

VOICE

Summer 2000 vol. 2 no. 3



The Telling Bee
Pension Issues 2000
Double Vision Part II

ESL in Kindergarten

An Eclectic Approach to Teaching and Learning

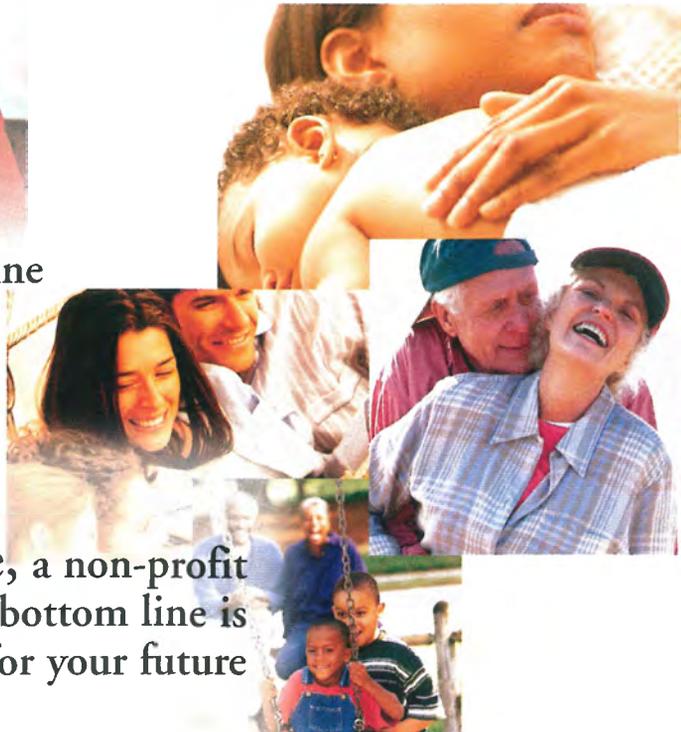
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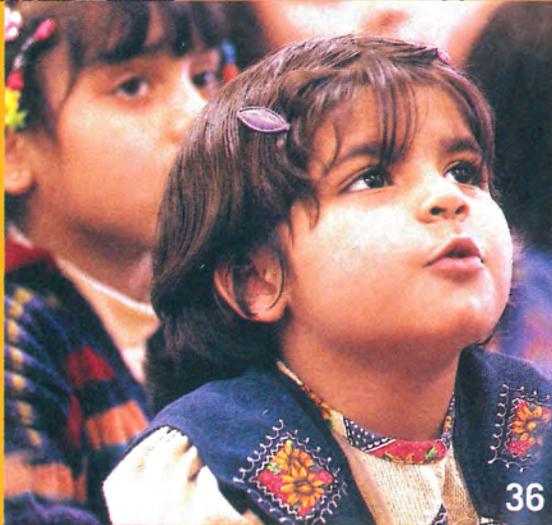
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The Early Years



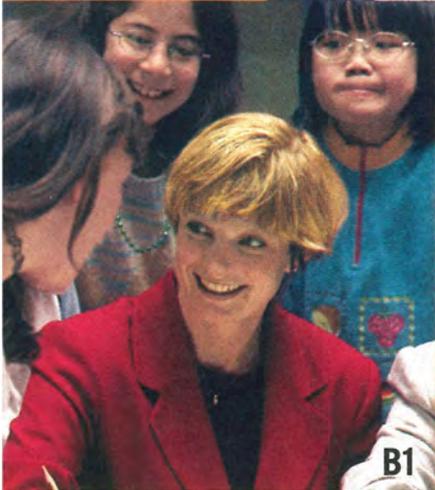
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An Eclectic Approach



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Double Vision II



B1

Contributors



Carol
Zavitz

Carol Zavitz, *Voice* Women's Issues Editor, is at home both in ETFO's Strategic Services and in Equity and Women's Services service areas.



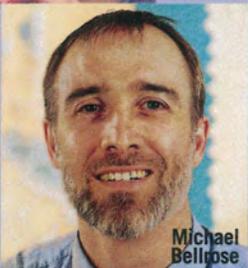
Cindy
Hunt

Cindy Hunt teaches ESL kindergarten in Stoney Creek, at a JK-8 school where 65% of the students come from homes where English is the second language.



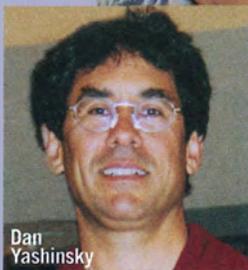
Karen
Koop

Kindergarten teacher **Karen Koop** believes that team teaching is critical to success in her ESL classroom.



Michael
Bellrose

While former kindergarten teacher **Michael Bellrose** now teaches grade 5 in Capreol, he remains firmly committed to the importance of the early years.



Dan
Yashinsky

Dan Yashinsky is a founder of the Storyteller's School of Toronto. His experiences with young authors' days persuaded him to create "Telling Bees."

On the Cover: ESL kindergarten students learn the skills they need to integrate into the regular program at Lake Avenue School, Stoney Creek. Cover and inside story photos: Joël Benard.

etfo voice

VOLUME 2, NUMBER 3

ELEMENTARY TEACHERS'
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Canadian Education Press Association
Indexed in the Canadian Educational
Index/Répertoire canadien sur l'éducation
ISSN: 1481-4072

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From the President | PROUD TO TEACH ELEMENTARY



Phyllis Benedict, President, ETFO

Elementary teachers live with a number of “givens.” Our work is, and always has been, demanding. Ongoing professional development is a fact of life. We are the best customers at yard sales and dollar stores. Our role expectations continue to grow. Our classes continue to become more diverse. Our resources continue to dwindle. Principals and parents expect miracles from us.

There have always been those who say teachers are over-paid, under-worked and have far too many holidays. This is the first time, however, that anyone has told us we must work 24 hours a day, seven days a week for 10 months of the year.

The government’s new Education Accountability Act, 2000, which mandates extra-curricular activities, is an insult to the thousands of teachers who give freely of their time and expertise.

The government is using a legislative, province-wide sledgehammer to deal with a particular situation in the Minister of Education’s home riding of Durham. Mandatory extra-curricular activities have nothing to do with us; yet we’ve been caught in this punitive, fundamentally flawed response.

Since it has come to power, the Harris government has done nothing to make our jobs easier. It has cut the number of professional development days, introduced new curriculum, decreased our classroom resources, increased class size, and proposed a teacher recertification plan with very little attention to how it will be implemented.

No matter what the government does to us, we must remain strong. We must reclaim our pride in teaching elementary school students – a pride we have allowed others to take from us. Through our work, we give young Ontarians the foundations of citizenship. We touch, shape and nurture the future.

As you head into the last hectic weeks, let me add my voice to those of the parents and students in your class. Thank you for providing a positive, nurturing environment and for stimulating the countless successes your students have enjoyed. Thank you for choosing to teach elementary students. You make a difference.

From the General Secretary | THE SPEED OF CHANGE



Gene Lewis, General Secretary, ETFO

On May 2, during his presentation on the budget, the Ontario Treasurer, Ernie Eves, announced \$268 million more in education spending, much of it directed to our youngest and most vulnerable students. ETFO had lobbied hard for more money for elementary, and our response was cautious optimism.

On May 10, the Minister of Education, Janet Ecker, announced legislation to force teachers to participate in extra-curricular activities. And on May 11, she announced the government’s proposal for teacher recertification. Both pieces of legislation were an insult to elementary teachers. Our response was outrage!

This government must stop interfering in the work we do and start putting its efforts into useful activities, such as ensuring all children come to school adequately clothed, fed, housed and ready to learn.

Ontarians are beginning to say that this government is way off track. Some have even suggested that the Premier’s personal vendetta against teachers is what’s driving the government’s education policy.

Have your say. Visit ETFO’s web site at www.etfo.on.ca and use our new ability to fax your MPP or send a letter to the editor. Tell the government what you think of its latest insult to teachers. Ask your friends and family to take action too. This government won’t fall today – but there’s always tomorrow.

From the Editor

Sometimes, publication themes develop of their own volition. This *Voice*, for example, includes several articles on kindergarten. ETFO is receiving rave reviews for our just-released *Kindergarten Years: Learning through Play* document. There's an order form on the inside back cover.

Also included is the second part of Double Vision – the project ETFO undertook in partnership with the National Watch on Images of Women in the Media (MediaWatch) Inc. Keep your back issues of *Voice* together, or pull out and keep parts one and two of this extensive unit.

Voice offers a modest honorarium for articles accepted for publication. Articles focusing on the primary, junior and intermediate divisions are welcome, as are articles dealing with the special challenges faced by occasional teachers and education workers.

Don't hesitate to call or e-mail me with an idea you would like to discuss. Thank you for your help in ensuring that *Voice* proudly reflects the outstanding work done by ETFO members in Ontario's schools and classrooms.

Charlotte Morgan, Editor
cmorgan@etfo.org

On Location Report

Name _____

Position _____

School _____

School Address _____

Postal Code _____ Tel. _____

Event Date(s) _____

Event or Award Description _____

Most Significant Result of the Event _____

Quotes from Participants _____

Fax to: C. Morgan (416) 642-2424

On Location

Going public in York Region

In May, York Region's public relations campaign was noticed on bus panels, bus shelters and in print. The series of advertisements carried three different pictures and slogans. Together with high-profile sponsors such as the Raptors, the local also supported the creation of a barrier-free playground at Highview Public School, Aurora, and received recognition in the commemorative brochure.

Ordering Solid Gold

In response to queries, Louise Cullen's *Solid Gold for Kids: Musical Energizers from the Global Jukebox* (reviewed in *Voice* Spring 2000) can be ordered from: St. John's Music (416) 785-5000; Harknett Music (905) 477-1141; Dave Snider Music (416) 483-5825; Can-Ed Media (416) 445-3900.

Teachers on TV

Advertisements promoting teachers, students and parental involvement in education ran for three weeks on New RO TV. ETFO Ottawa Carleton, Upper Canada and Renfrew contributed to the cost of running three to four spots daily for three weeks. ETFO Ottawa Carleton also ran advertisements in local weekly newspapers. The advertisements said that adequate government funding, as well as the work of dedicated classroom teachers, is required to maintain quality education.

Equity in ETFO

"What do we mean by equity anyway?" (*Voice*, Spring 2000) elicited letters from Steve King and Rob Hammond. Both members felt ETFO's policy on

equity discriminates against white males. ETFO's policy defines equity as "fairness achieved through proactive measures which result in equality for all." ETFO has conducted focus groups with male members and is initiating other measures designed to support their needs. Nineteen per cent of ETFO's members are men, while 65 per cent of chief negotiators and 37 per cent of presidents in ETFO's teacher locals are men.

Writing Great Books

Eric Walters, a teacher on leave from the Peel DSB, was nominated for the 2000 Ruth Schwartz Children's Book Award for *The Hydrofoil Mystery*, published by Penguin Canada. Walters' other books for young readers include *Trapped in Ice*, *Stars* and *Stand Your Ground*. Two of his books have won Silver Birch Awards for children's fiction.

Making Music in Waterloo

Paul Behnke, a teacher on leave from the Waterloo Region DSB, has created a musical compact disk and 40-page activity book for kids entitled *Singing, Learning and Laughing*. Meet Paul, who last taught grades 6, 7 and 8 at Wilmot Senior Public School, Petersburg, through his web page: www.paulbehnke.on.ca

Celebrating the Millennium

Our Millennium, an initiative of Canada's Community Foundations, encourages individuals and groups to think about their communities and take action. The published catalogue includes dozens of field-tested ideas, many

submitted by schools. For example, grade 6 students at Northdale Public School, London, each chose an important community person, place or event and researched their subject through interviews. Student Christopher Inch's project on a millennium home was subsequently included in Rogers Cable "Millennium Minute" program. It's not necessary to create a new project. Submit an idea you have already implemented. For information call (416) 367-1444 or 1-877-880-6455 or visit www.ourmillennium.ca.

Teacher Tops in Grand Erie!

Janie Senko, a grade 5 teacher at Lynndale Heights Public School, Simcoe, was recognized recently as one of the greatest teachers in the world. Janie was nominated by her parents and students, who creatively described why their teacher was the best. The awards' program was a local, personal initiative of MP Bob Speller, who invented it to recognize World Teacher Day, October 5. Speller visited the school to present Janie's commemorative certificate.

New Photocopying Agreement

In late 1999, education ministers and representatives of CANCOPY concluded a new licensing agreement to cover photocopying in schools. In many instances, the new licensing agreement eliminates the need for permission before copying published, printed material. For information visit the Council of Ministers of Education Canada website: www.cmec.ca. More details in the next *Voice*.

The World Trade Organization

**What does it have to do with public education?
More than you might think.**

The World Trade Organization (WTO), made up of 135 countries, is responsible for the implementation of the General Agreement on Tariffs and Trade (GATT). Initially, trade agreements only dealt with trade in goods. Increasingly, trade agreements are also governing the exchange of services, maybe even education.

Education International (EI), a world-wide trade union organization of education personnel, whose 23 million members represent all sectors of education in 284 national trade unions and associations in 148 countries and territories, knows the dangers of the WTO for education. It has outlined them in "The WTO and the Millennium Round: What Is at Stake for Public Education." (This paper as well as regular updates can be accessed on their website at www.ei-ie.org.)

Much is at stake. Public expenditures on education internationally exceed \$1,000 billion. The corporate sector wants more privatization of public education to gain more access to these expenditures. A free trade agreement including services could help, in the process dismantling or at least severely damaging the public education system. We cannot know the full impact of such agreements on public education. What we do know is that more control would be in the hands of private corporations and less in the hands of citizens through their governments. The pursuit of a high-quality education system for all would be jeopardized.

The WTO talks in Seattle last year were intended to launch a new round of negotiations, including further liberalization of trade in services (General Agreement on Trade in Services or GATS). After the collapse of these talks, a new round of negotiations began in Geneva in March. Ambassador Sergio Marchi of Canada chairs the Services Council, part of the WTO. Education may not appear to be immediately at risk. But we must remember that the objective of the WTO negotiations is to liberalize trade in services, including education.

The WTO is not the only place for the negotiations of trade agreements. The Free Trade Agreement of the Americas (FTAA) is another. There, the United States is negotiating directly with Canada and other countries in the Americas. The FTAA also includes services and may pose the same threats for education.

For further information on the WTO, see these websites:

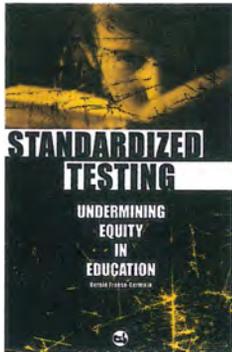
Education International: www.ei-ie.org
Canadian Centre for Policy Alternatives: www.policyalternatives.ca

(The CCPA has established a Trade and Investment Working Group. Check the website for analysis of the issues. A briefing paper on services will be available soon.)

Council of Canadians: www.canadians.org
WTO WATCH: www.wtowatch.org

Pat McAdie, for ETFO Strategic Services service area.

The Failure of Standardized Testing



Bernie Froese-Germain,
Canadian Teachers'
Federation, 1999.

***Standardized Testing:
Undermining Equity in Education.***
\$10. Available from the CTF,
110 Argyle, Ottawa, ON
K2P 1B4
Tel: (613) 232-1505
Fax: (613) 232-1886
www.ctffce.ca/pubs/standord.htm

Standardized testing has serious implications for our students and the education system. According to the evidence, standardized testing is inadequate for assessing student learning and development, and typically biased against socio-economic, racial, and ethnic minority groups as well as girls and women.

"Standardized testing is politically attractive because, while creating the illusion that something is being done to improve the quality of education, it allows us to ignore the complex reality of educating children and youth, and the associated demands, time and costs."

There are several problems with standardized tests:

- they cannot assess many student abilities;
- they typically measure only lower-order recall of facts and skills;
- test anxiety and motivation affect the results of tests; and
- many teachers find they teach to the test.

We would be better off, argues Froese-Germain, putting the money used on testing (\$12 million in Ontario for the grades 3 and 6 tests in 1999) into essential educational services.

Froese-Germain concludes: "If a primary goal of our education system is to offer all students equality of educational opportunity, then standardized testing will only move us further away from this goal."

Kids deserve better

Think of all the recent changes made in education in Ontario. Testing every student every year in grades 3 and 6 (and soon more), rigid skills and fact-based curriculum expectations for each grade, provincial report cards imposing letter grades for students as early as grade 1. Funding cuts have also meant a loss of library programs, cuts to special education programs, and an increase in class sizes in kindergarten to grade 2 in the public elementary schools.

Alfie Kohn's latest book presents research that tells us how the changes made in Ontario will result in lower, not higher, levels of academic achievement. "High achievement is a by-product", not of testing and a rigid curriculum, but of an interest in learning.

If our long-term goal is to raise children who are life-long learners, who are successful, productive, independent, critical thinkers, who are good citizens, then Kohn's book suggests we are going about it in the wrong way.

Overemphasizing achievement rather than learning undermines students' interest in learning.

Kohn presents research to encourage an emphasis on intrinsic rather than extrinsic motivation, to develop a child's interest in thinking for herself rather than on getting good marks on tests and high grades on report cards. He also presents strategies by which parents and teachers can work towards achieving these goals. More articles and strategies can be found on his website. Visit www.alfiekohn.org.

The Schools Our Children Deserve. Alfie Kohn, 1999
(New York: Houghton Mifflin).

Pat McAdie, for ETFO
Strategic Services service area.

First you listen—then you talk

THE TELLING BEE

By Dan Yashinsky

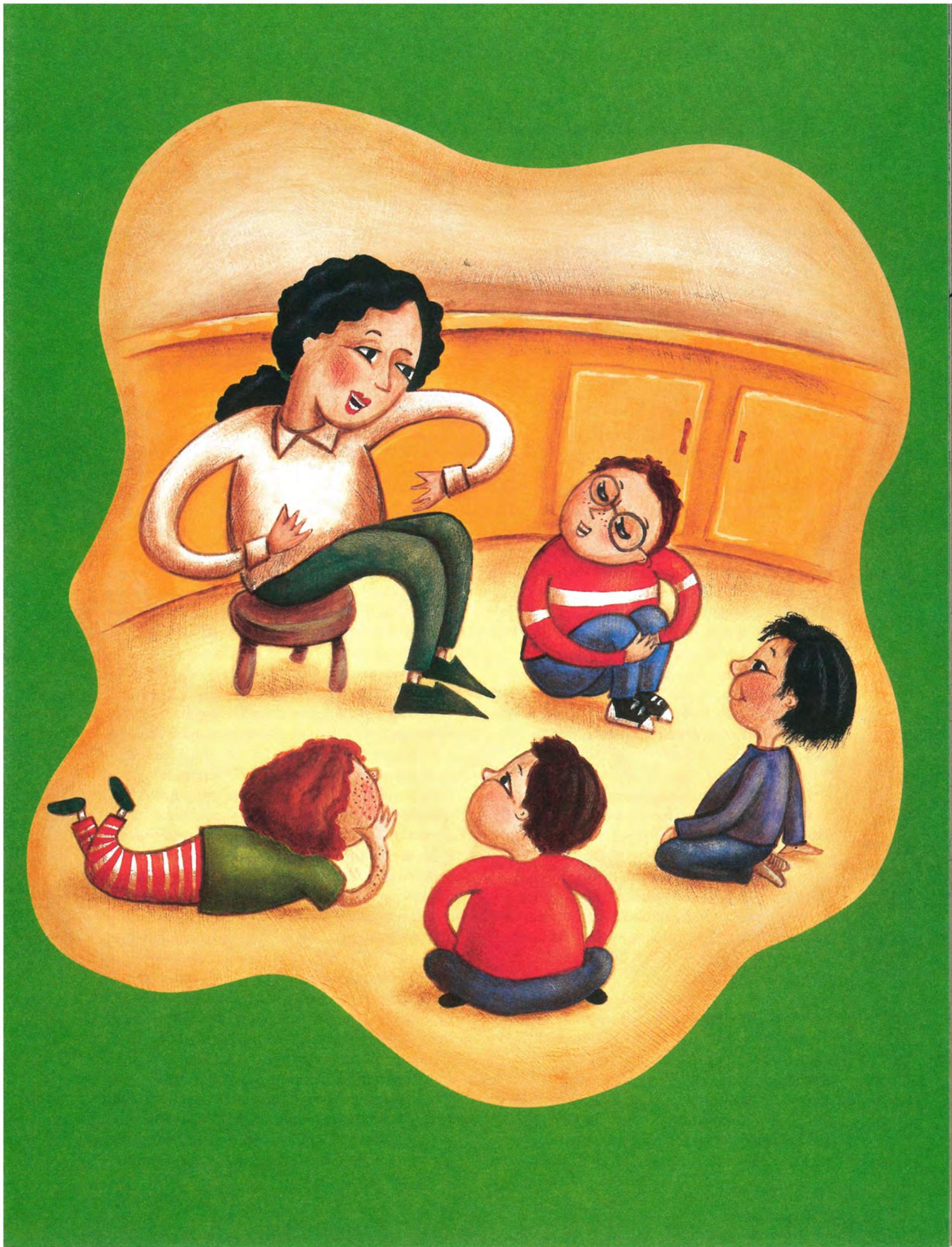
"USE YOUR 'BINGO' VOICE," the teacher said, as the child tried to tell her story. We were in a kindergarten room doing a Telling Bee, and the five-year-old, eyes downcast, was shyly whispering her story to the class. Your bingo voice, the teacher explained to me later, is the one you use when you get the right number and call out your triumphant BINGO! for all to hear. With the teacher's encouragement, the child was a storyteller transformed. The shyness dropped away as she thrilled us with her spirited tale telling. Eventually, every child in the school, every teacher, the office staff, the administrators, and the caretakers lifted their voices and shared their stories.

I first had the idea for the Telling Bee after visiting countless Young Authors' Days. I noticed that many of the grade 5 boys wrote stories that featured aliens, horror and various exploding things. The girls tended to write about surfers named Chad who saved girls on the beach. TV stuff, and much of it as flat as the screen it came from. These same students, however, told me marvellous stories if I asked the right questions. What were you famous for as a baby? What did your grandparents do when they were your age? How did your family come to this part of Canada? Have you ever met a true-life hero in your own family? Those questions unlocked truly fascinating stories.

I also noticed that when children shared family lore, it built a strong sense of community in the class. They realized they shared a common culture, that every family had its share of joy and trouble, that every person had a story to tell. The children found such stories far more interesting than phony stuff about laser weapons and surfers named Chad. I decided to create a curriculum unit that would bring the values and skills of storytelling into classes, libraries and whole schools.

First you listen ...

I did the first Telling Bee – named after such neighbourly events as quilting bees, barn-raising bees and, yes, spelling bees – at my own children's school, McMurrich Public School, Toronto.



As I presented the idea, a Portuguese boy told me a proverb that was to become the motto of the Telling Bee: "First you listen, then you talk." You begin by listening to the storytellers in your life; then you bring those stories back to share with the class.

The children at McMurrich began by collecting stories from parents, grandparents and neighbours. They brought back hundreds of incredible real-life experiences, and several traditional folktales and fables. For many weeks the community buzzed with the sound of storytelling. To safeguard the privacy of the families, I emphasized that the children had to have permission to re-tell the stories they'd collected.

The Talking Stick

To help them tell their stories, I introduced the custom of the "talking stick." I carry a special stick that was given to me by an Anishnabe storyteller. The custom is that whoever holds the talking stick has the attention and respect of the community. We even have a version of the talking stick in Parliament, called the Speaker's mace. I like this element of ritual because it helps shy students stand up and share their stories. It's also a challenge for each class to create its own distinctive stick.

After everyone had told their stories, they wrote them down. Kindergarten students and some ESL students needed the teacher's special help to get their stories on the page. Finally, we brought all of the stories together and made a book, which was launched at a wonderful party at the school. The book has since been through three printings.

I'll never forget the elderly woman who came up to me, her eyes shining with pride, and said, "You have read the story about the girl during the Greek civil war? My granddaughter wrote that story down. The girl in the story was me!"

As the students heard each other's stories, and then read the book, the talk in the schoolyard began to include the new awareness brought by the stories. The students were amazed by the romantic war story told by the gym teacher. They learned how a boy had got his burn scars. They laughed at the poem the caretaker contributed. The grade 6 teacher learned that one of his students had escaped from Kuwait during the Gulf War, and her story drew forth his own, about a friend who'd lost his wife and daughter in Auschwitz.

YOU HAVE READ THE STORY
ABOUT THE GIRL DURING
THE GREEK CIVIL WAR?
MY GRANDDAUGHTER
WROTE THAT STORY DOWN.
THE GIRL IN THE STORY
WAS ME!

Vivian Gussin Paley, writing about storytelling in her work with preschoolers, said, "You must invent your own literature if you are to connect your ideas to the ideas of others" (Paley, 1990).

At McMurrich Public School, I saw the power of storytelling to make a literature that indeed connected the students, staff and community.

Create your own buzz

The Telling Bee format hasn't changed much since the pilot project. I've now helped run more than 30 bees throughout Ontario. Teachers find it ties very well into the curriculum. Children learn skills in oral language, writing, editing and publishing. They develop inter-cultural and inter-generational awareness. They enjoy creating a storytelling environment in the class and connecting their "ideas to the ideas of others" through shared stories.

Here's how you can do a Telling Bee, either in your own classroom or as part of a school-wide project.

Begin with a talking stick. Be creative. Each child can add something to make it special. Explain that it is a custom found around the world and that the one who holds it deserves the respect of the tribe, class and community. When I visit schools, I always tell traditional folk and fairy tales as well as encourage the collecting of family lore. Heroism, danger, risk taking, humour, resourcefulness, loss: these values are found in our personal lives and heritage, and in the great folktales of the world. A Telling Bee should always include some visits to the Folk and Fairy Tales section of the library. There, children can discover that the art of storytelling has a long and rich tradition.

The students' first homework is to hunt and gather stories from home. Who are their family's storytellers? Each family seems to have one or two people who remember the history

of the clan. Brainstorm a list of questions the children can ask to unlock some of these stories.

To help kindergarten students participate, I suggest they tell whatever stories they want, rather than something they've heard from somebody else. It's a good idea to send a letter home assuring parents no stories will be told or published without their permission. This letter asks parents to help their children by sharing whatever stories they feel are appropriate.

Over the next few weeks, set aside a regular time to pass the Talking Stick and share stories. The bee works best when students know they'll be telling on a certain day. Each teacher tailors the storytelling sessions to fit his or her own schedule. Remember! Storytelling is something you get better at the more you do. Students should be able to tell more than once during a Telling Bee.

After the oral phase of the project, have the students write down their stories. If the children aren't able to write, help them to get the stories on the page. The story should include not only the child's name but also the name of the person who told them the story. These final drafts are taken home for a parent's initials.

Publication by committee

If the Telling Bee has been done with the whole school, now's the time for the Book Committee to take over. Making a book that contains hundreds of stories is a lot of work. The stories must be input; the book must be designed and printed. Every school that has done a Telling Bee has approached the book phase in their own way.

Some schools have a parent committee that does the work; others rely on school staff to prepare the book. When it is finally printed, have a great party and launch the book with all the honour it deserves! A book of stories that reflects the traditions, cultures and values of the whole community is certainly worth celebrating.

At McMurrich, the Principal told a story I always remember when I explain what the Telling Bee is all about. Here, with Mel Beyea's permission, is the story he called *The Blanket*: The house was very crowded. Grandpa was

getting on his son's nerves. Grandpa did nothing but eat, sleep and complain. To his son he was a nuisance. The son decided that his father must move away and live somewhere else. Soon the day came. The son decided to give his father half a blanket. The son's wife pleaded that grandpa should be given a whole blanket. The son insisted that it be half a blanket.

They quarreled. Finally the son agreed to give his father a whole blanket. "No!" said his son. "Give grandpa half a blanket. I will need the other half, father, to give to you on the day I decide you must move away and live somewhere else." Grandpa stayed. (Mel Beyea, heard from his grandmother Lottie Mae Taylor.)

That story reminds us that the young

take care of their elders just as much as we care for them. Without their listening and remembering, all of our stories would be lost. Without their listening, our voices would have no purpose.

If you'd like to become a Telling Beekeeper, or share any experiences you've had with storytelling, please get in touch.

And I hope you and your students make an unforgettable Talking Stick!

Dan Yashinsky is a founder of the Storytellers School of Toronto. His email address is: dan_yashinsky@tvo.org

The Storytellers School of Toronto publishes The Storytellers Directory for Ontario, which lists storytellers working in all parts of Ontario. To order a Directory call 416-656-2445, or check the website: www.web.net/~storytel. You can join the School for \$40/year and receive Pippin (the newsletter) and Appleseed Quarterly (the Canadian Journal of Storytelling).

Dan's books include the Canadian Storytelling Trilogy, published by Ragweed Press; Next Teller – A Book of Canadian Storytelling; Ghostwise – A Book of Midnight Stories; At the Edge – A Book of Risky Stories. These collections include more than a hundred stories being told across Canada, representing many cultural traditions and styles of storytelling.

Also recommended: anything by Bob Barton, Cathy Miyata, David Booth, Celia Lottridge, Alice Kane, Robert Munsch or Joan Bodger. These are some of our great storytelling advocates and creators. Every school library should have their work available as a resource for teachers bringing storytelling into the classroom.

REFERENCE

Paley, Vivian Gussin. *The boy who would be a helicopter*. Harvard: 1990.

**YOU MUST
INVENT YOUR
OWN LITERATURE
IF YOU ARE TO
CONNECT YOUR
IDEAS TO THE
IDEAS OF OTHERS.**



Nothing will so effectively underwrite future return as that in education – in the improved intelligence and productivity of human beings. – The Good Society by John Kenneth Galbraith

the early years

by Michael Bellrose

Considering its recent assault upon educators and public schools in Ontario, it's not surprising that the provincial government has been slow to publicize the findings of a report it commissioned in 1998.

Entitled *The Early Years Study: Reversing the Real Brain Drain*, the report, published last spring, supports what educators and child-welfare advocates have known for a long time: healthy and bright children come from caring homes and communities. What's more, no amount of tinkering with provincial curriculums, standardized testing or report cards will produce children who are prepared for "scholastic, career, and social success" in the new millennium and beyond.

Apart from the professional vindication it affords, the report has much to say to educators about why some children are more receptive to learning than others.

Brain development

Perhaps the most interesting and startling component of the study is the research on brain development accumulated over decades of work by behavioural and neuro-scientists. The research, aided by sophisticated brain imaging technologies, has shown that an infant's brain is largely unformed at birth. However, this same brain will dramatically grow in size, structure and function during the next five years of the child's life. How children are cared for during these pivotal years has a profound and, in most cases, lasting impact on their intellectual, emotional and social development.

In more detail, the report explains that "positive sensory stimulation through good nurturing helps strengthen brain capacity in ... functions such as cognitive development, stable emotions, attachment and normal balanced arousal responses. Inadequate, or what might be called negative sensory stimulation, can lead to the unsatisfactory development of the parts of the brain involved in these functions. Once the critical periods for brain development have passed ... it may be difficult to achieve the brain's full potential."

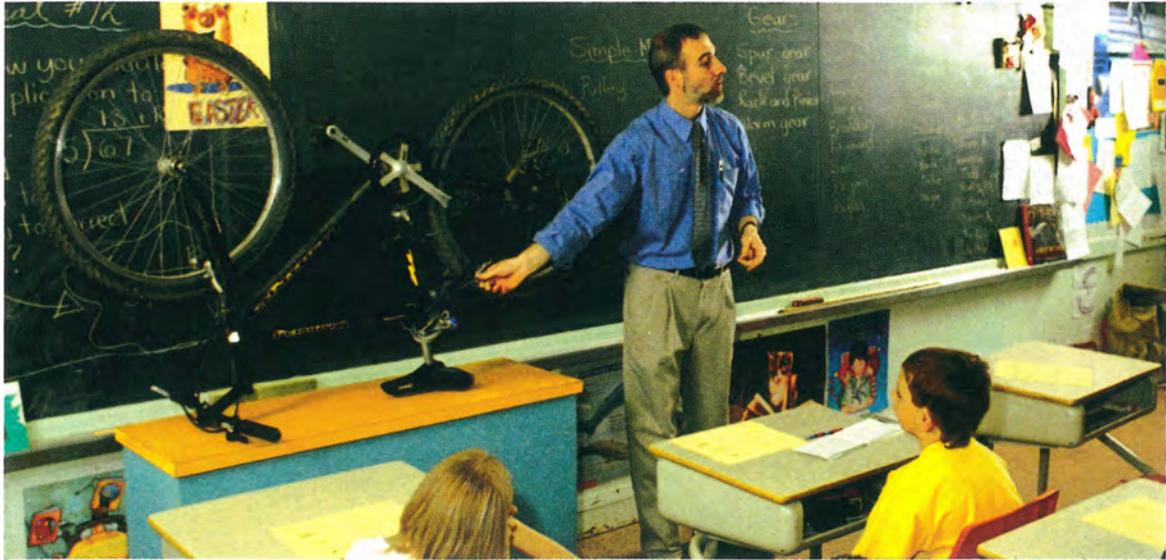
It follows that many children who encounter difficulty in school may be suffering from the effects of poor or disruptive experiences in early childhood. We may have cause to wonder whether children who exhibit behaviour associated with attention deficit disorder or attention deficit hyperactivity disorder are in this category.

Building social capital

The Hon. Margaret McCain and Dr. J. Fraser Mustard, authors of *The Early Years Study: Reversing the Real Brain Drain*, point to a host of factors that contribute to poor school performance generally, not the least being poverty and the increasing stresses on families with young children. "How economies create and distribute wealth affects social structures for parents and early childhood, which in turn affects the health and competence of the population throughout the life cycle. ... Many children in all social classes are not developing as well as they should. Some of this is probably related to parenting engagement and to the availability and quality of care outside of the home."

In referring to "quality of care outside of the home" the authors are not suggesting we simply make more child care spaces available to families. The reference is to a comprehensive parent and child-oriented arrangement that most Ontario communities lack. Such centres would include parent support and education, play-based problem solving with guidance from early educators and parents, toy and resource libraries, nutrition programs, referral services and prenatal and postnatal support, including a home visiting network. "The involvement of the different sectors of society, both public and private, is crucial for creating the centres and to help build what has been described as social capital or social cohesion, which is thought to be a key factor in long-term economic growth and the maintenance of tolerant democratic societies."

Of the \$17 billion spent annually in Ontario on programs, services and support for children up to age 18, "less than a third of the expenditure on the younger age group is for



programs that can be considered ‘universal’ in terms of support for early child development and parenting. ...” The new knowledge about brain development and the significance of the early years “reveals a clear mismatch between society’s investments in the early years and the opportunity to improve the life chances of the next generation.”

The Early Years report describes many possible solutions to Ontario’s “brain drain.” The solutions – including increased parental and maternity leave benefits, family-friendly workplaces and tax incentives for businesses that acknowledge the needs of their employees with young families – are as progressive as any that you are likely to come across in discussions involving education, social welfare and public policy. To date, the Harris government has acted on a mere fraction of the proposals found in the study: five early-childhood pilot projects are being funded across Ontario. In addition, on March 30, 2000, the Atkinson Charitable Foundation announced it will contribute \$1 million to innovative early-childhood programs. “We’re interested in models and projects which show how children and parents can have access to totally interdependent, integrated, seamless early childhood programming,” said Charles Pascal, the foundation’s executive director.

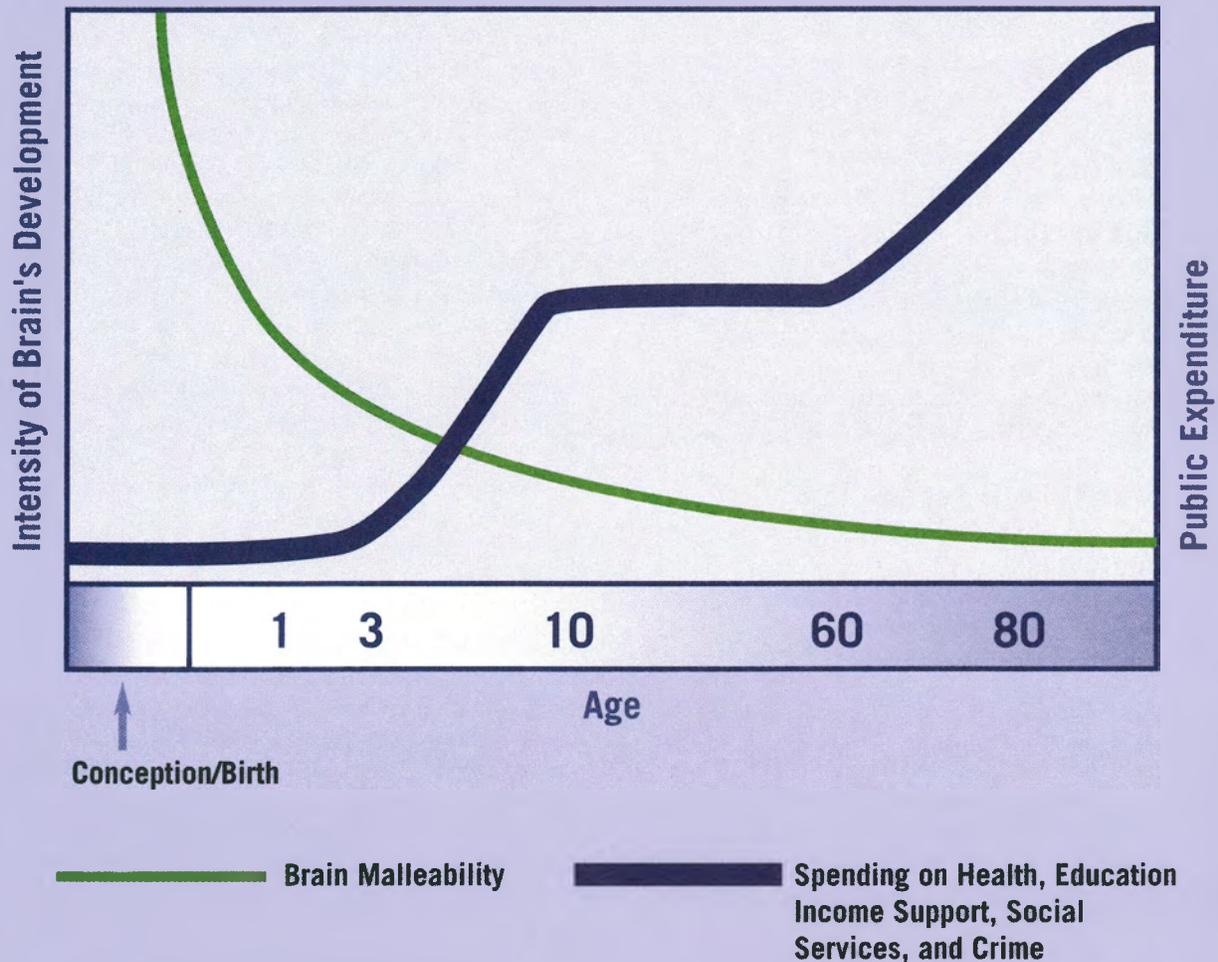
With a strong sense of urgency, the report’s co-chairs conclude that helping children who experience problems inside and outside school should be the responsibility of everyone in the community. Moreover, ensuring that more children come to school ready to learn should be Ontario’s primary focus well into the foreseeable future – a society that neglects its children now must be prepared to pay a high cost in the future.

As any experienced educator knows, the number of children who have problems in school has increased over the past two decades. As teachers, we have a responsibility to advocate on behalf of the children we teach and for those who have yet to enter our classrooms. The solutions to Ontario’s “brain drain” have been identified. Lobbying our elected officials and mobilizing the community as a whole would appear to be the next step.

Michael Bellrose, a member of ETFO’s Human Rights Committee, teaches grade 5 at C. R. Judd Public School, Capreol. Copies of *Reversing the Real Brain Drain: The Final Report of the Early Years Study* are available from the Children’s Secretariats Office, 1075 Bay Street, Suite 601, Toronto, ON M7A 1E9. Tel: (416)325-7601. Fax: (416)326-3793 or may be downloaded from www.edu.gov.on.ca.

Brain Development Opportunity and Investment

Brain's Wiring and Development



The above illustration shows the relationship between expenditures on programs after the early years in respect to learning, behaviour problems and health throughout the life cycle against expenditures during the critical years of brain development.

Adapted from Perry, B. (1996). *The Mismatch Between Opportunity and Investment*. Chicago: CIVITAS Initiative.

The Early Years Demonstration Projects

Five local demonstration projects are demonstrating, testing and evaluating how communities can organize and expand community capacity for early child development and parenting centres, as described in the Early Years Study. The sites include:

South East Grey Community Outreach/Kids 'N' Us

This rural network integrates family resource programs and child care centres in seven communities. Activities include opportunities for play with other children, non-parental child care, parent and caregiver support, and toy-lending libraries.

Sunset Park School, North Bay

School-based program that provides services to children from birth to five years and their parents/caregivers. Activities include food and nutrition program, early literacy activities, parent/caregiver and child drop-in programs and a parent support line.

The Funders Group: Success by Six Program, Ottawa-Carleton

Collaborative network of existing programs is under development to focus efforts on co-ordinating and expanding initiatives for young children and their families.

Regional Municipality of York

The Municipality is working in partnership with other sectors in the community to link existing services provided by child care and education with those offered through public health, child health, libraries and community recreation.

Investing in Children, London

Community-driven initiative to promote early learning opportunities for all children from birth to six years and their families. The initiative seeks to increase community awareness, promote access and availability of recreation, cultural and skill-building opportunities for all children and to develop partnerships between the public and private sectors.

The demonstration projects in North Bay and South East Grey are exploring the extent to which they can broaden their activities into other sectors in the community and how to extend geographic coverage. The other three projects are focused on how different community support players can organize themselves to integrate early years programs.

All the projects are building on existing programs, mobilizing broad community support, maximizing current resources, compiling inventories of what is currently available and implementing the Early Development Instrument (a population measure to assess early development) with children attending kindergarten programs. This information will help the projects assess gaps and plan expanded early-child development and parenting programs. The demonstration will test some new early-years initiatives with the support of private sector and government contributions.

At the end of the 18-month project, each site will prepare a multi-year plan for expanding early-child development and parenting centres in their community. Each initiative will receive approximately \$200,000 over 18 months. The funding will support a co-ordinator and associated research costs.

ETF0 Pension Issues 2000

As an Ontario teacher, you are a member of the largest teachers' pension plan in Canada. The Ontario Teachers' Pension Plan has over 150,000 active members, 72,000 pensioners and over \$61 billion in assets. Your pension entitlement is probably your largest single asset.

Annual statement

In the fall of each school year, every member should receive an annual statement from the Pension Board. These statements provide members with information regarding their accumulated credit and contributions to the plan.

Other information includes the projected retirement date for an unreduced pension, assuming that the member continues to teach. A booklet entitled, *How to Read Your Annual Statement* accompanies the statement.

If you do not receive your statement, you should contact the Pension Board to ensure that they have your proper mailing address. It is your responsibility to keep the Pension Board informed about your current address.

College of Teachers membership fee and pension credit

Failure to pay your College of Teachers membership fee can have a dramatic effect on your pension. You are not eligible to contribute to the Pension Plan or receive pension credit if your membership fee is not paid. If you work for a school board, check that your membership fee is deducted from your pay in January.

If you don't pay through payroll deduction, you should receive an invoice from the College by the end of February. If you don't receive an invoice, the College likely does not have your current home address. It is your responsibility to ensure your annual fee is paid and that the College has your current address. It is particularly important for occasional teachers and teachers on leave to ensure membership fees are paid.

Members who do not pay their fees by April 15 will be suspended for non-payment of fees and their ability to contribute to the Pension Plan or receive credit will cease.

Occasional and part-time teaching

The single most important factor in the calculation of your pension is your average salary. Mixing casual occasional teaching with part-time teaching negatively impacts on average salary and lowers the amount of pension as a result.

Mixing part-time and occasional teaching is usually a good thing for teachers early in their careers, because they are able to add to their credited service and the resulting lowering of their rate of pay is unlikely to impact on their eventual pension.

Teachers near pensionable age, however, must be extremely careful since mixing part-time and occasional teaching can lower the individual's best five years of salary.

An occasional teacher near retirement on a long-term assignment should also be cautious since mixing a high long-term rate with a lower casual rate will lower their average salary.

Planning to retire

Contact OTPPB six months or more before you plan to retire and tell them your expected retirement date. Ask them to send you their kit of pension information and your pension estimate.

Once you have given the OTPPB permission to contact your employer to get current salary information, they will send you a Personalized Pension Application and Retirement Statement outlining the amount of your pension.

Gather the following required documents well in advance to avoid delays in processing your application: birth certificate; spouse's birth certificate; marriage certificate(s); and certificate of divorce or decree absolute, if applicable.

Pension Calculation

Unreduced Pension

Years of credited service x 2% x Best 5 years' rates of pay

Early Retirement Reduction at/after Age 55 for an Immediate Pension When the Last Credited Service is After June 1, 1998, and Before December 31, 2002

The lesser of

2.5% x [85 - (age + qualifying service)] or

5.0% x (65 years - age)

Early Retirement Reduction at/after Age 55 for a Deferred Pension Deferred After June 1, 1998, and Before December 31, 2002

The lesser of

5.0% x [85 - (age + qualifying service)] or

5.0% x (65 years - age)

How strikes affect your pension

The effect of a strike on your pension depends on whether or not the strike was legal or illegal.

Legal strike

During a legal strike or lockout, your pension is not affected. The employer reports the loss of salary, but does not report your absence. This means that your credited service is not affected. If the strike occurs during one of your best five years for salary purposes, ETFO will contribute to make up for the lower reported salary for members who supported the strike. Members will be notified before retirement if a top-up for pension purposes is required.

Illegal strike

During an illegal strike, you lose credit and are ineligible to contribute to your pension during the absence. For a full-time teacher, the Pension Board estimates the loss of income to be approximately \$6 per year for each day of an illegal strike. The 10-day Political Protest in the fall of 1997 was classified as an illegal strike.

RRSP room

The lower CPP reduction that took effect January 1, 1999, will lower the available RRSP contribution room during the 2000 tax year. For most full-time teachers the available RRSP room will be reduced

by about \$2,200 in 2000 plus a permanent reduction of about \$260 per year beginning in 2000. The lower CPP reduction factor was announced with the 85 factor window.

For most teachers, this benefit improvement will add about \$880 to their annual pension after age 65.

It is a priority to further reduce the CPP offset in the future so that teachers can keep more of their pensions. As a result, RRSP room will be affected in the future.

Types of Pensions from OTPPB

Unreduced

- Age 65, or
- 85 factor immediate (even before age 55), or
- 35 years' credited service (even before age 55)

Reduced

- Age 55/+

Disability

- 10 years' qualifying service
- Whole or partial disability

Survivor

- Even if the teacher was not on pension

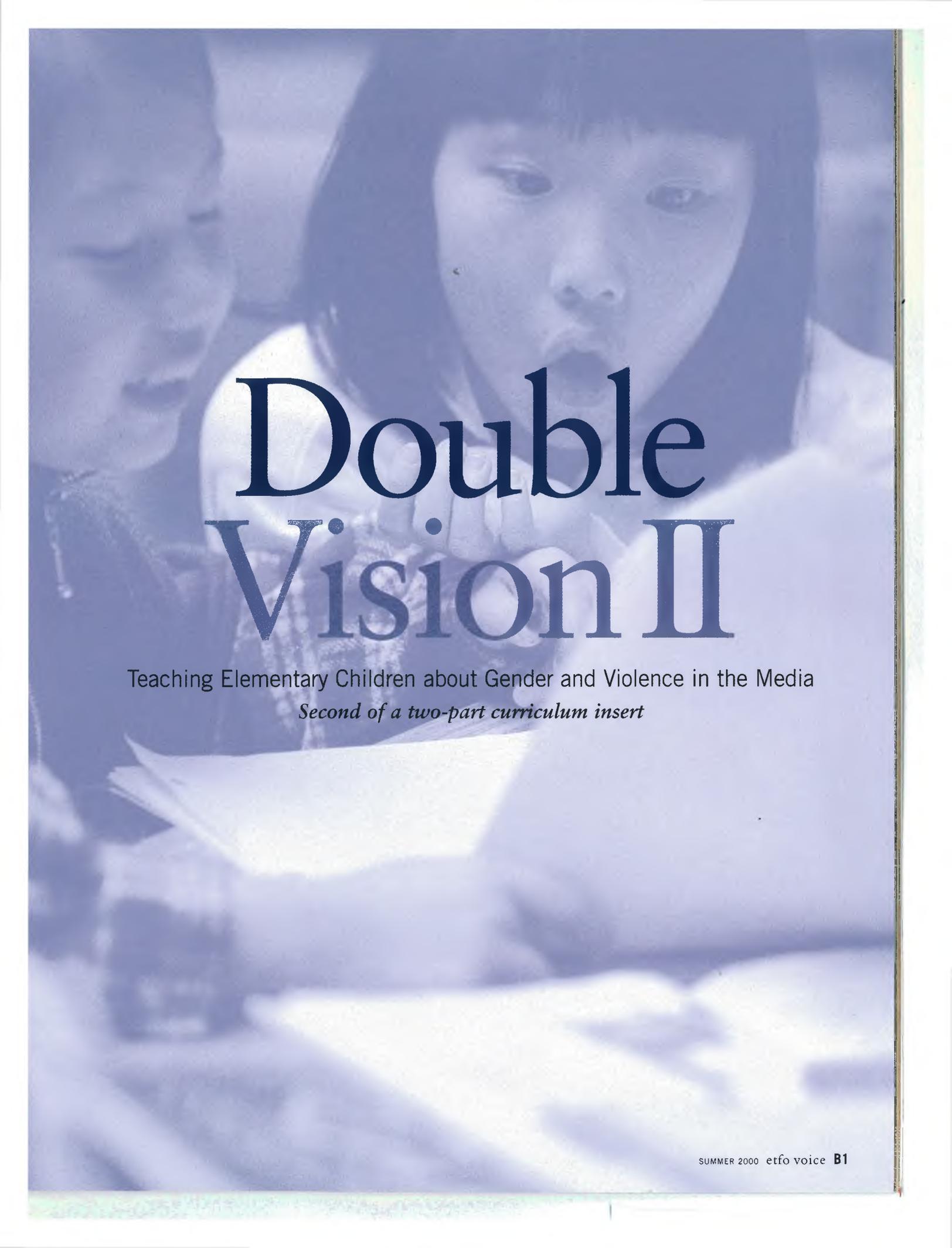
Disability pensions

There are two types of disability pensions available through the Teachers' Pension Plan, full and partial. Full disability means that a member cannot work at any job. A partial disability means that a member can work, but not in teaching.

The full disability pension is calculated like an unreduced pension (2% x credit x average best five years' salary). The partial disability pension is calculated like a reduced pension (2.5% reduction for each point short of 85 points, or 5% for each year before age 65, whichever is less).

To be eligible for a disability pension, a member's doctor must provide a statement of the individual's medical condition. A medical expert assigned by the Pension Board will review the findings to determine eligibility. A member must have at least 10 years of qualifying service to be eligible. Teachers can begin to collect a disability pension immediately, even if they are not 55 years of age.

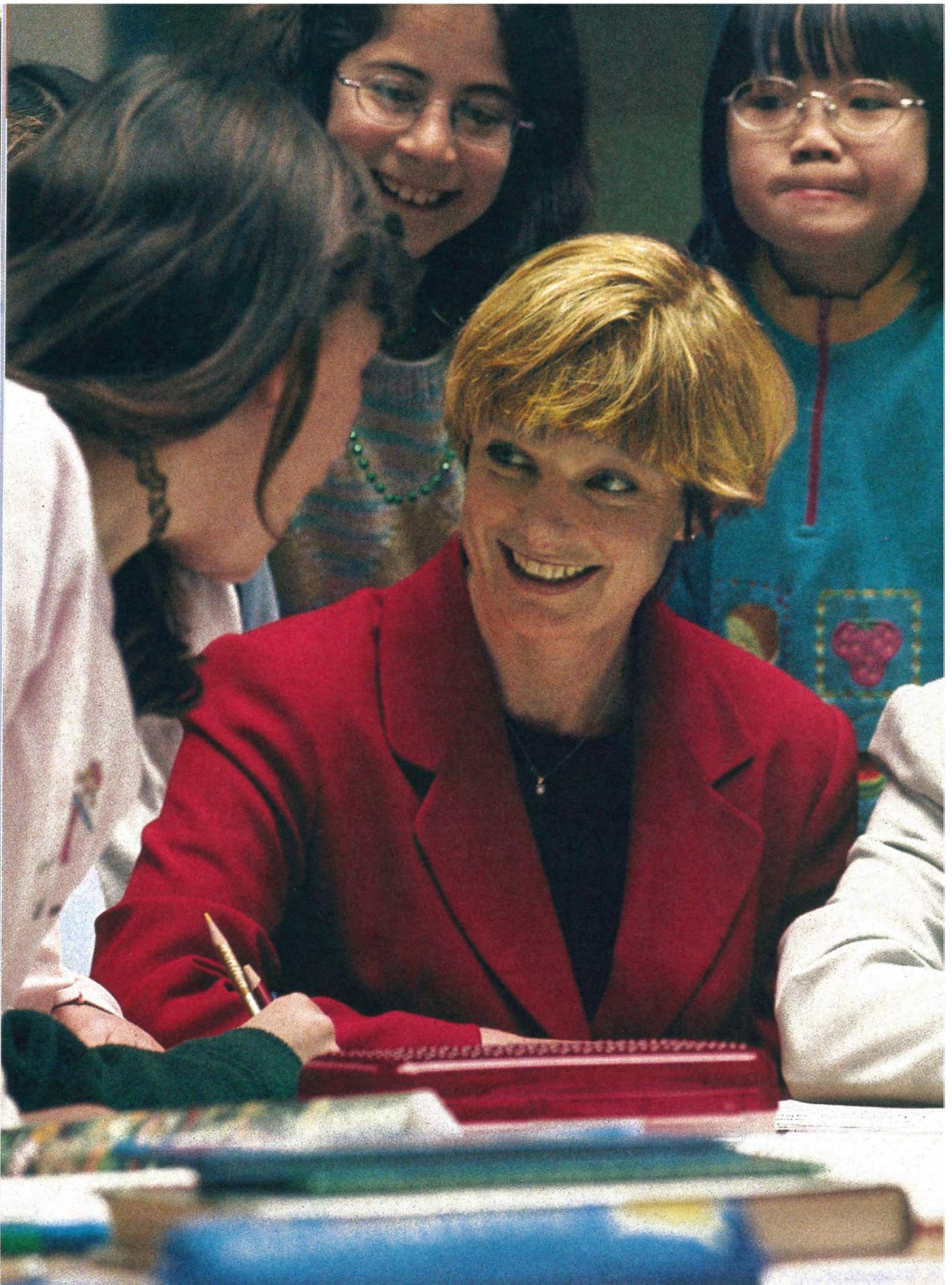
Teachers usually use up their sick leave and the Board's long-term disability benefits before applying



Double Vision II

Teaching Elementary Children about Gender and Violence in the Media

Second of a two-part curriculum insert





Introduction. The Elementary Teachers' Federation of Ontario has developed this teaching unit resource for public elementary teachers in Ontario through a partnership with the National Watch on Images of Women in the Media (MediaWatch) Inc. and partially funded by a grant from the Ontario Women's Directorate.

This resource is directed at boys and girls in the junior division; it addresses the issue of gender, violence and the media. It is easily adaptable to the intermediate division as well. The resource is designed as an intensive unit for the classroom composed of a series of topics that include a Focus, Pre-Activities, an Activity, Reflection and Closure, and Assessment and Evaluation. Each focused topic also provides for the integration of learning activities throughout the year through "The Next Step," as well as the "Community Connection" that culminates the work of the unit through a community information session.

Through the overall unit objectives students will:

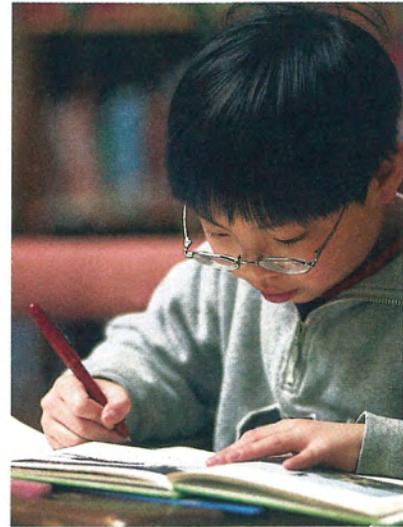
- develop media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children;
- make educated decisions about media consumption;
- learn to internalize positive role models as portrayed in the media.

This unit is published in two parts. The first part, published in the Spring 2000 issue of *Voice*, contained material needed to begin the program and to prepare for the community information session. The second part, published here, contains the two final lesson plans as well as evaluation forms and resources.

Consultation Team: Margaret Archibald, Suzanne Charron, David DePoe, Susan Leppington, Darlene Taggart, Debbie Wells. Writing Team: Inta Aldridge, Patricia Hektor, Linda Millar. Project Leader: Colleen Lee, ETFO Executive Assistant

Special Thanks to Lorea Boogerman (Thames Valley), Susan Cafley (Renfrew), Micheline Joseph (York Region) and Margaret Nimigan (Halton) for participating in the pilot projects and for their invaluable contributions to this unit.

So What!



WHAT YOU NEED

- 1 Chart paper, markers
- 2 Drawing paper, markers, coloured pencils
- 3 Peer Group Student Evaluation Form for Formative Assessment 1
- 4 Teacher Checklist for evaluation of individual students for Formative Assessment 2
- 5 Criteria Cards of one-minute Body Beautiful presentations (use questions in the activity)
- 6 Teacher Checklist to assess small-group presentations for Summative Assessment 1
- 7 Copies of Teacher Checklist for Student Self Evaluations for Summative Assessment 3
- 8 Teacher Rubric to evaluate student newspaper articles for Summative Assessment 3
- 9 Print and television ads

FOCUS

To explore the impact of the media on students' lives and their communities.

TIME FRAME

At least four, 40-minute periods.

PRE-ACTIVITIES

- Teacher explains that the students have been selected to be on a hiring team for an advertising agency. They are to hire an individual who they feel will be able to sell a food product.
- Students are divided into groups and asked to sketch what they think the two successful candidates might look like. The criteria for their drawings should include the following: age, gender, weight, height, clothing, hairstyle, etc.
- After posting the drawings, students present the two individuals they have sketched to meet the needs of their food product sale.
- Record on chart paper the characteristics that were common in the sketches.

•Discussion might include:

What do you notice about the drawings? What was similar? Different?

Why do you think advertising agencies hire people like those you have identified?

Do you feel that these people really represent the “average” person? Explain your thoughts. Did you notice more males or females? Why do you think this is so?

ACTIVITY

- Body Beautiful** – Students work in pairs to prepare a one-minute presentation which reflects their views on one of the following topics:
 - Body Image.** Does the “body beautiful” that we see in most ads tell the “real” story? Explain.
 - Gender Bias.** What types of ads do you see women used in most often? What about men? Do you feel this represents the genders fairly? Explain.
 - Cultural Sensitivity.** Describe the race and culture used most often

to advertise in Canada. Do you feel that this represents all members of our society? Explain.

- **Socio-Economic Status.** Describe the typical person in most ads from the point of view of the amount of money they make, their clothing and hair styles and the jobs the advertisers want us to think that they have. Do you feel that this image represents the average Canadian? Discuss.
- **Ageism.** What would you say the average age range of most people in advertisements would be? Do you see elderly people very often on television or in the print media? When you do, what are they usually advertising? Do you feel this is fair? Discuss.

- The presentations could be in the form of a skit, role play, mime, song, rap, poster or any other form selected by the group to express their feelings about these topics.
- The students share their one-minute presentations with the rest of the group.

REFLECTION AND CLOSURE

- As individuals, using what they have learned from their peers in this lesson, students are asked to write an article for the school newspaper on any of the issues discussed. (It does not have to be the issue they worked on.) Consider the following:
Is the issue clearly identified?
Is the point of view clearly stated?
Does the author make any suggestions for positive change?
- Students share their completed articles, and the teacher collects them for publication in the school newsletter throughout the year.

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- **One Minute, Please! (Language, Drama)** The students review their one-minute presentations from the lesson and prepare to deliver them to the student body at an assembly.
- **Out of Order (Health)** Invite a health professional in to discuss eating disorders, such as bulimia and anorexia nervosa, as well as over-eating. Ask the students to explain the connection between these health problems and the images portrayed in the media.
- **Double Check (Media Literacy, Math)** Ask the students to look at several ads over the next few days. Remind them of the issues that they have discussed. Hold a feedback session and discuss results.

COMMUNITY CONNECTION

- Consider asking the students to present their one-minute reflections about the images portrayed in the media as part of the community information session.

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create a **Peer Group Student Evaluation** form which students complete after the advertising agency activity. The process, where students decide upon the requirements for choosing (drawing) two individuals to sell a food product and the presentation of the students' two sketches should be included. Following teacher's instructions, the message communicated through group sketches and group explanation of their individuals' age, gender, weight, height, clothing, hairstyle, etc., should be evaluated by peers.

Formative Assessment 2

Create a **Checklist** for the class discussion about posted student drawings of individuals they have created to sell a food product. The checklist should include the questions used in the discussion outline to assess individual students' learning and explorations of the impact of the media on their lives and their communities.

Summative Assessment 1

Create a **Checklist** to assess small-group presentations of the following topics: Body Image, Gender Bias, Cultural Sensitivity, Socio-Economic Status, Ageism. The checklist should reflect student understanding of the impact the media may have on their own lives and the message it may give about specific community groups.

Summative Assessment 2

Presentation / Follow-up class discussion indicates an understanding of the media's message about body image, power and gender, power and culture, power and socio-economic status, power and age.

Use Checklist from Summative Assessment 1 for both teacher evaluation of individual students and student self-evaluation. Conference with individuals and compare teacher evaluations and student self-evaluations.

Summative Assessment 3

Teacher evaluates individual students' newspaper articles using a rubric. The following criteria should be included:

- Was the issue clearly identified?
- Is the point of view clearly stated?
- Are suggestions made for positive change?

Now What?



WHAT YOU NEED

- 1 Leisure Time Survey completed during "Watch It!"
- 2 Chart paper for "Data Management" activity
- 3 Criteria for letter writing in "Dear Sibling" activity
- 4 Criteria for "Responsibility Award" activity
- 5 Samples of want ads from print media for "Wanted – Positive Role Model!" activity
- 6 Criteria viewing sheet
Evaluation Form for Formative Assessment 1
- 7 Checklist for Formative Assessment 2
- 8 Previewing Anecdotal Student Reflection Sheet for Formative Assessment 3 and Summative Assessment 1

FOCUS

To encourage students to take personal responsibility, to develop and use critical viewing skills and to promote positive change in the media.

TIME FRAME

At least two, 40-minute periods.

PRE-ACTIVITIES

- The students refer back to their survey completed during "Watch It!"
- Review the data and explain that today students are going to focus just on their television viewing

habits. Ask the following additional questions (recording the data as they respond):

- What kinds (genres) of television do you watch? (Cartoons, drama, sports, game shows, talk shows, newscasts, documentaries, etc.)
- As you are exposed to the media, what are some of the things you should be thinking about? Guide the discussion to include: What is real? What is fantasy? What is the purpose of the program? Does it have a message? Is it a positive message? What is appropriate viewing material for your age group? What techniques do the producers use to heighten your interest (music, lighting, sound effects, etc.). What is inappropriate? What is the difference between "adult" cartoons and "children's" cartoons? What do I do if I am not comfortable with what I am watching? Copy on the board critical viewing skills: (Turn it off. Change the channel. Ask questions. Watch with someone else. Do something else. Don't buy the products being advertised. Tell others how you feel.)
- Summarize by stating that everyone is responsible for their own viewing habits. The television can't think or make choices. It does what you want it to do! The important thing

is to understand what the media is telling you, and what is real vs. what is not!

ACTIVITY

- Critical Viewing Sheet.** The students are asked to prepare a critical viewing reminder sheet for family viewing. The criteria for the activity are as follows:
 - The sheet is to be a reminder for all ages of viewers of the options they have when they are watching television. It should be easy to read, clear, informative and eye-catching. Encourage point-form format, illustrations or symbols, colour, etc. Students may list the choices discussed in the pre-activity, as well as any that they want to add. Ask students to include a "return" portion, which will offer opportunities for family responses.
- Complete the task and share the final results with the class.

REFLECTION AND CLOSURE

- Discussion:** After sharing the Critical Viewing Reminders, ask the students to think about the following:
 - Where would you post this sheet in your home?
 - How will you introduce it to your families?
 - How will you ensure that it is something that is looked at often, instead of just the first time you introduce it?

What would happen if
the teachers of Ontario
owned an
insurance brokerage?

Would it help us save
money?



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- Share your responses with a neighbour. Put your hand up if you would like to share your thoughts with the group.
- Take your critical viewing reminder sheet home and share it with your families (students need to return these sheets for the follow-up activities).

THE NEXT STEP

Integrated activities to reinforce this learning focus throughout the year.

- **Data Management (Math)** Using the data collected in the pre-activity, work as a class to prepare a chart that will show your class viewing habits. Make predictions about the following:
 - Do you think data will vary according to age, grade and gender? Do you think more boys than girls watch a particular kind of show?
 Put together a class survey and have students visit other classes to see how results may differ.
 - How do these compare with your predictions?
 - What does this information tell you about the importance of learning critical viewing skills?
- **Dear Sibling (Language)** Write a letter to a younger brother, sister or friend, explaining why you think it is important for them to develop critical viewing skills. Be sure to explain what the term means and refer to the examples that you have discussed in class. What role do you think you can play in helping a younger viewer to make good choices about their viewing habits?
- **Responsibility Award (Language, Technology, Art)** Design an award (using the computer if possible) to present to a company that you feel has shown responsible reporting or advertising. Discuss the program,

ad, article, etc., with a friend to make sure that it meets the criteria which you have learned in this unit. Prepare the certificate congratulating them for being responsible to their viewing population.

Obtain the address of the television station or company involved and mail it to them! Be sure to sign the certificate. After completing the exercise, share them with the class, explaining why you have selected a particular company, show, article or ad.

- **Wanted – Positive Role Model! (Language)** Examine several want ads in the newspaper. Identify the main criteria for an ad. Be sure to point out the criteria that it must contain: WHAT (the message), WHO (for whom is it designed), WHY (what is the purpose of the ad), WHERE (where can they contact you), WHEN (when would be the best time to contact you). Design an ad which is put together to find a positive role model for your age group. With your group, discuss what you would be looking for: what characteristics, personality traits, gender, age, accomplishments, etc. Explain in brief terms why you might want a positive role model in your life. Prepare the ads, share them with other groups. Consider placing them in the school newsletter.

COMMUNITY CONNECTION

- Send your data to a local television station or newspaper. Get on-line and compare your results with other communities in different parts of the province. Share your data with your classmates!

ASSESSMENT AND EVALUATION

Formative Assessment 1

Create an Evaluation Form for the

critical viewing sheet, including a checklist and teacher comments that will determine if students have met the criteria required for the assigned task. Criteria could include the following:

- communicates information for a purpose
- organizes information
- follows the teacher's instructions.

Formative Assessment 2

Create a Checklist to evaluate the student's ability to:

- design surveys
- collect data
- record the results on a spreadsheet or tally chart
- interpret displays of data and present the information
- display the data
- analyze how data were collected
- discuss the results
- evaluate the data presented using the information as a part of a report.

Formative Assessment 3

Create a Previewing Anecdotal Student Reflection Sheet with the following questions before the activity takes place:

- I believe that the genre that my family views the most is _____.
- I believe that the programs I watch most often are appropriate/inappropriate (circle one) for my age.
- When I'm watching something on television that makes me feel uncomfortable, I _____.

Summative Assessment 1

Use the above Anecdotal Reflection Sheet after the activity has been completed and the data collected to assess individual students.

Community Session Evaluation and Reflection

1. I found this information to be 1 2 3 4 5
1= Not Helpful 5= Most Helpful

2. My role in my community (e.g. parent, student, law enforcer, trustee, etc.) is:

3. One useful fact I learned at this session was:

4. One thing I plan to do as a result of this session is:

5. Additional comments:

Signature (optional)

Student Evaluation of Unit

Please circle one in each line:

	Strongly Disagree				Strongly Agree
A. As a result of studying the unit Double Vision					
• I know that shows on TV do not always show real life.	1	2	3	4	5
• I know that TV heroes & characters are often negative role models.	1	2	3	4	5
• I am more aware of the fact that women and children are not treated equitably and fairly in the media.	1	2	3	4	5
• I use the critical viewing skills that we learned when I'm dealing with the media.	1	2	3	4	5

B. I have changed my mind about my favourite TV shows _____ Yes _____ No
because: _____

C. I can control the effects of the media on my life by: _____

D. As a result of my learning from this unit, I intend to do the following things:

Parent Evaluation of Unit

A. As a result of participating in the **Double Vision** media awareness unit on violence and gender in the media, my child:

	Strongly Disagree		Strongly Agree		
•Seems to be more aware of the effects of violence	1	2	3	4	5
•Seems to be more aware of the fact that the media often depict negative role models	1	2	3	4	5
•Seems to be aware that males and females are depicted differently	1	2	3	4	5
•Seems to make more informed choices when using the media	1	2	3	4	5
•Seems to be communicating more often about the content of the show she or he is viewing	1	2	3	4	5

B. Please describe any changes in your child's viewing habits that you feel have occurred as a result of participating in this unit:

Signature (optional)

Thank you for your commitment towards helping your child become a critical user of the media.

Teacher Evaluation of Unit

Please indicate the value of this unit in reference to the following:

	Strongly Disagree		Strongly Agree		
A. As a result of this unit students have met the following objectives:					
•developed media literacy skills which will enable them to critically analyze advertising campaigns and programs that condone and/or promote violence against women and children	1	2	3	4	5
•made educated decisions about media consumption	1	2	3	4	5
•learned to internalize positive role models as portrayed in the media	1	2	3	4	5
B. The community information session was successful	1	2	3	4	5

Further comments:

C. Indicate any suggestions or revisions you would make to the unit:

Signature (optional)

Please copy and fax to:

Colleen Lee, *Executive Assistant*

Elementary Teachers' Federation of Ontario

1000-480 University Avenue,

Toronto, Ontario M5G 1V2

Fax: (416) 642-2424

Resources

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Cable in the Classroom

www.cableeducation.ca

Health and Welfare Canada

www.hc-sc.gc.ca

Media Awareness Network

www.media-awareness.ca

MediaWatch

www.mediawatch.ca

for a disability pension through the Teachers' Pension Plan. In this way, teachers continue to collect pension credit.

You cannot return to any type of employment in education if you are receiving a disability pension. If you return to employment in education, your disability pension will be terminated.

Five steps to buying credit for leaves

1. Apply

Fill out the pertinent section of the Application to Buy Credit form (phone OTPPB for the form) and send it to your employer. Your employer will complete the form and will send it to the OTPPB.

2. Cost estimate

The OTPPB will send you an estimate of the cost of your leave, often within a few weeks.

3. Pay

If you're paying during your leave, you'll need to provide a series of post-dated cheques. If you're paying after your leave, you'll need to write a cheque for the lump-sum amount, or transfer the amount from your RRSP, or use a combination of cheque and RRSP transfer.

4. 70-Day return confirmation

Once you've completed your payment and have returned to work for at least 70 days (full-time equivalent), your purchase of credit will be added to your total accumulated credit.

5. How this affects your RRSP room

Some time later, you'll receive a Pension Adjustment (PA) statement from the OTPPB, or a Past Service Pension Adjustment (PSPA) statement from Revenue Canada, indicating how your purchase of credit affects your RRSP contribution room.

All contributions for current service and purchases of credit for service after 1989 are fully deductible in the year they are made provided they are made by the April 30 following the return from leave.

If you pay after April 30 of the year following the end of your leave, the purchase must be certified by Revenue Canada. They may deny your purchase unless you transfer the funds from your RRSP, and it could affect your RRSP room in subsequent years.

Seventy-day return rule waived for some

Normally, a teacher must return to work for 70 full-time equivalent days after a leave before they may keep the credit purchased. This requirement in the plan has been waived for some until December 31, 2002.

To be eligible, teachers must be within five years of their earliest unreduced retirement date at the beginning of the leave. The leave must be approved by the employer, and the member must pay for the credit during the leave of absence. This provision does not apply to members on deferred salary leaves. Members on deferred salary leaves must return to work for the period equal to the length of the leave.

Members should review the provisions of their Collective Agreement on payment of retirement gratuity and/or retirement at a date other than December 31 or June 30 if they are considering using the 70-day return rule waiver.

Vesting

Vesting means you are entitled to a future pension. Depending on when you started teaching, the different portions of your pension benefits might become vested at different times.

In addition, some or all of your vested benefits will be locked in to provide you with an annual income starting no earlier than age 55. This means you cannot access your pension benefit other than as an income payable for life, even if you leave teaching.

Credit	Vested After	Locked-In After
Before 1987	10 qualifying years	10 qualifying years and age 45
After 1986	2 qualifying years	2 qualifying years

Teaching/employment after retirement

If you return to teaching after retirement be aware of the number of days you can be employed in education without it affecting your pension.

You can teach or be employed in education other than teaching for:

- 95 days each year for the first three years you work in education after retirement;
- 20 days per year thereafter.

Purchase Rules at a Glance

	To Qualify Before	To Qualify After	Payment Options	After Your Return	How to Apply
Employer-Approved Leave	Must work at least one year	Return to work for at least 70 days**	While on leave, or after you return	Apply within one year; 3 years to pay	Complete the Application to Buy Credit form
Pregnancy and Parental Leave	Must work at least 13 weeks*	Return to work for at least 70 days**	While on leave, or after you return	Apply within one year; 5 years to pay	Complete the Pregnancy and Parental Leaves form
X/Y or Deferred Salary Leave	Must work at least 3 years	Return to work for at least 70 days***	Done automatically by your employer	Not applicable	Done automatically by your employer

*If you are purchasing more than the 35-week leave allowable under the Employment Standards Act, you will need to work for at least one year before your leave to purchase the time over 35 weeks.

**Waived for leaves beginning after January 1, 1997, and before December 31, 2002, for members who are within 5 years of an unreduced pension at the beginning of the leave.

***Revenue Canada requires that you return to work for a time at least equal to your leave.

These first three years do not have to be consecutive. If you retire mid-year and return to teach in the same school year you retire, be aware that the days you work in that school year, before and after you retire, are included in calculating the 95 days.

If you remain within these limits after retirement, you can continue to receive your pension and do not have to contribute to the pension plan.

If you exceed these limits, your pension will stop at the end of the month you exceed the limit, and your employer will begin deducting contributions. If you are 69 years of age or over (yes, some members are), these limits do not apply.

If you plan to return to teaching for a full year or more after retirement, you can ask your employer to deduct the contributions immediately and contact the Teachers' Pension Plan to stop your pension. When you retire again your pension will be recalculated with the additional credit and using the pension rules in effect when you stop teaching again.

Marriage break-up

If your marriage breaks up, it is very important to get advice from a lawyer who is an expert in family law.

A spouse is entitled to half of the improvement in the teachers' pension during the period they were married. This claim can be offset by other assets, such as the spouse's pension, RRSPs, the family home or

investments. Most spouses insist on receiving a cash settlement rather than wait until the teacher retires to get their share.

Death benefits

Some teachers think that if they do not have a spouse or dependent children to collect a survivor pension, their pension dies with them. This is not true.

If a teacher in these circumstances dies prior to going on pension, the value of their pension is payable to their estate. If they die after going on pension, the difference between the value of their pension at retirement and the pension paid to date is payable to the estate. There is usually some of this "residual value" left for about seven to eight years after going on pension.

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Website: www.otpp.com

Lorraine Stewart and Bill Martin are Executive Assistants at ETFO's Provincial Office. They are available to answer questions regarding your pension.



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The Year in Review



ETFO members take to the streets of Toronto for the International Women's Day March.



Toronto Sun Teachers of the Year Donna Christie (Upper Grand), and Debbie Smith (Kawartha Pine Ridge), accept their awards from Ontario's Lieutenant Governor, the Hon. Hilary Weston.



Left to right: Guest speaker **Bauni MacKay**, Past President, Alberta Teachers' Association; **Phyllis Benedict**, President, ETFO; **Lise Routhier-Boudreau**, Présidente l'association des enseignantes et des enseignants franco-ontariens; **Jim Smith**, President, Ontario English Catholic Teachers' Association; **Barbara Sargent**, President, Ontario Teachers' Federation, at the February 4th affiliates' meeting of provincial and local leaders, discuss OTF's Strategic Plan.



"Learning from the roots up," held April 13-14 in Toronto, was one of several conferences and workshops run for women members.



Far right: **Ken Collins**, ETFO's Vice-President, at the New Members' Workshop in Avon Maitland. This workshop was also conducted in Algoma, Bluewater, Durham, Greater Essex, Halton, Hamilton-Wentworth, Kawartha Pine Ridge, Lakehead, Lambton Kent, Limestone, Moosonee, Near North, Ottawa-Carleton, Peel, Renfrew, Thames Valley, Toronto, Upper Canada, Upper Grand, Waterloo and York Region.



Emily Noble, Vice President, and a young friend represent ETFO at the Toronto launch of Oxfam's Education Now: Break the Cycle of Poverty campaign. Delegates to ETFO's Annual Meeting in August unanimously endorsed the campaign.



Regional Collective Bargaining meetings designed to focus on the upcoming round of negotiations have been held in five locations across the province this spring. Here's the class photo from the April 20 meeting in Thunder Bay.



Left to right: **Susan Swackhammer**, ETFO's First Vice President, compliments Toronto teachers **Joan Barrett** and **Joan Littleford**, co-authors of the *Kindergarten Years*. The document was released at ETFO's Kindergarten Conference, held March 31 to April 1 in Mississauga. Third co-author **Josie Vallee**, Sault Ste. Marie, was unable to be present.

by Cindy Hunt and Karen Koop

an eclectic approach

to ESL in kindergarten

We teach a unique class of intensive ESL junior and senior kindergarten students. We have a minimum of 10 different first languages in our morning and afternoon classes – a total of 80 students from a variety of backgrounds. Some of our students were born in Canada; some are recent immigrants; and some are refugees. The students remain in our classroom for both junior and senior kindergarten.

In past years, we have had a number of English-speaking students in the classroom as well. However, we found they were not interacting with the ESL children very much and therefore not offering themselves as language role models. By having a totally ESL class, we are able to target the students' language needs with more repetition and consistency.

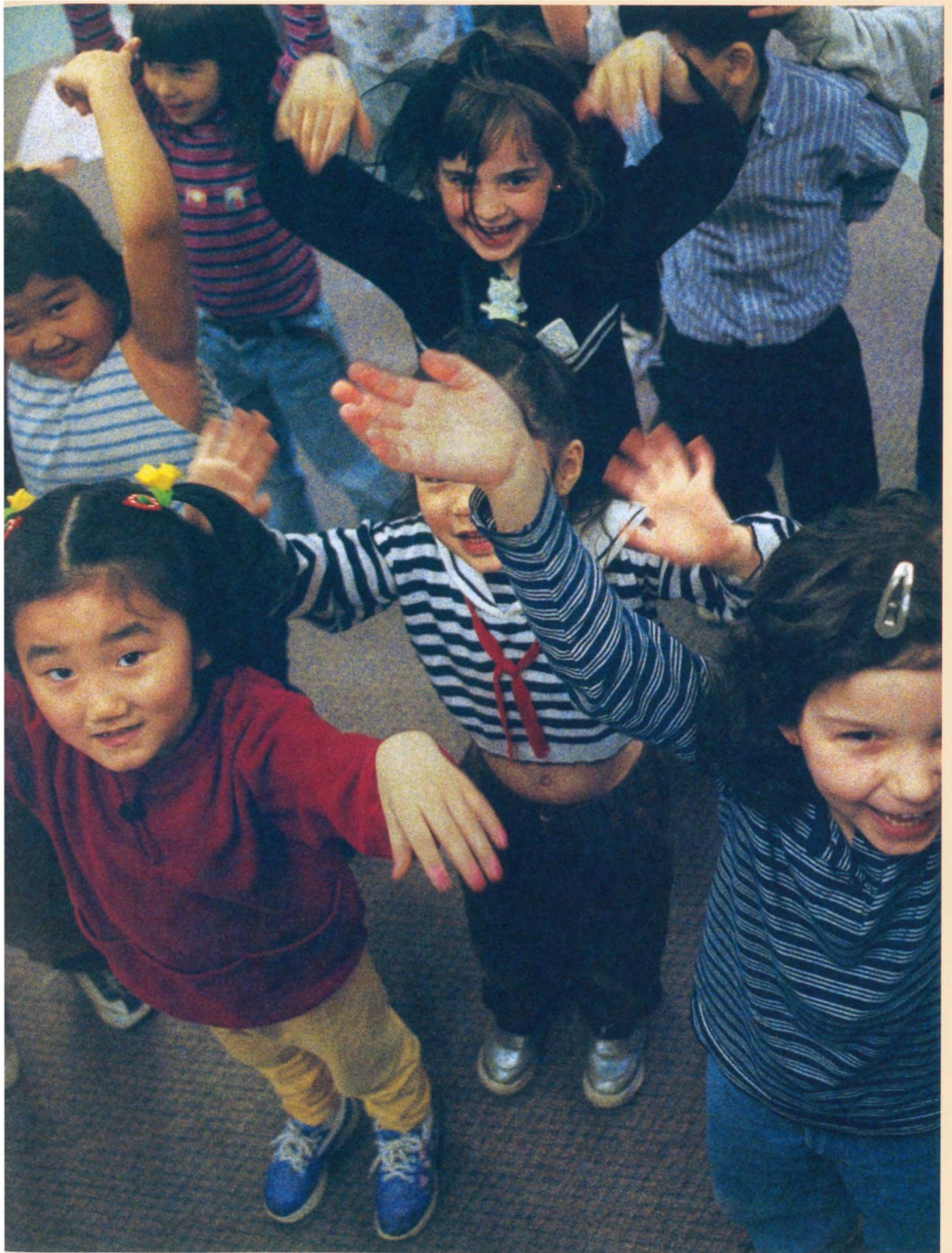
Resources for the teacher of an ESL kindergarten student are virtually non-existent. For those of us confronted with non-English-speaking four- and five-year-olds, implementing and adapting strategies employed for older students simply doesn't work. Unlike their older counterparts, ESL early-childhood students do not have the benefit of being literate in their own languages.

Our research base

Extensive research convinced us that children must understand a concept before they can acquire the language that accompanies that concept (Piaget, 1976). Cummins (1980) also found that it takes longer for cognitive language to develop than oral communication.

Another study concluded that teaching had to be meaningful for children to relate to what is being taught.





Listening, speaking, reading and writing must be integrated with concrete objects (Trute, 1990).

Learning occurs best in a low-pressure, enjoyable environment (Goldenberg, 1990). Other studies concluded that children need “a fun, relaxed atmosphere” to facilitate second language learning (Wagstaff, 1992). Vygotsky (1986) focused on the importance of social interaction and language learning. The study concluded that the greatest gains in kindergarten oral language skills were made with more play time and social interaction (Thomas, Rinehart and Wampler, 1992).

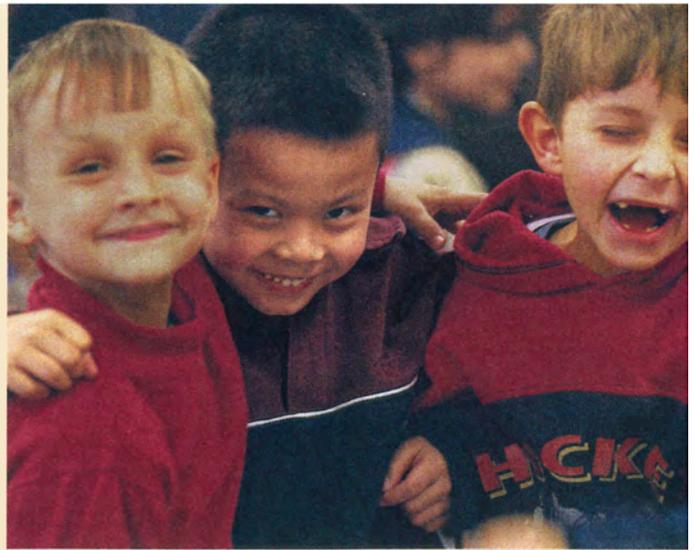
The new Ministry of Education document (1998) outlining expectations for the kindergarten years offers few strategies for the ESL learner. Obvious techniques such as using “simple, concrete language, conveyed by using pictures, gesture and vocal intonations and volume” are all it suggests. Our experience with ESL kindergarten led us to develop our own resources, strategies and modifications to curriculum.

Profiles of the early childhood ESL student

Two types of ESL learners enter at the kindergarten level. One group of learners takes risks, follows along with the other students and not only observes but also participates in classroom activities and communicates orally. The other group chooses to observe only and is threatened by any teacher intervention or anything perceived to be forced inclusion in activities.

Our program allows this second group of students to integrate at their own pace. Obviously, the second group is more challenging for the teacher. However, we have found that children’s innate curiosity and their need to be with other children will eventually draw them into the group. Sometimes this takes months. Forcing children to speak and participate before they are ready only minimizes trust between teacher and student. The last thing the child wants is to have attention focused on him or her.

Our classroom provides children with a very non-threatening environment. Learning is subversive. English vocabulary is acquired through games and songs instead of intensive drill. Stickers are used as a motivator for participation. It is unnecessary to direct the children’s activities at all times. We allow large



blocks of time for children to create and play together. These blocks of time also allow the teacher to move around within the groups to observe individual progress.

Routines and discipline

Fair and consistent adherence to routines and discipline is important for all young children, and especially for the ESL students. The security of predictability is essential for developing self-confidence. Routines must be established and maintained from September to June. Simplicity is crucial. For example, we do not put names on the coat hooks because most of the children are unfamiliar with our alphabet; we are unsure of the pronunciations of the names; and often the children are too shy to speak to us. Names are taught, later in the term, by using name cards coupled with picture cues for library identification and as a means of dismissing the children from the circle.

Entrance

Initially, something as simplistic as forming a line, with children speaking a minimum of 10 different languages, is a challenge. To establish entry procedures, concrete visual aids are necessary. A picture of a clock with the entry and dismissal times is displayed for the parents, as well as a verbal reminder of the dismissal time. The children are encouraged to wave good-bye to their parents. This also cues the parents that they are not to follow their child into the classroom and eliminates some of the separation anxiety felt by students and parents.

It is essential for students to know exactly what is expected of them upon entry. Coats are removed and hung up. Library books are placed in a designated bin and students sit on the carpet in the circle area and await further instruction.

Stopping classroom activity

It is imperative to have a signal — bell, whistle, lights, etc. — to cease all activity. This provides an opportunity for all students to stop, put their hands on their heads and listen. By placing their hands on their heads they are unable to continue playing and must give the teacher their full attention. This device also is used to provide a “stop” in activity for safety or disciplinary reasons.

Snack

Through the teachers’ manipulation of snack time, on selected days, new social groups can be formed through random placement of students at tables. Alternately, the children can form their own groups on the days they seat themselves. By using name cards, the teacher is able to pre-arrange groups and the students are encouraged to identify their own names. This provides an opportunity for the children to interact with all of the students at some time or another. As well as



We have taken the students to Uncle Porky’s Pig Farm and to the Royal Winter Fair... children generate more vocabulary and interest around animal-related themes than any other.

being a social time, snack provides students with the opportunity to learn about manners and acceptable table behaviour.

Toys and games

Toys are organized into bins with a photo and word cue allowing the students to clean up independently.

Games such as Colour and Shape Bingo, Animal Lotto, Around the House Lotto and Number Bingo are played co-operatively with an adult – teacher, co-op student or volunteer – to model correct basic vocabulary.

Although toys and games are commonplace to us, many of the children come with limited experience as to how games are played and how toys are played with appropriately. Early in the year, repeated direction and modelling demonstrate appropriate play and care of toys and manipulatives.

Modifying the curriculum

Regardless of the subject, all curriculum must be modified for the ESL learner. Instructions for any activity require visual representation and repetition for emphasis and language acquisition. Instructions need to be repeated many times during the activities, with an example of the teacher’s expectations. It is a great advantage to have a volunteer or co-op student in the classroom. This allows for another explanation of the activity, with additional assistance to the students. In many cases, the ESL students watch others to ensure that what they are doing is correct. A good model is necessary and, with guidance, some of the students are able to interpret or show others what is expected. Due to language constraints, extra time should be scheduled for students to complete tasks without pressure.

Children are immersed in theme-related vocabulary. Themes continue for a minimum of

three weeks to familiarize students with theme-associated oral language. Bulletin boards are created using visuals and written words related to the theme. Pictures are placed on each activity table and are used for sending and dismissing children during activity and snack times. Movies, films, simple stories, posters, etc. are employed to reinforce themes.

One of the greatest motivators we have found is to bring animals and “experiences” right into the school. We have a classroom pet, Holly, the rabbit. We also have had guest visitors – a litter of seven-week-old puppies, adult dogs, cats and even a pony. We have taken the students to Uncle Porky’s Pig Farm and to the Royal Winter Fair. We have found that the children generate more vocabulary and interest around animal-related themes than any other.



Initially, something as simplistic as forming a line, with children speaking a minimum of 10 different languages, is a challenge.

Assessment and evaluation

It is important to continually observe, assess and evaluate the student's abilities in all aspects of the program. The teacher must be aware of the student's learning style, skills and abilities. By creating and using a number of vocabulary checklists, we are able to assess the student's current English vocabulary in common classroom situations or based on current themes. This kind of assessment allows for many different student groupings and enhances opportunities for learning.

Assessment also occurs non-verbally. Students who are still in the silent stage of language may possess many skills. By doing non-verbal "show me" assessments we are able to evaluate the student's progress. An example of this kind of assessment is, Show me which pencil is longer? Which pencil is the shortest? Which pencil is red? Which pencil is blue? etc. These kinds of questions allow the teacher to evaluate receptive language, without pressuring the student to speak.

Social skills evaluation is on-going. Cultural differences can make this a challenging aspect of any program. By modelling the expectations of behaviour in the classroom and by using pictures, puppets and small skits to explain acceptable social behaviour, the teacher is able to track the students' receptiveness by their actions. Cause and effect become the benchmarks for this kind of evaluation. This is often where speaking with the students and the help of translators becomes imperative.

Communicating with parents

Communication between home and school is essential. However, ESL parents add a considerable challenge for the kindergarten teacher. Often, the whole Canadian pre-school program has an entirely different philosophy than that understood by the parents. East Indian and Asian early-childhood programs rely heavily on rote learning and an extremely structured day. An explanation of a play-based program and the assurance to parents that their children are indeed learning and developing reading readiness skills is

imperative. This can be done by inviting parents, through translators, to observe their child in the classroom. By pre-arranging student translators from senior grades and "briefing" them on our program, parents can understand the "why" of their child's day.

Pictorial and translated classroom newsletters keep parents informed on an on-going basis. Often, ESL parents feel isolated by the language barrier. This, coupled with a totally foreign school system, can make parents reluctant to become involved. An inviting approach and translators relieve the stress considerably.

Cindy Hunt and Karen Koop teach ESL Kindergarten at Lake Avenue School, Stoney Creek. Lake Avenue is a K-8 school of 850 students, 65% of whom come from homes where English is the second language.

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Collective Bargaining

Dance and Determination

While the school year winds down and most ETFO members await their well-deserved rest, ETFO's bargaining teams are gearing up for their busiest time of the year. Months of work spent conducting member surveys and crafting preliminary submissions are beginning to bear fruit. As this is being written, some bargaining units are already in negotiations and we hope are on their way to settlements. What kinds of settlements do we hope and expect to achieve this round? At a minimum, we expect settlements which begin to redress the wage erosion

inflicted on ETFO members for most of the 1990s; settlements which further improvements in key working conditions such as preparation time; settlements which enhance insured benefits, including benefits for occasional teachers; settlements which advance fundamental justice issues such as just-cause protection as well as equal rights for those in same-sex partnerships.

While bargainers for occasional-teacher and educational-support-personnel locals are experienced in the

ways of the Labour Relations Act, for teachers a number of the technical aspects of the new bargaining regime are not yet second nature. In the past, teacher agreements all expired at the end of August, with formal notice to bargain served in the preceding January. Bargaining then proceeded across the province in a stately pas de deux throughout the spring, pausing for a brief summer intermission, before heading into a fall finale of fact finding and final offer votes.

Enter Bill 160, stage right. This round, some teacher



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Dance and Determination

locals served notice to bargain in January, whereas others will not do so until June. Though the present set of teacher agreements (except for that of those cutting-edge teachers in the Rainbow District School Board!) do expire this August, there is no longer any statutory necessity for such uniformity. Indeed, it is entirely possible that future expiry dates will be staggered throughout the year (as they have been for occasional-teacher locals all along).

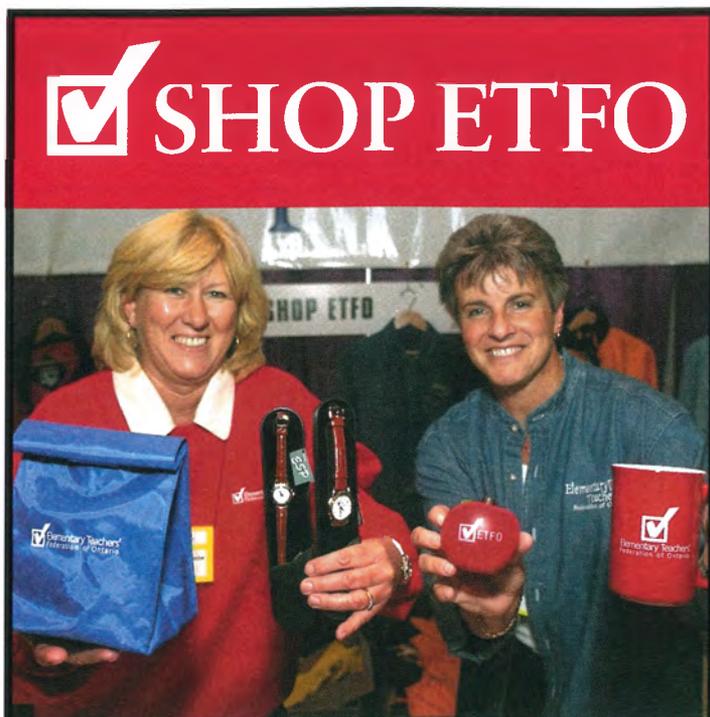
While no one can foresee the course which this year's bargaining will take, one

possible scenario includes strike votes in late summer and early fall. ETFO's Collective Bargaining Services Area has spent a large part of the 1999-2000 school year helping locals to prepare for the challenges which such a timetable presents. Collective bargaining workshops for local leaders were a key component of the September Leadership Training Program. This was followed by a provincial conference of chief negotiators in November. February saw a very successful provincial

collective bargaining conference for women ETFO members, while April held a series of collective bargaining regional meetings for negotiators, presidents and observers. Throughout the year, local ETFO stewards – those irreplaceable linchpins of unions everywhere – attended some 60 training sessions delivered across the province by provincial staff.

We're ready. Bring on September!

Christine Brown for
ETFO's Collective
Bargaining Services Area.



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

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huntsman@nbnet.nb.ca, www.unb.ca/huntsman

ETFO World March of Women

workgroup continues to invite members to send in lesson plans or curriculum units relating to the themes of the march. Themes include poverty, violence, globalization, equity and other social justice endeavours.

FOR FURTHER INFORMATION PLEASE CALL:
Sherry Ramrattan Smith at (416) 962-3836
or at 1-888-838-3836, ext. 2329.

MAINTAINING ORDER

CLASSROOM MANAGEMENT

AND DISCIPLINE

OR CRIMINAL CONDUCT?

The Education Act, s.264(1) states that it is the duty of a teacher and a temporary teacher: to maintain, under the direction of the Principal, proper order and discipline in the teacher's classroom, and while on duty in the school and on the school ground.

Unfortunately, there are often situations where teachers find themselves having to resort to the intentional use of force to deal with situations with students where all other efforts to maintain order and discipline in a school setting have failed.

Physical contact is sometimes necessary between teachers and students in situations such as separating a bully from his or her victim, removing a disruptive student from the classroom or restraining an emotional or angry student.

Section 43 of the Criminal Code

In the past, section 43 of the Criminal Code has been used as an important legal defence for teachers who have been wrongly accused of criminal assault.

The police have used section 43 as a screening device to judge whether charges should be laid when teachers are accused of assault. The removal of this defence will increase the likelihood that charges will be laid against teachers.

This section states: "Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances."

We oppose corporal punishment

The Canadian Teachers' Federation and the federations in each province under its umbrella, oppose the use of corporal punishment in public schools but support the retention of section 43 of the Criminal Code of Canada.

Arguments for the removal of section 43 from the Criminal Code have recently been put forward. Specifically, the Canadian Foundation for Children, Youth and the Law applied to have the court declare section 43 of the Criminal Code unconstitutional. The Foundation opposes corporal punishment and appears to equate the existence of section 43 with permission for the use of corporal punishment. ETFO does not share this viewpoint.

The case, which was set down in General Division court in Toronto, is styled Canadian Foundation for Children, Youth, and the Law v. Attorney General Canada. The Canadian Teachers' Federation was granted intervenor status. The hearings took place in December, 1999.

ETFO played a significant role in supporting the arguments put forward in defence of retaining this section of the Code. Affidavits were filed by ETFO staff which reported on the frequency with which unjustified allegations of assault are made against teachers. We demonstrated how criminal allegations have a devastating impact on innocent teachers and on the general morale of the teaching profession.

Whatever the outcome, ETFO remains committed to the goal of protecting the rights of both our teachers and the children in their care.

For further information and assistance contact Professional Relations Services (PRS) at 1-888-838-3836 or 416-962-3836.

OTF Report



Barbara Sargent, President of OTF and ETFO's OTF Table Officer

Education continues to be an extremely hot topic.

The Education Improvement Commission (EIC) released *The Road Ahead IV*. EIC Co-chairs, Dave Cooke and Ann Vanstone, said the government should allow time for all the changes it has made to education, especially in the curriculum, to consolidate.

As President of OTF, it is clear to me that teachers and students need stability for at least the next three to four years.

Teacher testing

In April, the OCT delivered its advice to the Minister of Education on teacher testing. The College has done its homework and come to the same conclusion as that reached by the teachers' federations and the faculties of education – no written test can measure a teacher's competence.

Janet Ecker, Minister of Education, responded immediately. The government will proceed with its teacher testing program, she said. By the time you read this, the government's plan of action may be public.

Robbins Report

The report by Justice Robbins on sexual abuse in Ontario's schools, also released in April, is significant for teachers. Of the over 100 recommendations, many have been implemented already. The OTF Executive agreed to establish a work group of education stakeholders to pursue the report's recommendations.

Canadian Teachers' Federation

The OTF Board of Governors has nominated Diane Chénier from Timmins for re-election as Vice-President of the Canadian Teachers' Federation (CTF). Diane, a former president of AEFO, was first elected to the position in 1998.

Marilies Rettig, President of CTF, spoke to the OTF Governors about CTF's work. Rettig highlighted CTF's participation in the Global Campaign for Education as well as the situation of teachers in the Northwest

Territories. Rettig also said she was dismayed that the decision of OSSTF's Annual Meeting to withhold the CTF portion of the OTF fees was made on the basis of misinformation. The full text of Rettig's remarks can be found at www.otffeo.on.ca, attached to Interaction On Line, vol. 2 No. 9.

Curriculum Institutes

The Summer Curriculum Institutes 2000 are shaping up to be an even bigger success than last year. The overwhelming number of registrations proves teachers are eager to be current in knowledge and skills.

The co-ordinators for the elementary panel, ETFO's Judith Taylor and OECTA's Diane Newman, have put together a wonderful array of workshop choices.

Farewell

This is my last column as the President of OTF. It has been a great honour to serve Ontario's teachers in this capacity. I particularly want to thank the Executive of ETFO, especially ETFO's representatives on the OTF Executive, Phyllis Benedict, Susan Swackhammer, Emily Noble, Ken Collins and Gene Lewis for their support this year.

Professional Relations

Changes to Employment Insurance Benefits: Maternity and Parental Benefits

Q: What do the recent changes to maternity and parental benefits mean for ETFO members?

A: Recent changes introduced to Employment Insurance (EI) through the federal budget will have positive implications for ETFO members and other parents working outside the home.

Effective December 31, 2000, Ottawa will increase the number of weeks of parental benefits (which can be claimed by either parent or divided between them) from 10 weeks to 35 weeks. Maternity benefits continue to be available for 15 weeks, following a two-week waiting period.

A second two-week waiting period, formerly required before parental benefits began, will be waived, allowing more flexibility for parents to split the benefits between them. Parents will also be permitted to work part-time while receiving parental benefits, a

change that will assist workers who wish to return to work gradually.

The government also reduced the number of work hours required to qualify for benefits, to 600 from 700. This change will have a significant impact on part-time teachers, many of whom were unable to reach the minimum 700-hour requirement and were thus denied maternity and parental benefits in the past.

ETFO has been persistent in its efforts to show the government the need for changes to EI. We will continue to advocate on behalf of our many members who were adversely affected by the restructuring of the Unemployment Insurance program that occurred in 1997. While the federal government did not intend these new changes to be retroactive, we will be urging the various ministers to apply the new rules to all workers who have been denied benefits as a result of the 700-hour requirement.

For further advice and assistance contact Professional Relations Services (PRS) 1-888-838-3836 or 416-962-3836.

ANNOUNCING ETFO Award Recipients 1999/2000

ETFO is proud to announce the recipients of our 1999-2000 Awards.

Anti-Bias Curriculum Development Award
Brenda Gallander, Algoma

Honorary Life Memberships
Freddie Beekhuis, Greater Essex
Carol Bertram, Simcoe
Margaret Clarke, Greater Essex
Elaine Cline, Greater Essex
Shirley Greenwood, Greater Essex
Florence Keillor, Avon Maitland
Stan Korolnek, Toronto
Brad Kuhn, Hamilton-Wentworth
Helen Penfold, Bluewater
Mary Anne Silverthorn, Thames Valley
James E. Sparrow, Greater Essex

Local Leadership Award
Randy Frith, Upper Canada

Multi-Media Awards
Arnie Covey, Waterloo
Mervi Salo, Toronto
Jacky-Ann Van Wijk, Limestone

Newsletter Editor's Award
Nancy Lawler Miller, Bluewater
Kim Pearson, Waterloo

Occasional Teacher of the Year Award
Dwight Daugherty, Ottawa-Carleton

Outstanding Role Model for Women Award
Barbara Sargent, Lambton Kent

Women Who Develop Special Projects in Science & Technology Award
Joyce Gaudette, Halton
Judith L. Gorry, Halton
Elizabeth Hebb-Tennier, Halton

Women Working in Social Activism on Behalf of Women and Children Award
Theresa Greer, Halton Women's Place

OTF Fellowships
Fiona Nelson, Toronto
Diana Tomlinson, ETFO's Coordinator, Professional Development Services

For more information on ETFO awards and honours, contact your local president or Shauna Petrie at provincial office. Details of the 2000-2001 awards program will be sent to workplace stewards in the fall.

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ETFO Introduces a New Teacher Resource...



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To order: see the flyer included in your workplace steward's mailing; call Pauline Lanthier or Jackie Secombe at EFTO's shopEFTO: (416) 962-3836/1-888-838-3836; or shopEFTO on-line: www.etfo.on.ca.

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Calendar of Events

July 10–14 NORTH YORK
4th Annual Summer Institute
York University, Main Campus
Contact: Marlene Richman
Tel: (416) 736-2100,
ext. 40204
E-mail: mrichman@yorku.ca

July 15–22 NEW BRUNSWICK
**Huntsman Marine Science
Centre Summer Institutes**
Contact: Tracey Dean
Tel: (506) 529-1200
Fax: (506) 529-1212
E-mail: huntsman@nbnet.nb.ca

August 6–8 OTTAWA
The Millennium Stammtisch
Contact: Pierre Berkers, Vice
President
E-mail: pberkers@sutton.com
Tel: (514) 421-7888
Fax: (514) 421-7887
Website:
www3.sympatico.ca/alvail

August 8–11, 14–18 WATERLOO
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ext. 6036

August 15–18 TORONTO
ETFO Annual Meeting
Contact: Dave Kendall
Tel: (416) 962-3836/
1-888-838-3836
Fax: (416) 642-2424
E-mail: dkendall@etfo.org
Website: www.etfo.on.ca

August 21–23 & October 27 TORONTO
**"Principal as Assessor:
Results-Based Leadership"**
Contact: Pat Crawford
Tel/Fax: (416) 429-1422
E-mail: p.crawford@sympatico.ca

August 23–25 & October 26 WATERLOO
**"Principal as Assessor:
Results-Based Leadership"**
Contact: Pat Crawford
Tel/Fax: (416) 429-1422
E-mail: p.crawford@sympatico.ca

September 20–23 TORONTO
**ETFO Representative
Council Meeting**
ETFO Leadership Training
Contact: Mary Morison
Tel: (416) 962-3836/
1-888-838-3836
Fax: (416) 642-2424
E-mail: mmorison@etfo.org
Website: www.etfo.on.ca

September 27 & 29 NOVA SCOTIA
**13th National Conference on
Learning Disabilities**
Proposals for sessions, no
later than July 31, 2000
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Fax: (902) 423-2834
E-mail: ldans@ns.sympatico.ca

October 15 OTTAWA
**World March of Women Event
Demonstration on Parliament Hill**
Contact: Carol Zavitz
Tel: (416) 962-3836/
1-888-838-3836
Fax: (416) 642-2424
E-mail: czavitz@etfo.org
Website: www.etfo.on.ca

October 17 NEW YORK
**World March of Women
Event Demonstration
at the United Nations**
Contact: Carol Zavitz
Tel: (416) 962-3836/
1-888-838-3836
Fax: (416) 642-2424
E-mail: czavitz@etfo.org
Website: www.etfo.on.ca

October 19, 20 & 21 ALBERTA
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Canadian Association of
Immersion Teachers
Contact: Marie Frosst (CAIT)
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Fax: (780) 422-1947
E-mail: marie.frosst@gov.ab.ca
or Pierre Lévesque (CF)
Tel: (780) 457-2100
Fax: (780) 472-7855
E-mail: plevesque@csrcn.ab.ca

October 21 TORONTO
**Earl Beatty Public School –
75th Anniversary**
55 Woodington Avenue
2:00 – 5:00 p.m.
Contact: Rick Steel
Tel: (416) 393-9070
Fax: (416) 393-9060

October 26–28 OTTAWA
**The 1st Canadian
Literacy Conference**
Contact: Garth Brooks
Tel: (613) 241-7917
Fax: (613) 241-8273
E-mail: Garth_Brooks@ocdsb.edu.
Website:
www.dlcwest.com/~cnirac

November 18–22 JORDAN
**The Mathematics Education
into the 21st Century Project**
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21st Century Project,
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Vic 3122, Australia
E-mail: arogerson@vsg.edu.au
Website: www.dipmat.math.
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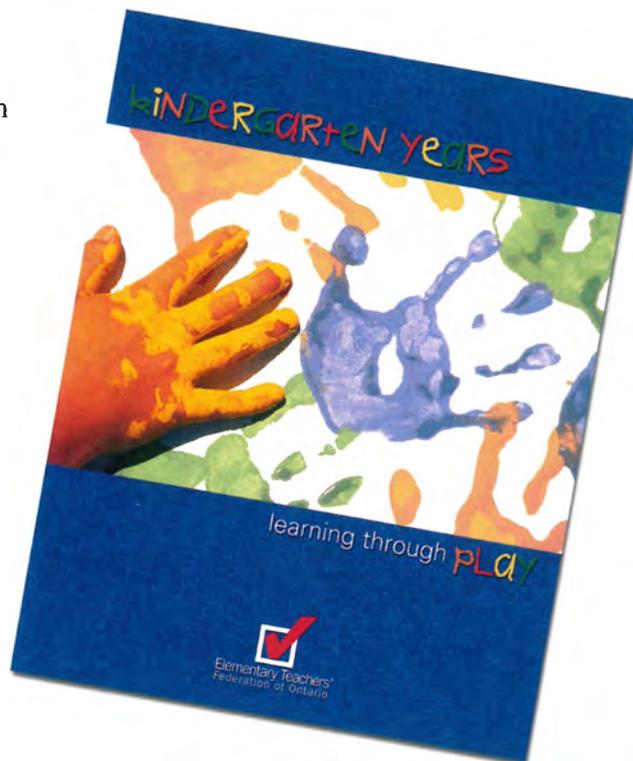
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