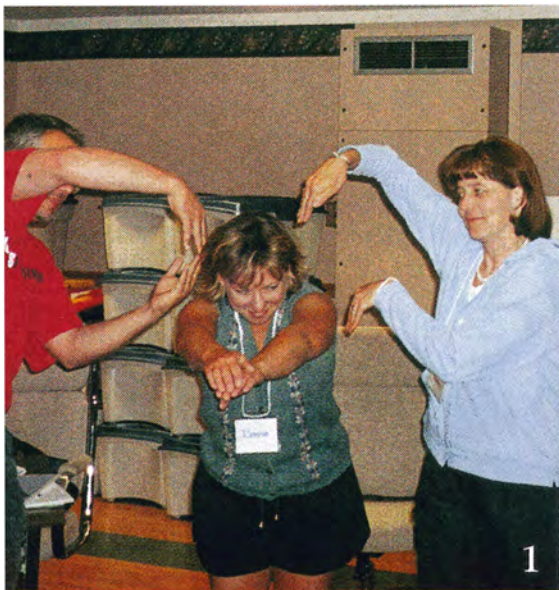
The Power of Story, Volume 2, will be available from shopETFO early in 2004. ShopETFO on line at www.etfo.ca or call 416-962-3836/1-888-838-3836.



Storyboard Rubric

Name of Student: _____

	Level One	Level Two	Level Three	Level Four
Listening and Comprehension Skills	Student demonstrates difficulty in listening and in understanding the story: does not respond to teacher-directed questions.	Student demonstrates satisfactory listening skills and understanding of the story: tries to respond to teacher-directed questions.	Student demonstrates good listening skills and comprehension of the story: periodically answers teacher-directed questions.	Student demonstrates attentive listening and understanding of the story: regularly responds to teacher-directed questions, and asks questions or shares relevant information or experiences.
Illustrations	The illustrations do not relate to the story. Fine motor skills are not demonstrated.	Student's illustrations reflect a satisfactory re-telling of the story. Minimal fine motor skills are demonstrated.	Student's illustrations generally reflect the written text, and demonstrate age-appropriate motor skills.	Student's illustrations reflect the written text and demonstrate highly refined motor skills.



ETFO's Summer Curriculum Courses

By Helen Penfold



In November 2002, ETFO's provincial Executive approved the development of the 2003 ETFO Summer PD Academy. The Academy was designed to provide PLP-free professional development courses for ETFO members.

The courses were to offer 20 hours of instructional time, focused on *The Ontario Curriculum Grades 1-8* and the kindergarten program. Courses were to support the learning goals of members as they relate to their Annual Learning Plans. Additionally, they were to provide linkages to the ETFO resource *A Teacher's Professional Portfolio – A Working Guide* and other ETFO documents. Courses were to be practical and resource-rich, demonstrating commitment to equity principles and their integration into course content. Finally, courses were to be taught by dynamic ETFO members who were willing to share their knowledge and skills with their colleagues.

The result was that, in July and August 2003, more than 600 members attended the 25 courses offered in locations across Ontario, from Keewatin-Patricia to Toronto, and from Ottawa to Greater Essex.

Course topics included the arts, assessment, classroom and behaviour management, curriculum integration, French as a second language, kindergarten, language and literacy, mathematics, occasional teaching, physical and health education, program planning, science, and special education.

Here is how participants rated the courses.

95.8% evaluated the usefulness of the course in the area of knowledge/skill/attitude development as very good or excellent.

96.0% of participants evaluated the course leader's overall presentation as very good or excellent.

95.4% of participants evaluated the course materials and handouts as very good or excellent.

91.9% of participants evaluated the applicability of the course in meeting professional needs as very good or excellent.

86.8% of participants evaluated the site location as very good or excellent.

Helen Penfold was the coordinator of ETFO's Summer PD Curriculum Courses.

Photos:

1. Communication As a Form of Effective Classroom Management, Dryden, July 2003.
2. Power Reading and Writing, Peterborough, July 2003.

Ontario's new

Michael Fullan is the man Dalton McGuinty hopes will help him become the province's best education premier since Bill Davis. Alanna Mitchell talks to the schooling guru whose profile has been higher abroad than at home — *until now*.

There's a joke about Michael Fullan, the eminent educator, thinker, writer and dean emeritus of the Ontario Institute for Studies in Education, that goes like this: The only difference between Michael Fullan and God is that God is everywhere and Michael Fullan is everywhere but Ontario.

That's about to change. With the election this week of Dalton McGuinty as Ontario's next premier, the well-travelled Prof. Fullan and his ideas now are destined to be front and centre at home as well as abroad.

Education is a sore point in Canada's biggest province, and Mr. McGuinty says he plans to "harness a powerful force for successful education reform by the name of Michael Fullan," whom he considers "the single most talented individual" in the field.

By a quirk of fate, Mr. McGuinty came to know of Prof. Fullan outside the country. He had gone to Britain to examine large-scale education reforms being made there, and the name Fullan kept rolling off the tongues of admiring ministers and bureaucrats.

Although passionate about education (his wife Terri teaches Grade 4), Mr. McGuinty had never heard of the man. When he got back to Canada, he looked him up, read most of his best-selling books (such as *Leading in a Culture of Change*, *The New Meaning of*

Educational Change, *Change Forces with a Vengeance* and *The Moral Imperative of School Leadership*) and examined what Prof. Fullan had done to help other countries (the United States and Australia as well as England) and parts of Canada (Manitoba and Ontario's York Region).

He was bowled over. One of the world's leading experts in education reform had an office not a dozen blocks from his own in downtown Toronto.

Even better, Prof. Fullan, 62, is about as far from a radical as a guru can be, a key concern for the leader of a diverse province where education has been an open wound for nearly a decade. The Fullan reputation has been made not by advocating quick shock treatment but by building consensus, inspiring teachers, explaining his own ideas fully and respecting those of others. The approach obviously appeals to Mr. McGuinty. "Michael Fullan has been an enormous influence on Dalton," says Charles Pascal, a former deputy education minister in Ontario (and the source of the Fullan joke).

"You can't influence someone deeply unless that person is wide open and thirsty for information."

According to Mr. Pascal, Prof. Fullan is unusual — and valuable — because he knows how to put large-scale education change into place. It's one

thing to dream; quite another to make things happen.

"With Dalton's vision and Michael's knowledge about implementation being put to practice at home, Ontario is going to have a very special opportunity," Mr. Pascal says, adding that he thinks few people know just how much Mr. McGuinty "wants to be the best education premier since Bill Davis" (who governed the province from 1971 to 1985).

Prof. Fullan is excited too, although he cautions that he hasn't spent all that much time with members of the McGuinty camp since they knocked on his door.

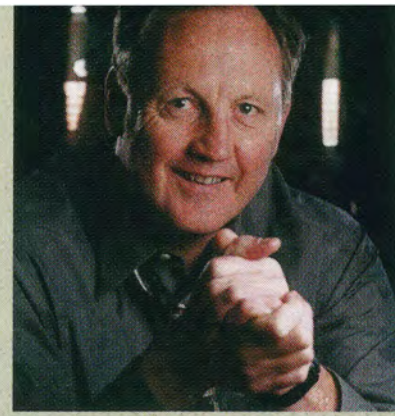
"I'm optimistic," he said in an interview this week from Australia, where he is giving a series of keynote speeches and workshops — and being billed as "the leading international authority on reform in education."

His optimism stems from his belief that Mr. McGuinty and his policy director, Gerald Butt, have done their homework and have more than a "Reader's Digest version" of what's at stake in Ontario's education system.

Just what is at stake? Prof. Fullan does not mince words.

Despite a lack of money and bad planning, the system is "not a disaster," he says. But it could deteriorate "quite a lot" if steps are not taken soon. Teachers are burning out and few are

Head- master



Prof. Michael Fullan

applying to be principals. The gap between students who do well and those who do poorly is much too wide.

As well, there is not enough emphasis on what he calls “emotional intelligence,” by which he means developing the emotional abilities of young children. (Something Mr. McGuinty calls “character education.”) “When emotional intelligence doesn’t develop, the children don’t learn and their social behaviour disrupts learning,” Prof. Fullan explained.

At risk is Ontario’s level of social cohesion, he said, even though the specialists know how to fix the educational system because of what has, and hasn’t, worked in other countries. “We need people at a policy level who understand this,” he added.

Prof. Fullan grew up in Toronto as the oldest of seven boys in a hockey-mad family. He became immersed in education quite by accident. His training made him an expert in the automobile industry and oil refining (he earned his doctorate by studying how workers react to new technology).

of research and literature and put it together in a way that teachers can grasp instantly, says Ben Levin, a professor of education at the University of Manitoba.

He is known for believing that reform requires both “pressure and support.” You must make sure everyone in the system understands that it’s vital to succeed—for example, make them show results but provide what they need to produce them.

His books have been translated into such languages as Mandarin, Spanish, Portuguese and Slovenian, and he has watched as efforts to reform education have grown from a single school to an entire level of government.

The proof that reform can work is in the English pudding. Dr. Pascal chuckles as he recalls a handwritten note of effusive thanks he glimpsed in Prof. Fullan’s office. It was signed, “Tony Blair.”

British authorities summoned a group of Canadian academics to evaluate the intense efforts their schools have made in recent years

By some measures, the campaign has succeeded. The percentage of 11-year-olds who reached the expected level in literacy rose to 75 percent in 2002 from 63 percent in 1997. In numeracy, the proportion rose to 73 percent from 61 percent.

More important, perhaps, the gap between very successful schools and much less successful schools narrowed dramatically.

So what does it mean for Ontario’s students?

First, “a period of grace,” says OISE colleague Daniel Keating, a fellow of the Canadian Institute for Advanced Research, so that Prof. Fullan and the new government can start to untangle the dreadful knots in the system.

There will still be an emphasis on standardized testing and on adhering to a core curriculum, which means that students who come out of school ought to have at least some of the same classes. Class sizes will be smaller and teachers will have more support in the form of teaching assistants.

Beyond that, Mr. Pascal says, the focus likely will be on long-term, substantial improvement: “We’ve got to move beyond this big-bang approach where the government has to pretend it’s doing something major by next Tuesday.”

“‘With Dalton’s vision and Michael’s knowledge about implementation being put to practice at home, Ontario is going to have a very special opportunity,’ Mr. Pascal says.”

But just as he was finishing his degree in 1968, OISE opened a sociology department, run by one of his favourite professors. So he signed on and started to apply his thinking to education, an area full of ideas but little practical implementation.

He has become most famous for his ability to synthesize huge amounts

to raise literacy and numeracy. It was a complex strategy, unusual in that, rather than just being presented with tests and told to make sure their students did well, teachers were given better teaching methods. As well, the reforms focused on poverty levels, nutrition and broader social effects on education.

Alanna Mitchell writes on education for *The Globe and Mail*.

This article appeared in *The Globe and Mail* on Saturday, October 4, 2003, and is reprinted with permission from *The Globe and Mail*.

Annual Meeting Report

By Charlotte Morgan

"We have a vision for public education. Strong bargaining will take us there." — Emily Noble, President, ETFO

Six hundred delegates and alternates were in Toronto August 11-14 to attend ETFO's sixth Annual Meeting. In the course of the three-day meeting (Monday afternoon to Thursday afternoon), members debated over 100 resolutions, elected a new provincial Executive, passed the Federation's budget for 2003-2004, and celebrated with award winners.

As fate would have it, while some delegates were stuck in the hotel's towers, including some of the Toronto delegation, most had left the Harbour Castle Westin just prior to the great Ontario power blackout of August 14. Yet many found their journeys home took much longer than expected. Delegates from Thunder Bay, for example, were detained two days at Toronto's Pearson Airport.

President's Address

Early in the meeting, Emily Noble, president of ETFO, was acclaimed to a second term in office. Noble used her opening address to send some messages on behalf of ETFO's 65,000 members.

"To the Ontario government, we are calling on you to live up to the Rozanski funding recommendations, rescind the punitive recertification program, eliminate the gap in funding between elementary and secondary students, and retain teachers' right to strike. Then, and only then, can we work with you to implement improvements to elementary education that are meaningful and properly funded.

"To the school boards, we expect our members to receive fair wages and benefits that reflect the value of the

work they do. We will work with you to implement teacher-directed professional development for our members and to provide the best possible education for our students," Noble said.

Noble's main message to ETFO members, however, focused on the importance of strong collective bargaining. *"More than anything else we do, the collective agreements we negotiate determine the quality of life of our members, both professionally and personally.*

"We face an unprecedented challenge. Twelve months from now every one of our collective agreements will expire. The collective agreements we negotiate at that time will be in effect for three years. We cannot let the government attack our collective agreements and the working conditions of our members. We cannot let the government decimate our programs and services. We are



ETFO President Emily Noble presents the Meritorious Award to the Hon. William (Bill) Davis.



Howard Hampton, Leader, Ontario NDP.



Jeff Holmes, Parliamentarian, with Deputies Lorna Larmour (L) and Ruth Ann Morley.

determined to build today for the even stronger federation we will need tomorrow," Noble said.

The president went on to say that, through the Building for Tomorrow initiative, ETFO will

- allocate some existing program funds to collective bargaining training;
- allocate a significant portion of Women's Program funding to collective bargaining training; and
- adjust the minimum fee rebate to locals from 30 percent to 28 percent over the next three years.

Subsequent motions related to this initiative were thoroughly debated before being passed by a majority of delegates.

Noble also called on the government to set the date for the long-awaited election. *"I am urging my members to vote for a change in government,"* Noble told news reporters covering the Annual Meeting. *"We will not sit idle as our right to strike is attacked, our classrooms remain underfunded, and the government's recertification legislation remains in place."*

Priorities Set

ETFO's priorities for 2003-2004 are

- to protect the collective bargaining rights of all members;
- to defend publicly funded public education;
- to serve the needs of the membership;
- to provide for the professional development of members;
- to promote social justice in the areas of anti-poverty, non-violence, and equity; and
- to support international assistance and co-operation.

Meritorious Award Presented

William G. Davis, Premier of Ontario from 1971-1985, was presented with ETFO's first Meritorious Award. The presentation took place in front of a packed audience that included representatives from all the major media.

Opposition Parties Welcomed

Delegates warmly welcomed both Howard Hampton, Leader of the Ontario New Democratic Party, and Gerard Kennedy, education critic for the Ontario Liberal Party. Both criticized the government for mismanagement and vowed to work with teachers and education workers to improve conditions for both

teaching and learning in Ontario's schools. Both parties have promised to repeal the legislation with regard to teacher recertification.

Policy Passed

In the course of the meeting, ETFO policy was introduced or amended on the following issues:

- Equity and Social Justice;
- Health and Safety;
- Physical Education; and
- Professional Growth for Teachers.

More information on these and other policies can be found in the *ETFO Reference Book 2003-2004*, sent to all ETFO Stewards in November.

Recertification and the College of Teachers

Recertification and the role of the Ontario College of Teachers were major topics for debate. The following motions were carried:

- That ETFO not be a registered provider with the Ontario College of Teachers for the purposes of recertification.
- That no Federation dollars be used for courses, workshops, seminars, or conferences sponsored by organizations with PLP status.



Ruth Behnke, first vice-president, with Terry Price, president, Canadian Teachers' Federation



Dave Clegg, vice-president, at the podium.



ETFO members served as poll clerks.

- That the Executive provide, in writing to every member and by December 2003, the ETFO planned response to the first member(s) being decertified for not fulfilling the PLP requirement.
- That ETFO lobby OTF to implement, as of September 2004, province-wide sanctions against universities who maintain their PLP provider status.
- That ETFO develop and implement a province-wide strategy for sending PLP providers signed petitions and letters detailing ETFO's position in relation to the PLP.
- That ETFO support a member in good standing in order to restore a teaching certificate and/or teaching position should either be lost as a result of having refused to complete the required number of PLP courses in accordance with the ETFO advisory to members.
- That ETFO hold a membership vote to withdraw services in a political protest against the provincial government and the Ontario College of Teachers should any member lose their teaching credentials due to recertification.
- That ETFO petition the Ontario College of Teachers to remove from any teacher's report any unfounded complaints lodged against that

- teacher and issue a public document exonerating that teacher and demanding that the College develop a mechanism which enables it to correct erroneous College reports.
- That ETFO petition the Ontario College of Teachers to inform a teacher in a timely manner of any complaint lodged against the teacher.

More Resolutions Passed

Among the other motions passed, the following are of broad interest to the membership:

- That ETFO's 2003 Annual Meeting demand that the government of Ontario eliminate the gap in funding between elementary and secondary students.
- That ETFO's 2003 Annual Meeting demand that the government of Ontario eliminate the disparity in average class size between elementary and secondary students.
- That ETFO support the endeavours of the "strip search seven" and the Canadian Civil Liberties Association in their efforts to force an external, open, and public investigation of the events of November 17-19, 1997, in order to determine the extent of police misconduct, and to recommend corrective actions by publishing an article in a 2003-2004 issue of *Voice*,

- and by inviting Steven McCammon, the CDCLA lawyer in charge of this case, to be a guest speaker at the Fall 2003 Representative Council, which would inform ETFO members about the plight of the "strip search seven."
- That ETFO *Voice* emphasize the political struggles confronting teachers in Ontario.
 - That a work group of the Executive be established to develop an action plan to attract and retain male teachers in the elementary panel, with an interim report to the February 2004 Representative Council and a final report to the 2004 Annual Meeting.
 - That the 2003 Annual Meeting of ETFO demand that the government of Ontario enact legislation to protect teachers and educational workers, for whom there may be a serious health risk, from Fifth Disease.
 - That ETFO initiate a public relations strategy to promote teaching in the elementary panel to under-represented groups as a worthwhile and rewarding profession.
 - That ETFO lobby QECO to determine category placements without requiring documentation from the Ontario College of Teachers.
 - That ETFO, through OTF, lobby the Minister of Education, the Ontario College of Teachers, and faculties



d Kennedy, education critic, Ontario Liberal Party.



Emily Noble, centre, recognizes Cynthia Lemon and Nancy Lawler Miller (Bluewater) and Lisa Falls and Dave Wildman (Ottawa Carleton) for participation in ETFO's Humanity Fund.



Cynthia Lemon, incoming vice-president, speaks to a motion.

of education to incorporate anti-racist and equity education as a requirement in the BEd. programs.

- That ETFO, through OTF and CTF, lobby the federal government to adequately fund ESL and ELD programs.
- That ETFO, though OTF, lobby the Ontario College of Teachers to have no fee increase for the next two years.

Bilingual Logo Launched

ETFO has now incorporated the Federation's name in French into the provincial logo. This logo is printed on the cover of *Voice* and on other provincial documents.

The launch of the logo was accompanied by the release of a brochure that outlines the Federation's services to members in French.

Documents Released

Delegates received copies of ETFO's Annual Report, a copy of which has also been sent to school stewards.

Awards Presented

ETFO awards offer opportunities to recognize outstanding service by Federation members and others to the profession, to students, and to the broader community. Many of these

awards are presented locally; others are presented at the Annual Meeting. The photos of the award winners presented at the Annual Meeting appear on page 7 and were announced in *Voice*, Summer 2003. The winners of ETFO's scholarships and bursaries are also listed on page 7 of this issue.

For more information on ETFO awards, see your ETFO steward or contact Jerry DeQuetteville at provincial office. There is still time to apply yourself or to nominate a colleague for one of the many awards and scholarships that will be offered in 2003-2004.

Executive Elected

In her closing address to the delegates, Emily Noble, president and OTF Table Officer, Algoma, introduced the ETFO Executive for 2003-2004:

- RUTH BEHNKE, First Vice-President, Lambton Kent
- DAVID CLEGG, Vice-President, York Region
- CYNTHIA LEMON, Vice-President, Bluewater
- SHARON ALOIAN, Niagara
- BARBARA BURKETT, Ontario North East
- LORELEI CRUMP, Durham
- SAM HAMMOND, Hamilton-Wentworth
- MARRION JOHNSTON, Trillium Lakelands
- MARTIN LONG, Toronto
- GAYLE MANLEY, Algoma

- LYNDA MCDUGALL, Upper Grand
- RIAN MCLAUGHLIN, Hamilton-Wentworth
- DAVID PATTERSON, Hastings-Prince Edward

The ETFO President also thanked outgoing Executive members Phyllis Benedict, John Curtis, and Kathy Clarke for their tireless efforts in support of members and the Federation.

Charlotte Morgan is the editor of the *ETFO Voice*.

ETFO 2003-2004 budget follows on next page.

2002-2003

ETFO Award Winners

President's Award, JAN BEAVER 1 | Humanitarian Award for an ETFO Member, SHEILA KOOP 2 | Honorary Life Member, SUSAN LANGLEY 3, FRANCES ORIDA 4, DIANA TOMLINSON 5, NANCY WANNAMAKER 6, DOREEN HAMMILL 7 | Humanitarian Award for a Non-ETFO Member, CAROL LOMAS 8, MARY JO MACEWAN 9, WENDY PADFIELD 10 | Women Working in Social Activism on Behalf of Women and Children Award, JASMA NARAYAN 11.



2003-2004

ETFO Budget General Fund

Projected Net Revenue	
REVENUE	\$48,601,475
Teachers, Occasional Teachers, ESP/PSP & Associate Members + interest	
Defense Fund	(9,464,072)
Political Action/Public Relations Fund	(1,201,787)
OTF/CTF Fees	(3,218,756)
QECO Fees	(822,957)
OFL/CLC Fees	(771,685)
NET REVENUE	33,122,219

Projected Expenditure	
OTHER PROFESSIONAL ORGANIZATIONS	114,500
GOVERNANCE	2,086,383
annual, executive, & representative council meetings & released executive costs	
ETFO LOCALS	13,508,400
fee rebates to locals, local release time, training & materials for locals & stewards	
COMMITTEE, TASK FORCE & WORKSHOP MEETINGS	151,100
two meetings for each	
ASSISTANCE	346,000
awards, donations, scholarships & project overseas	
PROFESSIONAL DEVELOPMENT	672,402
PD programs, teacher education & conferences	
EQUITY & WOMAN'S PROGRAMS	762,700
race relations, employment equity, anti-violence & women's programs*	
PROTECTIVE SERVICES FOR MEMBERS	2,624,051
collective bargaining, professional relations services, health & safety, pensions & legal costs	
STRATEGIC SERVICES	617,700
publication & distribution of VOICE, LINK, EXPRESS & other communications, pamphlets	
PROVINCIAL OFFICE	1,965,100
rent, maintenance, taxes, phones, equipment, printing & postage & members' records	
STAFF SALARIES & BENEFITS	9,704,863
provincial staff salaries & benefits	
PROFESSIONAL SERVICES & SUNDRIES	310,400
legal costs, consultants, insurance & auditors	
TRANSFERS TO RESTRICTED FUNDS	470,978
transferred assets to be accumulated in separate funds to meet long term goals	
TOTAL EXPENDITURE	33,334,577

Surplus (deficit) of expenditure over revenue (212,358)

*Each year, ETFO allocates 6 percent of the annual budget (\$1,877,750) to programs for women. Some of these programs are in the Equity & Women's Programs section but most are spread throughout the budget.

EQUITY & WOMEN'S SERVICES

ETFO's New Policy on Equity and Social Justice

Delegates to ETFO's Annual Meeting in August, 2003, passed a new policy on Equity and Social Justice. This policy was developed through a consultation process that began in 1999-2000 as part of ETFO's strategic planning process. Members serving on local and provincial equity-oriented committees and in local leadership roles overwhelmingly supported the need to articulate ETFO's constitutional commitment to equity with a comprehensive policy.

The ETFO Statement on Social Justice and Equity, approved by the provincial Executive in July 2002, provides a more expansive understanding of the policy and of ETFO's fundamental commitment in this area. This statement is posted at www.etfo.ca. Click on "Equity," then click on "Status of Women Resources."

EQUITY AND SOCIAL JUSTICE

It is the policy of ETFO

1. That equity be defined as fairness achieved through pro-active measures which result in equality and social justice for all.
2. That discriminatory practices not be accepted within ETFO and that ETFO work pro-actively to effect change within the Federation, in the education community, and in Canadian and international society by recognizing, accommodating, and celebrating differences among people and groups.
3. That the differences among people and groups and the provision of special programs for particular groups, where appropriate, be recognized and accommodated within ETFO.
4. That support for learning, growth, personal identities, professionalism,

working conditions, and livelihood be included as a part of the ETFO commitment to protect and further the interests of members.

5. That ongoing work in policy development, accountability, professional development, communications, programs, and outreach be evidence of the ETFO commitment to equity and social justice.

ETFO's Community Groups Program

ETFO's Working with Community Groups program provides support for locals developing partnerships with community groups active around women's issues. In 2002-2003, as well as the Grand Erie Women Build project described below, the program supported

- Books for Newborns (Ontario North East);
- Take Back the Night (Hamilton-Wentworth);
- Women Abuse Prevention Month (Hamilton-Wentworth);
- International Women's Day (Keewatin-Patricia and Halton); and
- a program that provides appropriate clothing for job-seeking women (Halton).

Women Build Homes in Grand Erie

In 2002-2003, the ETFO Grand Erie Teacher Local partnered with Habitat for Humanity to put together a Women Build project. Here is what local president Susan Swackhammer had to say about this adventure:

"In Brant County, thousands of families live below the poverty line, typically spending more than 50 percent of their monthly income for housing. This makes it practically impossible for the family to improve its situation. Even more

Delegates to ETFO's Annual Meeting in August. This policy was developed through a part of ETFO's strategic planning process.

disheartening is the long-lasting damage poverty housing inflicts on children's self-esteem, social skills, health, and education.

"Habitat for Humanity is an international organization that builds homes for families. Habitat homeowners say that a Habitat home has a positive effect on their children's physical health; reduces conflict in their family; changes their children's behaviour for the better; and improves their children's marks in school.

"Last September, I was asked to serve on a steering committee for a Women Build project. Women were going to build the next Habitat home. Although I knew very little about construction, I was eager to be a part of this project. As we would discover later, although there have been other Women Build projects, ours would be the only one in Canada for the 2003 year. I found myself co-chairing the Build Committee.

"Men were also involved. Building codes demand master tradespersons - electricians, plumbers, heating contractors. There were no women in our community with those qualifications. Our master builder showed so much patience and trust throughout the process that he will be forever remembered. We were fortunate to have an architect amongst our original 12 women who was eager to plan the house.

"Generally, when Habitat builds homes, it relies on volunteers with the necessary skills. We were certain that women could build this house. However, they would need workshops to teach the skills and to give them the confidence to do it. We told anyone

interested in volunteering that we would provide training. The response was overwhelming. More than 300 women signed up to build!

"While we were gathering trades to donate materials, we also found people who were willing to lead workshops and teach the women 'how to....' We began with what was referred to as "Tool Time 101." Participants had to attend one of the three-hour sessions where they were taught to use various saws (mitre, skill, table, coping) and drills; to measure accurately and search for studs; to climb ladders safely; and to hammer efficiently.

"The Build Committee grew to include 15 women. Included in this group were two of my former students - one had become a civil engineer; the other was learning the trade of furnace and air conditioning installation. Collectively, we managed to ensure that every facet of the build would be looked after.

"Meanwhile, the Habitat Selection Committee had chosen the family: a mother, father, and four children, with another child due in July. Chosen families must be on the receding edge of poverty and paying at least 50 percent of their monthly income on housing. They must be willing to donate 500 hours of "sweat equity" as a down payment and make mortgage payments (interest-free) to Habitat.

"We were fortunate in that the City of Brantford sold us a lot for \$1. Home Depot became a major sponsor and donated \$60,000. ETFO donated \$2,000 from its Working with Community Groups fund.

"The job was set to begin on May 1. While snow and ice pellets were still

falling, we began on time. Each day some business, club, or agency provided snacks and lunch.

"As can be expected, we ran a few days behind schedule. So, even though I had attended a workshop on how to trim, when the day arrived, the jobs waiting for me were taping and mudding dry wall and installing window wells. It turned out that I could do that, too.

"On Saturday, June 21, 2003, the dedication of the completed house took place. The house is beautiful, built meticulously and lovingly for a family we all grew to care about. We felt such pride as the keys were handed to the family, who unlocked the door and invited us to tour the finished product. You could hear people all around saying, "I did that drywall," or "I painted that wall," or "I built those stairs." It was awesome!

Careers Conference in Thames Valley

Saturday, May 3, saw the culmination of a year's work of planning and organizing for ETFO's Thames Valley's New Directions Committee with the success of its New Directions Careers Conference for grade seven and eight girls. This event, which is based on a program initiated by the former London Women Teachers' Association, has been held annually since ETFO Thames Valley came into existence. This year, 500 girls participated, some traveling to London from as far away as Strathroy, St. Thomas, Woodstock, and Ingersoll.

The keynote speaker was Bonnie Adamson, President and CEO of North York General Hospital.

03 passed a new policy on Equity and Social ultation process that began in 1999-2000 as

Presenters represented a myriad of career opportunities: firefighter, sports medicine advocate, journalist, science researcher, lawyer, paramedic, physician, automobile assembly line worker, percussionist, RCMP officer, TV news anchor, graphic artist, piano tuner, funeral director, principal, and pilot. Each presenter was assigned a host (teacher volunteer) as their conference assistant and guide. Breakfast and lunch were provided for hosts and presenters; lunch was provided for participants as well.

At the end of the day, each host and presenter received a gift and certificate acknowledging their efforts as volunteer, presenter, or committee member. A most rewarding day for all!

Equity in Upper Grand

The members of ETFO Upper Grand's Anti-Racism Committee are Reena Anand (Chair), Connie Howald, Victoria Hart, Gundi Barbour, and Julia Foster. Our plans for this year include workshops on *We're Erasing Prejudice for Good* and *The Power of Story*

curriculum resources, including a dinner and sharing meeting.

Last year, Upper Grand held an equity evening for Black History Month featuring Larry Hally as the keynote speaker.

Mark These Dates

Nov. 20	Universal Children's Day
Nov. 28-30	Aboriginal Festival at Skydome
Nov. 25	International Day for the Elimination of Violence Against Women
Dec. 1	World AIDS Day
Dec. 3	International Day of Disabled Persons
Dec. 6	National Day of Remembrance and Action on Violence Against Women
Dec. 10	Human Rights Day
February	Black History Month
Feb.11-13	...and still We Rise -

Equity Workshops and Resources

Be sure to check your school steward mailings and the ETFO website for information about upcoming equity workshops, conferences, and new resources available. Locals, schools, and groups of schools can arrange to have workshops on ETFO's curriculum documents *We're Erasing Prejudice For Good* and *The Power of Story*. Other workshops available include *Breaking the Silence: Examining Violence Against Women*. Locals can also access two workshops designed to be components of local steward training, *Homophobia and Heterosexism: Rights and Responsibilities* and *Disability Issues*.

Publications and other resources are available through **shopETFO**. For information about Equity and Women's Services programs, contact Kathleen Loftus at provincial office.

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KATHLEEN LOFTUS, COORDINATOR
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COLLECTIVE BARGAINING

By David Kendall

"We must build a stronger federation for tomorrow. We have to build collective bargaining strength, knowledge, and skills. We have to increase the effectiveness of the Federation in serving members!"

EMILY NOBLE, PRESIDENT, ETFO

Building for Tomorrow

At the 2003 Annual Meeting, President Emily Noble and the provincial Executive took the unprecedented step of challenging the delegates from every local within ETFO to adopt a plan that would revitalize the current practices of the collective bargaining department and bolster the personnel who would go forward with this exciting new plan.

This aggressive action was introduced immediately to the members in President Noble's address to the delegates. The ETFO President emphasized the need and the necessity to strengthen our organization at all levels:

"Our focus... has to be about taking stronger stands on behalf of our members, about standing up to school boards, and governments that demean our members and devalue the work they do, about educating our members to the role that collective bargaining and collective agreements play in their personal and professional lives, about strengthening the resolve of our members, and the effectiveness of ETFO in meeting their needs."

The ETFO president presented a dynamic blueprint for collective bargaining. Building for Tomorrow is a roadmap for future negotiations. Its sole purpose is to ensure that our members are properly compensated, maintain access to all negotiated benefits, and continue to improve working conditions.

As ETFO prepares to negotiate under a new provincial government, Building for Tomorrow supports the individuals who will conduct that bargaining and provide them with the necessary knowledge and resources to be successful:

"It means providing local leaders with the skills and resources they need to bargain effectively. It means increasing the data and technology available to local and provincial

bargainers. It means building respect for elementary teachers and educational workers. It means that ETFO will lead the way in setting the standard for all teacher bargaining in 2004."

At the Political Level

To initiate intense lobbying of the government

- to eliminate the gap in funding (currently at \$796/pupil) between elementary and secondary students;
- to eliminate the disparity in average class size between elementary and secondary students; and
- to enact legislation to protect teachers and educational workers from Fifth Disease.

At the Provincial Level

In an effort to enhance the ability of the provincial office to provide stronger and more effective support to locals and members, the President and Executive recommended and received approval for the following actions.

Hiring Additional Staff

- collective bargaining staff;
- communication specialist in collective bargaining;
- education finance specialist; and
- in-house legal counsel.

Enhancing Support Systems

- creation of a chief negotiators network to facilitate communication between local negotiators.
- creation of a website to inform locals of
 - pertinent arbitration awards affecting teacher working conditions;
 - summary of pending grievances that impact on working conditions.

**Staff of ETFO's Protective Services Service
Area responsible for collective bargaining are**

DAVID KENDALL, COORDINATOR, SUSAN ANSARA
(ON LEAVE), CHRISTINE BROWN (ON LEAVE),
BILL GETTY, CELIA HARTE (ON SECONDMENT TO ETFO),
DEREK HULSE (ON SECONDMENT), BILL MARTIN,
LYNN MCCLEAN, JIM MCMAHON, SHARRON RAYMOND,
MARGARET TAYLOR, HAROLD VIGODA, JIM WHITE

- three-year computer costing matrix to allow locals to better cost bargaining positions; and
- increase and improve the variety of comparison charts on a number of bargaining issues.

At the Local Level

Increased training

- reviewing current collective agreements with local presidents, negotiators, executives, and school stewards to ensure an improved understanding of the elements within such agreements;
- aggressively pursuing the terms and conditions of collective agreements to ensure that school boards live up to commitments made in negotiations; and
- organizing regional training sessions for local negotiators.

Data Collection

- collection of data in support of the next round of bargaining.
 - school day (instructional time/preparation time)

- class size
- supervision time
- principals and vice-principals teaching time
- reviewing and analyzing the reports prepared by school boards for presentation to the Ministry of Education.

The Tory government introduced legislation that required every teacher and occasional teacher collective agreement to expire on August 31, 2004. Locals must use this current year to prepare preliminary submissions that will provide a three-year plan for collective agreements (2004-2007). Activities and resources that will enable the provincial and local leadership to be prepared to negotiate the best collective agreements for the membership are in development.

Bargaining objectives for the next round of negotiations will include

- 200 minutes of preparation time for every teacher;
- setting a reasonable limit on supervision time;

- enhanced language for pregnancy/parental leave;
- reduction in class size at all grade levels;
- reduction in the number of split grades;
- language to protect members against the hazards of Fifth disease;
- reducing salary grids to 10 or fewer steps; and
- reducing the number of principals and vice-principals filling teacher timetables and ensure that those who are teaching are undertaking meaningful timetables.

This school year will see the provincial staff and local negotiation committees achieve President Emily Noble's commitment to our members.

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OTF REPORT

"There is much that is new and exciting at OTF this year. The rift in the OTF family has been mended. We will be launching a new OTF Teacher of the Year Award. Perhaps the most exciting thing, however, is that we will be working with a new government."

EMILY NOBLE, PAST PRESIDENT OF OTF

OTF United Again

In early July, there was a settlement of the dispute between OTF and OSSTF. Following two dates of court-mandated mediation, all outstanding litigation between the two organizations was set aside, providing for the return of OSSTF to full participation in OTF.

The full complement of governors from all four affiliates was present at the Annual Meeting of OTF's Board of Governors in August. OSSTF's Sheila Vandenberg was elected as the first vice-president of OTF for 2003-2004.

One of the central terms of the settlement calls for a review of the role and structure of OTF over this school year. This review is to be conducted with the assistance of a facilitator. At the September OTF Executive meeting, it was agreed that the Honourable George Adams would be that mediator.

Everyone is hopeful that OTF and the Affiliates will now be able to work together to build support for publicly funded education.

OTIP Sponsors Teacher Awards

Since the demise of the TVOntario Teacher of the Year Awards, OTF has been searching for a sponsor to help in reviving the award. The Executive is very happy to welcome the Ontario Teachers' Insurance Plan (OTIP) as the sponsoring partner. The nomination process will be web-based. Look for more details in early January. We know that everyone deserves an award every day, yet these awards give us the opportunity to celebrate teachers across the province by highlighting the work of a few.

New Government Welcomed

Finally, I turn to the new government. By the time you read this, we will know the name of our new Minister of Education. It is reassuring that Ontarians chose a government that campaigned on a promise of commitments to publicly funded education and public services over tax cuts. We are looking forward to working with the new government.

While there will always be times that teachers and the government will disagree, we are expecting a new attitude toward teachers and education. We hope to put the days of confrontation behind us, and work together in the best interests of publicly funded education.

Emily Noble, president of ETFO, is serving as past president of OTF, and as ETFO's OTF table officer.



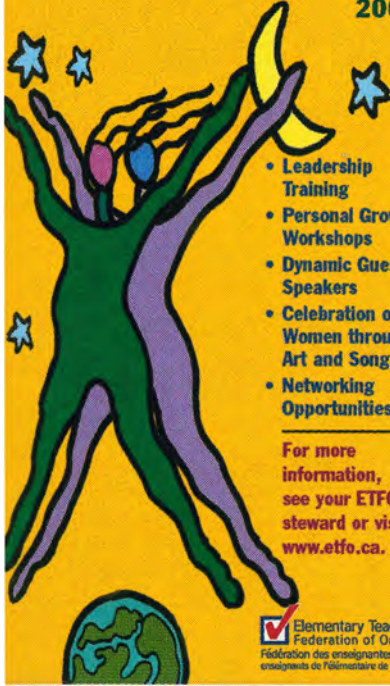
OTF Fellowship Recipients 2003. Left to right, front: Kathy McVean, OECTA; Ruth Behnke, ETFO; Harry Mulvale, OECTA; Wendy Matthews, ETFO; with Phyllis Benedict, President, OTF. Back row: Gérald Bélisle, AEFO; Maureen Davis, AEFO; Charles Pascal, non-member category.

Photo: Gary Beechey, BDS Studios

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The following report formed part of the CTF President's address to ETFO's Annual Meeting in August 2003.



CTF REPORT

Terry Price, President, Canadian Teachers' Federation

Teachers face many challenges, some of which are so large that they threaten our professional integrity and the very survival of our organizations.

Around every corner lurks another insidious "quick fix" for public education, or another plot to undermine teachers and our organizations. It is in our best interests as educators, and in the best interests of the children we teach, that we address these challenges collectively.

These issues are not new to Ontario educators. Unfortunately, because of the actions of the Harris/Eves governments, most of these challenges have been field tested in Ontario. The malaise has spread, however, to most other Canadian jurisdictions. Reactionary ideas on standardized testing, colleges of teachers, professional development, and teacher collective bargaining are spreading across Canada.

Underlying all these issues is the continued underfunding of public education and massive cutbacks to provincial education budgets.

For most of us, our concerns focus on meeting the needs of the children we teach. We are forced to acknowledge that we cannot adequately meet the diverse needs of all our students, given the current levels of available resources. As a result, we feel frustrated, defensive, and unfulfilled at the end of the day. We know we are leaving behind the most vulnerable children; that we are expected to meet needs that should be addressed by other partners in the children's lives.

The term "accountability" has become a buzzword in educational circles, usually in the context of teachers being held accountable for students' performance on high-stakes tests. This concept has been borrowed from business and is being

superimposed on public education. In addition, the voices of educators have been excluded from this discussion, forcing us onto the defensive again.

CTF and our member organizations are developing an accountability framework that will focus discussion on what it is that educators can reasonably be held to account for. This work will culminate in a CTF Symposium on Accountability in May 2004.

CTF is a strong national voice for educators. We continue to work effectively with many national and international organizations that affect educational policy in Canada. There is considerable work to be done in the areas of privatization and commercialization of educational services, the affect of the GATS on public education, on aboriginal education, on equity, and on social justice.

CTF will continue to work hand-in-hand with our member organizations to address these and other issues.

Terry Price is the president of the Canadian Teachers' Federation. She is a past president of the Yukon Teachers' Association (YTA). Prior to her election as YTA president, she was a student counsellor at Porter Creek Secondary School, Whitehorse. Her 25 years of teaching have been spent in British Columbia and in Yukon.

"Who Teaches What?"

Priya is joining a new staff room this year and her colleagues will be: Dr Archimedes, Mr Universe, Ms Einstein, Mme LaFrance and Mrs England. Each teaches a different one of the subjects: Science & Technology, Physical Education, Math, French, and English. However, none of them teaches the one subject associated with their own name. So Dr Archimedes doesn't teach Science & Technology, Mr Universe doesn't teach Physical Education, Ms Einstein doesn't teach Math and so on.

Last year, all of the following statements were true:
Dr Archimedes teaches French
Mr Universe is not the English teacher
Ms Einstein is the Physical Education teacher
Mme LaFrance doesn't teach Math
Mrs England is not the Science & Technology teacher

But Priya has discovered that this year, exactly three of these statements are now untrue, but doesn't know which, and cannot deduce from them, conclusively, who teaches what. Fortunately, she learns that Mrs England will be teaching the same subject this year as last.

What, respectively, are the subjects which will be taught this year by Dr Archimedes, Mr Universe, Ms Einstein, Mme LaFrance and Mrs England?

To qualify for the prize draw, the subjects must be presented in order shown above.

Teachers' Trivia

By Peter Harrison

A draw will be held on January 15, 2004 of all correct answers to "Who Teaches What?" Five winners will receive an ETFO sweat shirt. Correct answer and names of the winners will be published in the winter issue. Send your answers to Charlotte Morgan at provincial office. Fax to 416-642-2424. E-mail cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

The correct answer to "Compute a Commuter" (Spring 2003 *Voice*) was 35 km per hour. Winners were Kathy Balec, Chris Bourré, Thérèse Myrick, Vicki Pearce, Judith Semelmann. The correct answer to "Who Reads *Voice* Cover to Cover" (Summer 2003 *Voice*) was the grade 3 teacher in the blue room. Winners were Dan Blenkinsop, Rana Holden, Shirley Kearney, Jodie Lawson, Helen Sileoff.

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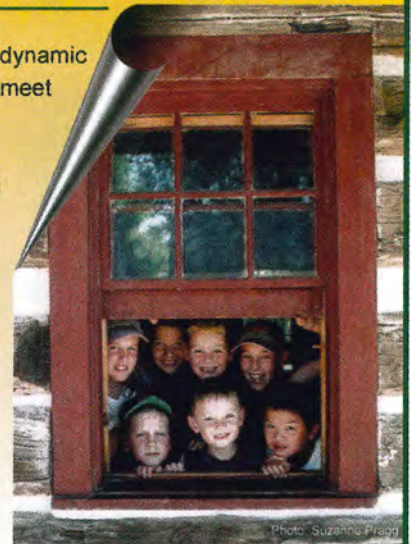


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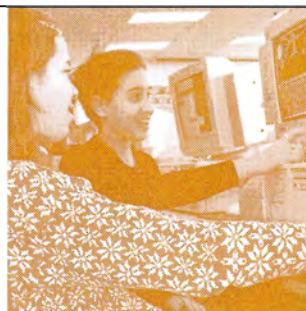
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