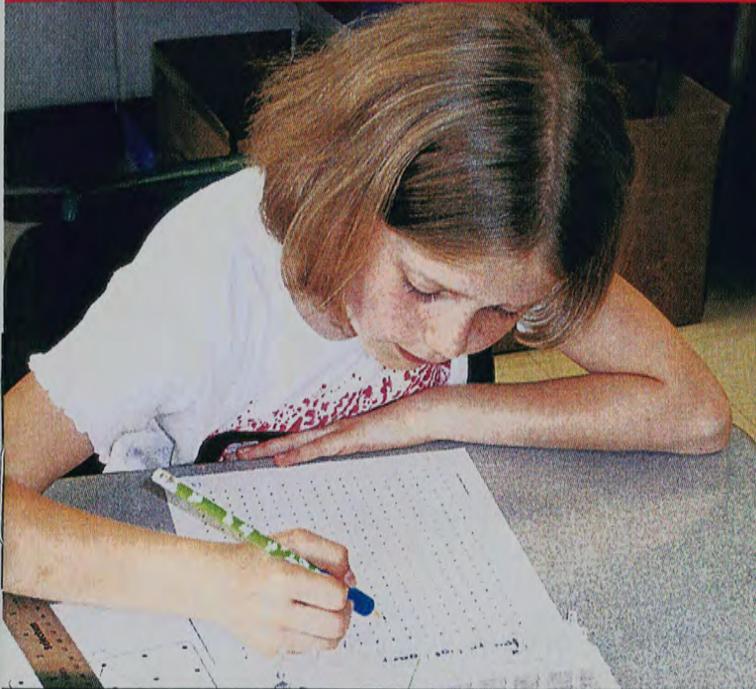
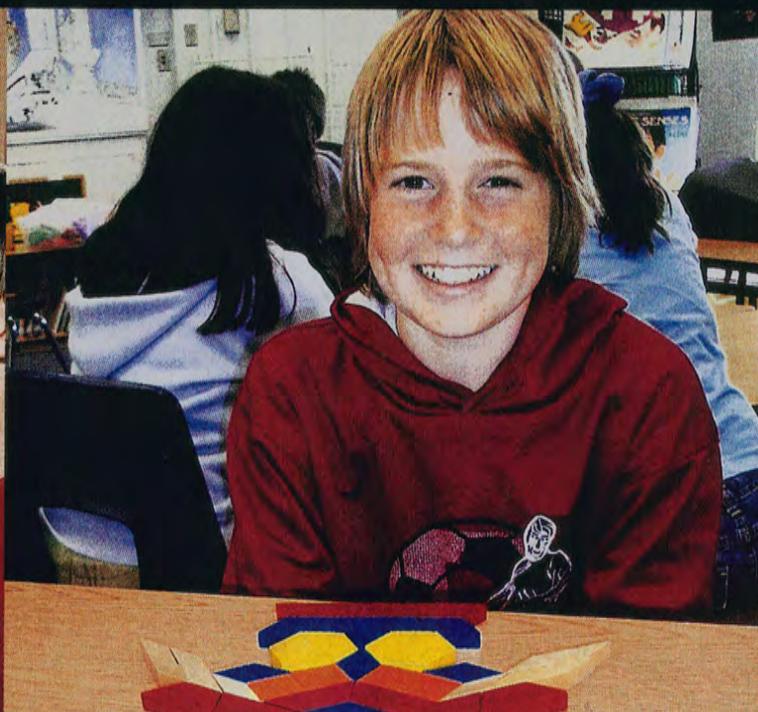
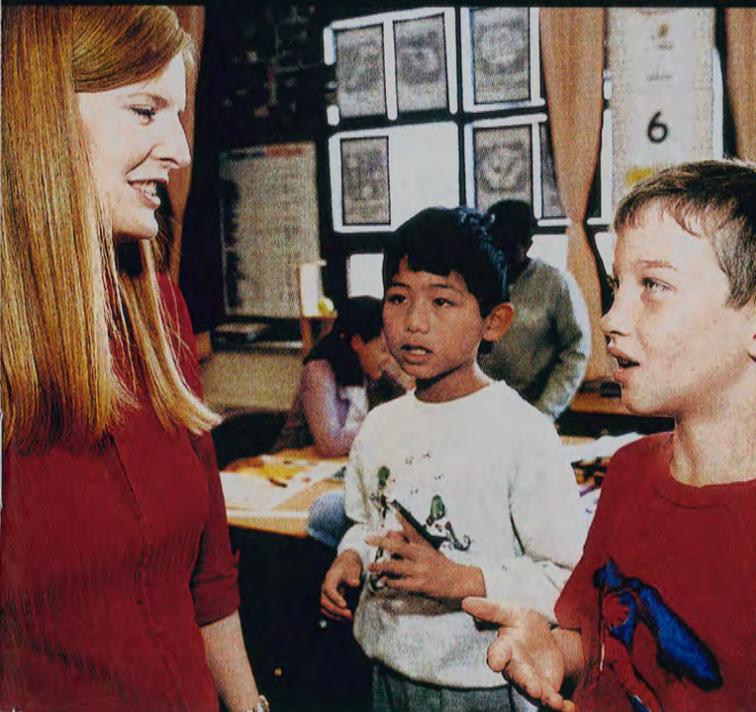
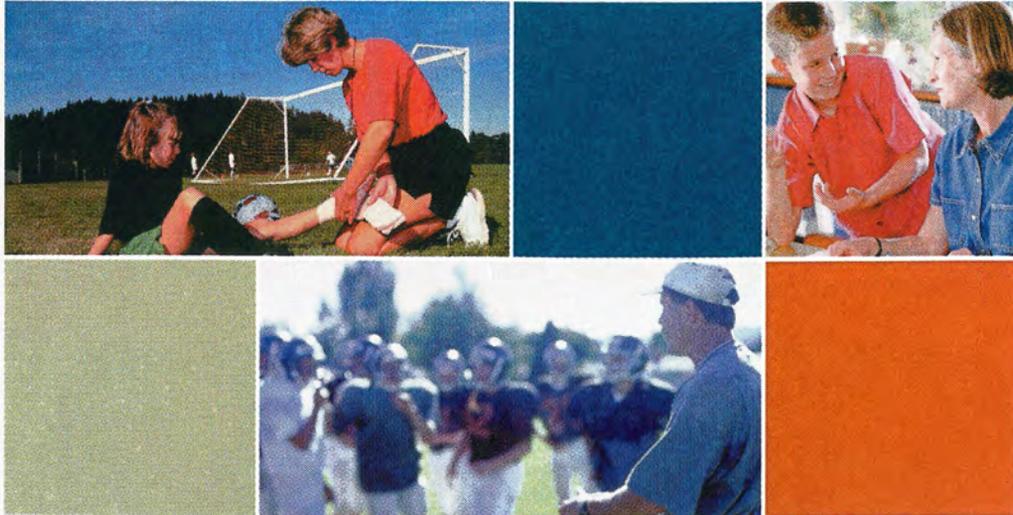


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Cover: Susan Pitre, one of the lead authors of *Making Math Happen*, with her class at Clairelea P.S. in Toronto.

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voice

Volume 7, Number 1

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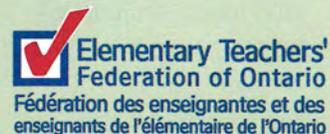
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EMILY NOBLE,
PRESIDENT, ETFO

*Campaign 200 –
it's about
equality and
respect*

This fall I spent a lot of time with ETFO activists and members discussing *Campaign 200*, our campaign to ensure that our collective agreements contain 200 minutes of preparation time.

In my travels I listened to members who told me that they are not prepared to accept second best, either for themselves or for their students. They do not accept that elementary funding, resources, or working conditions – including the amount of preparation time they have – should be inferior to secondary. And that's what *Campaign 200* is really about – equality and respect for elementary teachers and their students.

At our Annual Meeting, Education Minister Gerard Kennedy repeated his theme of peace and stability. We share his goals: we also want peace and stability in the school system, and we want our students to do better in literacy and numeracy. We are looking for support, not conflict. But we cannot continue settling for second best.

Some of our own members are uncomfortable with taking a strong stand. They would rather let the boards continue telling us what we

need. Some believe the boards do not have the money. Some feel there are other priorities even though for years our members have said they just want the time to do their jobs well.

My response to those members has been: "Doing more of what we've done will only get us more of what we've had." The days of sitting in our classrooms and doing what we are told are over. We will continue to be overlooked until we take action that upsets some people.

We face some difficult bargaining this year. We will only get 200 minutes if we stand up for ourselves and do something about it. It may be a petition, a work to rule, rotating strikes, a full-blown work stoppage, or all of the above. The less respect that a board has for the work we do, the stronger the sanction will have to be.

The boards and the province are watching. They will be shocked by our attitude and our resolve. They are not used to seeing elementary teachers stand up for themselves.

I believe there is no stronger force than elementary teachers united in a cause. Your federation will be calling on you to take a strong stand. We will succeed.

FROM THE GENERAL SECRETARY



GENE LEWIS,
GENERAL SECRETARY, ETFO

*The need for a
democratically
elected College
of Teachers*

At this year's Annual Meeting Gerard Kennedy, Minister of Education, confirmed his commitment to dealing with two issues that ETFO members have been campaigning on for several years: the repeal of the Professional Learning Program (PLP) and reform of the Ontario College of Teachers.

The law repealing PLP has passed second reading, and the Minister said that it would pass third reading in this session of the Legislature. The more progressive boards and faculties of education have written to the College to have their status as a PLP provider withdrawn. What has your board done?

The timeline for College reform is unclear, although the Minister has begun a consultation process and has issued a discussion paper on College restructuring. ETFO's position since 1998 has been that the College's Governing Council should have a majority of classroom teachers. This is the way other professional bodies – for example, the Law Society of Upper Canada and the College of Nurses of Ontario – are governed.

This College will have legitimacy with teachers only if their voices form the majority at the Governing Council.

ETFO is working with the other affiliates and the Ontario Teachers' Federation to advance

our position. We are urging the Minister to act speedily. We need a College whose decisions reflect the needs of teachers.

Time to ask questions

In the past few months the Ontario government has announced special funding to reduce class size in the primary grades.

At the ETFO Annual Meeting, the Minister reiterated that funding has been provided to boards to hire 1,000 more teachers this year.

The funds were intended to be used to hire teachers and to provide accommodation and resources for the new classes that were formed. To meet the government's intended goal, most of the money should be spent on hiring primary teachers. Now it is time to ask your principal, your supervisory officer, and your trustee:

- How many additional primary teachers were hired by this board?
- How much of the funding for class size reduction was spent to hire teachers?
- How much has primary class size been reduced in your school and across your board?

We need you, our members, to help us to hold the boards accountable for the way they spend the funds they receive.



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ETFO members take part in Project Overseas



ETFO members Jan Hendry and Connie Howald were part of a team of three Canadian teachers who conducted workshops for teachers in Anguilla this summer. Assisted by local tutors, they conducted workshops in classroom management, mathematics, reading across the curriculum, marks management, and media literacy.

The Caribbean nation of Anguilla is one of 13 countries that took part in Project Overseas, which provides professional assistance to teachers in developing countries. In the past 32 years the project has assisted teacher organizations in over 50 countries in Africa, Asia, the Caribbean, and the South Pacific.

Financial assistance is provided by the Canadian Teachers' Federation (CTF), provincial and territorial teacher organizations, the Canadian International Development Agency, and the Wild Rose Foundation of Alberta. CTF organized the courses in collaboration with the Anguilla Ministry of Education and the Anguilla Teachers' Union.

ETFO sponsors book launch

ETFO, along with the Toronto Women's Bookstore and the National Film Board (NFB) co-sponsored the October 2004 launch of *In Your Face: The Culture of Beauty and You*, by Shari Graydon. The book, intended for ages 11+, encourages readers to look critically at the culture of beauty.

Shari Graydon is the author of the award-winning *Made You Look: How Advertising Works and Why You Should Know* (age 8+). Both are published by Annick Press (www.annickpress.com).

Delegates raise funds for Peterborough flood victims

ETFO delegates attending the Annual Meeting in August raised \$2,500 from the floor for flood relief in Peterborough. With matching funds from ETFO, the contribution totals \$5,000.

Mathieu Da Costa challenge

The Canadian Teachers' Federation's (CTF) Mathieu Da Costa award program invites Canadian students aged nine to 18 to submit an essay, short story, poem, or piece of artwork celebrating the contributions to building Canada made by people of Aboriginal and diverse ethnocultural origins.

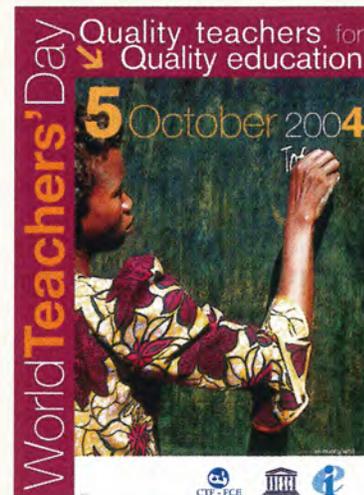
In the 1600s, Mathieu Da Costa, a freeman of African descent, worked with Samuel de Champlain and with Pierre Dugua de Mons, a leader in the establishment of French settlements of eastern Canada. Da Costa also played a key role in the founding of Port-Royal.

The Mathieu Da Costa Awards Program was launched by the Department of Canadian Heritage in February 1996, to mark the official recognition by Parliament of February as Black History Month and also the 25th anniversary of the multiculturalism policy. The program is administered by the Canadian Teachers' Federation.

The deadline for submitting entries is December 10, 2004. For more information and an application form, please go to www.ctf-fce.ca/en.

World Teachers' Day commemorated

Once again this year, ETFO provided locals with camera-ready ads for World Teachers' Day. As well, ETFO purchased morning drive-time radio to run an ad on October 5, World Teachers' Day. This year World Teachers' Day focused on the theme of teacher recruitment and retention with the message: "Quality teachers for Quality education." The message emphasized that students the world over need good teachers, properly resourced, in order to achieve educational success.



Sakina Daudi, the young Malawi teacher who was the face of this year's World Teachers' Day publicity material, has died from complications linked to AIDS. For more information see Sharon Aloian's OTF column on page 32.

Training women for leadership in ETFO

ETFO has a new and dynamic program this year designed to empower diverse women to become more involved in ETFO's leadership at the school, local, or provincial level.

In August, 24 women members who self-identified as Aboriginal, racial minority, disabled, or lesbian/bisexual/transgender participated in the first three-day session of the Leaders for Tomorrow program. This intensive, year-long leadership-development course will include a variety of workshops, experiences, and opportunities directly related to leadership roles within ETFO.

This program was developed with the objective of increasing the diversity of ETFO's leadership. Delegates to the Annual Meeting in August also considered this issue and passed the following resolution:

That a Task Force of the Annual Meeting be established to recruit candidates to run for executive and leadership positions from the following designated groups: Aboriginal, lesbian, gay, bisexual and transgender (LGBT), racial minority, and member with disabilities, with a report to the February 2005 Representative Council.



World March of Women 2005 events planned

ETFO will be playing an active role in the World March of Women next year.

ETFO participated in the World March of Women in 2000, sending members to events in Ottawa, Washington, and New York. Major events planned for 2004/2005 include the following:

- Creation of a Women's Global Charter for Humanity, to be launched with simultaneous public events in every participating country on March 8, 2005.

- The draft Charter can be reviewed at www.marchemondiale.org/en/charter. The Charter will travel around the world until the International Day for the Eradication of Poverty, October 17, 2005.
- Countries and regions will organize relay marches during this period.
- Creation of a Global Patchwork Solidarity Quilt. On March 8, 2005, women will be invited to contribute material that will be assembled into a quilt.
- The Charter and Quilt will arrive at a destination point in Africa on October 17, 2005.
- 24 Hours of Women's Global Solidarity and Actions against Poverty and Violence against Women, at noon (local time) on October 17, 2005.

Community groups get help from ETFO

ETFO supports and enters into partnerships with many community groups doing equity and social-justice work. In 2003-2004, ETFO made the following donations:

- \$40,000 to 56 women's crisis centres
- \$10,000 to grassroots groups working on poverty issues
- \$15,000 to women's organizations – Canadian Breast Cancer Foundation, Canadian Women's Foundation, National Congress of Black Women Foundation, Retired Women Teachers of Ontario, The Centre for Research in Women's Health, Willow, Breast Cancer Support and Resource Services, and Women's Future Fund
- \$2,000 for Canadians in Support of Afghan Women

Last year ETFO sponsored community events and entered into partnerships with community organizations.

ETFO sponsored the following events:

- A table at the Ontario Black History Society's celebration of the 200th anniversary of Haiti, the first independent African country in the Western Hemisphere, highlighting 2004 as the International Year for the Struggle to End Slavery
- The official Black History Month poster commemorating the life of Rosemary Brown, social worker, human rights activist, and legislator
- The Women's Funding Network Conference
- A table at Ten Years of Freedom, an event organized by the Canadian Council of South Africans and South African Women for Women to celebrate the tenth anniversary of South Africa's peaceful transition to democracy and greater equality

ETFO entered into the following partnerships:

- Supporting the production of the newsletter of Education Wife Assault for the next five years
- Hosting a reception with the Women's Future Fund, to celebrate Equality Day and to highlight the organization's work
- Partnership with the Anti-racist Multicultural Educators Network of Ontario, including the conference "Anti-racist Multicultural Education in Action," held in May
- Partnership with the Coalition for Inclusive Curriculum, including a training retreat for 40 educators with experience in equity and social-justice work

- ETFO is active in the Ontario Coalition for Social-Justice and contributed \$10,000 towards the Coalition's day-to-day operations and the Ontario Needs a Raise campaign
- ETFO is supporting the creation of an Activist School, a space to support and sustain coalition building between unions and community and social-justice groups

Notable and new

The Heaven Shop is a new book by Deb Ellis, author of *Breadwinner*, *Parvana's Journey* and *Mud City*. *The Heaven Shop*, for readers aged 12+, tells the story of a young African girl's fight to survive after the tragedy of AIDS. Royalties from the sale of this book will be donated to UNICEF. Published by Fitzhenry & Whiteside (www.fitzhenry.ca).

December 6: We mourn and work for change

Canadians recognize December 6 as the anniversary of the Montreal massacre, the day that 14 women who were students at l'École Polytechnique were killed by a gunman carrying a high-powered rifle. It is a day of remembrance and a day of action on violence against women.

The December 6 Fund is a volunteer organization that provides interest-free loans to women fleeing abuse, thereby helping to build a bridge from dependence to independence.

You can help break the cycle of violence by making a contribution to the December 6 Fund, www.dec6fund.ca.



Beverly Saskoley Anti-Racist Scholarship Award

ETFO's Anti-Racist Scholarship Award has been renamed in honour of Beverly Saskoley, who was the first coordinator of Equity and Women's Services at the ETFO provincial office.

The deadline for applications for this award is April 30, 2005. See www.etfo.ca for criteria and conditions.

Staff of ETFO's Equity & Women's Services Service:

Kathleen Loftus – Coordinator,
Jan Beaver, Sherry Ramrattan Smith,
Carol Zavitz

Voluntary extra-curricula how much is enough?

By Jerry DeQuetteville

“We regularly put our students’ welfare first; but it is time to reverse this unhealthy thinking and put our own welfare and our own families first!”

Thinking back, I remember a much-admired colleague. She was a dynamic teacher who seemed to be involved with everything in the school. Sports, clubs, graduation ceremonies, bake sales—she did it all. She had a busy family life as well. Many of us were in complete awe of her and felt rather inadequate by comparison. Some of us, in moments of suspended reality, even strived to be like her.

My own experiment as “super teacher” lasted until October when reality came crashing down. I was overwhelmed with assessment and planning responsibilities, I wasn’t sleeping, I was irritable with my students, and my home life was suffering. In short, I was a breakdown waiting to happen. I learned that what might work for a colleague most certainly did not work for me, and I started to make conscious choices about where I would expend my professional energies.

Although the lesson of balance was a lesson that required repeated relearning, eventually, I got it! I learned the hard way; and I know that I was not alone in this.

The fall is a time when teachers are particularly vulnerable. They return to the classroom refreshed and ready to tackle the possibilities and challenges of a new year or a new job. It’s also the time of year when administrators post the list of clubs, committees, and activities that they envision for the upcoming school year. As you read this, you may be realizing that your attempt to achieve balance has been hijacked.

A difficult issue

Discussions about voluntary activities are often difficult ones for ETFO members. Perhaps this is because we understand that students benefit from such activities, many parents have come to expect them, and frankly, we enjoy them as well.

A study of ETFO membership conducted by ComQuest Research indicated that, on average, elementary teachers spend 2.7 hours per week participating in extra curricular activities. This means that, collectively, we are working 135,000 hours—or 19,000 additional working days—per week without pay, a considerable extension of our work week.

But when we look at the Education Act and its regulations we see that the duties of a teacher that are set out there in detail do not include coaching or fundraising or any of the host of other extracurricular jobs that we routinely take on.

It is wise to be mindful of the fact that we have a defined job to do and that the demands of this job are increasing. The core legal requirements of teaching that the Act and its regulations set out should be our focus. We need to remember we are workers with lives of our own. At times, because we elect to undertake voluntary activities, we apply less attention/energy to our core classroom responsibilities or our personal lives. This is the source of considerable stress.

activities:

Teaching is more demanding now

Teaching is widely recognized as one of the five most stressful careers. The demands, expectations, and pressures of today's classroom are quite different from those most teachers experienced even five or ten years ago. Many of the stressors are things we have little control over; we should religiously control those things we can!

Bill Wilkerson, a respected researcher in the field of mental health, examined the impact of stress on the teaching profession in a presentation to the Ontario Medical Association Annual Meeting last April. He based much of his analysis on data provided by OTIP, the largest provider of long term disability (LTD) coverage for Ontario teachers. He noted that:

"The school teachers in Ontario face a public health crisis. Depression is the principal source of disability leave and the principal reason for prescription drug use among schoolteachers in Ontario. ... the LTD claims processed by OTIP have doubled since 1993."

Wilkerson said that the fact that a teacher's work week seems to be relentless was the source of this mental and nervous illness.

Voluntary activities are not core duties

Unfortunately, many individual school boards have adopted additional requirements for teachers. ETFO is monitoring boards that try to do so, to ensure that they do not expand on the core duties set out in the Act or in the collective agreement. Nowhere should there be a requirement to run the grade 1 sticker club!

ETFO has made the recognition that extra-curricular activities are voluntary a bargaining priority. Currently, 22 of our 31 teacher collective agreements contain this recognition. With many of the remaining school boards, while there is no collective agreement language, there is an informal recognition that these activities are voluntary and that teachers cannot be required to undertake them.

During a legal strike, the Federation may require members to cease their participation in voluntary activities as a means of applying pressure on the employer. Such occurrences are rare.

At other times, the Federation reminds members to be aware of the need to strike a balance between their professional and personal lives.

Choosing where to put your energy

To make healthy choices about where your professional priorities ought to lie, carefully weigh the following considerations:

- Voluntary extra-curricular activities are exactly that, voluntary. Base your decision about participation on your individual professional and personal situation. Most collective agreements support this right. If you feel pressured, contact your local president immediately.
- Assuming a voluntary activity can set a precedent. What is an extra activity one year can become an expectation the next. Do it long enough and it can become an expectation within your community.

- If you do decide to participate, don't expect to receive special consideration, especially if it results in an increased workload for others. A common arrangement (which should never happen) is that the basketball coach gets no supervision duty. In this case, one person's choice has a great impact on the workload of others.
- Do not be critical of colleagues who choose to focus on their classroom and personal obligations and decide not to take part in voluntary extra work.
- You should not be penalized if you elect to not participate. For example, your performance appraisal should not be negatively affected.

As elementary teachers, by our very natures, we regularly give 200 per cent. Our LTD rates testify to this selfless sacrifice. We regularly put our students' welfare first; but it is time to reverse this unhealthy thinking and put our own welfare and our own families first! It is only by taking proper care of ourselves that we will be in a position to provide the optimal learning experiences for the children in our classrooms!

ETFO staff responsible for professional relations:

David Kendall – Coordinator,
Diane Balanyk-McNeil, Mary Bricco,
Evelyn Campbell, Jerry DeQuetteville,
Lorna Larmour, Jennifer Mitchell,
Sharon O'Halloran, Susan Thede,
Jim White

ANNUAL MEETING

"We are here today because we care deeply about our profession, about the welfare of the students we teach, and about the well-being of our members."

EMILY NOBLE, PRESIDENT, ETFO



ETFO members
2004 Annual Meeting.



Collective bargaining issues were top of mind as ETFO President, Emily Noble greeted some 600 delegates attending the 2004 Annual Meeting at the Westin Harbour Castle in Toronto.

During the next three days members debated more than 100 resolutions, passed the Federation's 2004-2005 budget, and celebrated award winners. They heard from Ontario Education Minister Gerard Kennedy and were deeply moved as they listened to Stephen Lewis describe his work with the victims of AIDS in Africa.

President's address

In her opening address to the Annual Meeting, President Emily Noble outlined the background for collective bargaining and the importance of the campaign to obtain 200 minutes of preparation time.

Noble pointed out that despite the recent provincial budget and government announcements about reductions in primary-class size, "the government's funding model is still unfair" to elementary teachers. She cited the funding gap between elementary and secondary panels that creates excessive workload for ETFO members.

Elementary classrooms today are far more demanding and more complex than they were in the past, Noble said. There are fewer resources, a mushrooming curriculum, and more special-needs students requiring individual education plans and individual attention.

Members are not prepared to accept second best, Noble said. "They do not accept that elementary working

conditions and resources should be inferior. And they do not accept that a secondary teacher can have 250 minutes or more of preparation time but the school boards can't afford even 200 minutes for their elementary teachers."

Noble vowed that "our 2004-2007 collective agreements will include 200 minutes of preparation time" and that these would be real minutes shown on the teacher's timetable and would not come at the expense of inferior salary, benefits, and working conditions.

A first in years: A Minister of Education attends the meeting

In her address to the meeting, President Emily Noble acknowledged the more positive relationship ETFO has with the provincial government, commending Education Minister Gerard Kennedy for going "out of his way to communicate with us." When he took the stage it was the first time delegates had welcomed a Minister of Education to their Annual Meeting in several years.

Gerard Kennedy spoke of the new three R's—respect, responsibility, and results. The current government has shown its respect for teachers by moving to withdraw the Professional Learning Program, which will be repealed in the fall session of the legislature, Kennedy said. On hearing this commitment delegates gave

the Minister an extended standing ovation. Kennedy also committed to creating a College of Teachers run by a majority of working teachers.

It is the responsibility of the government to create an environment that values learning and educators and to provide the resources the system needs. He pointed to the government's increased funding to create 1,000 new teaching jobs this fall and announced an additional \$65 million for the learning opportunities grant.

The results: students who are more accomplished by the time they leave grade 6, a decrease in the current high drop-out rate among high school students and a re-invigorated teaching force working in partnership with the government to create a high-quality public education system.



Gerard Kennedy, Ontario Minister of Education.

STEPHEN LEWIS: TEACHERS CAN HELP FIGHT HIV/AIDS IN AFRICA



Stephen Lewis, UN Special Envoy on HIV/AIDS

Stephen Lewis, the UN Secretary General's Special Envoy on HIV/AIDS in Africa, delivered a keynote address that contained messages of suffering and despair and a message of hope.

Lewis described the devastation caused by the HIV/AIDS pandemic throughout the world, but especially in Africa. He spoke of the impact of the disease on women and their children.

"In the developing world AIDS has a woman's face," he said. "Of the six million AIDS victims between 15 and 24 years of age, 75 per cent are young women and girls."

Gender inequality and lack of power means women cannot negotiate safe sex. One of the most dangerous environments for African women is marriage, he pointed out.

As countries lose their women they also lose economic capacity. "Women do all the work," he said.

Women carry the burden of caring for families and children, but they are also the agricultural workers. Loss of these workers, combined with the unpredictable weather patterns and drought means there is no food security and widespread hunger. This in turn means people have little resistance to the HIV/AIDS.

The disease is destroying families and family life. There are millions of orphans, Lewis said.

"The omnipresence of orphans" is something "nobody knows how to deal with. Grandmothers bury their grown children, then look after their grandkids."

But in many cases there is no family support at all. When the grandmothers die, there is no one coming up behind. The result is that children become the heads of households, attempting to raise their younger siblings.

"I have seen heads of households as young as six," Lewis said. "All of the natural rhythms of life are violated.... There is no intergenerational exchange of values, love, knowledge."

How to deal with children orphaned as a result of HIV/AIDS is a severe problem in a number of African countries. In Uganda, one-tenth of the total population consist of orphaned children – two million orphans in a total population of 24 million. Several other countries have more than a million orphans.

While personally "frayed" by the devastation he has witnessed, Lewis also described the hopeful signs he has seen. He spoke of the resourcefulness and sophistication of people in communities.

"Africa knows how to deal with the virus, but it lacks resources and technical assistance."

Lewis described a program sponsored by the Ontario Hospital Association, that will begin supplying medical staff, community health workers, and social workers to a hospital in Lesotho.

African countries need this kind of skills exchange in teaching also. "In many countries they are losing more teachers than they can graduate from teacher's college," he pointed out.

Delegates to the Annual Meeting responded to Lewis' challenge by immediately donating almost \$7,000 to the Stephen Lewis Foundation, a charity founded to provide resources to countries devastated by HIV/AIDS.

As well, delegates voted to make the ETFO Humanity Fund a bargaining objective. The Stephen Lewis Foundation is the signature charity of the Humanity Fund.

2004-2005 PROVINCIAL EXECUTIVE

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Vice-President (Female) – *Cynthia Lemon*, Bluewater

OTF Table Officer – *Sharon Aloian*, Niagara

Barbara Burkett, Ontario North East

Rachel Gencey, Durham

Shelly Jan, Peel OT

Martin Long, Toronto (ETT)

Gayle Manley, Algoma

Lynda McDougall, Upper Grand

Rian McLaughlin,

Hamilton-Wentworth OT

Ryan Naidoo, Toronto (ETT)

Cathy Smith, Peel

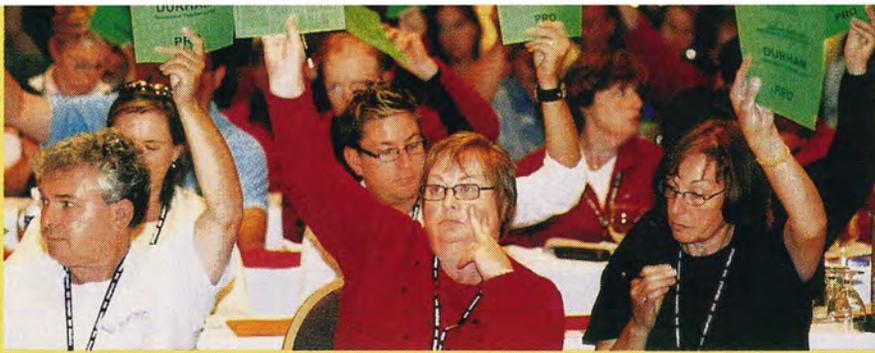
Left to right:

Dave Clegg, First Vice-President

Sam Hammond, Vice-President

Cynthia Lemon, Vice-President





2004-05 Priorities

The delegates passed the priorities for the coming year:

- 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
- To support international assistance and co-operation

Motions relating to collective bargaining

- That the Federation employ every collective bargaining strategy up to and including a full withdrawal-of-services strike to ensure that each 2004-2007 teacher local collective agreement includes 200 minutes of preparation time.
- That the Federation employ every collective bargaining strategy up to and including a full withdrawal-of-services strike to ensure that each 2004-2007 occasional teacher local collective agreement includes timetable-of-teacher-replaced provisions.

- That the Annual Meeting recognize the ETFO Humanity Fund as a bargaining objective.

Defense fund

There shall be an additional fee of 0.2 per cent of gross annual salary per active member to be allocated to the Defense Fund for the 2004-2005, 2005-2006, and 2006-2007 school years.

Support for new teachers

- Each local shall endeavour to include teachers with less than five years of teaching experience in their delegation to the Annual Meeting.
- That ETFO establish a new teacher award and encourage locals to create a similar award.
- That ETFO establish a teacher candidate award in the amount of \$500 to be available to a student at each faculty of education in Ontario planning to become an ETFO member and in regular attendance in the primary/junior or junior/ intermediate Bachelor of Education program.

Motions relating to Equity and social justice

- That a Task Force of the Annual Meeting be established to recruit candidates to run for Executive and leadership positions from the following designated groups: Aboriginal, Lesbian, Gay, Bisexual and Transgender (LGBT), racial minority, and member with disabilities, with a report to the February 2005 Representative Council.
- That incentive funding, separate from the Anti-Homophobia and Heterosexism Initiatives Grant, of up to \$300 per local to a maximum of ten locals be made available for equity training workshops.
- That ETFO develop and run a provincial network for Human Rights/Equity Committees in locals to encourage and support the continuing development of committees whose purpose is to address issues of social justice, anti-poverty, non-violence, and equity at the local level.

For a full list of the motions passed at the Annual Meeting, please go to www.etfo.ca, click on 'About ETFO', and follow the links.

Please see next page for the 2004-2005 ETFO budget.



Above left and right: ETFO members at the 2004 Annual Meeting. Alla Turnbull, Rockwood PS – Upper Grand.

2004-2005 ETFO BUDGET GENERAL FUND

Projected Net Revenue

REVENUE	\$51,610,320
Teachers, Occasional Teachers, ESP/PSP & Associate Members + interest	
Defense Fund	(9,896,037)
Political Action/Public Relations Fund	(1,276,908)
OTF/CTF Fees	(3,279,456)
QEEO Fees	(865,504)
OFL/CLC Fees	(793,136)
NET REVENUE	35,499,279

Projected Expenditure

OTHER PROFESSIONAL ORGANIZATIONS	127,500
GOVERNANCE	2,174,727
annual, executive, & representative council meetings & released executive costs	
ETFO LOCALS	14,235,800
fee rebates to locals, local release time, training & materials for locals & stewards	
COMMITTEE, TASK FORCE & WORKSHOP MEETINGS	169,500
two meetings for each	
ASSISTANCE	352,250
awards, donations, scholarships & Project Overseas	
EQUITY & WOMAN'S PROGRAMS	949,403
race relations, employment equity, anti-violence & women's programs*	
PROTECTIVE SERVICES FOR MEMBERS	3,106,551
collective bargaining, professional relations services, health & safety, pensions & legal costs	
PROFESSIONAL SERVICES	1,250,005
PD programs, teacher education & conferences, publication & distribution of <i>Voice</i> , <i>LINK</i> , <i>EXPRESS</i> , & other communication, pamphlets	
PROVINCIAL OFFICE	2,070,400
rent, maintenance, taxes, phones, equipment, printing & postage & members' records	
STAFF SALARIES & BENEFITS	10,120,000
provincial staff salaries & benefits	
ORGANIZATIONAL SERVICES & SUNDRIES	327,600
legal costs, consultants, insurance & auditors	
TRANSFERS TO RESTRICTED FUNDS	599,962
transferred assets to be accumulated in separate funds to meet long-term goals	
TOTAL EXPENDITURE	35,483,698

Surplus (deficit) of revenue over expenditure **15,581**

*Each year, ETFO allocates 6 per cent of the annual budget (\$2,046,956) to programs for women. Some of these programs are in the Equity and Women's Programs section, but most are spread throughout the budget.

ETFO 2003-2004 AWARD WINNERS

Humanitarian – ETFO Member

Scott McNie, Hamilton-Wentworth

Humanitarian – Non-ETFO Member

Linda Midaugh (Retired Member), Halton

Children Living in Poverty

Hilda Pretty and *Christine Paul*, Upper Canada

Occasional Teacher of the Year

Sandy Berezuk, Upper Grand

Honorary Life Membership Award

Phyllis Benedict, Kawartha Pine Ridge

Caroll Carkner, Upper Canada

Gordon Hough, Upper Canada

Barbara Uttley, Greater Essex

Dave Krook, Upper Grand

IMPORTANT NOTICE FROM QEEO

Teachers are reminded that QEEO Programme 4 ceased to be operational on **August 31, 2004**. Effective September 2004 all teachers will be evaluated on Program 5.

If teachers submitted an application for Programme 4 prior to August 31, 2004, all outstanding support documents requested must be received by QEEO by January 31, 2005 in order to receive an evaluation on Programme 4.

Teachers who may change category as the result of a Program 5 evaluation are teachers in Categories A2 and A Technological Studies teachers.

Teachers in A4 who possess a post-graduate degree may also benefit from a program 5 evaluation, if their collective agreement has a clause that pays an additional allowance for a degree.

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

Effective February 1, 2005, official transcripts will be required for QEEO evaluations. QEEO will still accept a photocopy of the Certificate of Qualification from the Ontario College of Teachers. Program 5 may be viewed by visiting the QEEO website at www.qeeco.on.ca.

If additional information is required, please call the QEEO office between 8:30 a.m. and 5:00 p.m. from Monday to Friday at 416-323-1969 or 1 800-385-1030.

ETFO scholarship and bursary winners

2003
2004

Aboriginal Women in Education Award – Women's Program

Sheri Jahner – Waterloo Region Teacher Local
Allison Nakogee – Moose Factory
Natalie Corkery – Kawartha Pine Ridge Teacher Local
Kimberly Cheena – Kingston

Anti-Racist Scholarship Award

Jenna Tocher – Hamilton-Wentworth Teacher Local

Doctoral Scholarship

Maura Ross – Simcoe County Teacher Local

Doctoral Scholarship – Women's Program

Janet Millar-Grant, York Region Teacher Local

ETFO Bursaries

For sons and daughters of ETFO members

Allison Clarke, Ottawa-Carleton
Laura Crawley, Lambton Kent Teacher Local
Heather Maeck, Near North Teacher Local
Angela Sottosanti, Lambton Kent Teacher Local
Candace Woods, Thames Valley Teacher Local

ETFO Bursaries

Persons with a Disability/Visible Minority/
Aboriginal Persons

Claire Carew, Elementary Teachers of Toronto
William McArton, Near North Teacher Local
Anjili Pant, Hamilton-Wentworth Teacher Local

ETFO Bursaries – Women's Program

Persons with a Disability/Visible Minority/
Aboriginal Persons

Deb St. Amant, Kawartha Pine Ridge Teacher Local

Master's Scholarship

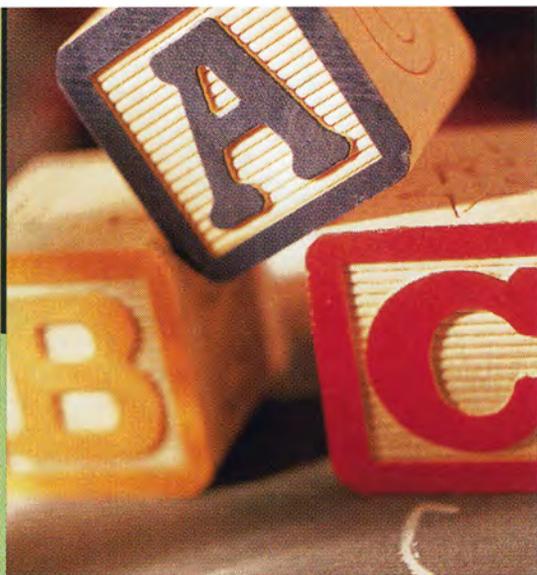
Jackie Febers, Halton Teacher Local
Erica-Lin Fleming-Gillespie, Waterloo Region
Teacher Local
Kristopher Marentette, Greater Essex County
Teacher Local
Marta Mulhern, Peel Teacher Local
Robert Perry, York Region Teacher Local
Mario Spagnuolo, Greater Essex County
Teacher Local
Adam Ziegler, Waterloo Region
Occasional Teacher local

Master's Scholarship–Women's Program

Anne M. Dahmer, Waterloo Region Teacher Local
Diane Dias, Elementary Teachers of Toronto
Tara Marshall, Elementary Teachers of Toronto
Marg Moran, Simcoe County Teacher Local
Safia Saleh, Peel Teacher Local
Vera Teschow, Peel Teacher Local
Gemma Zelmanovits, Limestone Teacher Local

For more information on the nomination process for ETFO awards, scholarships, and bursaries, visit our website, www.etfo.ca, go to 'About ETFO, Scholarships and Bursaries,' and click on "April 30 deadline."

You will also find information in the *ETFO Reference Book* in your school. You may also contact your local president or Jerry DeQuetteville at provincial office.



ETFO'S PERSPECTIVE on the role of LEAD TEACHERS for LITERACY and NUMERACY

› Last April Ontario Premier Dalton McGuinty announced the government's intent to provide an intensive focus on the development of literacy and numeracy skills for Ontario students. This focus called for the appointment of specially trained lead

teachers in literacy and numeracy in the primary and junior divisions of every school in Ontario.

It also included:

- Reducing primary class sizes
- Amending the curriculum to put a clear focus on reading, writing and math
- Dedicated literacy and math instruction each day to provide for the necessary learning intensity

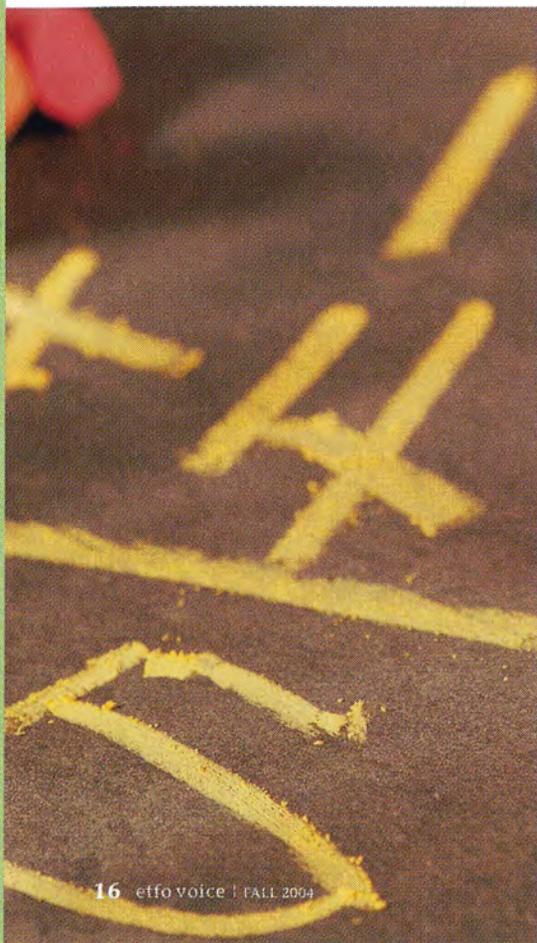
This initiative was a follow-up to the recommendations contained in reports of the Reading and Math Expert Panels formed by the Ministry of Education in the fall of 2002. Their purpose was to examine what core knowledge and skills teachers need to teach effectively and support the objectives of the Ontario Early Reading and Early Math Strategies. Their final reports, released in February 2003, provided advice on the best ways of teaching reading and math, as well as the best methods to assess the needs of students.

Beginning in the fall of 2003, initial steps were taken to implement the recommendations of the expert panels, including the training of primary lead teachers in reading and mathematics.

In the spring of 2004 the Ministry formed Junior Expert Panels to look at best practices for literacy and numeracy instruction at the junior level. These panels were to issue their reports this fall.

ETFO welcomes the current focus on appropriate teaching strategies and resources for effective reading and math instruction. We know that early investment in a student's education reaps huge rewards in later years.

The stated goal of Ontario's literacy and numeracy strategies is to raise the level of student achievement as measured by the grade 3 and 6 province-wide reading and math assessments. ETFO does not agree that EQAO test scores are an accurate indicator of a student's capacity in reading and mathematics nor of an individual school's capacity to provide instruction in those areas; it suggests that the government develop other indicators to effectively evaluate the success of these initiatives.



ETFO BELIEF STATEMENTS *about the role of* LITERACY *and* NUMERACY LEAD TEACHERS

› **The role of lead teachers, if implemented appropriately, has the potential to have a significant impact on students and teachers by:**

- Helping teachers enhance instructional practice;
- Improving student success;
- Providing on-going pedagogical support for teachers;
- Assisting in developing teacher expertise;
- Providing for teacher renewal; and
- Providing for non-administrative leadership opportunities.

› **ETFO beliefs:**

1. Literacy and numeracy initiatives will be a shared responsibility of the entire school community. Therefore the lead teacher will not bear sole responsibility for the success of these initiatives.

2. The success of these literacy and numeracy initiatives will not be judged solely by EQAO results.

3. The decision to accept the role of lead teacher will be voluntary.

4. The role of lead teacher will vary from board to board, reflecting the context and culture of the local area.

5. The ETFO local will partner with the school board in the development of the role description of literacy and numeracy lead teachers.

6. The lead teacher role description will reflect the responsibilities of the position and not exceed what is reasonable given the additional compensation, time, and support provided by the board.

7. The role of lead teacher is a position of added responsibility within the bargaining unit. As with other positions of added responsibility, there will be a modified teaching schedule, additional compensation provided, and such other resources as are deemed necessary in order for the lead teacher to fulfill the responsibilities of the role.

8. Lead teachers will retain all the rights and privileges accorded to them under the collective agreement.

9. The position of lead teacher will not infringe upon the right to transfer between schools.

10. The position of lead teacher will not take priority over seniority provisions.

11. The selection process for the role of lead teacher will honour the collective agreement.

12. The ETFO local will partner with the school board in establishing the selection criteria for the position.

13. The role of lead teacher will not include any administrative duties such as:

- Formal or informal evaluation of the teaching practices of colleagues;
- The setting of improvement targets and benchmarks; or
- Timetabling of instructional time.

14. The training for lead teachers will be provided during the instructional day and be based on the principles of effective professional development. The training will be job-embedded; occur over a sustained period of time; permit time for reflection, practice, and revision; and respect teacher knowledge and expertise.

15. The necessary training for lead teachers includes content, pedagogy, and facilitation skills.

16. Related training for classroom teachers will occur during the instructional day; be job-embedded; occur over a sustained period of time; permit time for reflection, practice, and revision; and respect teachers' knowledge and expertise.

Teacher-led professional growth through Lesson Study

The growing North American emphasis on standards and accountability has led many jurisdictions to rely on externally developed measures like standardized tests as the sole measure of student learning and school effectiveness.

A few parents and community members see these externally imposed measures as intrusive and wasteful, but the great majority accept them as essential to ensuring that students are learning and that teachers possess the knowledge and skills to carry out their professional responsibilities.

Against this backdrop of calls for increased accountability, and the need for classroom teachers to maintain a solid understanding of best practices, the classroom teacher carries on, too often working in isolation.

Whether we choose to acknowledge the fact, or not, our current culture of teaching and learning is isolationist in nature. Teachers generally operate within the confines of their own classroom, not certain how or when it is appropriate to share.

Studies examining issues around the retention of new teachers inform us that one of the main reasons our newer colleagues abandon teaching early in their careers is that feeling of being alone, without a process to connect with experienced peers who are willing to share their knowledge and expertise (Ontario College of Teachers, 2003).

In their study of American, German, and Japanese education practices, two American researchers identified the isolation and the lack of purposeful professional dialogue for most American educators as one of the key differences between American and Japanese teaching cultures. In their 1999 book, *The Teaching Gap*, James Heibert and James Stigler probed some of the reasons for the gap between

relatively high-achieving Japanese students and their American counterparts.

One of their key findings was that American teachers typically planned, taught, and assessed their student's learning experiences in isolation. In contrast Japanese teachers generally carried out their work in rich, trust-based collaborative learning environments. Japanese teachers see themselves as leading "self-directed professional lives" where they design and define their own school-based professional learning through a collaborative process called Lesson Study.

Lesson Study is a professional learning structure that seems simple, almost to the point of the ridiculous. A small team of classroom teachers (ideally four to six) collaborate to plan a specific learning activity. One member of the team volunteers to teach the lesson while the other team members observe and record the student responses to the elements of the lesson. After the lesson is completed, the team of teachers re-assemble to share their observations and use these to revise the lesson.

Dr. Catherine Lewis, of California's Mills College, is an expert in Lesson Study research who believes that this method offers teachers a powerful professional learning process, one that values teachers and allows them to conduct authentic professional research within their own schools and classrooms. Lewis (2002) writes:

"Lesson Study recognizes the central importance and difficulty of teaching – of actually bringing to life standards, frameworks and 'best practices' in the classroom."



Left to right: Back Row: Sharon Schlesinger, Sara Garnick, Jane Paterson, Deb Sinyard Middle Row: Sandra Fraser, Brian Harrison, Diane Muckleston Front Row: Arlene Higgins-Wright, Leigh Benninger, Lori Drawetz, Penny Zielinski. From furthest to nearest in frame: Penny Zielinski, Leigh Benninger, Arlene Higgins-Wright, Sandra Fraser

The curiosity about Lesson Study as the predominant model of professional development in Japan, and its growing popularity in the United States, prompted the Literacy Curriculum Team (all either ETFO or OSSTF members) in York Region to carry out a trial of Lesson Study.

Over the winter of 2004, the team facilitated Lesson Study groups for over 280 ETFO members as part of the Ministry of Education's Early Reading and Early Math Strategy Training initiatives.

The team divided the participating primary teachers up by grades within their geographical family of schools, resulting in teams that ranged in size from 8 to 12 teachers. Each group was given the support of a curriculum team member as a group facilitator. They identified the protocols the team would follow, set a social and academic goal for the research lesson, planned the research lesson, observed it being taught, and debriefed the experience for revision purposes.

For both the Early Math and Early Reading Lesson Study groups, the academic focus was based upon the program recommendations in the Expert Panel Reports released by the Ministry of Education and Training in the spring of 2003 (ETFO Provincial Staff Officer Ruth Dawson served as chair of the Math Expert Panel).

Initially teachers were concerned about having peers observe and assess each other's work. One of the central tenets of Lesson Study is that it is a collaboratively planned lesson—a group effort—in which the focus of observation is the students, not the teacher delivering the lesson.

The facilitators continually reinforced this notion. The planning process involved a great deal of trust building, including setting protocols on how to dialogue and how to express disagreement.

Participants, many of whom were initially sceptical, offered feedback that was frank and mostly positive. A common theme was their appreciation of the rich dialogue that occurred during lesson planning. Teachers found these discussions to be deep and highly relevant to their everyday teaching, in spite of the fact they were really discussing only one lesson. Additionally, team members found that the opportunity to observe students learning, without the responsibilities of teaching the research lesson, was surprisingly rewarding and powerful. As Japanese educator Kyouichi Itoh states, Lesson Study provides teachers with the chance to, "develop the eyes to see children."

Ann Marie Marshall, an ETFO York Region member, was one of the pioneers in this process, volunteering to teach one of the first research lessons in her kindergarten classroom. She notes that "listening to the observations of my peers after I had taught the lesson helped me to more clearly understand how students reacted to the instructional strategies and materials I was using, and I was able to hear suggestions on how I could better address these needs."

Lesson Study provided York Region teachers with a framework for discussing the many factors that make up their daily professional lives. Topics such as diverse student needs, evolving curriculum interpretations, and the challenges of effective assessment and instruction became part of every planning session. Many teams developed a climate of engaged but playful collegiality as the participants formed professional relationships based on trust and on the common classroom experiences.

The core of the Lesson Study process, however, is the data collection carried out during the teaching of the lesson. It is this research focus—planning the learning strategies, predicting student response, and analysing the actual observed student responses—that generates the dialogue that changes teacher practice.

"So far, one country stands out for resisting the practice of mandatory student and teacher testing. Its teachers have refused to participate in either because of the limitations of these measures. Curiously enough, there has been little public outcry for mass testing or for the imposition of mandatory measures to enforce teacher competency."

Rather than the remote crunching of student test scores and subsequent layering in of socio-economic factors, Lesson Study is data collection carried out by teachers who are able to consider the profile of real children and act upon the implications of this data in a direct and meaningful way.

Stigler and Heibert refer to this as the act of making teaching "visible". By having the team members observe each student's reaction to the lesson, the lesson actually "slows down" to the point where each action is observable and open to discussion after the lesson. This process is far from the current prevailing methods of collecting educational data: standardized tests and university faculty research. In both cases, there are critical barriers in incorporating findings into actual classroom practice since classroom teachers have had only a limited involvement.

There are some obstacles that would limit the spread of Lesson Study as a model for effective, teacher-led professional development. A key barrier is time. Generous subsidies to release participating teachers were attached to the Early Math and Reading Strategies. Clearly, the current funding and staffing models are not structured to allow all teachers equal access to a Lesson Study cycle.

The time given to meet during the school day to learn with their colleagues was critical. As one teacher noted, "For the first time in my 10 years of teaching, I've been able to meet and talk about teaching with my peers. I feel like a professional."

The essential element to the success of the process was that participants had the time and facilitated support to build the trust that in turn allowed them to share their questions and their flaws with others. Many found that they shared common fears but also a great diversity of strengths.

The York Region teachers' experience suggests that Lesson Study could provide a protocol by which individual teachers could share their knowledge and gain from the wisdom of

others while they, too, craft and re-craft their professional knowledge base. In Japan, research lessons are routinely published and available for purchase in bookstores. This level of transparency is evident in the climate of trust that is typical in teacher, student, and parent interactions in Japan.

Our teachers in York Region became keenly aware of the benefits of collaboration through Lesson Study. They understood how they could address equity issues for exceptional and second-language learners. They were able to reflect on the choices they made around assessment tools, instructional strategies and use of materials. They were able to enjoy simply watching children working at learning, and talking about it with other teachers.

The simplicity of Japanese lesson studies can be instructive as ETFO seeks out ideas and innovations to further develop our policies in the area of teacher-led professional growth. Focusing teacher learning on observations of student learning and creating the climate where teachers can benefit from each other's shared expertise through the careful study of our teaching practices is one way for us to gradually take ownership for our professional learning in our classrooms and schools.

The current Canadian obsession with standardized testing to ensure teacher ability and student learning is not unique. Many developed nations are employing the same measures, to varying degrees.

So far, one country stands out for resisting the practice of mandatory student and teacher testing. Its teachers have refused to participate in either because of the limitations of these measures. Curiously enough, there has been little public outcry for mass testing or for the imposition of mandatory measures to enforce teacher competency. The name of this country? Japan.

Brian Harrison is the Elementary Mathematics Curriculum Consultant for the York Region District School Board.

References and Suggested Further Reading

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Making Math Happen

Lesson Plans

Making Math Happen in the Junior Years, a new release from ETFO, provides teachers with a vast array of ideas to incorporate into their math program. It is the second in ETFO's *Making Math Happen* series. In this issue of *Voice*, Jennifer Paziuk, one of the lead authors, describes the importance of communication in a successful math program. An excerpt from the curriculum provides further ideas.



Susan Gregoire with her students,
Charles R. Beaudoin Public School,
Halton District School Board.



“When children can talk or write about something, they have learned it. It’s like when you have to teach something – that’s when you know if you really understand it,” Paziuk says.

Students at Clairlea Public School,
Toronto District School Board.

One teacher’s approach: An interview with Jennifer Paziuk

During her 15 years as a teacher, Jennifer Paziuk has become a math maven—or, more, a maven of math instruction.

Paziuk had always liked math but took her undergraduate degree in science and French. Today she is a math specialist (she took her training while on maternity leave), and she is one of the lead authors of ETFO’s math curriculum, *Making Math Happen in the Junior Years*. It is the second book in ETFO’s *Making Math Happen* series.

“Math became a real interest for me when my eldest daughter started school. I was trying to help her learn and really understand rather than memorize—I wanted her to really understand the math,” Paziuk says.

That experience helped transform the way she approached the subject with her own classes. She became more and more convinced of the importance of talking about math and enabling her students to do so as well. “When children can talk or write about something, they have learned it. It’s like when you have to teach something –that’s when you know if you really understand it,” Paziuk says.

One of the mainstays of Paziuk’s teaching strategies is the math journal in which students communicate their thoughts about a math activity. To

begin, she asks them to talk or write about what they did, what they learned, and what they have questions about.

“It is important to do a lot of modelling in the beginning,” Paziuk says. “The students talk and the teacher models how he or she would put together a journal entry.”

As the year progresses, the focus of the journal is varied to include a variety of writing: “How to” instruction, creative writing, reflective writing, explaining a solution.

This is a particularly effective strategy in her grade 6 class, Paziuk believes, because students that age are more reluctant to ask questions in front of the whole class. Students who are identified as having learning problems or who have English as a second language are especially reluctant to do so.

“They are already self-conscious. They often write that they need extra help. This way they can ask in private.”

“When first starting out, it is important to offer prompts or sentence starters,” Paziuk says. As well she does a lot of pre-talking with her class. This helps students verbalize and clarify their thoughts before they are asked to write them down.

“At the beginning of an activity I give the students a focus: for example, looking for patterns in data. I ask them to think about the math language they find themselves using or specific strategies they used to solve the

problem. As a result of having a focus, during our class discussion students are able to answer these questions with more detail.

“We also brainstorm for strategies that might work and previous problems that are similar that might help us decide on a strategy. I create a strategy wall with them that stays up during the year, and we add to it as the year progresses.”

She also has word wall in the classroom. “Because space is limited, I post a new chart for every unit. As students are working on an activity, they are asked to focus on the math language they find themselves using. These words are added to the word wall during our discussion time. It becomes a word reference sheet for that unit.”

Students also keep a “things I need to work on” list at the beginning of their journal. Each time students receive feedback from their peers or their teacher, they add the ideas to their list, and it becomes an individualized learning plan for them. “Giving productive feedback is one of the most important things a teacher can do. Stating simply, ‘Good Job!’ does not give the student enough information. What was good? Let them know and they will be sure to repeat it.”

“The most important thing to remember is that the effort of integrating a communication component into your math program is worth it.”

Making math happen by talking about it

Here is an excerpt from *Making Math Happen in the Junior Years*.

Communication in its varied forms (e.g., reading, writing, speaking) is a tool to help students think about what they are learning. In language arts, students go through the writing process, which includes brainstorming, pre-writing activities, drafts, conferences, etc. All of this leads to a final product which is hopefully clearer than when the process began. Students also learn to use story maps to organize their thoughts when communicating about what they have read. It should be the same when communicating in mathematics. Students take an idea and go through a process to express it in a clear manner. The difference is that the focus is on the mathematical reasoning.

The main reasons for including communication as part of a mathematics program are to help students make sense of what they are learning, and to help the teacher

understand what the students are learning. As well, teachers have the opportunity to discover any misconceptions that students might have and can assess attitudes towards mathematics.

At first oral communication is the main vehicle for expression, as written communication may not be adequate to give a clear picture of what students have learned. However, throughout the junior grades, as students' communication skills improve, they will be able to use an increasing variety of strategies for demonstrating what they know.

In all cases, students should be provided with opportunities to verbalize their ideas before recording them in a written format (e.g., writing in a math journal). Think-Pair-Share is an excellent strategy for fostering oral communication in math class. Many other co-operative group strategies, such as Round Robin and Jigsaw, can also be incorporated in math class to promote the sharing of ideas.

(These strategies are described in more depth in *Making Math Happen in the Junior Years*.)

To create an environment for effective communication, it is important to schedule math periods so that you have large blocks of time. You may have to be creative in your scheduling, but it is very difficult to have meaningful opportunities for communication if you only have short periods of time. It is ideal if you have a 60-minute block each day.

Encouraging Communication through Math Talk

It is very important to set the tone of your classroom right from the start. If we want our students to improve their communications skills, they must be given the opportunity to communicate. If we want them to see the importance of communication, we must show it to them.

The teacher's role in promoting verbal communication in the math class is critical. Teacher modelling of "thinking aloud" throughout the



The main reasons for including communication as part of a mathematics program are to help students make sense of what they are learning, and to help the teacher understand what the students are learning.

Students at Clairlea Public School,
Toronto District School Board.

One way to get students talking about math is to invite them to work in groups to discuss what they have learned. Afterwards, each group can be asked to share its ideas and ask questions for clarification in a whole-class discussion.

problem-solving process provides students with an idea of how to describe the mathematical reasoning that occurs as they try to solve problems.

Students need to get comfortable talking about math before they can progress to writing about it. Therefore, when first starting out, it is important to have lots of time for “math talk.” Instead of having students write their ideas down, have the students talk about them.

One way to get students talking about math is to invite them to work in groups to discuss what they have learned. Afterwards, each group can be asked to share its ideas and ask questions for clarification in a whole-class discussion. In the latter case, the teacher should act as a recorder, and create a “class journal.” Modelling serves the purpose here of allowing students to see how orally expressed ideas can be translated into writing. The journal (and others that are created) should be posted in the room for future reference.

Math talk should be an important part of every math class! A way to encourage ongoing math talk is to use a gimmick, such as wearing a visor with a math “question of the day” on it (e.g., What strategy did you use?). Explain to the students that they will need to answer that question when you come to their group. This type of prompt helps students focus their learning, and discuss specific aspects of mathematics. The following are more suggestions to get the math talk flowing.

Ideas for Encouraging Math Talk

1. Start building a math word wall from the first day of school and keep adding to it throughout the year. You could also create a word wall for each new unit if space is limited. Have students discuss vocabulary that they used while working on an activity. Let them add it to the word wall. Word walls can take different forms and may include mathematical words only; mathematical words and definitions; or mathematical words, definitions, and examples or diagrams to demonstrate meaning.
2. Model math language by constantly making students aware of the math words they use in conversation outside of math class. For example: “Mark, you used the word ‘chance’ when talking about your team in gym. What is meant by ‘chance’ and where do we use this term in mathematics?”
3. Post a “question of the day” on the board or use a gimmick such as wearing a hat or carrying a sign that displays a question. Try to use open-ended questions such as: “How did you do it?” or “How did you know?” Tell students that this is the question they will have to answer when you arrive at their table. This helps students focus their discussion while working.

4. Give students the opportunity to share their strategies orally with the class. Explain: “In math you can use different strategies and still come up with the same answer.” After a number of strategies have been offered, ask which strategy the students preferred, and have them explain why. All strategies are not created equal, so it is important to guide students to the conclusion that some strategies are more efficient than others.
5. Invite students to create their own problems, either on their own or with other students. These could be extensions of problems they worked on during class, or problems that they thought of because of other activities. Students could then be asked to trade their problems with other students and solve them. Discuss solutions as a large group.
6. Above all, encourage math talk when students are working. Your math class should not be silent!

Making Math Happen in the Junior Years was written by Jennifer Paziuk, Susan Pitre, Ruth Dawson, Joanne Languay, and Mike Davis. Contributing authors were Jane Bennett, Jason Johnston, Troy Parkhouse, and Roz Thomson.

The book is available from shopETFO at a cost of \$17 (plus GST). To order online go to www.etfo.ca, click on “Publications” and follow the links.



"This is one of the best if not 'the best' course in PD I've taken in the 25 years of my teaching career. The presenters were extremely well prepared, they shared a wealth of knowledge, and the best part is that we learned most of the activities by doing them, which means we will remember and actually do them with our students."

"I can't say enough about how much I have appreciated and learned from this course. This was my first ETFO course, and I will be taking more in the future now."

"Lots of practical ideas to take into the classroom. Excellent value. Very helpful to the new practitioner."

ETFO's Summer Curriculum Courses

As these enthusiastic statements show, participants in the fifth ETFO Summer Academy 2004 were overwhelmingly positive about the usefulness and quality of the courses they attended.

Participants rated the courses very highly; 97 per cent evaluated the usefulness of the course as very good or excellent.

Throughout July and August more than 400 members attended the 17 summer curriculum courses offered by ETFO provincial in locations across Ontario, from Niagara to Parry Sound and from Ottawa to Stratford.

Course topics included the arts, assessment, classroom management, kindergarten, literacy, mathematics,

physical and health education, program planning, and special education. Grade-specific courses were also offered to teachers of grades 1, 2, and 3.

ETFO members known for their expertise in various content areas led the courses. The course leaders shared their knowledge and involved participants in ways that encouraged a sense of community and collaboration. Members took away with them many useful and practical ideas to use in their classrooms this fall.

Many of ETFO's newest members took part in the courses: 35 per cent of participants were in their first five years of teaching.

From left: Presenter Margot Southall and site location manager Trudie Johnson at the course "Guided Reading and Literacy Stations: Making It Work!" in Parry Sound. Kindergarten teachers in Ottawa review publishers' displays at the course "Little People—Big Ideas: Teaching through the Arts in the Kindergarten Classroom." Teachers in Fonthill made math tools at the course "It's Fun, Exciting, and Challenging! It's Primary Mathematics."

Preparation time: the snowball effect

By Christine Brown

This past August, the delegates to the 2004 ETFO Annual Meeting passed two motions concerning the current round of collective bargaining. The first directed the Federation to take a strong stand in ensuring that all local teacher collective agreements include 200 minutes of weekly preparation time.

The second was a directive that all occasional teacher locals bargain a provision which guarantees an occasional teacher the timetable of the teacher she or he is replacing.

Such timetabling provisions can assist occasional teachers in many ways—for example, by limiting the amount of supervision time an occasional teacher will be required to do. However, there is also a clear link with the preparation time issue. By passing this motion, the delegates directed the Federation to take an equally strong stand to ensure that occasional teachers are given, among other things, their proper allotment of preparation time.

However, it is not just the delegates to the ETFO Annual Meeting who are talking about workload. In September, a COMPAS survey commissioned by the Ontario College of Teachers revealed that “time constraints” was the number-one issue for teachers who responded to the question: “What is the greatest challenge as a teacher?”

Preparation time is an indispensable tool: no teacher can function without it, and all children deserve the benefit of a program which is organized, carefully planned, and which treats them as individuals. The only question is how big a portion of this work will be done during the day at school and how much will be done at home, well into the night. While it is simple self-

preservation to prefer the former to the latter, the overall implications are broader than that.

Increasing preparation time to 200 minutes per week will involve a certain amount of workplace re-organization, and as we know, change never occurs in a vacuum. As one example, the recent government initiative to begin lowering class size in the primary grades is already creating positive spin-off effects, both within individual schools and within school boards as a whole.

The same is true for increases in preparation time. As these are phased in over the next few years, the potential exists for larger, systemic benefits to accrue both to the education system and to the profession.

As you think and talk about this issue in the coming months, consider the following broader ramifications.

Stress, workload, and health are intertwined

This relationship is complex but documented. Last year Bill Wilkerson of the Global Business and Economic Roundtable on Addiction and Mental Health spoke about the effects of workplace stress on the mental well-being of teachers. He noted, “The rate of work-related ill health and disability among teachers is scandalous.”

Increasing preparation time can neither cure the common cold nor solve the conundrum of teacher stress. However, it *can* help alleviate workload problems, which are key causes of that stress. Preparation time is a quality-of-life issue, and we should not be ashamed to couch it in those terms. The benefit to society of a teaching force that is healthy and productive and enjoys low rates of absenteeism

“...preparation time is about...enhancing the quality of the education system overall.”

“Preparation time is a quality-of-life issue, and we should not be ashamed to couch it in those terms.”

and long-term disability is something even the Fraser Institute should be able to understand.

It's a question of professional recognition and respect

Why should anyone care about the recognition and respect accorded to elementary teachers as a profession? So that elementary teaching remains a career capable of attracting, and retaining, the best.

At the secondary level the need for a reasonable amount of preparation time has long been a given. By contrast, elementary teachers have long fought the stereotype that the important work they do is little more than babysitting. One unfortunate consequence of such a mindset has been the mistaken belief that elementary teachers can walk into a classroom and deliver an educational program with little need for preparation or forethought.

Years ago there was a notable gap between the salaries of elementary and secondary teachers. Following much hard bargaining by elementary teacher unions, that gap has disappeared. It is now time to address another major gap, this time in working conditions.

Teachers are educating the whole child

Among other things, this means encouraging children to be physically active, appreciative of the arts, and capable of obtaining and using information in an appropriate way. Unfortunately, available data show a significant loss over the past decade of specialist positions, such as music, art, physical education, English as a second language, and guidance

teachers. The latest People for Education *Tracking Report* reveals that in 2003/04 only 40 per cent of schools reported having either a full- or part-time music teacher, compared to 58 per cent in 1997/98.

While classroom teachers have picked up the slack to the best of their ability, this has created additional job stress in itself. More importantly, children have been denied the services of specialists trained to deliver these important curriculum components.

When more teachers must be hired so that more preparation time can be scheduled, the opportunity exists to add specialist teachers and provide much-needed program enrichment. This serves the interests of *everyone* with a stake in public education – pupils, teachers, parents and the larger community.

More adults in a school mean a better, safer learning environment

The ingredients that go into making up a secure school are many, and the mix is complex. However, the most important element is the human one, that is, the complement of school staff on site daily. The reality is there are now fewer caretakers, school secretaries, educational assistants, and lunchroom supervisors. These ill-conceived cuts mean schools are not run as well and pupils are not as well served as they once were. While boosting the teacher complement will not compensate for these lost positions, it may help to make schools safer learning environments.

On one level, preparation time is merely one component of an individual teacher's working conditions. A little more planning time will not automatically transform a competent teacher into an outstanding one. Viewed in a larger context, however, more preparation time system-wide helps to create the potential for large-scale improvements in the quality of program which teachers are able to offer.

Preparation time is about individual teachers, to be sure, but it is also about enhancing the quality of the education system overall.

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

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Susan Ansara, Christine Brown,
Jerry DeQuetteville, Bill Getty,
Derek Hulse, Colleen Lee, Bill Martin,
Lynn McClean, Jim McMahon,
Margaret Taylor, Harold Vigoda,
Jim White

MON IDENTITÉ CULTURELLE - ME VOICI!

Par André Charlebois

Une chanson, une danse folklorique, un mets typique, un costume d'époque – voilà à quoi on pense le plus souvent lorsque le mot « culture » est discuté dans une classe de français langue seconde. Le patrimoine d'un peuple est la base de ce qui le distingue des autres peuples du Canada et d'ailleurs dans le monde.

Il importe de définir le mot « culture » afin de guider le lecteur ou la lectrice de cet article, sachant qu'il s'adresse principalement aux enseignantes et enseignants de français langue seconde, tant du programme de français de base, appelé « Core French », qu'au programme de français intensif, appelé « Extended French » et au programme d'immersion française.

Cette définition se base sur le Syllabus Culture, développé à la suite de l'étude nationale sur les programmes de français de base. Cette étude fut parrainée par l'Association canadienne des professeurs de langue seconde / Canadian Association of Second Language Teachers (ACPLS / CASLT). La culture y est définie dans les mots suivants:

« La culture, c'est le cadre de vie, le mode de vie et les façons de se comporter, de penser d'une communauté dont l'histoire, la géographie, les institutions et les signes de reconnaissance sont distincts et la distinguent, à un degré plus ou moins grand, de toute autre communauté. »

En se basant sur cet énoncé, on constate que chaque élève qui arrive dans la classe de français langue seconde apporte son propre bagage culturel, un reflet de sa famille, son foyer, son quartier et même sa ville ou son village. Le moment n'est-il pas choisi pour l'enseignante ou l'enseignant de puiser à même cette richesse culturelle et de créer un lien avec la culture locale, ontarienne, canadienne et mondiale?.

Le document *The Ontario Curriculum, Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8* préconise une étude et une compréhension de différentes communautés, tant locales que globales, ainsi que de leurs patrimoines. De son côté, *The Ontario*



"... CHAQUE ÉLÈVE QUI ARRIVE DANS LA CLASSE DE FRANÇAIS LANGUE SECONDE APORTE SON PROPRE BAGAGE CULTUREL, UN REFLET DE SA FAMILLE, SON FOYER, SON QUARTIER ET MÊME SA VILLE OU SON VILLAGE."

Curriculum, French as a Second Language : Core French, Grades 4-8 suggère que « *students should also have opportunities to gain an appreciation of French culture in Canada and in the world.* » Enfin, *The Ontario Curriculum, French as a Second Language, Extended French, Grades 4-8, French Immersion, Grades 1-8* recommande que les deux programmes, tant intensif qu'immersif, "*aim as well to provide students with an understanding of the cultures of French-speaking societies by integrating cultural study into daily language instruction.*"

Il devient donc plus facile pour l'enseignante ou l'enseignant de français langue seconde, aussi bien du programme de français de base que d'immersion, de créer des liens entre les divers programmes d'enseignement. L'intégration des matières permet de puiser dans les différentes matières, d'enseigner différents contenus d'apprentissage et de sensibiliser les élèves à la culture, tant personnelle que canadienne. L'enseignante ou l'enseignant de français langue seconde possède ainsi carte blanche pour insérer des éléments de la culture française, canadienne ou mondiale.

MON PASSEPORT

Contenus d'apprentissage :

- use simple but complete sentences to communicate ideas, feelings, and opinions on familiar topics
- organize information to convey a clear message

Alors que le passeport est un document officiel qui officialise l'identité du citoyen, le passeport culturel proposé dans l'activité suivante invite l'élève à réfléchir sur sa propre culture.

Matériel nécessaire :

Papier blanc, 8 x 11, ou Papier de construction (feuille 8 x 11) Crayons de couleurs ou marqueurs de couleurs

Durée de l'activité :

3 à 4 périodes de 30 minutes

Démarche suggérée :

Première partie

- 1 - Inviter les élèves à discuter de certains éléments qui leur sont représentatifs, tels un animal, un objet, une couleur, une activité, ou tout autre idée qui les décrit.
- 2 - Suggérer aux élèves de choisir un à trois de ces éléments et de réfléchir aux façons de les représenter sur papier, dépendant de l'âge et de l'année scolaire des élèves – par exemple : créer un blason.
- 3 - Plier le papier blanc ou le papier de construction en quatre afin de créer un livret.
- 4 - Inviter les élèves à dessiner les éléments choisis sur la page – couverture de ce livret. Faire remarquer aux élèves que ces éléments reflètent chacun d'eux et qu'ils représentent une partie de leur culture personnelle.

Deuxième partie

- 1 - Inviter les élèves à réfléchir sur leur propre patrimoine : origines ethniques, langue, folklore, musique et autres éléments d'intérêt, selon l'âge des élèves.
- 2 - Demander aux élèves de choisir quelques mots français qui décrivent ces éléments de leur patrimoine et de les écrire à l'intérieur du livret. Un dessin représentatif peut aussi être utilisé dans le passeport.

Évaluation :

- 1 - Le passeport étant une mini-tâche, chaque élève présente oralement le passeport aux autres élèves de la classe.
- 2 - L'enseignante ou l'enseignant note sur une grille les informations présentées par l'élève, selon les critères établis. L'âge et l'année scolaire de l'élève auront un effet direct sur les critères d'évaluation de la tâche.

Variantes :

- 1 - Inviter les élèves qui éprouvent de la difficulté en français à présenter leur passeport à un plus petit groupe d'élèves ou seulement à l'enseignante ou l'enseignant.
- 2 - Présenter un modèle de passeport aux élèves qui éprouvent de la difficulté et les inviter à substituer les informations selon leur propre patrimoine.
- 3 - Comme activité d'enrichissement, inviter les élèves à effectuer une recherche sur un ou deux éléments figurant sur leur passeport.

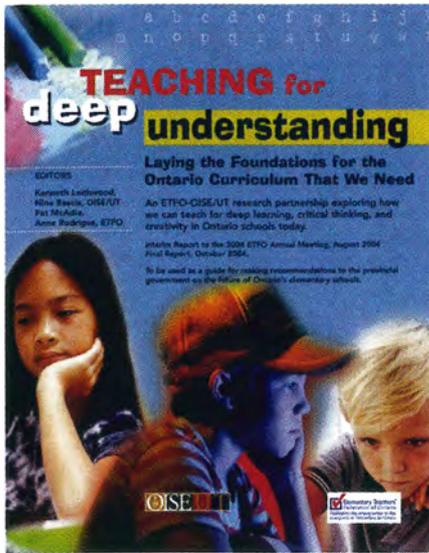
L'étape suivante

Un objectif de cette activité consiste à amener l'élève à se conscientiser au sujet de sa propre culture. À la suite de la présentation orale de tous les passeports, l'élève comprend également qu'il y a une grande diversité culturelle au sein de son groupe d'amis. Il s'agit maintenant pour l'enseignante ou l'enseignant d'amener les élèves à la prochaine étape et d'élargir leurs horizons culturels.

Plusieurs voies sont disponibles pour sensibiliser les élèves à la culture française, tant dans leur milieu immédiat que dans leur canton, dans leur province et dans le reste du Canada. Les fêtes, le folklore, la musique, la cuisine sont autant de déclencheurs qui peuvent amener les élèves à découvrir leur propre identité, tout en développant une appréciation des autres cultures qui forment la mosaïque canadienne.

Dans le prochain article de *Voice*, on offrira des suggestions pour amener les élèves à cette prochaine étape. En attendant, apprenons à apprécier notre identité et notre héritage culturel.

André Charlebois teaches in the second language teaching program at the University of Ottawa. He was formerly the education coordinator, second languages, at the Upper Canada DSB.



In October ETFO and the Ontario Institute for Studies in Education, University of Toronto (OISE/UT) jointly released *Teaching for Deep Understanding: Toward the Ontario Curriculum That We Need*. It is the final report of a two-year partnership between the two organizations intended to examine the challenges facing teachers as they struggle to implement new curricula and teach for deep understanding.

Chapters contributed by faculty members at OISE describe their recent research and form a rich collection of some of the best thinking and research on what it means to teach for deep understanding in specific areas of the curriculum and across discipline areas. Included are contributions by Carl Bereiter, John Ross, Sandra Folk, Kathleen Gallagher and Lorna Earl.

Other chapters focus on the conditions needed to teach for deep understanding—from designing schools and school districts to designing initial teacher preparation programs and engaging other partners.

An integral part of the project was the survey of ETFO members asking for their opinions and teaching experiences in Ontario's public elementary schools.

The curriculum we need

Their responses assisted in the analysis of the current elementary curriculum and helped identify the teaching and learning conditions that support teaching for deep understanding. The report also includes recommendations for how to achieve such teaching and learning for deep understanding—what is required in our classrooms, in our schools, in our school districts, and from the government.

ETFO and OISE's partnership arose out of a resolution passed at the 2002 ETFO Annual Meeting that directed ETFO to undertake a study of the suitability of the new Ontario curriculum. Members had expressed concern about the developmental appropriateness of the curriculum, the overloaded nature of the “mile-wide, inch-deep” curriculum, as well as various implementation issues.

They were concerned that teaching had become more difficult because of eight years of Conservative government reforms, including the introduction of a new curriculum and cuts to funding that drastically reduced support staff, resources, and access to specialist teachers while increasing class size.

Through their joint project, ETFO and OISE/UT are making a strong contribution to the Ontario education system, working to ensure that all students are ready to meet the challenges that lie before them and to take their places in today's knowledge society.

For further information, contact Pat McAdie, ETFO research officer at pmcadie@etfo.org.

Reflections on Practice – A women's leadership institute

ETFO is piloting a new professional development activity called Reflections on Practice: A Women's Leadership Institute.

The Institute gives 40 female members the opportunity to come together for eight days spread throughout the year to learn more about reflective inquiry, action research, professional activism, professional learning communities, and leadership.

As the title suggests, participants come together to reflect on their professional practice: to question their assumptions, to challenge their practices, to share with colleagues, and above all, to grow as teachers and professionals.

The Institute is comprised of three parts: a four-day training session in the summer, a two-day training session in October of 2004, and another two-day training session in the winter of 2005. Anne Rodrigue of ETFO and Jacquie Skytt of the Alberta Teachers Association are the facilitators.

Participants have committed to undertake a personal research project on reflective practice and to share their project with the group. In order to make continuing dialogue possible in the intervals between the workshops, ETFO has created a website where participants can respond to posted dialogues and share their “reflections” with colleagues.

For more information on the Institute contact Anne Rodrigue at arodrigue@etfo.org.

“Through their joint project, ETFO and OISE/UT are making a strong contribution to the Ontario education system, working to ensure that all students are ready to meet the challenges that lie before them and to take their places in today’s knowledge society.”

Reflections of Me pilot projects begin...

Pilot projects for the ETFO Body Image Project are beginning in the first five school boards this fall. Members have been trained to deliver the body image training to their fellow teachers in pilot schools throughout the province. The curriculum and parent resources that are part of this project have been well received. Community groups are joining with ETFO to make body image a focus, not only in the school, but also in the community.

Connect 2005 – A conference for new teachers

Are you a teacher in your first five years? If so, plan to attend Connect 2005, ETFO’s second new-teacher development conference.

Connect with members from across the province in what promises to be another exciting learning experience, rich in highly practical resources and workshops designed with the new teacher in mind.

Come prepared to have fun at the fair with the provincial subject and grade associations; bring your questions to a classroom management panel; and attend exhibits and workshops designed especially for you.

Register early for an opportunity to have your entire conference registration, travel and accommodation provided.

Interested? Speak to your local ETFO president.

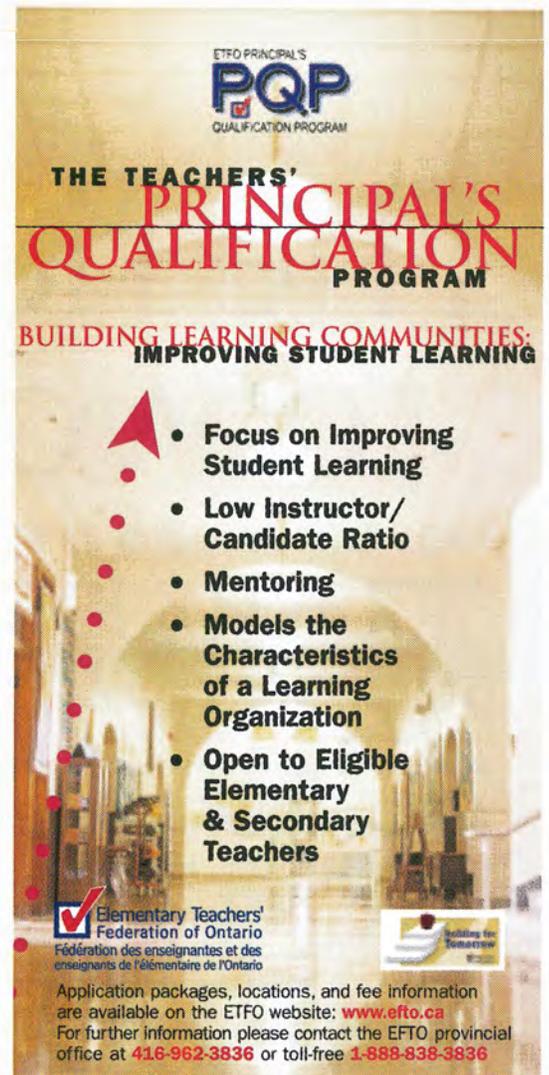
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The right to work

By Christine Brown

"If there were any other minority group in our society that had this rate of unemployment, there'd be rioting in the streets." These are the words of television broadcaster David Onley, and he was speaking about people with disabilities.

This is your first issue of *Voice* after your summer break, and it's a good time to reflect on who is working and who is not.

Last year, Statistics Canada began releasing the results of an innovative and comprehensive survey of Canadians with disabilities. The 2001 Participation and Activity Limitation Survey (PALS) examined a broad range of issues in the lives of people with disabilities, including employment, income, education, type and severity of disability, availability of assistive devices and other supports, transportation barriers, and other issues.

The PALS *Disability in Canada* report is interesting for many reasons, including its extensive use of mapping and its "life-cycle" approach (the population is broken down into five age groups, each with its own needs and issues).

The data on the core working-age population (age 25 to 54) are especially revealing of the tenuous relationship between people with disabilities and the world of work, and, when they are working, the differences between them and those without disabilities.

Only some 51 per cent of people with disabilities in this age group were employed, compared to 82 per cent of people without disabilities. Not surprisingly, there was a gap in income as well, with average household incomes of \$52,835, compared to \$72,951 for those without disabilities. People with disabilities were more than twice as likely to have a household income of \$20,000 or less (22 per cent versus 10 per cent).

While the laws against discrimination in many jurisdictions are actually pretty good, enforcement mechanisms tend not to be. Our own Ontario Human Rights Commission is chronically under-funded and backlogged. Claims of disability-related discrimination before the Commission have skyrocketed in recent years; this may be linked, in part, to greater public awareness.

It often seems as though some employers get away with discriminating against job applicants with disabilities for the simple reason that there is no one to stop them. The academic literature is replete with what have been politely termed "negative employer impressions" about the employability of workers with disabilities.

In one recent American study, concocted résumés were sent out to hundreds of randomly selected employers, presenting three candidates with identical qualifications and work experience. Two candidates were

identified as having a disability requiring accommodation, and the third was identified as a single parent with accommodation needs related to child care. The latter applicant was rated more "employable."

An extensive body of research also exists on the cost of workplace accommodation measures. Estimates of the average cost of accommodating a worker with a disability tend to fall in the \$150 to \$250 range. Many workplace accommodation measures, of course, cost nothing at all. Among other things, accommodation measures can include altering work schedules, reassigning employees from full- to part-time status, altering job duties, providing assistive devices, relocating employees, retrofitting work stations, and upgrading software.

Yet even when a worker with a disability finally passes the employment threshold, the accommodation wars often begin in earnest. The ETFO provincial office has thick files on such cases.

If you are one of the 0.5 per cent of ETFO members who have self-identified as having a disability, congratulations on having obtained or retained a job. The right to work is a fundamental human right.

Christine Brown is ETFO's Research Officer for Collective Bargaining. She is working on a degree in disability studies.

Percentage of Canadians reporting disabilities*	9
Average cost of accommodating a worker with disabilities	\$200
Difference in average household incomes between workers with disabilities and those without	\$20,116
Percentage of people with disabilities who are working	51
Percentage of people without disabilities who are working	82

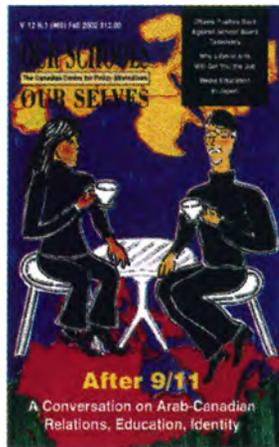
Percentage of those reporting a disability who have a disability related to:**	
pain	78
mobility	66
agility	62
psychological factors	25
hearing	21
a learning disability	20
memory	15
vision	15
speech	13

* Comparisons based on populations aged 25-54 years.

** Participants in the PALS survey could report more than one disability, and most did.

"Estimates of the average cost of accommodating a worker with a disability tend to fall in the \$150 to \$250 range. Many workplace accommodation measures, of course, cost nothing at all."

Knowledge is a powerful tool.



OUR SCHOOLS OUR SELVES

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—The Utne Reader

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reviews

B O O K S • C D S • G A M E S

The Possibilities of Poetry

By Jim Giles

Once there were three great masters of poetry who understood the possibilities of poetry for literacy learning. They believed that poetry should be a special part of every young person's life and produced two books: *Poetry Goes to School* (Booth and Barton) and *Poems Please!* (Booth and Moore; second edition)

Over the years, these precious books provided teachers with stimulating and pleasing learning experiences and inviting lessons they could undertake with their pupils. These three prophets of poetry—Bob Barton, David Booth, and Bill Moore—understood that poetry promotes language play, and that patterns first learned by ear in rhythm and rhyme will be understood later in print.

The new and updated version of *Poems Please!* explores the foundations of poetry and how it can be used to inspire students to explore language patterns, increase word power, and paint dramatic word pictures. Booth and Moore's innovative handbook answers pertinent questions for educators and parents alike on how and why to incorporate poetry into the curriculum. It presents numerous possibilities on how pronunciation, pitch, pauses, and pace can be used when presenting poems, and it examines why poetry increases a young person's word power.

Poems Please! examines the many styles of traditional and contemporary poetry and suggests practical ways to develop programs and practices to empower student poets. This revised version includes an updated bibliography of the prize-winning

children's books and anthologies. It is sure to be a popular book with primary, junior, and intermediate educators. But the poetic possibilities did not end here. Barton and Booth have also joined forces in *Poetry Goes to School*, a comprehensive resource that proclaims the real possibilities of a "culture of poetry" in each and every school. Organized around eight inviting units, each unit provides exploration of poetic genres and all forms of poetry. The authors present educators with relevant ways to talk about, write, dramatize, respond to, and celebrate poems from *Mother Goose* to *Shel Silverstein*.

This endearing and personal book provides teachers with a tool to create an excellent and manageable teaching program, including the study of patterns and forms, and investigation of poetry as word play. What should please teachers the most are the assessment pathways and techniques that the authors set forth.

Bravo to Barton, Booth, and Moore for presenting a panorama of poetry, every day and in every way!

★★★★★

Poems Please! Sharing Poetry with Children.
David Booth and Bill Moore, 2nd edition.
Pembroke Publishers Limited, Markham, Ontario 2003.

Poetry Goes to School: From Mother Goose to Shel Silverstein. Bob Barton and David Booth.
Pembroke Publishers 2004

Jim Giles teaches Primary (Grade 2/3)
at Rawlinson Community School

Writing Every Day

By Deborah Darling

Writing Every Day focuses on the daily letter, a teaching tool created and developed by educator Kellie Buis. The daily letter is an all-purpose, 10-point writing format that allows teachers or students to "showcase their knowledge as readers and writers" on a limitless

variety of topics and in many different genres. It is to literacy learning what the Swiss army knife is to wilderness hikers: a versatile teaching and learning tool!

Buis gives numerous examples of the daily letter format as students from primary to intermediate grade levels use it. Most helpful are her step-by-step instructions for introducing this tool as a writing vehicle and guiding students through a presentation of their own daily letter.

If followed as ambitiously as Buis presents it, the daily letter can be used as the focal point of all technical aspects of language learning—genres, grammar, spelling, word studies, etc.—as well as a creative writing tool. Buis maintains that "the daily letter can be the single instructional tool to teach many of the components of a comprehensive literacy programme."

Buis also includes several grade-appropriate templates for the daily letter, as well as writing assessment charts based on rubrics for writing achievement. Throughout *Writing Every Day*, these practical applications are embedded in, and supported by, the philosophical underpinnings of oft-quoted experts.

Finally, this book is best read at a leisurely pace, in order to fully appreciate all of the possibilities for applying these ideas in your writing program or, indeed, to make it your own core writing program. In other words, it is not an "idea book" you can pull off the library shelf at recess and expect to find an exciting lesson for next period...but it definitely belongs on the teacher resources shelf in your school's library.

★★★★

Buis, Kellie, *Writing Every Day*
Pembroke Publishers, 2004
ISBN 1-55138-169-9

Deborah Darling is a kindergarten teacher at Tosorontio Public School. She is teaching ESL overseas this year.

Keep Cool

By Adrienne Johnson

Keep Cool: Strategies for Managing Anger at School would be a useful resource for guidance counsellors, for classroom teachers at any stage of their career, and very definitely of benefit to special education teachers.

Realistic and relevant activity pages guide students, through teacher-led activities, to consider their behaviour and its impact on themselves and those around them. Most important it provides strategies to assist students in managing their anger in a positive manner.

Activities can be selected to fit specific situations, and therefore the resource need not be used in a lockstep fashion. The author's permission is granted for reproduction of the activity pages for classroom use.

This book is not grade-specific, so that teachers can use it across the elementary grades with appropriate modification. *Keep Cool* also contains some excellent graphics that could be used as bulletin board displays or as points of classroom discussion.

The book was originally published in New Zealand, and it contains a few unfamiliar words and terms that could be easily changed to Canadian terms.

I found this book to be very user-friendly, practical, and engaging. It would be an asset to teachers in any setting. I am so confident of the usefulness of this book that I have recommended its purchase by our

Board's professional library. It is already in use by some of our special education consultants.

★★★★★

Galey, Paula, *"Keep Cool" Strategies for Managing Anger at School*
Pembroke Publishers, 2004. 72 pp.

Adrienne Johnson is the Special Education Advisory Committee Liaison with the Toronto District School Board.

Playhouse Earth

By Chris Vert

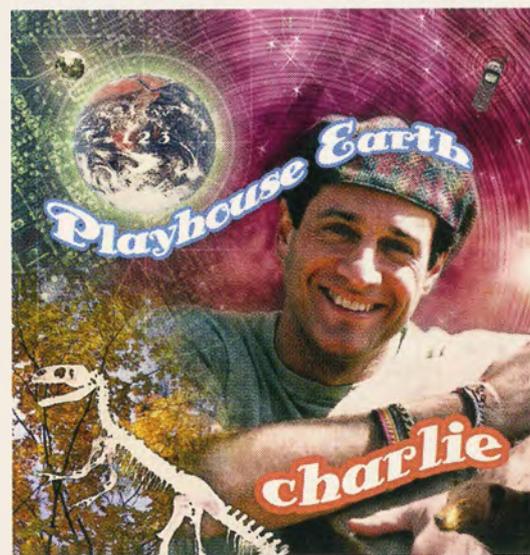
Charlie Kert is a Toronto musician and music educator who specializes in "edutaining" children aged four to seven with his engaging and fun-filled songs.

Playhouse Earth, his second CD, is an eclectic collection of 22 songs that incorporate pop, folk, and rock influences.

The songs are divided into four categories: "Travellin' Music", "Teachin' Tunes", "Growin' Up", and "Restin' Time". Many of the songs are interactive learning games that tie in with some specific expectations in the Ontario curriculum for kindergarten through grade 3 (e.g. "Quarter Rest Jam", "Spelling Bee").

Opportunities abound for primary teachers to use these songs within music lessons focused on beat, rhythm, melody, dynamics, call-and-response activities, identifying instruments, moving to music, or simply singing along. The subject matter of the songs will interest younger listeners (e.g. dinosaurs, bears) as well as older ones (skateboarding, cell phones).

Children's voices can be heard throughout the CD, singing, chanting, talking, and playing, engaging listeners and encouraging audience participation. Also heard between and within songs are recordings from Charlie's answering



machine, which are either interesting add-ons to the tunes or merely strange interruptions in the flow of the CD, depending on your point of view.

Overall, the music is refreshingly different from the vast array of safe, unadventurous "Sing Along with So-and-So" stuff available for primary-level children. Charlie certainly has a way of connecting with today's child without talking (or singing) down to them.

Charlie's music covers selected primary music expectations. Information about his workshops, performances, and music, including curriculum tie-ins is available on his website www.littlefingersmusic.com.

★★★★

Chris Vert is a teacher with the Toronto District School Board, currently on leave of absence from the Island Public/Natural Science School. In September he began studies towards his doctorate in Education at the Ontario Institute for Studies in Education.

Teachers matter



Sharon Aloian, Niagara, is ETFO's OTF table officer.

As I write this message, I have just attended my first full meeting of the OTF executive as the table officer from ETFO, filling the position of OTF second vice-president. Representing you at the OTF table also means that I serve on the budget and finance, personnel, and pension partners' committees. Each of these committees has also met since the OTF annual meeting in August. It has been a stimulating introduction.

Tragic events during the past few weeks have brought the importance of teachers and schools into sharper focus.

At the beginning of September, the world was repulsed by the occupation of an elementary school in Beslan, Russia. Terrorists took students, parents, and teachers hostage. The tragic outcome was one that teachers felt keenly. Knowing what it is like in a school at a time of crisis makes the horror more real for teachers.

Then we all watched as several hurricanes battered the islands in the Caribbean with tremendous devastation to homes, schools, and hospitals.

We have learned from other tragedies, such as the wars in Bosnia and Afghanistan, that one of the best ways to re-establish normalcy in society is to get children back in school. Everyone looks to teachers to make this happen.

At the meeting on September 27, 2004, the ETFO executive agreed to contribute \$5,000 to hurricane relief in the Caribbean and \$3,000 for relief projects for Beslan through the Education International Solidarity Fund.

But teachers are also personally touched by sad events. Sakina Daudi of Malawi is the young woman who was the model for this year's World Teachers' Day poster.

A young qualified teacher devoted to her students, Sakina Daudi has died from AIDS, like thousands of her colleagues in southern Africa and other regions around the world. She was only 31 years old.

After her death the 60 children in Sakina's class were divided among the other classes, thus increasing the already large number of pupils for the other teachers at Ngwenya School in Lilongwe, the capital of Malawi. For the last three years, despite the death of more than 1,000 teachers per year, the public school system has not recruited newly trained teachers owing to the lack of funds.

On October 5, we celebrated our profession and the work of every one of our colleagues on World Teachers' Day I ask you to take a quiet moment to remember the heroic achievements of teachers around the world and especially to remember that Sakina Daudi represents us all.

The Ontario Teachers' Federation represents 144,000 public, Catholic and francophone elementary and secondary school teachers across Ontario. For more information please go to www.otffeo.on.ca.

Teachers' Trivia

By Peter Harrison

The Magic Square

8	6	5	2	4	7
2	5	7	6	5	8
6	3	?	8	7	4
7	8	4	6	1	?
6	7	5	3	8	8
5	8	4	?	7	6

Nancy came across this square of numbers in an old book passed down to her, years ago, by her grandmother.

She had always told Nancy that if she could discover the numbers represented by the ? signs in the square, then she would always be blessed with good luck.

Nancy had often tried to find the missing numbers but without success.

Then one day, while showing the square to her class, she suddenly realized the square's secret.

What, in numerical order, are the three missing numbers?

The Solution to "Making Cents – Teachers' Trivia" by Peter Harrison, ETFO VOICE – Summer 2004:

Joe will nominate himself (Joe) to go first, and he wins \$3.20 throughout the month.

Winners are:

Sarah Cann, Beverley Davidson, Christine Kutteneuler, Nico Rowinsky, and Suzanne Weymouth

A draw will be held on December 13, 2004, of all the correct answers to The Magic Square.

Five winners will receive an ETFO sweatshirt. The correct answer and names of all the winners will be published in the first available issue.

Send your answers to Jennifer Stewart at provincial office. Fax to 416-646-2424.

E-mail jstewart@etfo.org.

Regular mail to Jennifer Stewart at the address on the masthead.

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ETFO educators are leaders in promoting inclusion



Terry Price is the president of the Canadian Teachers' Federation.

On behalf of more than 200,000 teachers across Canada, I am delighted to send a warm "welcome back" to the members of ETFO. Every time I use that phrase, the theme song of *Welcome Back, Cotter* runs through my head for hours.

Like many millions of people around the world, my heart and soul were profoundly shaken by the inhuman attack on the students, teachers, and families of Beslan, Russia, early in September. No matter what our political beliefs or the perceived provocation, attacks on innocent children, their families, and their teachers cannot be a part of a civilized society. The outrage of the world must send an unequivocal message to the perpetrators that they will not have the support from any corner when they use these kinds of tactics.

As I represent Canadian teachers throughout the many meetings, conferences and discussions of my day-to-day work, I'm always pleased to stand up for an inclusive, accessible public education system. In doing so, I am able to cite some of ETFO's excellent resources and activities, such as *Leaders for Tomorrow*, a leadership course for ETFO women

in designated groups; the First Nations and Racialized Women's Leadership Course; and *Challenging Homophobia and Heterosexism*, a resource guide for educators. CTF and ETFO also worked in co-operation to produce the teacher resource *Seeing the Rainbow* in 2003.

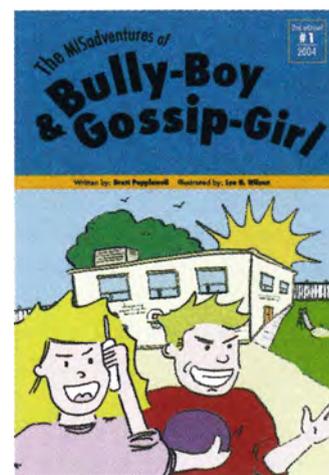
The work undertaken on behalf of the elementary teachers here in Ontario is benefiting teachers not only in your province but also in the rest of Canada and around the world. It is only when we collectively and actively espouse tolerance, social responsibility and inclusion, equity and acceptance, and the elimination of poverty that our children will be able to look forward to a world in which peace will be possible.

Despite the enormous internal challenges that CTF faces over the next 12 to 24 months, Canadian teachers at home and abroad working with our colleagues internationally must continue to focus on promoting quality education and the integral role of teachers in the process.

I have been fortunate to attend conferences of the Commonwealth Ministers of Education and UNESCO in recent months and to deliberate with delegates from as many as 87 countries. The overarching consensus of the rich discussion at both conferences has been that recruitment and retention of qualified teachers and the elimination of poverty and HIV and AIDS are the most critical challenges in the achievement of a peaceful and sustainable world. Again, ETFO educators are leading the way!

Bully-Boy and Gossip-Girl

CTF has proudly endorsed a unique new anti-bullying resource, *The MISadventures of Bully-Boy and Gossip-Girl*, an interactive comic book intended for students in grades 4 to 8.



Created by university students Brett Popplewell and Lee Wilson, it depicts common acts of bullying and suggests ways students can stop them from happening in their schools and playgrounds. There are four pages of questions and activities, an anti-bullying pledge, and an invitation to take part in the creation of the next comic book issue. The package also contains a separate four-page teacher's guide and lesson plan and colourful posters.

The materials, in both English and French, can be ordered individually or as sets. For prices and more details visit www.bullyboy.ca. Profits will go to community anti-bullying initiatives.

CTF is the national voice of 240,000 teachers across Canada.

calendar

November 25-27 / TORONTO
Forte 04 – The Ontario Music Educators' Assoc. (OMEA) and the Canadian Music Industry Education Committee (CMEIC).
Contact: Kevin Merkley
kevin_merkley@yahoo.com
or George Bishop, 416-298-2871
www.omea.on.ca

November 26 / TORONTO
Canadian Aboriginal Festival Education Day
Contact: Catherine Cornelius
519-751-0040, catherine@canab.com
www.canab.com

December 3-4 / TORONTO
The Financial Management for Women Conference
Hilton Toronto Airport
Contact: Jennifer Mitchell
ETFO Provincial Office
416-962-3836/1-888-838-3836
jmitchell@etfo.org, www.etfo.ca

February 9-11 / TORONTO
... and still we rise
Fairmount Royal York Hotel
Contact: Kathleen Loftus
ETFO Provincial Office
416-962-3836/1-888-838-3836
kloftus@etfo.org, www.etfo.ca

February 9-11 / TORONTO
Leaders for Tomorrow
Fairmount Royal York Hotel
Contact: Kathleen Loftus
ETFO Provincial Office
416-962-3836/1-888-838-3836
kloftus@etfo.org, www.etfo.ca

April 7-9 / TORONTO
Leaders for Tomorrow
ETFO Provincial Office
Contact: Kathleen Loftus
416-962-3836/1-888-838-3836
kloftus@etfo.org, www.etfo.ca

Deadlines for applications for ETFO awards

December 1
Anti-Bias Curriculum Development Award
Curriculum Development Award
Curriculum Development Award – Women's Program
Multi Media Award
Multi Media Award – Women's Program
Rainbow Visions Award
Women Who Develop Special Projects in Science and Technology – Women's Program

Writer's Award (Published)
Writer's Award (Published) – Women's Program
Writer's Award (Unpublished)
Writer's Award (Unpublished) – Women's Program

February 1
ESP/PSP Support Person of the Year Award
ETFO Local Website of the Year Award
Honorary Life Membership Award
Humanitarian Award for an ETFO Member Award
Humanitarian Award for a Non-ETFO Member Award
Innovative Projects on Behalf of Children Living in Poverty Award
Local Leadership Award
Women Working in Social Activism on Behalf of Women and Children Award – Women's Program

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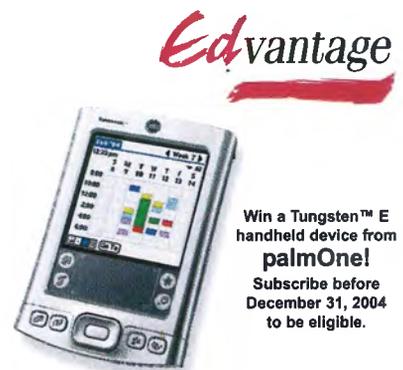
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STRIKE DISCIPLINE

The following member(s) of the Elementary Teachers' Federation of Ontario (ETFO) have been disciplined for failure to support collective bargaining initiatives in accordance with Article VI – Code of Professional Conduct and Article VII – Disciplinary Procedures of the ETFO Constitution.

Some or all of the following penalties apply to the member(s) listed below:

- Publication of the name of the member and the sanctions imposed by the ETFO Executive in a Federation document;
- Denial of any or all services normally provided by the Federation for a specified period except for such services as must be provided by law; and
- Suspension of the right to hold local or provincial office in the Federation for a specified period.

DISCIPLINED MEMBERS – DURHAM TEACHER LOCAL

Allum, Michael – 3 years (a, b, c)
Aroni, Tanya – 3 years (a, b, c)
Brown, Gordon – 3 years (a, b, c)
Chapman, Amanda – 3 years (a, b, c)
Clark, D. John – 3 years (a, b, c)
Cowan, Marissa – 3 years (a, b, c)
Creechan, Sara – 3 years (a, b, c)
Eckford, Laura – 1 year (a, b)
Foden, Crystal-Ann – 3 years (a, b, c)
Garofalo, Marybeth – 1 year (a, b)
Gerard, Dara-Lynn – 3 years (a, b, c)
Grieve, Behrang – 3 years (a, b, c)
Gronke, Cheryl – 1 year (a, b)
Horruzey, Amanda – 3 years (a, b, c)
Howes, C. Ann – 1 year (a, b)
Keon, Michelle – 3 years (a, b, c)
Labaj, Denise – 3 years (a, b, c)
Lyon, Mary – 1 year (a, b)
MacMurdo, April – 1 year (a, b)
March, Paula – 3 years (a, b, c)
McIntyre, Megan – 3 years (a, b, c)
McKay, Robin – 3 years (a, b, c)
Norris, Nancy – 1 year (a, b)
Parkin, Stephen – 1 year (a, b)
Pichut, Joanna – 3 years (a, b, c)
Row, Shareen M. – 3 years (a, b, c)
Sheppard, Samantha – 3 years (a, b, c)
Smith, Brent – 3 years (a, b, c)
Stewart, Claire – 1 year (a, b)
Storms, Melanie L. – 3 years (a, b, c)
Thobani, Farrah – 3 years (a, b, c)
Thomas, Christina K. – 3 years (a, b, c)
Vania, Nauman – 3 years (a, b, c)
Ward, Sandra – 3 years (a, b, c)

DISCIPLINED MEMBERS – DURHAM OCCASIONAL TEACHER LOCAL

Agraso, Anna – 3 years (a, b, c)
Allen-Campbell, Elizabeth – 3 years (a, b, c)
Anderson, Sharon – 3 years (a, b, c)
Armstrong, Susan Jane – 3 years (a, b, c)
Aucoin, Carole – 1 year (a, b)
Aunger, Lisa – 3 years (a, b, c)
Baig, Imran – 3 years (a, b, c)
Bayly, Christian – 1 year (a, b)
Beatty, Stephanie – 3 years (a, b, c)
Bingham, Meredith – 3 years (a, b, c)
Blake, Grace – 3 years (a, b, c)
Booth, Fiona – 3 years (a, b, c)
Borgatti, Michelle – 3 years (a, b, c)
Borges, Anna – 1 year (a, b)
Bradbury, Tara – 3 years (a, b, c)
Bradley, Darrah – 1 year (a, b)
Brady, Adrienne – 3 years (a, b, c)
Briere, Janelle – 3 years (a, b, c)
Burgess, Carrie-Ann – 1 year (a, b)
Button, Valdeen – 3 years (a, b, c)
Chapman, Travis – 3 years (a, b, c)
Cillis, Kathleen – 1 year (a, b)
Cordi, Tonia – 3 years (a, b, c)
Dailey, Andrea – 3 years (a, b, c)
Dalrymple, Laura – 3 years (a, b, c)
Dano, Angela – 1 year (a, b)
Dasberg, James – 3 years (a, b, c)
Davidson, Nancy – 1 year (a, b)
Dixon, Jennifer – 2 years (a, b, c)
Fahimi, Ahmad Tariq – 3 years (a, b, c)
Fiume, Wendy – 3 years (a, b, c)
Froehlich-Blesse, Sheila – 3 years (a, b, c)
Gallo, Mary – 3 years (a, b, c)
Gibbens, Mary – 3 years (a, b, c)
Gibson, Nicole – 3 years (a, b, c)
Gimotea, Madonna – 3 years (a, b, c)
Given, Sheena – 3 years (a, b, c)
Grabinsky, Matthew – 3 years (a, b, c)
Haight-Strickert, Wendy – 3 years (a, b, c)
Hall, Amanda – 1 year (a, b)
Hawco, Timothy – 3 years (a, b, c)
Hedley, Sherron L. – 3 years (a, b, c)
Hunter, Kathy – 3 years (a, b, c)
Hunwicks, Carol – 1 year (a, b)
Irelewuyi, Aderonke – 1 year (a, b)
Johnston, Brian – 3 years (a, b, c)
Jury, Allison – 3 years (a, b, c)
Justice, Sarah – 3 years (a, b, c)
Kaprusiak, Andrew – 3 years (a, b, c)
Kelland, Richard – 3 years (a, b, c)
Lakatos, Nikoletta – 3 years (a, b, c)
Leech, Lynne – 3 years (a, b, c)
Lewis, John – 3 years (a, b, c)
MacDougall, Karen – 1 year (a, b)
MacKenzie, Laura – 1 year (a, b)
Martin, Tracy – 3 years (a, b, c)
McCarron, Ryan – 1 year (a, b)

McKenzie, Penni-Lynn – 3 years (a, b, c)
McLeod, Mary – 3 years (a, b, c)
McMullen, April – 1 year (a, b)
Mombourquette, Laura – 3 years (a, b, c)
Morrison, Pauline – 3 years (a, b, c)
Murray, Erin-Lee – 1 year (a, b)
Murray, Ronald – 3 years (a, b, c)
Nash, Heleina – 1 year (a, b)
Oliver, Jason – 1 year (a, b)
Page, Rebekah – 1 year (a, b)
Paron, Kellyann – 3 years (a, b, c)
Perkins, Carrie – 3 years (a, b, c)
Peters, Michael – 3 years (a, b, c)
Puar, Harinder – 3 years (a, b, c)
Ramsey, Tracey – 3 years (a, b, c)
Roote, J. David – 1 year (a, b)
Russell, Lisa – 1 year (a, b)
Scanlan, A. Lorraine – 3 years (a, b, c)
Schieman, Joseph – 1 year (a, b)
Schillaci, Claire – 3 years (a, b, c)
Scott, Neil – 1 year (a, b)
Seibel, Sarah – 3 years (a, b, c)
Simpson, Alberta – 3 years (a, b, c)
Smedley, Kerry – 3 years (a, b, c)
Smith, Kenneth – 3 years (a, b, c)
Smith, Leita – 3 years (a, b, c)
Smyka, Jack – 3 years (a, b, c)
Snoddon, Elaine – 3 years (a, b, c)
Spivey, Emma – 3 years (a, b, c)
Starke, Anne – 3 years (a, b, c)
Stirrat, Tara – 3 years (a, b, c)
Stokes, Susan – 3 years (a, b, c)
Storms, Deborah – 3 years (a, b, c)
Taylor, Diane V. – 3 years (a, b, c)
Taylor, Tina – 3 years (a, b, c)
Thomas, Fay – 1 year (a, b)
Thomas, Katherine E. – 3 years (a, b, c)
Turner, Jennifer – 3 years (a, b, c)
Walker, Mary – 3 years (a, b, c)
Wallace, Sara – 3 years (a, b, c)
Ward, Carole – 3 years (a, b, c)
Watson-Fischer, Stephanie – 3 years (a, b, c)
Welsh, Grant – 3 years (a, b, c)
Wideman, Jared – 3 years (a, b, c)
Wilbiks, Marika – 1 year (a, b)
Wilson, Dawn – 3 years (a, b, c)

DISCIPLINED MEMBERS – OTTAWA CARLETON TEACHER LOCAL

Axford Rebecca – 1 year (a, b)
Culina, Melanie – 3 years (a, b, c)
Mukerjee, Meera – 1 year (a, b)

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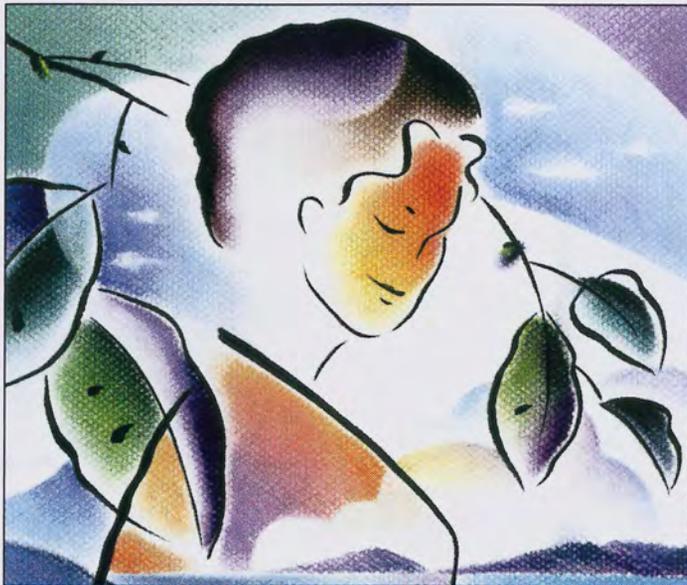
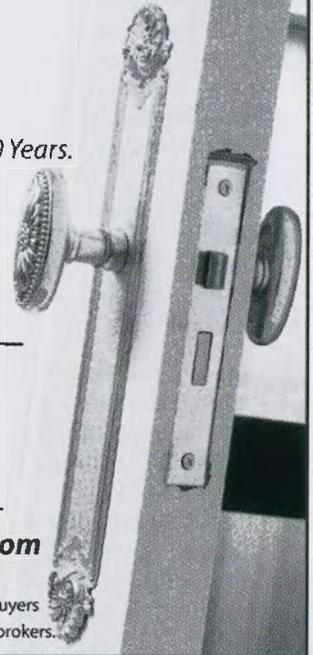
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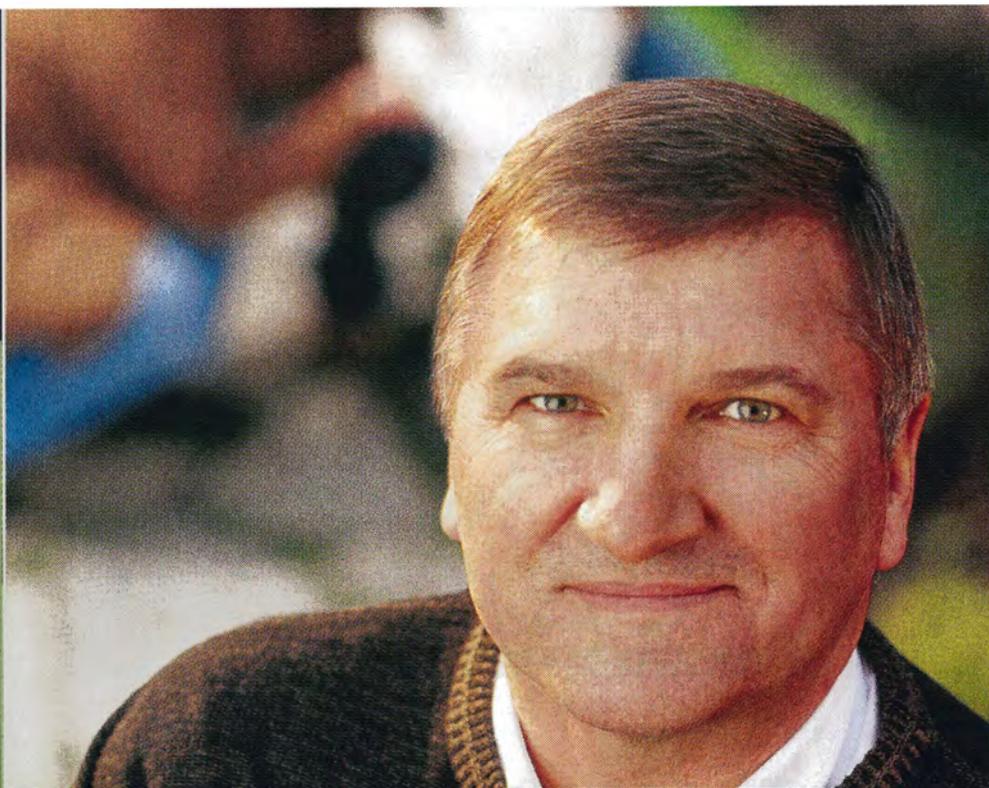
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