



Elementary Teachers'
Federation of Ontario



The magazine of the Elementary Teachers' Federation of Ontario

voice

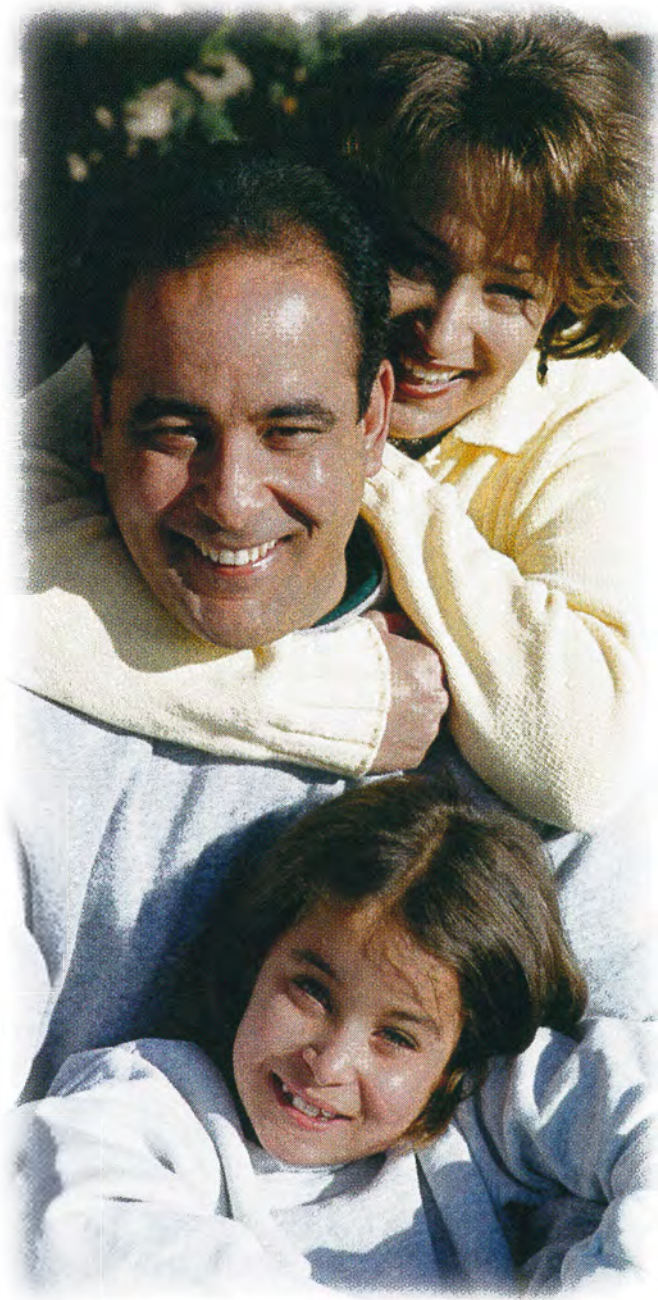
Summer 2003 vol. 5 no. 4

Visiting Mars

The Year in Review



1 out of 3 Canadians will develop a life-altering illness during their lifetime.



Fortunately, thanks to modern medicine, most people will survive and go on to live long lives.

However, recovering from a critical illness can be emotionally and financially harrowing. During this difficult period, your expenses may go beyond what you normally have to deal with on a day-to-day basis since certain illnesses may require treatments not covered under the provincial health plan. Without the necessary financial resources in place, you and your family's quality of life may suffer irreparable damage.

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Regardless of how you decide to use the proceeds, the **Teachers Life Critical Illness Plan** can ease some financial pressures and provide you with peace of mind so that your recovery period is as worry free as possible.

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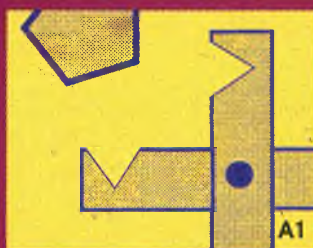
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CONTRIBUTORS



Joanne Harris teaches grade 8 at Centennial Middle School, Halton DSB. She is also the secretary of STAO and a member of STAO's Elementary Curriculum Committee.



Sidney McKay is an instructional leader, science and technology, with the TDSB. She is the co-chair of STAO's 2003 conference.



Cory Telfer teaches grade 6 at King George VI Public School, Lambton-Kent DSB. She is a member of STAO's Elementary Curriculum Committee.



Derek Totten teaches at W. J. Watson Public School, York Region DSB. He is the chairperson of STAO's Elementary Curriculum Committee.



Ellen Webb teaches grade 1 at Erin Public School, Upper Grand DSB. She is a member of STAO's Elementary Curriculum Committee as well as STAO's Science Works Committee.



Otto Wevers, an instructional leader, science and technology, with the TDSB, is currently teaching at Zion Heights Junior High School, Toronto. He is a member of STAO's Elementary Curriculum Committee.



ON THE COVER

Marietta (Mars) Bloch, is co-ordinator of Science and Technology for the TDSB, grade 1 through secondary school. A member of ETFO, she is also the President of the Science Teachers' Association of Ontario (STAO).

Photo by **BRIAN PICKELL**

voice

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

Editor **Charlotte Morgan**

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

Business Manager **Gene Lewis**

Advertising Sales **Charlotte Morgan**

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STRIKE DISCIPLINE WITH REGARD TO JOB ACTION IN RENFREW COUNTY FROM MAY 6 TO JUNE 7, 2002, INCLUSIVE.

This Discipline is Effective April 5, 2003

The following members of the Elementary Teachers' Federation of Ontario (ETFO) have been disciplined for failure to support a strike in accordance with Article VI: *Code of Professional Conduct* and Article VII: *Disciplinary Procedures* of the ETFO Constitution.

All of the following penalties apply to the members listed below. There is some variance in timelines and the amount of the fine.

1. Publication of the name of the member and the sanctions imposed by the ETFO Executive in a Federation document.
2. Suspension of the right to hold local or provincial office in the Federation for a specified period.
3. A fine for each day of the strike that the member did not withdraw services. Such fine must be paid as described below.
4. Denial of any or all services normally provided by the Federation, except for such services as must be provided by law, until the latter of such time as the fine imposed under Section 3 is paid in its entirety or for a specified period as outlined below.

RENFREW COUNTY ESP LOCAL MEMBERS

Doug Clarke - 5 years, \$125 per day (1, 2, 3, 4)
Tyson Hilts - 5 years, \$125 per day (1, 2, 3, 4)
Paul Mayfield - 5 years, \$125 per day (1, 2, 3, 4)
Paul McMillan - 5 years, \$125 per day (1, 2, 3, 4)
Grant Owen - 5 years, \$125 per day (1, 2, 3, 4)
Brad Pilon - 2 years, \$125 per day (1, 2, 3, 4)
Roberta Olmstead - 5 years, \$125 per day (1, 2, 3, 4)
Kristy Richardson - 5 years, \$125 per day (1, 2, 3, 4)
Donald Stewart - 5 years, \$125 per day (1, 2, 3, 4)
Tawni Welk - 5 years, \$125 per day (1, 2, 3, 4)

RENFREW COUNTY OCCASIONAL TEACHER LOCAL MEMBERS

Patrick Holly - 5 years, \$125 per day (1, 2, 3, 4)
John Trudell - 5 years, \$350 per day (1, 2, 3, 4)

For more information on Article VI: *Code of Professional Conduct*, see the ETFO Reference Book 2002-2003 in your school.

On line

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Position _____

School _____

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Postal Code _____ Tel. _____

Event Date(s) _____

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ETFO ID# (See mailing label on back cover) _____

Name _____

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Name of Board _____

New Information

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Name of School _____

Name of Board _____

Return this form by mail or fax to:

Members' Records Department
Elementary Teachers' Federation of Ontario
480 University Avenue, Suite 1000
Toronto ON M5G 1V2
Fax: 416-642-2424

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

ation report

York Region PD

On February 15, ETFO York Region held *By Teachers! For Teachers!*, a conference organized by the local's PD Committee to meet the needs of members seeking relevant, PLP-free PD. American writer and lecturer Alfie Kohn was the keynote speaker.

Kohn detailed how the Tories have used the results of EQAO testing to try to destroy confidence in our schools, and undermine the professional credibility of teachers.

Members wishing to learn more about Kohn's views on standardized testing and education reform can ask their local president for ETFO's video *Talking About Testing*. Shot during Kohn's presentation, the video tells why teachers are opposed to standardized testing. Pamphlets of the same name are also available from ETFO and were distributed in the April stewards' mailing.

(Thanks to Brian Harrison, York Region, for this On Location report. Ed.)

Toronto Teacher Tops

Toronto teacher Glenn Cuthbertson has been named Educator of the Year by the Ontario Federation of Home and School Associations. The grade 4 and 5 teacher at Presteign Heights Public School received his award at a special ceremony during OFHSA's Annual Meeting in April.

Student Wins A&E Contest

David Miles, a grade 7 student at Bessborough Drive Public School, Toronto, won \$5,000

for his essay on Canadian soldiers killed by friendly fire in Afghanistan. His teacher, Angela Gouglas, was awarded \$1,000 for the school's English department, as well as a TV, a VCR and an A&E video library.

For more information on A&E's awards programs, visit www.aetv.com. Click on 'Classroom' and then 'Canadian Classroom' and follow the links to the Biography of the Year essay contest.

Teacher Hosts Radio Show

Zahida Murtaza, an ESL teacher at Smithfield Middle School, Toronto, is hosting an hour-long weekly radio show on education and community-related topics. Broadcast in English, Punjabi, Urdu and Hindi from 2:00 to 3:00 p.m. on Sunday afternoons, the shows airs on 770 WTOR AM.

Simcoe Activities

In April, ETFO Simcoe hosted an FSL workshop, co-ordinated by Lorna Bolden. Simcoe also offered a financial planning workshop, co-ordinated by Scott Macpherson, for those considering retirement. On June 7, its Status of Women Committee hosted 'Girls on the Rise,' a conference for 400 grade 8 girls. This event, co-ordinated by Carolynne Hogue, focused on informing girls about non-traditional career choices. This busy local also has an ongoing toiletries drive to ensure the women's shelter is well-stocked.

It Can Happen to You

In March, Hastings and Prince

Edward Occasional Teacher local ran a stewards' workshop on ETFO's *It Can Happen to You!* video. Local president Mary-Anne Shipley says the video was an "eye-opening" experience for some members. The stewards represent four geographic regions and the local supports them with training sessions and resources. "Our stewards are our local's extra eyes and ears," says Shipley.

ETFO Limestone

Beats Fraser Institute

A retired member in Kingston alerted his local when signs promoting the Fraser Institute's program to assist children to attend private elementary schools were posted in a local No Frills Store. ETFO president Michael Lumb and vice-president Debbie Wells immediately contacted the Loblaws manager and wrote to the W. Garfield Weston Foundation. ETFO president Emily Noble had also written to the foundation condemning the initiative as damaging to public education. These actions have resulted in the flyers being pulled from Loblaws and No Frills stores in Kingston. Members seeing these flyers can write to W. Galen Weston, President, The W. Garfield Weston Foundation, 22 St. Clair Avenue East, Suite 2001, Toronto, ON M4T 2S3, and request their removal.

Celebrate with Shamrocks

On March 17, seven members of the Greater Essex Occasional Teacher Local delivered

shamrocks to more than 90 lucky recipients across the board. The shamrocks showed the local's appreciation for the cooperation its members receive from some board staff, school secretaries, and the ETFO teacher local. "This is the first time for years that St. Patrick's Day has not fallen inside the March break. We had a wonderful day," says local president Pam Emery.

Celebrating Peace in Cobalt

On May 2, Cobalt/Coleman Public School held a Peace Pole Ceremony that was the culmination of a whole-school, integrated approach to learning. "There are now 200,000 peace poles in 180 different countries," says special education teacher Linda Males, who led the initiative. "Our pole is engraved with the words 'May Peace Prevail on Earth' in English, French, and Ojibway. This was the highlight of my 30 years as a teacher," says Males, who will retire in June. For more information visit www.peacepoles.com.

ETFO Member on

Special Ed. Council

Barb Uttley, President, ETFO Greater Essex, has been appointed to the Minister's Advisory Council on Special Education (MACSE). The first meeting of the Council will take place in June. Barb has been asked to chair the Elementary/Secondary School Curriculum and Assessment Ad Hoc Committee.

FROM THE PRESIDENT

The Year at ETFO

This year, as you have worked in your schools and classrooms, your federation has worked to protect members and support public education. And because this government has interfered with every aspect of our professional lives, there have been many issues on the table.

Collective bargaining has been a major issue. Across the province, our locals are reaching settlements that address salaries, benefits, and working conditions. We have worked together to achieve these gains – provincial leaders, local leaders, members, and staff. We have faced stubborn boards with determination. In the supervised boards, where the government has interfered the most, reaching agreement has proven to be particularly challenging. We are all proud of the solidarity so many of you have shown through months of job action.

Working together, we have said “No!” to the government’s Professional Learning Program (PLP), choosing instead Federation or other PLP-free PD. We all fight recertification every day. Take heart! The election of a new government could bring us victory overnight.



Emily Noble,
President, ETFO

This spring, the message of our provincial Fair Funding for Public Education campaign was that cut-backs have damaged programs and services for children. Now, polls show strong public support for increased funding. The government has restored a small portion of the more than \$2 billion it cut. Much more needs to be done.

As I have travelled Ontario, I have seen you at those strike votes and information meetings. I know you are tired at the end of your school day, yet you come to support your colleagues and your union. I have also welcomed many of you to ETFO-sponsored workshops and conferences. Thank you once again for your commitment to your Federation and to your profession.

Since ETFO was created in 1998, elementary teachers, education workers, federation leaders, and staff have experienced huge change. Standing together, we have become a force to be reckoned with. We have only just begun. The next five years will see an even stronger federation to represent your needs and demand respect for the work you do.

FROM THE GENERAL SECRETARY

ETFO continues to press the government to increase funding for the elementary panel.

Elementary Underfunding

In April, the government released its General Legislative Grants (GLGs). These figures tell boards exactly how much money they will have next year. In spite of our efforts to change the situation, we were angry to see that the elementary panel will remain underfunded and undervalued in 2003-2004.

Next year, the Foundation Grant for an elementary student will be \$3,885. and \$4,681. for a secondary student – a gap of \$796. In 2002-2003, this gap was \$751. There is absolutely no rationale for this growing discrepancy. A close look at the formula shows clearly that this secondary bias permeates almost every aspect of education funding.

For example, secondary is funded for an average class size of 21, while elementary is funded for an average class size of 24.5. Secondary also receives more money for staff development, textbooks and learning materials, classroom supplies, computers, guidance teachers, professional/paraprofessional supports, vice-principals, and school secretaries.



Gene Lewis, General
Secretary, ETFO

Yet the biggest difference between the panels remains the funding of preparation time; \$247. per elementary student and \$532. per secondary student. Bill 160 defines ‘instructional time’ in such a way that elementary teachers can receive 200 minutes of preparation time, yet the formula funds only about 138 minutes. The formula does, however, cover most of the costs of secondary preparation time.

The government has increased education funding for 2003-2004 by \$1.1 billion more than budgeted for in 2002-2003. But it cannot claim that it is implementing the recommendations of Dr. Mordechai Rozanski’s Education Equality Task Force. In addition, it continues to ignore the specific concerns of the elementary panel with regard to class size and preparation time.

ETFO continues to press the government to increase funding for the elementary panel. Given our lack of success to date, it is obvious that we will have to be more militant.



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"There will always be dreams grander or humbler than your own, but there will never be a dream exactly like your own... for you are unique and more wondrous than you know!" LINDA STATEN

As co-chair of STAO 2003, I invite all my elementary colleagues to attend the Science Teachers' Association of Ontario annual conference. This year, the conference runs November 6-8 at the Regal Constellation Hotel, Toronto. The theme for STAO 2003 is *Dreams Are Made for Pursuit*.

Those with dreams and the courage to follow them have a zest for life. Lifelong dreams are the stuff of passion. STAO's Central Planning Committee has the passion to dream and the energy to make its dreams come true.

STAO's Conference and Program committees have shaped the event to meet the needs and dreams of both elementary and secondary science and technology teachers. We have focused on things that make teaching and learning joyful and fulfilling for both teachers and students.

The Program Committee has drawn together some dynamic and knowledgeable presenters. This conference has something for everyone, whether you are a new or experienced teacher, whether you teach in the elementary or secondary panel.

Several exciting keynote speakers will be featured each day. As well, hands-on workshops for primary, junior and intermediate teachers are a great place to gather ideas you can use immediately in your classroom.

While at the conference, visit the publisher and supplier exhibits area to see the most up-to-date classroom resource materials. Also, stop by the STAO booths to share your thoughts, discuss your needs, network with colleagues, and learn more about what STAO can do for you.

Be sure to attend the STAO mixer on November 6. It is always fun to meet your STAO regional councillors and have an opportunity to win the fabulous prizes donated by our generous exhibitors.

All of the events offered at STAO 2003 are a great opportunity to meet and mingle with new friends and past acquaintances.

STAO 2003 will make your dreams come true. Mark November 6-8, 2003, in your calendar now.

See you there!
Sidney McKay
Co-Chair, STAO 2003.

SIDNEY MCKAY is an instructional leader, science and technology, with the TDSB. For more information on STAO 2003 visit www.stao.org. Email sidney_mckay@stao.org.

November 6-8, 2003

STAO
2003
*Mark Your
Calendar
Now!*



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



PD NOTES

ETFO Conferences

Literacy: Measuring, Managing, Making It Happen!

ETFO, in partnership with ETFO Renfrew and the Renfrew District School Board, offered this regional conference for primary, junior and intermediate teachers on Friday, March 21 and Saturday, March 22. The conference was held at Queen Elizabeth Public School in Renfrew.

Over 70 participants attended the plenary session on Friday evening with keynote speaker Kelly Walker, and selected from a choice of workshops on Saturday.

Take Five Conference

The second annual ETFO Take Five conference for members with system-wide responsibilities was held at the White Oaks Inn, Niagara-on-the-Lake, on Friday, March 28 and Saturday, March 29. Participants enjoyed the opportunity to relax, reconnect, refine, renew and reflect. Positive feedback will ensure that the conference is held again next year.

Kinder Connections Conference

This regional conference was offered in partnership with ETFO, the Niagara Teacher Local, the District School Board of Niagara and the Niagara Early Years Association. Almost 200 ETFO members attended the conference on Friday, April 11 and Saturday, April 12.

Le français, c'est notre affaire

The ETFO FSL regional conference, *Le français, c'est notre affaire*, was held on Friday, April 11 and Saturday April, 12, at the Operating Engineers Training Institute of Ontario, Morrisburg. The conference was a partnership between ETFO, ETFO Upper Canada, and the Upper Canada District School Board.

The 13 workshops covered a wide range of professional development needs. Themes

included exploring Ministry-licensed software; classroom management; brain-based learning; new French Immersion literacy programs; Core French classroom tricks and tips; and the integration of music in the curriculum. FSL teachers look forward to future opportunities to participate in ETFO and board-sponsored professional development opportunities.

Survive and Thrive

The on-line conference for beginning teachers is off to a great start. Over 300 beginning teachers logged on during its first month (April). The conference will be live until the end of November, with a different topic being highlighted each month. In May, participants logged on to hear and see two ETFO members, Jim Giles (Peel) and Jacquie Spicer (Hamilton-Wentworth), share perspectives and practical strategies for working with parents and families.

Leadership From the Roots Up!

Over 90 participants were in Toronto to attend this conference from Wednesday, April 23 to Friday, April 25. The conference was designed to encourage members in their first five years of teaching to take advantage of leadership professional growth opportunities. These opportunities may be found in the classroom, the school, the ETFO local, district school boards, and school administration. This two-stranded conference focused on gender strengths, commonalities, and differences in leadership.

Growing Literacy for the Junior Division Conference

ETFO, in partnership with ETFO Peel and the Peel District School Board, held a conference on Friday, May 30 and Saturday, May 31. This conference was of special interest to new



Participants enjoyed ETFO's first FSL conference May 11-12 in Morrisburg.

teachers, teachers new to the division and teachers working to renew their skills.

David Booth was the plenary speaker on Friday evening. On Saturday, participants had a choice of 11 workshops. Participants also enjoyed listening to a panel of children's authors discuss their books. A publishers' display offered another interesting highlight.

Summer PD Curriculum Courses

There are still opportunities to participate in ETFO's Summer PD Curriculum Courses. These courses will be offered across the province between July 2 and August 8, 2003. Courses are delivered by dynamic, experienced teachers who will share what works well with course participants. These inspiring courses are practical, fun to take, and PLP-free!

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

Catalogues are available in each school. Please contact your ETFO Steward for a copy or see it at www.etfo.ca. For more information, contact Helen Penfold (hpenfold@etfo.org) at ETFO's provincial office. Telephone 416-962-3836 or toll-free 1-888-838-3836.

Get Involved in PD Leadership

Consider getting involved in your local's Professional Development Committee or becoming the local PD Chair for 2003-2004. Each fall, ETFO provincial staff train PD chairs

to take on this role. Contact your local president if you have an interest in this leadership opportunity.

Provincial Portfolio Workshops

Look for ETFO's Provincial Portfolio Workshops in the next school year. These workshops will investigate how to track your professional growth.

ETFO On-line Courses

ETFO on-line courses will be available soon. Look for information on the ETFO website at www.etfo.ca. For more information, contact Jan Moxey (janmoxey@etfo.org) at ETFO's provincial office. Telephone 416-962-3836 or toll-free 1-888-838-3836.

Body Image Project

ETFO has developed a series of curriculum resources on body image for use in schools across Ontario. Watch for the release of ETFO's Body Image Project this fall.

Staff in ETFO's Professional Development Services Service Areas are~

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JAN MOXEY
SHERRY RAMRATTAN SMITH
ANNE RODRIGUE

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

Visiting Mars Bloch

BY CHARLOTTE MORGAN

For the last three years, Marietta (Mars) Bloch, B.Sc. (Hon), B.Ed., has co-ordinated the Toronto District School Board's science and technology programs, from grade 1 through secondary school. She is also president of the Science Teachers' Association of Ontario (STAO), a voluntary, elected position that keeps her busy after work hours and on the weekends.

"As a child, I was always interested in trying to understand how the world works," says Mars. "That led to taking science courses throughout high school and physics courses at university. And my nickname, Mars, which started in high school, comes from my fascination and interest with astronomy."

In 1976, while still a student in the Faculty of Education at Queen's, Mars taught her first practicum - a grade 5 unit on astronomy. It was a light bulb moment! Teaching is creative work, she realized, that involves the practitioner in life-long learning. "Twenty-

seven years later, I am still excited to find out more about teaching and learning," she says.

Mars has taught in all three elementary divisions and spent three years seconded to York University's Assessment of Science and Technology Achievement Project (ASAP). This project looked at assessing students' learning in science and technology. By the time the Ministry of Education was ready to write its new science and technology curriculum, the work of ASAP, through the involvement of its partner boards and their teachers, was used in the development of the Ministry curriculum.

"This curriculum has a solid foundation," she says, pointing to the three goals listed on page 4. These provide a framework for the expectations. The goals are

- to understand the basic concepts of science and technology;
- to develop the skills, strategies, and habits of mind required for scientific inquiry and technological design; and

- to relate scientific and technological knowledge to each other and to the world outside the school.

"Science and Technology are two disciplines in one document, with technology being the least well understood. Technology in this document is about design, problem solving and understanding the 'built' environment we have created as humans. It is not about teaching information technology," says Mars.

"The 'strands' should be used as organizing tools, not as a prescription on how to deliver the curriculum. Instruction should encourage understanding through knowing, doing, and relating," says Mars. "Unfortunately, elementary teachers are integrating less because the curriculum documents have been presented as isolated, stand-alone documents. It's a huge challenge to have the time to find the links and commonalities that exist between the various disciplines."

"STAO's mission statement is to encourage excellence in science and technology education through leadership and service", says Mars.

"One wish that I would like to have is to be able to scrap *Table 1 of Strands and Topics: Science and Technology, Grades 1-8*, on page 8. This table makes the 40 suggested topics even more discrete and stifles integration. It is the goals that are important, not the topic titles," she stresses.

Mars is a long time member of STAO. Founded in 1890, the organization's has a membership of 2100, which includes teachers at all levels, from kindergarten through university. Over the years, STAO continues to change and grow to meet the needs of its members.

Currently, through its fledgling 'Science Works' branch, the organization is offering hands-on science and technology activity workshops for grade 7 and 8 teachers across Ontario, a program it hopes to extend to other elementary grades. Workshops are also available for secondary teachers. As well, STAO also offers a variety of print resources, including an elementary safety document called *Be Safe!* The STAO journal *Crucible* is issued five times a year and has a specific section for elementary teachers called *Elements* that provides relevant classroom activities. STAO also runs a highly successful conference every November. Yearly membership in STAO costs \$53.50 including GST.

STAO is an organization for all teachers who have an interest in science and technology. There are many opportunities to be actively involved, ranging from committee work to serving on the executive. STAO's Elementary Curriculum Committee, for example, is a vibrant, active group that hosts its own booth

at the STAO conference, and ensures the elementary voice is heard. Visit STAO's website at www.stao.org.

"STAO's mission statement is to encourage excellence in science and technology education through leadership and service", says Mars.

Mars Bloch personifies this. Clearly, she continues to have a strong and positive influence on the development of Ontario's science and technology programs. Her efforts have been recognized both by her colleagues and by outside organizations. In 1988, while still a classroom teacher, Mars was awarded the Marshall McLuhan Distinguished Teacher Award. In 1998, she received STAO's prestigious Jack Bell Award for Leadership in Science Education. Still proud of her elementary roots, Mars hopes to encourage the same enthusiasm for science and technology that continues to motivate her.

"It's a long way from that first practicum to my position at the TDSB. Yet science and technology still fascinate me and I try to share that fascination with others in every way I can," she says.

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





BEGIN WITH SCIENCE AND TECHNOLOGY AND INTEGRATE >



"A year after I arrived in Canada, my grade 6 teacher taught us the science of water. He did this by teaching how to cook carrots, onions and hot dogs on an open fire in our schoolyard. This exercise showed that vegetables and meat contain water and that, when heated, water evaporates, expands, and sometimes escapes from hand-made foil pouches. What an incredibly digestible science and technology experience." — OTTO WEVERS

Teaching science and technology is an outstanding way to provide experiences that are valid, testable and repeatable.

Primary teachers know that experiences are linchpins for extending concepts. This is also true in junior and intermediate classrooms, and it extends to secondary, skilled trades, the workplace in all its variations, and post-secondary education.

Teachers are, for the most part, the result of a primarily abstract post-secondary and professional degree program. We abstract well. Most of our students, however, will participate in a primarily concrete world. Only about 30 percent of them will go on to abstract post-secondary studies. Yet the research shows that all students benefit from hands-on experiences in which they can participate equally. These experiences help them relate to abstract concepts and provide an experiential foundation on which to build further learning.

Not long ago, I was observing my students working at their final projects, solving problems, questioning, reflecting, designing, socializing. Just doing learning, making meaning of their learning, and applying their learning. I was unneeded. I had done my job. Now the students were showing their stuff. Granted it was only a moment, probably no more than five seconds, before I was brought back to earth. Two students wanted to use the reciprocating sander at the same time as the vice-principal wanted to know what I had seen of intruders in the schoolyard. Nevertheless, this wondrous moment was based on experiences from a wide application of literacy, numeracy and intellectual social interaction.

For me, starting with science and technology and integrating feels right. It often works to get all kinds of students learning and understanding, not merely memorizing and doing well on some kind of paper and pencil test, the answers to which are forgotten as soon as the test is over.

A year after I arrived in Canada, my grade 6 teacher taught us the science of water. He did this by teaching us how to cook carrots, onions and hot dogs on an open fire in our schoolyard. This exercise showed that vegetables and meat contain water and that, when heated, water evaporates, expands, and sometimes escapes from hand-made foil pouches. What an incredibly digestible science and technology experience.

Of course, we had to write about and do mathematics about our experiences, including observations, before, during and after the heating. The best part was that we used all our senses, including taste and smell, to describe the effects of heat on vegetables and meat. We had to draw diagrams, both scientific (literal) and artistic (figurative or abstract).

These two experiences show how the linkages between foundation experiences, from a science and technology beginning, can lead to integration across the curriculum. These linkages are clearly effective in both short-term student involvement, as well as in long-term memory and in linking experiences to concepts. We all have these kinds of memories, which indelibly stamp the ways in which we understand the world.

How does integrating science and technology fit with your classroom practices?

You may be asking

- Why bother? If EQAO is a paper-and-pencil test, we should be teaching paper-and-pencil work only.
- Will it mean more work for me setting up good experiences that are curriculum-driven?
- Is there any good research to back this up?

Why Bother?

The answer is clear. You must. The curriculum requires it in most areas and students' developmental stages require it too. Having good experiences helps students write and reflect from their own perspectives, as well as providing a foundation from which to extend and modify further learning.

More Work?

While the answer is no, you will have to be creative and hand a little more power to your students. Give students interesting experiences, in or out of the classroom, messy or clean, and take some tangents. Giving students opportunities and permission to express themselves in their personal learning styles will probably translate into less work for you in setting up paper-and-pencil tasks that have to be photocopied and marked. Another benefit is that reducing the amount of photocopying means more funds may be available for science and technology materials!

"I was wondering what my students and I could do for Earth Day. We had just finished studying living things, but it was still too cold for an ecosystem hike to see living things. However, it was messy enough around our schoolyard and immediate neighbourhood to do a good clean up." — OTTO WEVERS

Research Results

There is bountiful research that supports integration across the curriculum. Maria Montessori and Dale Edgar (experientialists); Ernst von Glasersfeld (radical constructivism); and Howard Gardner (multiple intelligences) have all written in support of this concept. As well, new research with regard to brain-based learning shows that linking learning and meaning-making to rich cross-curricular experiences gets results.

There are some down sides. Some students need structure, lots of it, to be successful. You can still provide structure, just not all the time. Allow for conceptualization, making connections, and reflecting. Be flexible in what you consider 'assessable performance'. You may need to explain to some parents that standardized testing may work for large-scale assessments, but your students' individual learning must be honoured. The Ontario curriculum, and especially science and technology, is full of verbs and implications for experiences. These verbs include: investigate, describe, model, infer, reflect, relate, design, and build. Actions that the curriculum requires are best delivered from a foundation of learning experiences.

Here is one example of a 'begin with science and technology experience' that led to integrated learning and high student performance on multiple levels.

EXAMPLE ONE >

Earth Day Learning

I was wondering what my students and I could do for Earth Day. We had just finished studying living things, but it was still too cold for an ecosystem hike to see living things. However, it was messy enough around our schoolyard and immediate neighbourhood to do a good clean-up.

We discussed the safety rules for picking up waste, especially sharp objects and biological waste (health and safety systems; science and technology; and health and physical education). We collected and logged the raw materials from the schoolyard and neighbourhood (math and social studies) first on a map and then on a tally sheet.

Students sorted the raw materials and discarded those that were unsuitable for our intended purpose: the creation of litter critters (creative art expectations). Students then designed creatures that had specific features and built their critters (science and technology).

The next step was to create a story. From the perspective of their litter critter, as an intelligent alien, students reported either on what could be done to ensure our earth is treated properly, or wrote a story describing how their critter came into being and what special features it possessed (literacy and science and technology). Finally, students composed a presentation portfolio (arts) which was shared with other classes describing the process (science and technology and

literacy), the final outcome of their Earth Day litter critter and how they had helped the earth through this experience.

EXAMPLE TWO >

Frames

A second example is drawn from a visit to two Halton DSB grade one teachers last year and subsequently backed up by teachers at the Science Teachers' Association of Ontario (STAO) 2002 conference.

These teachers began a unit on "Frames." Students were taught how to make frames using Popsicle sticks, wood, glue, and gussets. The frame is a science and technology expectation in the structures strand for several grades of the curriculum. It is a wonderful way to have students test the strength (pure science and technology) of various bonding agents (glue versus flour paste versus glue stick).

Students test the frame's strength by using non-standard measuring devices,



A Litter Critter



Otto Wevers in his classroom at Zion Heights Public School, Toronto

such as amount of scoops of sand, to see how much it can stand before breaking (science and technology, mathematics).

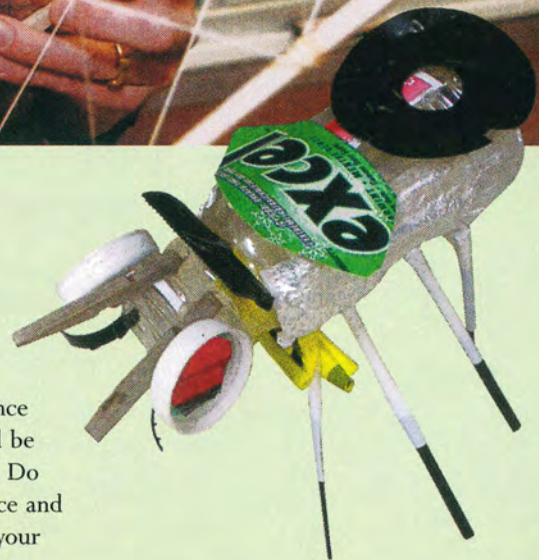
To make the frame, students

- Cut triangular gussets (math, art, science and technology).
- Glue and line up the gussets with the sticks using the sandwich method (science and technology, math, art).
- Press on the gusset-glue-stick-sandwich and count to 20 (math).
- Complete the frame by repeating this procedure for all four corners.

The completed frame presents a number of artistic, scientific, and mathematical options. These could be thematic in association with nature, such as frames for sun catchers; conceptual, such as frames for a playground design; or mathematical, to illustrate patterns or show what "100" looks like.

I hope this feature shows why science and technology experiences should be integrated into other subject areas. Do not feel obliged to start with science and technology. Start with whatever is your strength and build on that. Including science and technology experiences at some point both leads to, and follows into, some great learning for your students, and possibly for teachers too.

OTTO WEVERS, an instructional leader, teaches grades 7, 8, and 9 science and technology at Zion Heights Junior Public School, Toronto. He is also a member of STAO's Elementary Curriculum Committee.



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THINKING CRITICALLY

Using the Internet in Your Science and Technology Class

BY JOANNE HARRIS

Critical thinking is one of the cornerstones of the science and technology program in Ontario today. From grade 1 investigations into the characteristics and needs of animals and plants (Life Systems) to grade 8 investigations into the major features of the earth's water resources and the effects of large bodies of water on global climate and ecosystems (Earth and Space Systems), students need to reflect on what they are observing and learning and how to make sense of the information.

What Is Critical Thinking?

Critical thinking is defined in many ways by many different authors. At its simplest level, it is an organized manner of

thought that a person uses to assess the validity of something. A more detailed definition would say that critical thinking is a disciplined process that requires the learner to conceptualize, apply, analyze, synthesize and evaluate information gathered by observation, experience, reflection, reasoning or communication. Whatever definition or description is used, critical thinking involves higher order thinking skills such as analysis, synthesis, problem solving, inference and evaluation.

Critical Thinking in the Classroom

Critical thinking is more likely to take place in a classroom where students regularly work and interact with their peers. The questions or problems that are presented for solution are often

CRITICAL THINKING IS A DISCIPLINED PROCESS THAT REQUIRES THE LEARNER TO CONCEPTUALIZE, APPLY, ANALYZE, SYNTHESIZE AND EVALUATE INFORMATION GATHERED BY OBSERVATION, EXPERIENCE, REFLECTION, REASONING OR COMMUNICATION. — JOANNE HARRIS

open-ended, with no “right” answer. This type of question encourages students to be creative with their responses without being afraid of getting the answer “wrong”

Questions with an environmental focus are often good ones to use when modelling critical thinking strategies. The topics and problems that can be identified in this category go across many curriculum areas, not just science and technology, and are especially worth considering when integration of knowledge is a goal.

Environmental problems can be studied and, in some cases, simulated. Two environmentally focused topics that involve many aspects are forestry issues, and food biotechnology. Both of these topics could be studied as part of the grade 7 strand Interactions within Ecosystems. In addition, topics and problems with an environmental focus can be fairly easily adjusted to the developmental and experience level of the students.

Both kindergarten and grade 8 students can identify a mess in the lunchroom and present potential causes and solutions to the problem. Students need sufficient time to reflect on the questions or problems posed and to develop their specific answer to the question. Critical thinking skills can be used in many curriculum areas. Students sometimes need direction to see how a skill they have learned in one class will transfer to another. Some teachers have found that posing prompts such as “Why do I think that?” or “Is it a fact or opinion?” or “What would happen if...?” facilitate student thinking

Why Teach Critical Thinking?

The amount of information available to today’s student via various technologies (Internet, CD-ROMs, etc.) is staggering. Students need to learn to assess the validity or authenticity of the information before they can decide how to use it. In science and technology there is a particularly large body of knowledge that continues to change and evolve. Concepts that were regarded as valid a few years ago are now being questioned as a result of new information coming to light and new discoveries being made. Much of this new information is available to students on the Internet. Today’s student has grown up in an Internet world. Many have come to regard all information available on the Internet as the truth, in much the same way that previous generations regarded information found in textbooks to be the truth.

How Teachers Can Help Students Develop Critical Thinking Skills about Information Retrieved from the Internet

Many web sites exist that contain criteria for evaluating web-pages. The criteria they have in common for evaluating a web-page are **Source**, **Purpose** and **Content**. Consider the following...

Category	Consider the Following
Source	<ul style="list-style-type: none"> • The domain name .com, .org, .net, .gov, .edu, tells you something about the source. • The country of origin (.ca Canada, .sz Swaziland) • Who are the authors? What is their authority or expertise or qualification? • What organization, group, individual or government is presenting the information? • Anyone can write a web page. Thinking critically means separating fact from fiction.
Purpose	<ul style="list-style-type: none"> • Reason for the website. Is it to inform, persuade or sell? • Is it a personal home page? • If the website is about a controversial issue, does it present both sides? • Who is the target audience? The general public, a special interest group, or a university seminar group?
Content	<ul style="list-style-type: none"> • What is the quality of the writing and spelling. • When was the website last revised? • How well do the links work? Are they current? What is being linked? • Links are like an electronic bibliography. Is there also a print bibliography? • Is the material original? • Is the presentation objective? • What level of detail is being provided in the presentation? • Can the details be verified? • Is the content accurate?

THE AMOUNT OF INFORMATION AVAILABLE TO TODAY'S STUDENT VIA VARIOUS TECHNOLOGIES (INTERNET, CD-ROMS, ETC.) IS STAGGERING. STUDENTS NEED TO LEARN TO ASSESS THE VALIDITY OR AUTHENTICITY OF THE INFORMATION BEFORE THEY CAN DECIDE HOW TO USE IT. — JOANNE HARRIS

In addition to asking the questions related to the three main criteria the following should be considered:

- Is the web the best source of information for this inquiry? (Older information may be easier to locate in a textbook.)
- Be sceptical; what is the point of view or bias in the information? (Caveat lector: Let the reader beware.)
- Does the web site require a fee, membership or special software to view it fully?
- Is the information posted by the original author or by a webmaster?
- Can you contact the author of the information for further details?

A Few Suggested Topics for a Critical Thinking Approach

- Grade 1:** Characteristics and Needs of Living Things (investigate the characteristics and needs of animals and plants).
- Grade 4:** Light and Sound Energy (investigate different ways in which light and sound are produced and transmitted).
- Grade 5:** Human Organ Systems (demonstrate an understanding of factors that contribute to good health).
- Grade 5:** Conservation of Energy (evaluate the reasons for conserving natural resources and identify possible ways of conserving energy).
- Grade 6:** Properties of Air and Characteristics of Flight (investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices).
- Grade 6:** Motion (demonstrate an understanding of different kinds of motion).
- Grade 7:** The Earth's Crust (investigate the formation of the physical features of the earth's crust).

Summary

Many topics in the elementary science and technology program lend themselves to critical thinking. The ability to collect and analyze information, and then to use it to present a solution to a problem is especially important when assessing a student's ability to relate science and technology to each other and to the world outside the school. The source for the most current information, the Internet, should be viewed sceptically. Given the right setting and the right encouragement, students are capable of being critical thinkers when it comes to using the Internet.

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 Science and Technology



JOANNE HARRIS teaches grade 8 at Centennial Middle School, Halton DSB. She is also Secretary of the Science Teachers' Association of Ontario (STAO) and a member of STAO's Curriculum Committee.

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SCIENCE AND TECHNOLOGY ACTIVITIES FOR GRADES 1, 5, 6, 8

Robotic Arm

An Activity That Will Always Be At Arms' Reach.

Grade 1 – Structures and Mechanisms

BY ELLEN WEBB

At this level, students are expected to make a simple, functional structure. A folded fan is the example used in the Curriculum Guide. The Robotic Arm is more exciting and fun.

What's Needed

- Strips of heavy poster paper or cardboard – at least four per student. Nylon stocking boards are a good thickness and length.
- Brads, wing clips, butterflies, or whatever you like to call them.
- Scissors.
- Paper punch.

Safety Considerations

Remind students of safe scissor behaviour. Students can avoid scratching themselves while attempting to put the brad through the cardboard by using a hole punch. If using thick cardboard, hole punching the spot instead of trying to force the brad through the cardboard is highly recommended.

What to Do

- Pre-cut cardboard in strips 2-3 cm x 6-10 cm.
- Use two strips to make an X.
- Poke a brad through the middle of the X.
- Do that again. You now have two hinged Xs.
- Use two brads to attach the tops of the Xs to each other.
- Cut a triangle on the bottom side of one of the Xs.
- Hold on to the other ends.
- As you squeeze and open the ends of the X, the whole thing will extend and contract.
- It is possible to pick-up small objects in the "teeth" created by cutting out the triangles.

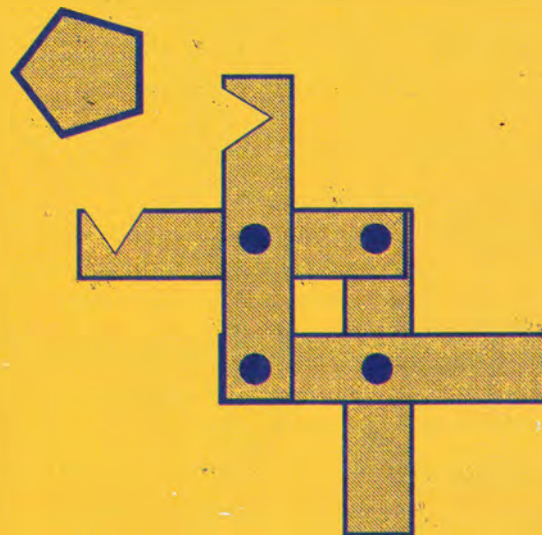
What's Next

Challenge students to make theirs the "best." What does "best" mean? By changing the length and width of the strips, using different types of cardboard, and changing the number of 'X's attached together to add length, it is possible to determine the optimum conditions for lifting the greatest mass from the greatest distance.

Credit

I first read about this experiment in the Jason Project material. I regret that Dr. Ballard's program at the Ontario Science Centre was not more successful. It was incredible to attend.

ELLEN WEBB is a member of STAO's Elementary Curriculum Committee and a teacher at Erin Public School, Upper Grand DSB.



Flapjacks

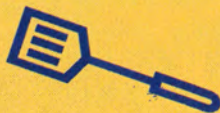
An Activity That is Sure to Please the Palate.

Grade 5 – Matter and Materials

BY DEREK TOTTEN

Basic Pancake Recipe

3/4 cup of all purpose flour
1 tbsp sugar
1/4 tsp baking soda
1/2 tsp baking powder
1 beaten egg
1/2 cup milk
1/2 tbsp cooking oil
1/4 tsp salt



Procedure:

In cup A, stir together flour, sugar, baking powder and salt. In cup B, combine egg, milk, and oil. Add cup B to cup A in one pour, stirring until blended but still slightly lumpy. Pour 1/4 cup batter on to a hot, lightly greased griddle or skillet for each pancake. Cook until golden brown, turning to cook other side when pancakes have a bubbly surface and slightly dry edges.

Having reviewed properties and changes in matter, a super activity is to challenge groups in your class to a "Build the Best Pancake" competition. A class discussion about what this means will likely follow. Having the class narrow "best" down to taste and fluffiness helps students to see their results, while ensuring that the final product is edible.

What's Needed

- Electric frying pans or skillets.
- Standard recipe.
- Ingredients from the recipe card.
- Rules.
- Measuring spoons and spatulas.

Safety Considerations

Due to the risks of salmonella, handling the eggs requires a specific plan. One could simply avoid using eggs altogether, or have an adult crack the eggs and put them into disposable cups ahead of time. Any electric frying pans should be supervised by adults. Students should be shown how to use the electric frying pan safely. It is a good opportunity to remind students of the precautions to take when using 110 volt A.C. equipment.

What to Do

Students are to work in groups of four to six. Explain that

they will be making pancakes in class and following a standard recipe. Use a recipe from any cookbook or the one on the left. Look for one on the Internet. Adjust for quantity.

All measurements must be made carefully as this will improve results. Each recipe should make about two medium-sized pancakes. (This allows for calculating the mean.)

- The first time, the students follow the basic recipe.
- The next time, students double the amount of baking soda called for.
- The third time, they double the amount of baking power called for.
- Finally, students are allowed to adjust the baking soda and/or powder to make the best (fluffiest and tastiest) pancakes in the class.

Have students double-check the amounts they will be using prior to mixing the ingredients. They should keep accurate and organized observations. Fluffiness measurements can be made with a ruler. Students should use the vocabulary that has been covered in previous lessons with regard to changes in state, chemical reaction. Ask students what they know about the bubbles that appear after they mix the ingredients (chemical reaction takes place, producing CO₂).

What's Next

This activity could be done on Pancake (Shrove) Tuesday or as an early morning treat. Bring in celebrity Pancake Judges, such as the administration. Why not take a field trip to a sugar shack to see the production of maple syrup products? You can also link this to the topic of weather and identify the impact the of the 1998 ice storm of Eastern Ontario and Quebec on the syrup industry.

DEREK TOTTEN teaches at W. J. Watson Public School, York Region DSB. He is also the chairperson of STAO's Elementary Curriculum Committee.



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Spoon Levers

Just Don't use the Good Silverware.

Grade 6 – Structures and Mechanisms

BY CORY TELFER

A lever is one of six simple machines. All machines, no matter how complex, are forms of simple machines. Machines allow people to perform useful work, or specialized tasks. Levers, in particular, are used to reduce the amount of force required to move heavy loads. Examples of levers include crowbars, seesaws, wheelbarrows, and tongs.

What's Needed

- Metre stick
- Wooden block
- Weights
- String
- Tape
- Spoons
- Cup
- Eye Protection

Safety Considerations

Provide eye protection (e.g. safety goggles), lots of room, and adequate adult supervision for the spoon flipping.

What To Do

Part I

Use all of the materials, except spoons and cups, to make levers. Have students set up a First class lever with the block in the middle and the weight on one end of the metre stick. Identify the block as the fulcrum, the weight as the load, and the place where you press on the stick (to make it balance) the effort force. Have students set up a Second class lever with the block on the end and the weight in the middle. Next, have students make a Third class lever by placing the block and weight on opposite ends.

Part II

Set up two spoons in a line end to end in front of a cup. Students should put on their goggles before applying force (with their fist) to the spoon farthest from the cup. The goal is to flip the other spoon into the cup. Allow students the opportunity to experiment with the orientation of the spoons as well as the distance from the cup.

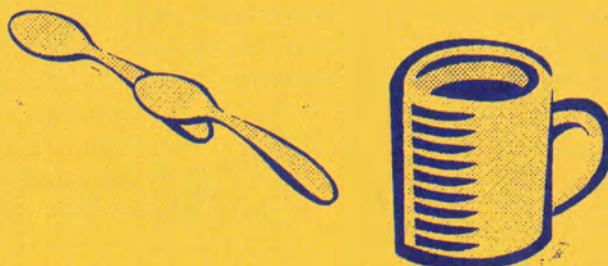
What's Next

Have students draw a diagram and write an explanation of how best to make the spoon land in the cup. Discuss which class of lever is being represented by the spoon-flip activity based on the previous experiments.

Credit

Adapted from *Science and Technology: Movement*. Pearson Education Canada 2000 and Susan Bosak's *Science Is* – Scholastic 1991.

CORY TELFER teaches grade 6 at King George VI Public School, Lambton-Kent DSB, and is a member of STAO's Elementary Curriculum Committee.



Viscosity

Getting to the Bottom of a Thick Concept.

Grade 8 – Matter and Materials

By JOANNE HARRIS

Viscosity can be described as the thickness of a liquid. A very viscous or high-viscosity liquid is thick and a low viscosity liquid is thin. A high-viscosity liquid may have either more particles or more complex particles in a specific volume. The resistance to flow demonstrated by a high viscosity liquid is sometimes the result of internal friction between the particles of the liquid.

What's Needed

- A wide variety of transparent liquids with different viscosities (e.g. water, apple juice, vegetable oil, mineral oil, Glycerine, maple syrup, vinegar.)
- Graduated cylinder for each liquid or a tall transparent bottle.
- Marble or ball bearing for each liquid. Each ball should be of the same size and mass.
- Stopwatch or clock with second hand.

Safety Considerations

Never eat or drink anything in the science laboratory. Wipe up spills immediately.

What to Do

Pour 250 ml of each liquid into a separate graduated cylinder or bottle. Place a marble or ball bearing on the surface of the liquid and record the time it takes to reach the bottom of the container after it has been released. If done in small groups, record individual results and then find the class average.

Extension

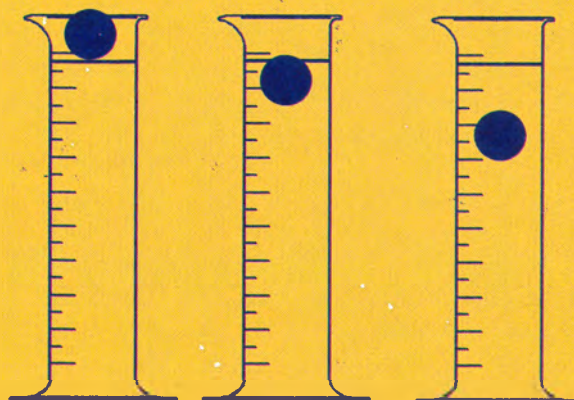
Use the same liquids and heat them and/or chill them and compare the time it takes for the marble to reach the bottom of the container.

What's Next

This activity can be used as an introduction to viscosity. The follow-up could include how to describe and measure viscosity and an investigation of what causes different liquids to have different viscosities.

JOANNE HARRIS teaches grade 8 at Centennial Middle School, Halton DSB. She is also Secretary of the Science Teachers' Association of Ontario (STAO) and a member of STAO's Elementary Curriculum Committee.

These activities are reprinted with permission from *Extremely Elementary – Science and Technology Activities: A collection of 40 activities designed to supplement the Ontario Science and Technology Curriculum – Grades 1-8*. *Extremely Elementary* is available from STAO Science Store, Box 191, Maitland, ON K0E 1P0. Fax 1-613-348-3628. Cost \$10.



Project Overseas is a joint endeavour by the Canadian Teachers' Federation (CTF) and its affiliates across Canada. The project is designed to give professional assistance to fellow teachers in developing countries. Project Overseas operates during July and August.

CTF PROJECT OVERSEAS



Left to right: Uganda 2000. A Malawi versus Canada teachers' football (soccer) game.

Started in 1962, with one program in Nigeria, Project Overseas has now assisted teacher organizations in over 50 countries of Africa, Asia, the Caribbean and the South Pacific. With the financial assistance of CTF, provincial and territorial teacher organizations, the Canadian International Development Agency (CIDA) and the Wild Rose Foundation (an Alberta agency for international development), in a single year as many as 60 volunteers are sent to approximately 15 countries.

Program Objectives

- To help teachers in developing countries upgrade their competence through in-service courses.
- To help overseas teacher organizations improve and strengthen their structures and activities.
- To promote understanding and goodwill among teachers.

Basic Requirements for Participation

Any Canadian teacher who is a member of a provincial or territorial teacher organization that belongs to CTF can participate in Project Overseas, providing she or he meets the following requirements:

- Possesses an appropriate teachers' certificate;
- Has a minimum of five years teaching experience in Canada;
- Is a Canadian citizen;

- Has excellent health; and
- Shows evidence of mature judgement and flexibility.

Some academic or administrative specialization is an asset.

Selection Process

Candidates for Project Overseas are selected by their CTF affiliates. ETFO sponsors eight candidates. These candidates are chosen through the following process:

- Application forms are sent to every ETFO steward in September.
- Interested candidates complete and return the form to ETFO's provincial office by the mid November deadline.
- All applications are reviewed and short listed by ETFO's International Assistance Committee.
- Short-listed candidates are interviewed by telephone.
- The names of the candidates selected by the committee are forwarded to ETFO's Executive for approval.
- The names of ETFO's candidates are forwarded to CTF and are matched to appropriate projects. Because the CTF projects have specific requirements and because candidates' personal situations can change between the time they are approved (December) and the time they are scheduled to travel overseas (July), ETFO always forwards the names of a

few more candidates than it is prepared to sponsor. The CTF Trust Fund occasionally sponsors an additional ETFO member.

- Those selected to participate in Project Overseas are notified prior to the March break.

If you want to participate in Project Overseas in 2004, watch for the application form to arrive in your school early this fall. In the meantime, visit www.etfo.ca and click on "International Connections." This page contains last year's application form as well as articles and photographs from previous participants.


Best wishes to the following ETFO members who are participating in Project Overseas this summer:

Phil Beveridge, PEEL, GHANA
Christiane Lefebvre-Bollinger, OTTAWA CARLETON, TEAM LEADER, MONGOLIA
Louise Granahan, TORONTO, MONGOLIA
Sheri Jahner, WATERLOO, GUYANA
Johanna Lanfranco, TORONTO, DOMINICA
Leah McMullin, YORK REGION, GRENADA
Maedith Radlein, WATERLOO, ST. VINCENT
Maribeth Williams, LAKEHEAD, ST. VINCENT

For more information on CTF Project Overseas, call Charlotte Morgan at provincial office. Email cmorgan.etfo.org

BY CORY TELFER

Provincial Parks Bring Life to Learning

A detailed illustration of a brown pine cone is positioned between the words 'Bring' and 'Life' in the title.

Several science and technology strands lend themselves directly to outdoor experiences. Students need to be able to make observations, collect data, and test hypotheses in nature. These experiences enrich learning and deepen understanding of science and technology content. Teachers can, and should, investigate the opportunities available at provincial parks to complement their science and technology program.

Provincial parks have long supported elementary school experiences in a variety of ways. This has become even more important in recent years. Outdoor education centres are suffering from budget restraints, and many educators don't feel rich experiences can be found safely in their school's neighbourhood.

Provincial parks can help schools organize field trips that are not only enjoyable but meet curriculum

expectations in real ways. They are responding in remarkable ways as they work to align existing programs with Ministry of Education guidelines and in some cases, to develop new ones to meet demand.

Provincial parks are actively serving all Ontario communities in six regions. Their efforts are being recognized by teachers struggling to bring meaningful, hands-on activities to their students. While programs are available throughout the province, I will highlight some of the experiences that have been successful in southwestern Ontario.

Teachers with the Lambton-Kent District School Board are making excellent use of both Pinery Provincial Park on Lake Huron, and Rondeau Provincial Park on Lake Erie. Generally, programs are free, with only a charge for vehicles entering the park. This makes

them a very reasonable field trip experience, and great value when considering the range of opportunities that exist, often right in our own backyards.

Provincial parks are mandated to educate students, generate interest through hands-on experiences, and promote the importance of conservation. These goals complement the aims of science educators as well. These three areas of service are being met by the staff at Pinery Provincial Park, which lies on the shores of Lake Huron. Opened in 1959 as the twelfth provincial park, Pinery is now the second-busiest park in Ontario. It boasts 11 trails for a range of uses, a Visitor's Centre, and an outdoor live theatre. It also hosts a variety of guided programs throughout the year and has been recognized for its dedication to protecting globally rare ecosystems. Pinery Provincial Park responded to the

The Pond Study is a unique opportunity for students to observe the direct impact humans have on the environment.

Ontario Science Curriculum the year it came into effect. At that time, the park's outreach co-ordinator re-did the school programming Teachers who use Pinery rave about the wide range of experiences available, and show their appreciation by returning year after year.

Two excellent examples of programs offered here are the *Habitat Hike*, for grade 4 Life Systems, and the *Invertebrate Study* or *Pond Study* for grade 6 Life Systems.

At Pinery, staff meet with the teacher to discuss what students should expect to see on the *Habitat Hike*. The components of habitats, food, water, shelter and space, are discussed, as well as food chains and the human effect on the environment. Micro habitats are seen, including those of insects that spend their whole lives in a leaf. This kind of learning captures students' interest as no textbook could. Unique habitats, particularly the oak savannah forest, and the organisms that live within them, are observed throughout the hike.

The grade 6 Life Systems strand is addressed through an *Invertebrate Study* or *Pond Study*. Invertebrate studies allow students to catch insects within their habitats, and draw conclusions about the adaptations insects have made to live in their environment. The *Pond Study* is a program students don't soon forget. They are encouraged to get right into the water to collect specimens. They identify organisms and sort them on a classification tree they develop, a task that encourages higher-level thinking and problem solving skills.

The *Pond Study* is a unique opportunity for students to observe the direct impact humans have on the environment. It is done in the old Ausable River Channel. In 1896, a series of cuts made in the channel created the harbour in Grand Bend. This intervention cut the river off from all natural sources. However, because of underground springs, the water remains virtually pollution-free.

The Earth and Space Systems strands for the junior grades are addressed by the Pinery's trained naturalists. As they participate in active hikes, grade 4 students take part in a *Shore Explore* and examine fossils, glaciations and how sand dunes have formed. Seeing and touching an environment shaped by science concepts learned in the classroom deepens students' understandings of the issues. Grade 5 students look at types of clouds, pressure systems and the water cycle on a *Weather Hike*. Grade 6 students consider why seasons change, the changing of night and day, and how these changes affect animals.

Rondeau Provincial Park, on the shores of Lake Erie, also lies within the boundaries of our school board. It is home to more endangered species than anywhere else in Ontario. As well, it encompasses a large percentage of southern Ontario's forests. Like many other provincial parks, Rondeau offers a range of school programs. Students benefit from experiencing its unique environment first hand. Staff at Rondeau take advantage of the fact that they enjoy several unique habitats within a small area.

Rondeau's *Habitat Explorers* program starts at the beach. Students are often

surprised to learn that, although the beach seems desolate, many specially adapted plants and animals tolerate the difficult conditions found here. Walking 25 feet from the shoreline, one can observe a succession of habitats. The sand dunes show a continuation of the habitats on the beach. As more plants adapt, they enrich the soil and allow more organisms to survive in the environment.

From the dunes, students benefit from observing the open savannah, one of the rarest habitats in all of Canada. This habitat consists of open grasslands, tall grasses, wildflowers and oak trees. Many highly adapted, and sometimes endangered, species, live here, such as the red-headed woodpecker. While this habitat relies on a fire every few years to keep out exotic organisms, humans work to prevent dangerous fires in their communities. That's why controlled fires are lit by park staff. Finally, students make comparisons between Rondeau's Savannah and its the Carolinian forest. In particular, they observe the forest's closed canopy, which provides a cool, damp environment for a variety of shade-tolerant species.

Provincial parks are continuing to adapt to the needs of Ontario teachers and students, and Rondeau is no exception. To meet the demand for integration, *Birds of a Feather* is being developed to address two grade 6 units: *Diversity of Living Things* and *Flight*. The Rondeau area is one of the best birding locations in Canada. *Birds of a Feather* takes advantage of this by enabling students to observe endangered birds and, at the same time, to discover the mechanics of their flight.

Science is a form of knowledge that seeks to describe and explain the natural and physical world and its place in the Universe

(Ontario Science and Technology Curriculum, 1998)

Like other provincial parks, the programs at Rondeau are free with vehicle entry. Many schools use buses, which can transport two classes for a total cost of \$60. Most provincial parks have an interpretive centre with interactive educational displays. Many teachers use these displays, along with their chosen program, for assessment. Programs can be a half-day or full day.

Many parks help teachers organize overnight excursions. Existing programs, such as those outlined here, can be utilized. In some cases, the staff can adapt programs to the needs of the class. Rondeau Provincial Park, and some others, partner with classes. They allow students to plant trees or perform other conservation activities, giving environmentalism even greater meaning.

Science is a form of knowledge that seeks to describe and explain the natural and physical world and its place in the Universe (Ontario Science and Technology Curriculum, 1998). In addition to understanding basic concepts, we need to help our students develop skills of scientific inquiry and relate science and technological knowledge to each other and the world we live in. That's why making use of our provincial parks makes sense. Children can see, touch, wonder and explore. They can be amazed and excited by what they see. They can be proud and changed by what they accomplish. They can become the next generation of conservationists for provincial parks, from which we can all benefit.

To find out how provincial parks in your area can assist with your science and technology program, visit www.ontarioparks.com or call 1-800-ONTARIO.

CORY TELFER teaches grade 6 at King George VI Public School, Lambton-Kent DSB, and is a member of STAO's Elementary Curriculum Committee.

Safety Code for Out of School Activities

Prior Planning

- Review school and board policies with respect to out of school activities. Strict adherence is essential.
- Visit the site and check for the presence of hazards (e.g. broken glass, dog fouling, poisonous plants, etc.) and inform the students of these.
- Advise students with respect to appropriate clothing, footwear, etc.
- Teach students how to use any necessary equipment correctly and safely.
- Arrange for the provision of all necessary equipment, including perhaps a first-aid kit and cellular phone.

On Arrival at the Site

- Remind students of any potential hazards, including the dangers of slipping on wet grass, leaves, roots or rocks, if appropriate.
- On field trips and studies of school environmental areas, emphasize stewardship of the environment, i.e. Leave as you found it. Observe, collect, and release insects and other animals without undue harm.
- Provide adequate supervision for the students' activity.
- Do not allow unrestricted access to areas, including ponds, which contain plants or other items which could injure, e.g. poison ivy, nettles, etc.
- Advise students to cover abrasions and cuts with waterproof dressings before entering the area.
- Do not let students work unaccompanied near a pond.
- Avoid open water which may be deep and dangerous.
- Avoid pond dipping where access is steep or otherwise difficult.
- Examine birds' nests and unwashed feathers on site where found. Do not allow collection.

At the Conclusion of the Activity and Prior to Leaving the Site

- Take attendance to ensure that all participants are accounted for.
- Ensure students wash their hands carefully if they have handled or examined animals, plants, soil, etc.
- Inventory all equipment brought to the site.

N.B. In addition to the points mentioned here, safety codes for animals, plants and micro-organisms also apply.

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A&E Canadian Classroom

A Newcomer Discovers That Teacher Unions Really Are Different

COLLECTIVE BARGAINING

Celia Harte

It didn't take long for me to become convinced that teacher unions are unique, that teachers are special and that ETFO (and perhaps teacher unions in general) is a union unlike any other I've known.

In my first days at ETFO, I was told time and time again that teacher unions are unique, and our members are different from other union members. I thought, "Where have I heard this before?" In my last position, I worked with a union representing professional engineers and supervisory employees. There, too, I was advised that their union and their members were unique. I've heard this from unions representing university professors, IT professionals and government policy advisors. I thought perhaps people need to feel special, or perhaps professional employees feel a need to distinguish themselves from the stereotype of the traditional industrial unions.

Well, it didn't take long for me to become convinced that teacher unions are unique, that teachers are special and that ETFO (and perhaps teacher unions in general) is a union unlike any other I've known.

I came to ETFO in January on a one-year secondment to replace Christine Brown, the Research Officer in Collective Bargaining Services, who is pursuing new areas of learning while on leave. I am not a teacher, and although I have worked with a variety of unions in the public and broader public and private sectors, I have never worked directly with teachers.

I read the newspapers, have some teacher friends and generally consider myself well-informed. I participated in the Days of Action and joined elementary teachers in my neighbourhood on the picket line during the political protest.

The Scope of Change

But as I began to wade through the reading materials in my new workplace I was stunned – there's no other word to describe it – just stunned at what teachers have lived through over the past number of years, and particularly since this Ontario government was elected in 1995. The sheer number of legislative changes and the depth of funding cuts, the micro-management of curriculum and working and learning conditions has been staggering. Even worse, this has been imposed on teachers by government without consultation, and we now have what has recently been described as the most centralized education system in North America. I found myself developing a new appreciation of teachers. Despite it all, teachers remain committed to their work, their profession and the communities in which they teach and live.

Teachers are professionals and union members, and integrating these two aspects of being a teacher is not always easy. On the one hand, the government undermines your status as professionals and treats you as service providers while it centrally defines what you should teach and how, and for how many minutes. It imposes standardized testing on students and legislates never-ending probation for teachers through an insulting recertification scheme. On the other hand, when it's convenient, the government tries to appeal to you as "professionals" by characterizing union leaders as "union bosses" and suggesting your democratically elected leadership doesn't really speak for you. Whether you're wearing your union teacher hat or your professional teacher hat, it seems you just can't win.

Teachers play an important role in our communities and larger society, and it is a privilege to support the work of ETFO in achieving better working and learning conditions for its members and the public education system in Ontario. — CELIA HARTE

I have been struck by the amount of activity at ETFO that is devoted to professional development and professional issues – and in part, this is what distinguishes teachers and their unions from others. At the same time, there are aspects of your work that are not unlike other more traditional union members.

Elementary Undervalued

At times it seems that elementary teachers are treated as “second class” relative to secondary teachers. Your work is undervalued, perhaps because even in 2003 it is still perceived as “women’s work.” After all, you work with young children and the vast majority of ETFO members are women. In this sense, you have much in common with women in other female-dominant professions and jobs who struggle to balance work and family obligations. Most of you are classroom teachers. Because you work with children and cannot leave them unattended, if you’re not in the classroom someone else needs to be there. This is also a reality for workers who can’t leave their machines without being replaced. Of course, I am not suggesting that children and machines are anything alike, but the fact that one can’t leave without being replaced makes it more difficult to negotiate benefits such as paid leaves and top-ups for pregnancy and parental leaves regardless of the type of work you do.

It seems that collective bargaining is a never-ending process these days. Unions in the education sector must address a multitude of issues arising from funding cuts and legislative changes: supervision

time, length of the school year, preparation time, health and safety conditions, just to name a few. Through collective bargaining you deal with the “traditional” wage and benefit issues but also the conditions that affect your work as “professionals,” and that’s not always easy.

Like others who work in the public and broader public sector, teachers and their unions must appeal to the public for support, by helping those of us who work outside the school system to understand what has happened to the learning and working conditions. Many members of the public (like me, for instance) know that underfunding and legislative interference have taken their toll on the profession and the public education system, but we need to hear the individual stories. It may be obvious to teachers that supervision time is an important issue in collective bargaining, but it is not always so clear to those of us outside the system.

Teachers play an important role in our communities and larger society, and it is a privilege to support the work of ETFO in achieving better working and learning conditions for its members and the public education system in Ontario.

Staff of ETFO's Collective Bargaining Services are

BILL GETTY, Co-ordinator
SUSAN ANSARA
CHRISTINE BROWN (on leave)
CELIA HARTE (on secondment to ETFO)
DAVID KENDALL
BILL MARTIN
JIM MCMAHON
MARGARET TAYLOR
HAROLD VIGODA
JIM WHITE

For information on collective bargaining in your local, contact your local president or visit www.etfo.ca and click on “collective bargaining.”

FOCUS ON EQUITY

Leadership for First Nations and Racialized Women

Thirty ETFO women members were in Toronto from April 3 to 6 for ETFO's First Nations and Racialized Women's Leadership Experience 2003.

Participants said they liked the course's 'Institute' format and kept their enthusiasm even through its 12-hour days. The course was delivered through a personalized style of leading, where individual strengths were nurtured and developed. Presenters were graduates of previous ETFO leadership sessions.

ETFO Links to EGALE

At its meeting in February, ETFO's Executive decided to add a link from the ETFO website to the EGALE (Equity for Gays and Lesbians Everywhere) website. Visit www.etfo.ca, click on Equity and follow the links. The EGALE site has a great deal of information on homophobia and heterosexism. ETFO was also a sponsor of EGALE's first national conference, held May 16 to 19 in Montreal.

Coalition for Inclusive Curriculum

In March, the Coalition for Inclusive Curriculum (CIC) held a one-day forum in Toronto. Wendy Matthews, ETFO Executive Assistant, led the group through a day of re-evaluating priorities.

Since 1988, the CIC has had the major responsibility for organizing the "Equity in the Classroom, Equity in the Curriculum" conference at York University. This year, for a variety of reasons, no conference was held. Instead, the CIC has decided to launch an equity training retreat and give participants resource kits and local action plans. ETFO will continue to help the CIC with funding for the retreat, as well as by providing resources for participants.

New ETFO Resource on LGBT Issues

Responding to Homophobia and Heterosexism: A Resource Guide for Educators, a companion document to ETFO's brochure *Challenging Homophobia and Heterosexism*, was written to help members respond to incidents of homophobia and heterosexism. Written by Joan Beecroft, Bluewater; Wayne Lee, Toronto; Cory Pitre, Rainbow; and ETFO staff members John Guiney and Kathleen Loftus, the new guide presents scenarios of homophobia and heterosexism, followed by suggested responses. The scenarios presented provide a framework from which educators can build their expertise in addressing homophobia and heterosexism, and include lesbian, gay, bisexual and transgender realities in their teaching environments.

Revised Resource from Education Wife Assault

First published in 1999 by Education Wife Assault, *Creating Safer Schools for Lesbian, Gay and Bisexual Youth: A Resource for Educators Concerned with Equity* has been revised. This document includes ideas for professional development, suggestions for developing an action plan for your school community, information regarding policy and legal issues, and a comprehensive resource list. Contact Education Wife Assault, 427 Bloor St. W., Box 7, Toronto, ON, M5S 1X7. Phone 416-968-3422. Fax 416-968-2026. Email info@womanabuseprevention.com.

Pride Week in Toronto

Join ETFO in the Toronto Pride Parade on June 29, 2003. Meet at the southeast corner of Bloor Street East and Church Street and proceed from there to your designated spot in the parade. Look for the ETFO flags. Bring your ETFO Local flag. Visit the ETFO booth.



First Nations and Racialized Women's Leadership Course, 2003

Staff of ETFO's Equity and Women's Services Service Area are

KATHLEEN LOFTUS, Co-ordinator
JOHN GUINEY
SHERRY RAMRATTAN SMITH
CAROL ZAVITZ

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Wading for summer?



25 years

The Year in Review

A quick look at some of the many ETFO-sponsored conferences, workshops and events that members have attended this year.



Peel teacher Mona Walrond, centre, is honoured for working to eradicate violence against women, 2002.



Filmmaker Laura Sky (left) at the launch of *It Can Happen To You*, 2003.



SOQP participants, 2002.



Academy for Released Leaders, 2002.



All ETFO's candidates were elected to the OCT's Governing Council, 2003.



Kathy Clarke, Vice-President (centre) with Louise Lancot (left) and Carol Shaw at the FSL Conference in Upper Canada, 2003.



Ruth Behnke, First Vice-President, with ETT's Karen Brown at a demonstration in Toronto, 2002.



ETFO's Provincial Executive, 2002-2003.



Judy Perkes, Waterloo, at the Royal Winter Fair, 2002.



Body Image Workgroup, 2003.



New Teachers Focus Group, 2003.



Think on Your Feet, 2003.



David Clegg, Vice-President, with Barb Uttley at the PLP Protest in Greater Essex, 2002.



Emily Noble, President, with Cathy Dandy and Wayne Samuelson in Toronto, 2002.



Collective Bargaining Conference, 2002.



reviews

Books, Games, CD ROMS and...

Super Women in Science

Who knew a pioneer paleontologist was a woman, or that the structure of DNA was uncovered by a woman? Short stories about these and eight other pioneering women are featured in the book *Super Women in Science*.

The format for each story is similar. The reader is given background not only about the specific woman scientist but also about her field of science. Many of the women lived at a time when they were not allowed to have a formal education. Some of the women made discoveries only to have a male supervisor take credit for the work. The scientists selected for the book range from ancient Egyptians to Canadians and Americans alive today. The fields of science include astronomy, physics, genetics and more.

Scattered throughout the book are sidebars with interesting science trivia. The glossary at the end explains terms from ammonites to zoology. Sources, the final section of the book, lists print and electronic sources for further information.

Students commented that the information in the book was new to them and that they were unaware of the variety of significant contributions made by these women to furthering our scientific knowledge.

This easy to read and inviting little book would make an excellent addition to a school library.



Di Domenico, Kelly. *Super Women in Science*. Second Story Press. Toronto. 2002. \$10.95.

Joanne Harris teaches grade 8 at Centennial Middle School, Halton DSB. She is also Secretary of STAO and a member of STAO's Elementary Curriculum Committee.

Boys and Literacy

David Booth should receive the highest award of recognition this country has to offer for his relentless contributions to education in this province and beyond! Not only is David a renowned speaker at conferences throughout the world, but he is also the author of many books for teachers and parents that support literacy and learning including *Guiding the Reading Process*, *Reading and Writing in the Middle Years*, *Story Works* and *Story Drama*.

His most recent contribution, *Even Hockey Players Read* is a comprehensive overview of the complex and challenging issues surrounding boys and literacy. This remarkable book is essential reading for teachers and parents who want to guide boys to become successful readers and writers. David raises many questions in his book that help frame an understanding of significant concerns about literacy development (e.g. "Why do girls score higher than many boys on tests of reading achievement?" "Why do so many males consider themselves non-readers?"). The role of gender in reading success is complex and as Booth states in his introduction "the definition of literacy has altered, as have the strategies necessary for reading texts."

Even Hockey Players Read uncovers many of the assumptions and stereotypes that we have about boys and how they handle the world of print text. David uses interviews, journal entries and anecdotes from the lives of males, including his own son's childhood years, to provide insights into practical strategies and solutions. Essential for any classroom teacher are the strategies and classroom options that David recommends to support boys at risk, while maintaining their interests. The recommended lists at the end of this book

for boys from early years to teens is an incredible resource to guide boys towards a love of reading.

This thoroughly researched book will ensure not only that our next generation of hockey players will read, but classrooms across Canada will become arenas of quality teaching, where high literacy performance and enjoyment of reading thrive for all students.



Booth, David. *Even Hockey Players Read - Boys, Literacy and Learning*. Pembroke Publishers Ltd. Toronto. 2002.

Jim Giles teaches at Queen Victoria Public School, Toronto.

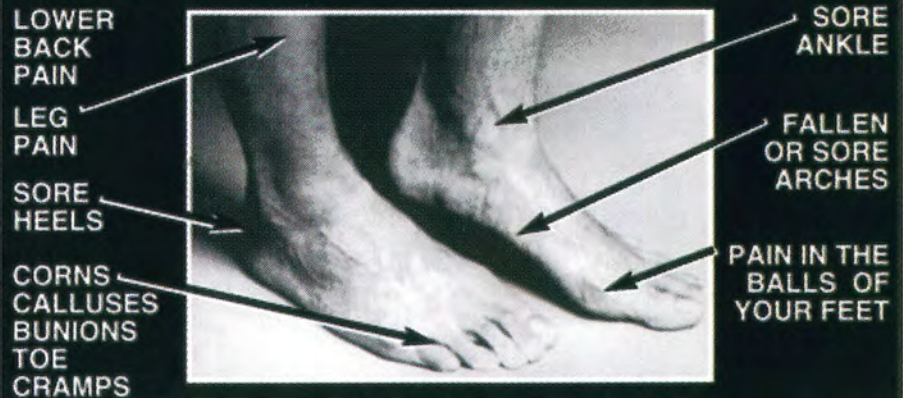
Health and Safety in the Science and Technology Curriculum

STAO's *Health and Safety Reference for Science and Technology Curriculum: Grades 1-8* is a well-organized and valuable resource for all science rooms. More specifically, this document is perfectly suited and recommended for emerging educators looking for a guide to help develop and establish the foundations of their science program.

Although this is primarily a teacher's resource, teachers may consider allowing students at the intermediate level to read it as a requirement for their science course. Supplemented with some sort of a safety expectations contract, this would be an excellent way of stressing the importance of safety in the science classroom. Furthermore, the document could serve as an effective means of communication between students, parents and the teacher to ensure that all parties understand the expected code of conduct in the science lab.

The juxtaposition of visual imagery and print text is well balanced, allowing teachers the luxury of quick referencing. Having the

YOU OFTEN TALK ABOUT DISCOMFORT AND PAIN



material organized by strand is extremely user-friendly and beneficial.

Instructors can find information quickly as there is little visual or contextual noise on the pages. Each page follows a simple but consistent pattern, detailing the information with a "safety code" summary, supplemented with a safety note recommendation in bold text. The addition of both tips, although repetitive, serves as a subtle reminder to both the reader and instructor that before any inquiry-based learning can begin, safety guidelines and protocol must be established and, more importantly, understood.

In addition, the visual supplements do not overpower the reader and are highly adaptable for overhead use. They lend themselves well as an introductory lesson tailored to students with strong visual learning skills.

As an intermediate core teacher whose instructional duties include teaching science, I have found this document to be an invaluable resource.



Be Safe! Health and Safety Reference for Science and Technology Curriculum: Grades 1-8. (Ontario Edition). Science Teachers' Association of Ontario, Box 771, Dresden, ON N0P 1M0. Phone 1-800-461-2264. Fax 519-683-2473.

Quinn Carter is an intermediate teacher at Centennial Middle School, Halton DSB.

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OTF REPORT

Phyllis Benedict, President, OTF

As I write to you today, there are still four months left in my term as President of the Ontario Teachers' Federation, but this is the final opportunity I have to talk to you about OTF and what it has meant to be its President.

One year ago, as I was contemplating the presidency, the OTF Executive, governors and staff were struggling with forging a new OTF. These changes were forced as a result of the ongoing refusal by OSSTF to forward the OTF fee for its teacher members.

It was a difficult time. Staff layoffs were experienced at all levels of the organization. The remaining staff had to figure out a way to move OTF forward and continue to meet the objects of promoting the profession and publicly funded education with considerably reduced resources.

When I walked into the office at OTF in late August, the organizational restructuring was still settling. It was clear that there was a determination to succeed. And succeed we did.

With the support of the Executive and the Board of Governors, a few of our accomplishments have been

- the creation of the Funding Management Policy for our pension fund.
- the successful election of the OTF slate of candidates for the Governing Council of the Ontario College of Teachers.
- three initiatives for teacher recruitment and retention. These are
 - *Teaching Matters – Finding and Keeping Ontario's Teachers* – a first-ever, cross-sectorial symposium that focused on the challenge of recruiting and renewing the profession. (www.teachingmatters.ca)

- *Be the Spark – Be a Teacher* – a public relations campaign to promote teaching as a career choice to math and science undergraduates in Ontario Universities including a website.

(www.teachingontario.ca)

- *Survive and Thrive* – an expanded third version of our effective on-line conference for teachers in their first five years.

(www.otffeo.on.ca)

- working with the Toronto Board of Trade to find ways of assisting internationally-trained teachers to obtain certification to teach in Ontario.
- on-going work with a variety of education and community stakeholders.

The work of OTF is carried out with professionalism – always respecting the dignity of the members and the outstanding work they do on behalf of students. Your federation's work in advocacy, pension and legislative matters benefits all teachers.

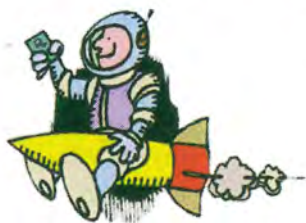
In closing, I wish to thank ETFO for this opportunity to serve as the fifty-ninth OTF President. This year has reinforced my belief that, as teachers, we need to have a place in which place to discuss and, whenever possible, act in a co-ordinated manner on issues that affect our profession and publicly funded public education. The Ontario Teachers' Federation is that place.

PHYLLIS BENEDICT is the President of the Ontario Teachers' Federation (OTF), past-president of the Elementary Teachers' Federation of Ontario (ETFO), and ETFO's representative on the OTF Executive.

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CTF REPORT

Doug Willard, President, CTF

As teachers, we know that diversity enriches the educational experience. We live and witness it every day. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society, fosters mutual respect and teamwork, and helps build communities whose members are judged by the quality of their character and their contributions.

Diversity promotes personal growth and a healthy society. Diversity challenges stereotyped preconceptions, encourages critical thinking and helps students learn to communicate effectively with people of varied backgrounds.

The same notion can apply to organizations such as ours and to the issue of intellectual diversity.

With intellectual diversity comes a variety of perspectives. Such variety can bring breadth, depth, balance and creativity to an organization. Differing opinions and points of view can stimulate groups to explore divergent views, enhancing the number and range of options a group may be willing to consider. Divergent views can compel organizations to uproot false or tacit assumptions and discover new ways to find solutions.

Divergent thinking can force organizations to open up real dialogue.

About 200 leaders of provincial and territorial teacher organizations from across Canada will have the opportunity to do just that – engage in real dialogue at the CTF Annual General Meeting in Fredericton, New Brunswick, from July 9 to 12.

This annual event gathers teachers' representatives to share their views and to adopt resolutions of importance to Canadian teachers. Every member organization is invited to submit resolutions, send delegates and participate in committee work.

This year's AGM is paramount since at the heart of discussions will be recommendations for change put forth by the task force charting CTF's future. These recommendations aim to shape the future course of this organization and will influence our work and the manner in which we do our work for many years to come.

This is my last column as CTF president after serving a non-renewable two-year term. The experience has filled me with hope, faith and inspiration. It also represents a significant highlight of my career.

I've enjoyed contributing to your magazine and wish to thank you for your support.

DOUG WILLARD is President of the Canadian Teachers' Federation. Son of a trade unionist, Willard's teacher union activities date to 1981 when he was a delegate to the Saskatchewan Teachers' Federation (STF) annual general meeting. His STF involvement broadened in 1992 when he joined its executive, and progressed steadily with service on STF local and provincial bargaining teams. He was recognized for his leadership when elected STF president in July 1998. That year he also joined the Canadian Teachers' Federation (CTF) board of directors. He was elected to a two-year term as CTF president in July 2001.

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E.J. James Public School
Oakville, Ontario

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Sue Norwood-Chase, Grade 5 Teacher
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Marilyn Marasco, Teacher Librarian
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events

June 26-29 | OTTAWA **International Forum on** **Canadian Children's Literature**

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

August 10-14 | ALBERTA **International Geoscience** **Education Organization**

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

September 2003 | OTTAWA **Mathieu Da Costa Challenge** **2003-2004**

Deadline: December 2003
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613-232-1505/1-866-283-1505
CONTACT: Jo-Ann Gallant,
jgall@ctf-fce.ca or Sandra Lane-
De Baie, slane@ctf-fce.ca

October 2-4 | ALBERTA **14th National Conference on** **Learning Disabilities**

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

October 8 | ONTARIO **International Walk to School Day**

CONTACT: Greenest City, Active
& Safe Routes to School.
416-922-7626/1-866-588-0788
EMAIL: asrts@greenestcity.org
WEBSITE: www.greenestcity.org

November 9-11 | TORONTO **OSCA Conference 2003 -**

Building Bridges **CONTACT:**
Stephanie Wade at 905-472-1211
or stephwade@sympatico.ca,
Judy Ferguson at 416-447-9929

or judyferg@enoreo.on.ca
For more details see
www.osca.ca/osca2003

November 23-25 | OTTAWA **Canadian Injury Prevention &** **Safety Promotion Conference**

2003 Theme: Evidence to
Action: Injury, Violence and
Suicide Prevention.
CONTACT: Shelley Callaghan,
purpledog@sympatico.ca
TEL: 613-798-8029
www.safekidscanada.ca/CIPC/default.html

November 28-29 | **MISSISSAUGA** **Collective Bargaining Conference**

Delta Meadowvale Hotel
CONTACT: Celia Harte,
ETFO Provincial Office
416-962-3836/1-888-838-3836
EMAIL: charte@etfo.org
WEBSITE: www.etfo.ca

November 28 | TORONTO **Canadian Aboriginal Festival** **Education Day**

CONTACT: Catherine Corneliuss
519-751-0040 **EMAIL:**
catherine@canab.com
WEBSITE: www.canab.com

December 5-6 | TORONTO **Financial Management for** **Women Conference**

The Fairmount Royal York Hotel
CONTACT: Jennifer Mitchell,
ETFO Provincial Office
416-962-3836/1-888-838-3836
EMAIL: jmitchell@etfo.org
WEBSITE: www.etfo.ca

ETFO'S PRINCIPAL'S QUALIFICATION PROGRAM 2003-2004

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

Partnership with Limestone DSB Part I (Kingston)

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

Part II (Kingston) Friday evenings and weekends of: January 16-18, 2004; February 20-22, 2004; March 26-28, 2004; April 23-25, 2004.

Partnership with Halton DSB Part I (Oakville)

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

Part II (Oakville) Saturdays: May 1 and June 5, 2004

Tuesday Evenings: May 4, 11 & 18 and June 8 & 15, 2004.

Partnership with Bluewater DSB Part I (Meaford)

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

Part II (Owen Sound) Friday Evenings and Weekends of:

January 9-11, 2004; February 6-8, 2004; March 26-28, 2004;
April 23-25, 2004.

Partnership with York Region DSB Part I (Aurora)

Saturdays: September 20, October 18, November 29, 2003.

Evenings: September 23, 30, October 7, 18, 21, 28, November 4, 11,
18, 24, December 2, 2003.

Part II (Aurora) Saturdays: March 27, April 17, May 15, 2004;

Evenings: March 23, April 1, 15, 22, 27, May 4, 11, 18, 25, June 1, 2004.

For information and application forms, visit www.etfo.ca <<http://www.etfo.ca>>.

CONTACT: Colleen Lee at provincial office. Email clee@etfo.org <<mailto:clee@etfo.org>>.
Telephone 416-962-3836. Toll free 1-888-838-3836.

Who reads ETFO Voice cover-to-cover?

Five teachers teach in a row of different coloured classrooms, where the first room is on the left and the last on the right.

Each teacher uses a different classroom, teaches a different grade, plays a different sport, enjoys a different style of music and has different reading preferences.

The kindergarten teacher has the orange classroom.
The grade two classroom is next to the red one.

The green room is on the right of the blue one.

The yellow room has its own pop record library.

The teacher who reads thrillers hates tennis.

The grade one teacher reads whodunits.

The first classroom is grade two's.

One of the teachers reads Harry Potter to a background of Mozart.

The grade three teacher adores Country & Western.

The golfer teaches in the middle classroom.

The grade four teacher jogs off to the gym.

The teacher who beats everyone at tennis has the blue room.

One of the jazz fan's neighbours is the chess player.

On Wednesdays, pop music disturbs the poetry reading next door.

The skier sings along to grand opera.

What is the grade, classroom colour, sport and music of the teacher who, above all, prefers to read ETFO Voice?

HINT: Children start in Kindergarten, but you should start in grade two!

Teachers' Trivia

By PETER HARRISON

A draw will be held on July 30 of all correct answers to "Who Reads Voice Cover to Cover?" Five winners will receive an ETFO sweat shirt. Correct answer and names of the winners will be published in the fall issue. Send your answers to Charlotte Morgan at provincial office. Fax to 416-642-2424. Email cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

Solution to Compute a Commuter: The car travels at 35 km per hour. Detailed answer available on request. Names of the winners will be announced in the fall issue.

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