



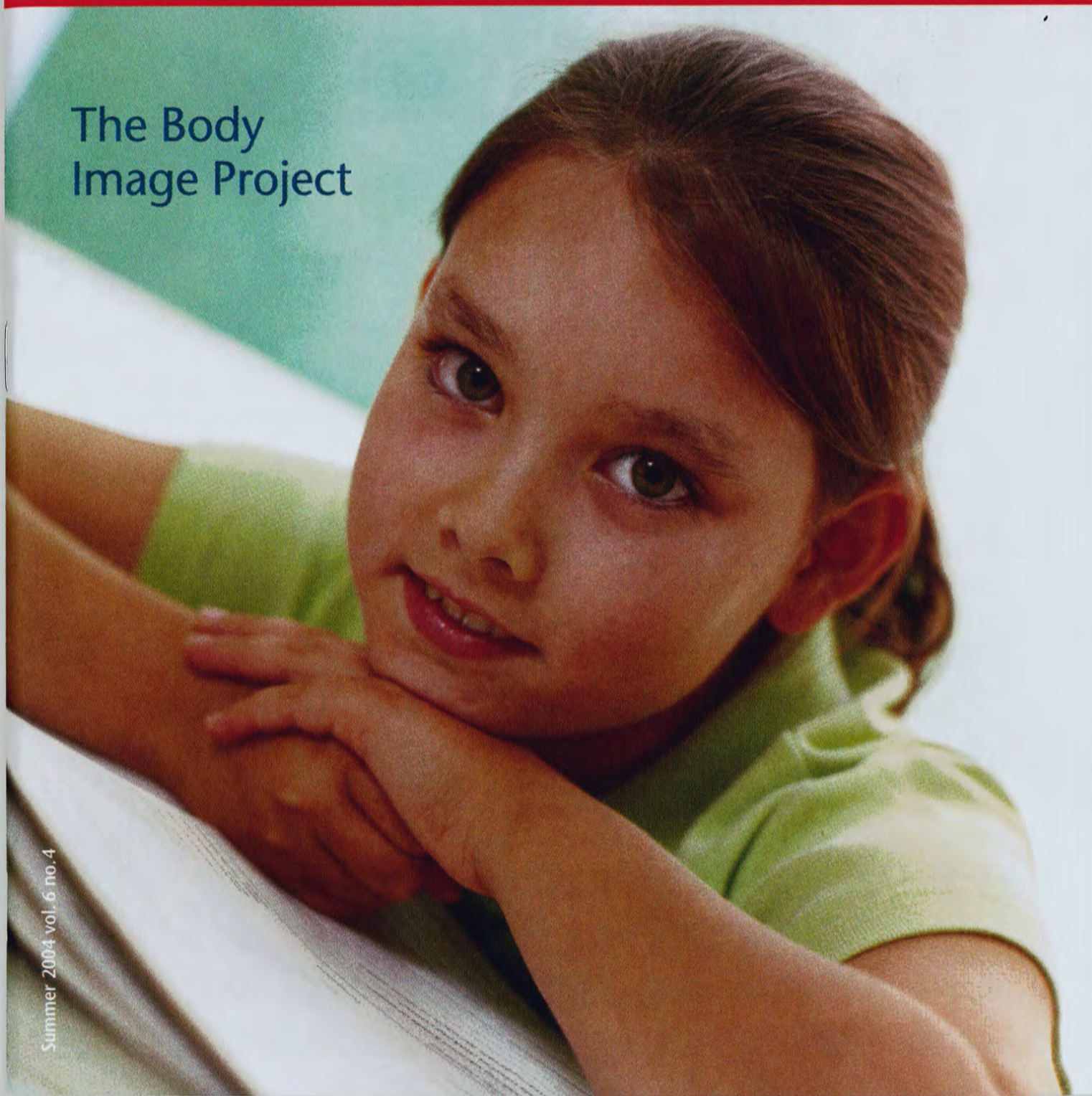
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Fédération des enseignantes et des
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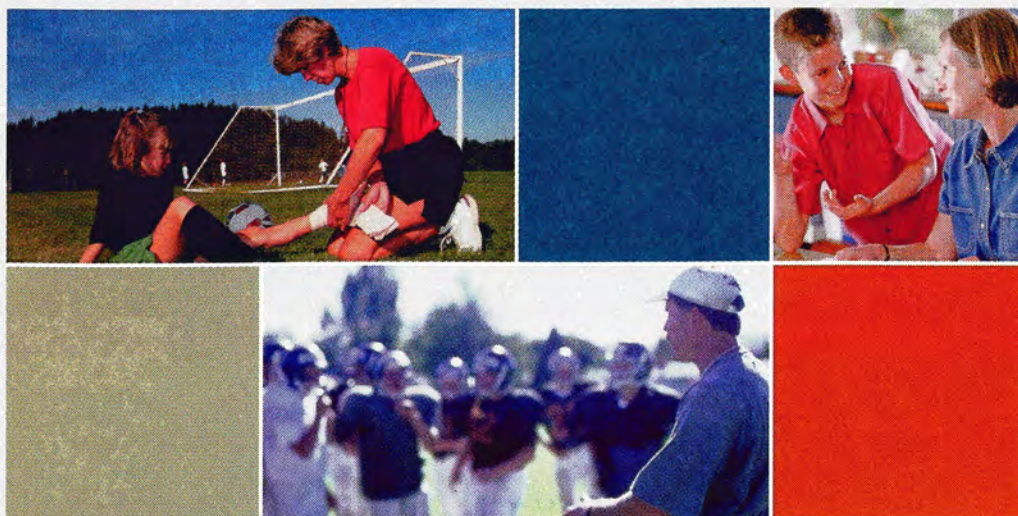
The magazine of the Elementary Teachers' Federation of Ontario

voice

The Body
Image Project

Summer 2004 vol. 6 no. 4





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CONTRIBUTORS



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PETER HARRISON'S mathematical challenges regularly appear in the ETFO Voice.



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voice

Volume 6, Number 4

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FROM THE PRESIDENT

Media Interest in ETFO

As President of ETFO, the media frequently call me on a variety of issues. This spring has been particularly busy.

In early May, ETFO released *Reflections of Me: The ETFO Body Image Project*. The launch of our new curriculum was widely reported in the media, and featured on the CBC National News.

The Fraser Institute Ranking of Ontario Schools generated more interest. This useless piece of work, published by The National Post, simply re-compiles the EQAO tests results. I stressed that ETFO has serious concerns with these tests, and that the best way for parents to find out how their child is doing at school is to talk with the teacher.

On May 18, I was at the legislature when the budget was released. This year,

the media was interested in ETFO's response to the Liberal focus on elementary education. Of course, we support reducing class size and look forward to new money flowing to the elementary panel. We will be monitoring how the money is spent.

While the media contact me regularly, the best spokespersons for ETFO are you, the members. The public holds you in high esteem. The work you do speaks volumes.

Proud Professionals; Proud Unionists

At the end of the year, many parents and students take time to thank teachers and education workers for their professionalism, inspiration, and teaching.



EMILY NOBLE,
PRESIDENT, ETFO

In case some forget, this is to remind you of the vital importance of the work you do. This year, you touched a generation of students. You made a difference in their lives. Thank you.

I want to thank, particularly, the classroom teachers of Greater Essex. Your courage in standing together, even when the board threatened to lock you out, set an example. The boards and the government now know that elementary teachers are determined to improve their working conditions.

The summer is a time to re-charge our batteries and prepare for the coming year. Have a safe and happy holiday.

FROM THE GENERAL SECRETARY

Liberal Budget Helps Elementary

The Liberal budget, announced May 18, brought welcome news for elementary teachers and students.

The government allocated \$854 million more to education, most of which will go to the elementary panel. Much of the money will be used as a downpayment on the Liberal's election promise to reduce class size in the primary grades; more will go to support literacy and numeracy programs.

While the recent announcement about reductions in primary class size is an appreciated and necessary first step, the government's funding model is still unfair to Ontario's elementary students and teachers. Excessive workloads, as well as inadequate funding for elementary education,

do an injustice to elementary students and to our members.

I hope that the shortfall in funding, and in respect, that have dogged elementary teachers and their students for so long, will soon be addressed in meaningful ways. While there is a glimmer of hope that this government wants to do the right thing, school boards cannot be allowed to get away with using the current funding gap between the elementary and secondary panels as an excuse to deny elementary teachers improved working conditions.

Voice Editor Retires

This is the last *Voice* that will be edited by Charlotte Morgan. Her experience in editing Federation publications dates

back to 1975, when she left Maclean-Hunter to become an assistant with The Educational Courier. She went on to work with the magazines of both ETFO's predecessor federations.

With almost 30 years of experience, Charlotte has learned almost everything there is to know about Federation publishing. *Voice* is one of the best education magazines in the country. Through her work in communications, Charlotte has also contributed to the Federation in many other ways. We will miss her expertise. I know all members will join me in wishing her well, whatever lies ahead in her future.



GENE LEWIS,
GENERAL SECRETARY, ETFO

From the Editor

Editor Retires

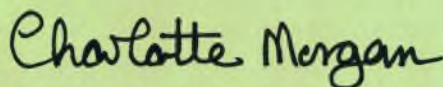
This is the last issue of Voice I will have the pleasure of editing. I am retiring from ETFO, with plans to travel, write, and paint.

I know many members will also be retiring at the end of June, moving on to the next phases of their lives. Maureen Coleman retired from the Toronto DSB last year and relates her experience returning to school as an occasional teacher. Her story begins on page 27.

I am sure all of us retirees will miss the day-to-day support of our colleagues, wherever our worksite. I will also miss my connections with the many who have helped to build this publication. A telephone survey of 1,000 members selected at random, conducted in April, found that almost 100 percent enjoy reading Voice. I am proud of this result, and pleased to share this commendation with the literally hundreds of people who have helped make this result possible. To all the authors, graphic designers, photographers, regular columnists, and colleagues on staff, thank you!

The new editor will need the same kind of support. Please keep those articles, book reviews, and ideas coming. The strength of this publication is that it reflects the work of the members, and the initiatives of the Federation.

I wish everyone associated with ETFO all the very best for the future. One way or another, I will be there to support your endeavours, as you have supported mine.



Charlotte Morgan



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

Free Safety Video from OTIP

This fall, the Ontario Teachers' Insurance Plan (OTIP) will be distributing a free copy of the *Smart Kids* video to over 3,700 elementary schools in Ontario. The 50-minute video, produced in 2001 by Global Television in conjunction with the RCMP, helps children learn about

- Home Smarts – How to stay safe when they are home alone.
- Street Smarts – What to do when approached by a stranger.
- School Smarts – What to do if they are being bullied at school.
- Internet Smarts – How to keep safe in a virtual world.

As a result, thousands of elementary teachers will be able to use this video in their classrooms. Children watch different scenarios, learn how to develop their confidence, and keep themselves safe in dangerous situations.

To assist teachers in using this video, OTIP consulted with several elementary teachers and developed a teacher guide, as well as accompanying learning resources. The resources are available at www.otip.com/smartkids. Watch for the video to be delivered to your school in September.

LINK/Women's Issues Now on E-mail

ETFO's communications survey of 1,000 members confirmed that many get

their information about the Federation from reading *LINK/Women's Issues*.

Now you can have a copy delivered to you by e-mail.

Visit www.etfo.ca and scroll down the home page to the Quick Links section. Click on Subscribe and follow the instructions. Printed copies of *LINK/Women's Issues* will continue to be included with stewards' mailings.

Simply Awesome!

Kalpana Makan, a teacher with the Toronto DSB, was in Nepal and Tibet for two months last summer teaching English to Buddhist monks, as well as life skills to young girls being reintegrated into their villages after being sold into prostitution.

"I arrived in Nepal, approached a Buddhist temple, and asked the head monk how I could help. He assigned me to the village of Tokha, where the girls were being kept in a safe place. I became immersed in village life and was soon doing the same chores as the other women – fetching water, working in the rice fields, and cooking dinner. It was a physically and emotionally exhausting experience – one of the hardest things I have ever done – yet I would do it again in a flash," says Kalpana.

"One of the highlights was being invited to accompany the monks on a 1000 km trip to Lhasa, where I taught

"underground" English classes to Buddhist monks – something the Chinese government opposes."

Kalpana had hoped to be in Bangladesh for two months this summer as part of an internship project with BRAC/UN. Unfortunately, that program was cancelled because the school in which she was to teach had been bombed. Instead, she will head to Peru and Ecuador to teach in remote villages. As was the case with her trip to Nepal, Kalpana will be paying all her own expenses, and travelling alone.

BRAC, formerly known as Bangladesh Rural Advancement Committee, receives many requests to work as interns with the organization. For more information visit www.brac.net.

A journal and photos of Kalpana's 2003 experiences in Nepal and Tibet are posted at www.shadesbetween.com.

ETFO's Support Recognized

In April, ETFO was presented with a special recognition award from Willow Breast Cancer Support and Resource Services.

"ETFO has supported Willow almost since we opened our doors in 1996," says Dallas Petroff, executive director. "We have very much appreciated it.

"Willow supports people affected by breast cancer, including those diagnosed

with the disease, as well as friends, colleagues, and employers of those living with breast cancer. We offer a wide range of free services across Canada, such as workshops, presentations, mailings, telephone support, and individual counselling," says Petroff.

For more information, visit www.willow.org.

Youth Essay Project 2004

Status of Women Canada invites Canadian youth between the ages of eight and 24 years to submit essays about Canadian women who have served as their role models.

Students can choose to submit a video, photo, or written essay on one of the following topics: "Our Foremothers, Women of the Past" or "Continuing Change, Women of Today." Excerpts from some of the submissions received may be posted on the Status of Women Canada website. Some of those role models will be highlighted in the material we produce for Women's History Month 2004.

All entries must be postmarked by June 30, 2004 and received no later than Friday, July 9, 2004. www.swc-cfc.gc.ca/dates/project/index_e.html



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BONUS: 3 months of Unlimited Local Calling*

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- Call Waiting
- Conference Calling
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Each year, ETFO sponsors a number of awards and honours. Congratulations to this year's recipients. The winners of ETFO's scholarships and bursaries will be announced in the fall issue of *Voice*.

Anti-Bias Curriculum Development Award

Suzanne Muir, Halton

Multi-Media Award

Leo Di Leo, Elementary Teachers of Toronto

Multi-Media Award – WP

Dolores Sullivan, Elementary Teachers of Toronto

Rainbow Visions Award

Robin Coverdale, Halton and Julie Pehar, Education Co-ordinator – Sexual Assault and Violence Intervention Services of Halton

Sue Dunlop and Kelly Hayes, Hamilton-Wentworth

Science & Technology Award

Tara Tasker, Kawartha Pine Ridge

Writer's Award – Published

Bryan Smillie, York Region

Writer's Award – Unpublished

Laurel Belanger and David New, Limestone

Writer's Award – WP – Published

Grace Mathieson, Hamilton-Wentworth

Writer's Award – WP – Unpublished

Kerry Lynn Parsons, Kawartha Pine Ridge

Local Website Award

David Wing and Martin Higgs, Kawartha Pine Ridge

Humanitarian Award ETFO Member

Scott McNie, Hamilton-Wentworth

Humanitarian Award Non-ETFO Member

Linda Middaugh (Retired Member), Halton

Children Living in Poverty Award

Hilda Pretty and Christine Paul, Upper Canada

Newsletter Editor's Award – multi-sheet

Chris Lofts, Lakehead

Newsletter Editor's Award – single-sheet

Dave Krook, Jan Grant and Ruth McLean, Upper Grand

Occasional Teacher of the Year

Sandy Berezuk, Upper Grand

Honorary Life Membership Award

Phyllis Benedict, Kawartha Pine Ridge
Caroll Carkner, Upper Canada
Gordon Hough, Upper Canada
Barbara Uttley, Greater Essex
Dave Krook, Upper Grand

For more information on ETFO awards, scholarships and bursaries, ask your steward for a copy of ETFO's *Reference Book*, contact your local president, or call Jerry DeQuetteville at provincial office.

PD NOTES

One teacher writes:
"Thanks so much.
I am so glad I took
the time to come.
I don't feel so
isolated after
hearing many
teachers with
the same issues."

CONNECT 2004

Summer Academy 2004

Teachers from all across the province will be taking part in ETFO's Summer Academy 2004. These practical and dynamic three-day curriculum courses are being offered in 12 locations between July 5 and August 6. The Summer Academy is just one of many opportunities ETFO offers for teachers to work with and learn from one another. Check the ETFO website at www.etfo.ca to see if there are still openings available.

ETFO On-line Courses Now Available

Are you interested in doing a short professional development course created by ETFO on-line? Go to the ETFO website at www.etfo.ca and click on the e-learning icon. It will take you to the catalogue, where you can choose one of four courses. The courses were written by ETFO members for elementary educators and have a classroom management slant. Each course has audio accompaniment, printables, an action planner, and opportunities to reflect on your learning. Choose from *A Physical Space that Works*; *Dealing with Difficult Behaviour*; *English as a Second Language*; and *French as a Second Language*. Each course costs \$50 for ETFO members and \$60 for non-members.

Workshop for Teacher Representatives on School Councils

School councils have become an important part of the accountability framework for education in Ontario. Some school councils operate effectively and provide a positive forum for discussion about school issues. Others face a number of challenges as they endeavour to play an effective advisory role at the school level.

ETFO offers a two-hour workshop through our locals that is designed to help teacher representatives on school councils clearly understand their rights and responsibilities as the teacher voice on the school council. The workshop emphasizes the importance of ensuring that teachers' concerns are clearly represented at school council meetings and that the teaching staff remains well informed of school council deliberations.

Contact your ETFO local if you're interested in participating in a school council workshop.

ETFO Conferences for New Members

ETFO offers a wide variety of programs and resources for new members. These include two conferences specifically for teachers in their first five years.

Connect 2004

Our provincial conference offered in partnership with divisional and subject associations, was a great success. Beginning teachers from across the province met in Toronto on April 16-17, 2004. The classroom management theme proved popular with our newest members. One teacher writes: "Thanks so much. I am so glad I took the time to come. I don't feel so isolated after hearing many teachers with the same issues." Connect 2005 promises to be another exciting learning opportunity. Talk to your local and plan to attend!

Survive and Thrive

Our on-line conference for beginning teachers is full of downloadable classroom resources, keynote presentations by experts, useful weblinks and much more. To access this free conference go to the ETFO website at www.etfo.ca and click on the Survive &

Staff of ETFO's Professional Services Service Area are

WENDY MATTHEWS – COORDINATOR, KAREN BROWN, RUTH DAWSON, JOANNE LANGUAY, PAT MCADIE, VIVIAN MCCAFFREY, JENNIFER MITCHELL, CHARLOTTE MORGAN, MARY MORISON, JAN MOXEY, BARBARA RICHTER, ANNE RODRIGUE, LINDA ROWATT

Thrive icon. Be sure to take a look at the keynote presentation by ETFO member, Nancy Meehan, on the new occasional teaching section, and the "Mind Games" activity package by one of our most popular workshop presenters, Joanne Myers.

Ontario EcoSchools

Climate change is increasingly seen as the most serious of the environmental problems we have to respond to, now and in the future. No one debates the need to learn to live more sustainably, but what to do and where to start? With funding from the federal Climate Change Action Fund, Ontario EcoSchools is developing an extensive series of classroom and school resource guides that give new prominence to the environmental learning expectations in the Ontario curriculum. Activities and tasks are designed to connect classroom experience with practical issues in students' lives. The program is streamlined to appeal to busy teachers and administrators who know the value of student involvement and parental support. To download free copies of the guides, go to York University's Faculty of Environmental Studies website at www.yorku.ca/fes/envedu/ecoschools.asp. Help your school and community adopt the new thinking and behaviour needed to live well in years to come – make your school an EcoSchool!

ETFO's Whole Child Campaign

This year's province-wide public relations campaign focuses on the needs of the whole child, and the role teachers play in opening a child's world of possibilities.

Already, advertisements have been placed in *Chatelaine*, *Canadian Living*, *Today's Parent*, *OWL/Tree House Family*, and *What's Up Kids?*

Brochures for parents and bookmarks for students were sent to every school in time for end-of-year distribution to students in kindergarten through grade 8.

Billboards on the same theme will be up across the province in the early fall.



In the Know – Research at a Glance

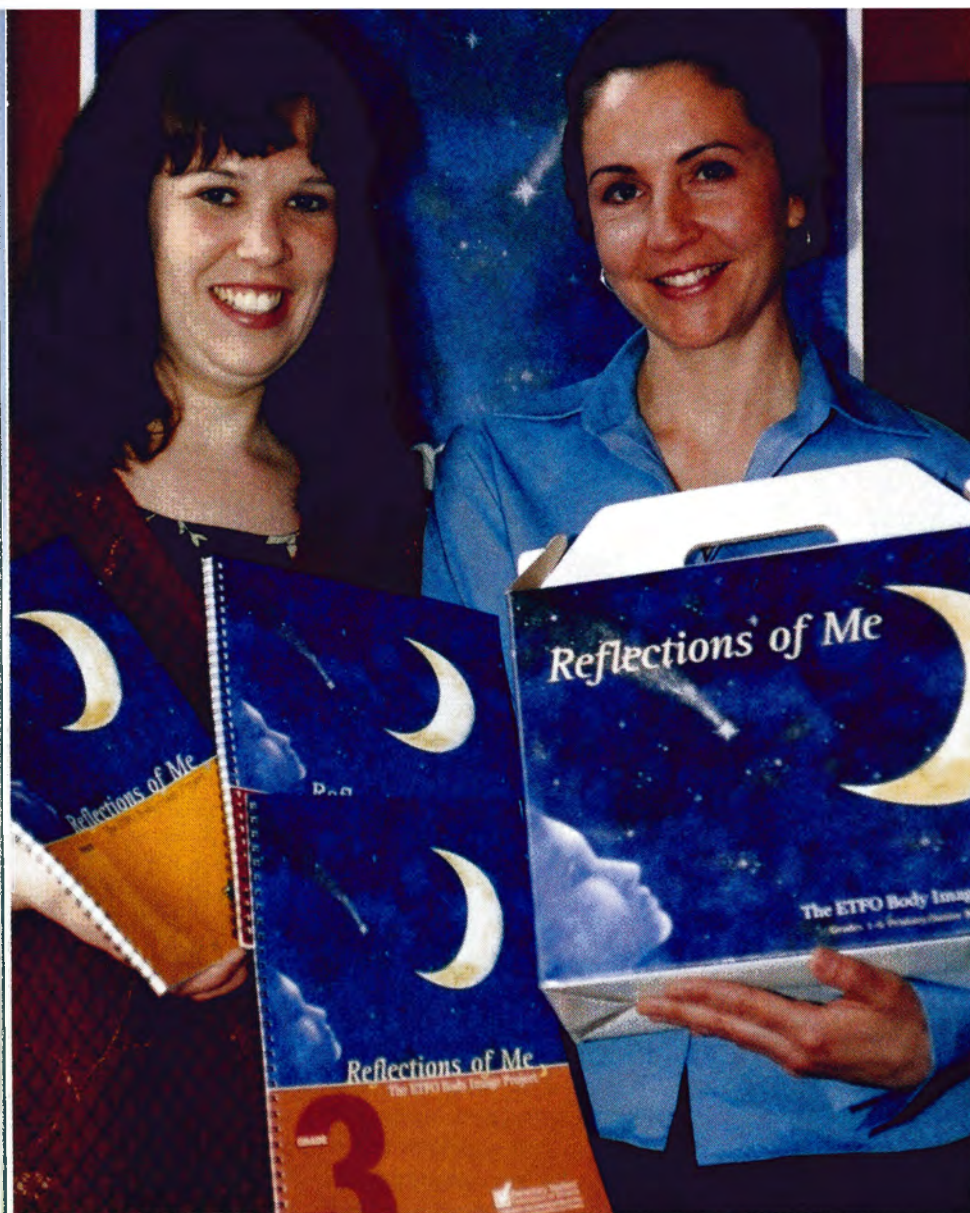
Passing the Test: The False Promises of Standardized Testing is a new book from the Canadian Centre for Policy Alternatives edited by Marita Moll of CTF.

Five hundred and fifty-two African-American high school students with low skills were expelled from school in Birmingham, Alabama, just before a big state test. Test scores went up and the superintendent got a bonus. In recent years, and without much public scrutiny, large-scale testing projects have become firmly established in Canada and around the world. These tests are now self-perpetuating industries. They divert large sums of public monies from resource-starved schools. Teachers and students are pressured to increase the school's test scores. Low ranking schools are publicly stigmatized. Does any of this improve learning?

In this collection, researchers, teachers, parents and students speak out about the problems of and the growing opposition to standardized testing.

To order this book from CCPA for \$24.95 go to www.policyalternatives.ca.

Quoted with permission from *Passing the Test: The False Promises of Standardized Testing*, back cover.



On May 5, 2004, the Federation proudly released *Reflections of Me: The ETFO Body Image Project*. The launch took place at the Art Gallery of Ontario.

ETFO first learned from teachers that they had noticed an increasing incidence of weight preoccupation in students. This trend was reported in children as early as kindergarten. Teachers' observations, as well as the rapid increase in eating disorders throughout our society, made ETFO realize the need for a closer investigation of this issue.

In the spring of 2001, ETFO began to develop an extensive project designed to improve the quality of life for Ontario's children. *Reflections of Me: The ETFO Body Image Project* is the result.

Initially, ETFO brought together an advisory committee to discuss the negative images many girls have of their bodies, how this affects their well-being and what can be done about it.

Staff from ETFO's Professional Services Service Area asked representatives from the National Eating Disorder Information Centre, Sunnybrook and Women's College Hospital, the University of Toronto, and the Department of Public Health to sit on an advisory committee. The committee included a practising classroom teacher, a public health nurse, and a registered dietician.

As a result of recommendations from the panel, ETFO commissioned Dr. June Larkin, program director of the Equity Studies Centre, Institute for Women's Studies and Gender Studies at the University of Toronto, and Dr. Carla Rice, clinical program specialist with the Body Image Project at the Regional Women's Health Centre, Sunnybrook and Women's College Hospital, to research the issue. The study was to review the international

Reflections of Me: The ETFO Body Image Project

Left to right: Heather Jessop and Rachelle North at the launch of the Body Image Project. > Invited guests celebrate the launch of ETFO's Body Image Project. > The writers of the Body Image curriculum gather for the first time.

literature on body image and recommend ways in which ETFO could address the issue.

In the fall of 2001, Larkin and Rice, working with researcher Maura Jette, delivered their extensive report on the developmental and socio-cultural factors that influence dissatisfaction with body image and eating problems in 4 to 14 year old girls. Although "body image" problems are generally

continuum of curriculum that could involve the whole school, it was decided to release all the components at the same time.

In October 2001, ETFO put out a call for writers for curriculum related to body image in girls in grades 1 to 3. Calls for junior and intermediate writers followed in 2002. Meanwhile, ETFO staff, along with filmmaker Gail Picco, began work on a video

parents and teachers describing the issues, and to decide when the materials should be released. In the end, Wednesday, May 5 was selected, which coincided with International No Diet Day, set for May 6. A gala launch was planned to bring together, for the first time, all those who had worked on the project, representatives from the government and other education stakeholder groups, as well as members of the media.

The Art Gallery of Ontario was chosen as the site for the project launch. Its many images and sculptures of diverse bodies would provide a perfect backdrop for the message.

ETFO believes that Reflections of Me: The ETFO Body Image Project will be most effective when teachers from grades 1–8 work together. Working alone, teachers can only achieve so much. Once students leave the classroom and interact with others on the playground and elsewhere, many of the messages they receive contradict the goals of the body image curriculum. Working together, as well as with parents and community members, teachers are more likely to succeed in promoting positive, enduring change in how students perceive their own bodies.

For more information on Reflections of Me: The ETFO Body Image Project, contact Jan Moxey at provincial office. E-mail: jmoxey@etfo.org. The brochure for parents is available at www.etfo.ca.



taken to mean food and weight issues, the researchers also studied girls' concerns about shape, facial features, skin colour, and physical abilities. In addition, they looked at programs that had successfully promoted healthy body images in students.

As a result of that study, entitled *Mainstreaming Body Equity*, ETFO began developing a program to help girls feel good about their bodies. The program would include body-image-related curriculum for students from grades 1 to 8, teachers' guides, a video, and brochures for parents. Because the program would be based on a

on body image to be used in all grades as well as with parents and other interested parties.

In keeping with the research findings, the curriculum fell into three program themes. The primary curriculum would focus on accepting diverse body images; the junior on promoting body acceptance and building resistance to body-based harassment; and the intermediate on questioning adherence to body norms.

By the fall of 2003 Reflections of Me: The ETFO Body Image Project was nearing completion. All that remained to be done was to write a brochure for

From the moment children begin to think about their bodies, at age four, they want to be thin. By age eight, although both girls and boys are struggling with body image, girls experience the issue much more keenly. Girls, for example, may refuse to wear shorts, believing their legs are too fat. By age 12, many girls just won't risk exposing their bodies to ridicule. And by age 15, many girls react to constant teasing and harassment about their bodies by resorting to extreme weight loss and binge eating. Girls who internalize increasingly negative thoughts about their bodies may withdraw from physical activities and other learning experiences.

Conversely, a positive body image builds self-esteem and creates well-adjusted children who are enthusiastic about life's opportunities.

Mainstreaming Body Equity

An ETFO-Commissioned Research Report



In the Spring of 2001, ETFO contracted with Carla Rice and June Larkin to research the literature related to programs that have improved the body image of 4-to-14-year-old girls. This lengthy report formed the basis for the development of Reflections of Me: The ETFO Body Image Project. What follows is a summary of that research.

Body image is a term that is widely defined as the representation of outer appearance—a person's inner perception of her body (Thompson, 1999).

The two major models suggested for

understanding the emergence of these problems are the developmental and socio-cultural models. While in practice socio-cultural and developmental factors overlap and influence each other, distinguishing between them is useful because it enables us to describe social processes influencing girls' views, as well as the ages and developmental stages at which these processes begin to affect them.

In this summary, we list the developmental and socio-cultural processes influencing the emergence

of body image dissatisfaction and eating problems in 4 to 14 year old girls, and the recommendations we have developed from our discussion of these processes in the full report. Although body image problems are generally taken to mean food and weight issues, we have also taken into account girls' non-weight-related body image concerns, including their concerns about shape, facial features, skin colour, and physical abilities.

Development Factors

The developmental model is unique in its investigation of the role of childhood and adolescent development in the emergence of body image problems, tracing when and how children develop a physical self-concept and internalize cultural criteria used to judge their physical traits. The model focuses on body image formation in childhood, the effects of parents' negative body comments and modelling, the influence of pubertal status and body mass index, and the effects of self-esteem on children's evolving body images.

Body Image Formation in Early Childhood

Because children notice bodily differences years before they attach values to them, prevention programs aimed at children as young as four years old must attempt to challenge social norms that dictate what is considered attractive or acceptable. At these young ages, children must be taught that all differences in size, colour, characteristics, ability and overall appearance are "normal."

Negative Body Comments and Modelling by Parents

Because the research to date has demonstrated negative effects of

parental criticism and modelling on children's body images, body image prevention programs must address parental influences. This component of school-based programming must attempt to educate parents about the power wielded by their body-related words, attitudes and actions. Parents must be encouraged to challenge their own weightist, racist, colourist, and ableist attitudes in order to address the effects of these attitudes on their children's body images. Parents should also be encouraged to trust children's internal hunger and satiety cues, understanding that children will naturally eat appropriate amounts and varieties of foods if given the opportunity.

The Influence of Pubertal Status

Because most of the research to date implicates puberty in body dissatisfaction, prevention programs should encourage the acceptance of all menarcheal ages as normal, as well as provide information and opportunities for discussion about pubertal changes and their effects on girls' bodies and body images. Evidently, any deviation from a perceived acceptable pubertal age can result in negative body-esteem and self-esteem. This is evidence that prevention programs must focus on the erosion of such "norms."

Body Mass Index

Because a high body mass index makes girls vulnerable to harassment and poor body image, prevention programming should avoid weighing students, or engaging in any other activity that calls attention to the size of girls' bodies. Moreover, given that what is considered "normal" BMI may vary according to race and ethnicity, prevention programs might consider messages that encourage students to question the societal weight, height and other body "norms."

Self-Esteem

Many researchers recommend that prevention programs include a focus on self-esteem. While studies suggest a focus on self-esteem alone does not seem to improve girls' body images in the long term, it does not exacerbate existing body image problems, and may even inoculate some girls against developing more severe problems. In some aspects of the prevention program, a single sex environment may provide a more positive space for improving self-esteem in girls.

"Parents must be encouraged to challenge their own weightist, racist, colourist, and ableist attitudes in order to address the effects of these attitudes on their children's body images."

"Researchers note that school-based body image programs must educate children about racial, sexual, physical, and facial differences so that students understand and accept all bodies as normal."

Socio-cultural Factors

The socio-cultural model emphasizes the social factors or processes through which children and adolescents learn to assess their bodily traits and differences and attempt to conform to cultural expectations for their bodies.

Harassment

This factor includes harassment related to weight, disability, racial origin, and sexuality.

Prevention programs must adopt concepts of body image that include, and go beyond, weight in order to target sexual, racial and disability-related harassment. Programs must challenge societal concepts of acceptable physical appearance so that children include the entire appearance spectrum in their concepts of what is normal. Researchers note that school-based body image programs must educate children about racial, sexual, physical and facial differences so that students understand and accept all bodies as normal. (Cooke Macgregor, 1990; Matter and Matter, 1989; Mulderji, 1996; Rousso, 1984.)

Racial Differences in Body Image

Prevention programs must be careful to attend not only to weight-related aspects of body image, but to all of the features that are implicated in girls' body dissatisfaction. By challenging social norms that define attractiveness, prevention programs can help girls to internalize concepts of beauty that embrace all physical differences.

Acculturation

Prevention programs must be attuned to the immigration process and bicultural experiences of ethnic-minority Canadians in order to address adequately the spectrum of factors that influence the body images of Canadian girls.

Social Comparison and Friendship Cliques

Overall, this research suggests that prevention efforts aimed at girls should consider friendship cliques as a target for intervention. These interventions should begin with grade 4 girls and continue throughout the middle school years.

Socio-economic Status and Social Mobility

Prevention programs should be careful to recognize that differences in economic resources among students, may affect their body satisfaction and access to physical activity or healthy food. Programs that promote healthy weight and eating, without acknowledging access issues, may put low-income girls at greater risk for developing body image and eating problems. Given the lack of Canadian data, care should be taken in making any connection between social class, social mobility, and skin colour. However, social stereotypes about skin colour, social class, and character should be explored in a body image curriculum.

Mass Media Processing

Media literacy components of prevention programs must be careful to address the role of the media in facilitating body image dissatisfaction and a drive for thinness, without

ignoring other social factors that exacerbate media messages for girls. Media literacy components of prevention programs should also critique both stereotypical representations of women of colour in the media, as well as the absence of media role models for ethnic minorities.

Efficacy of Eating Disorder Prevention Programs: Pedagogy, Content, Scope

With the aim of preventing serious eating disorders among girls and young women, researchers have measured the efficacy of prevention programs in

- decreasing female students' drive for thinness, body dissatisfaction, weight control, dieting and problem eating; and
- increasing their body satisfaction, self-esteem, media literacy and ability to resist harassment. In general, researchers have attempted to test the effectiveness of three components of programs designed for elementary, middle and high school students – *program pedagogy, content, and scope.*

Pedagogical Approaches in Eating Disorder Prevention Programs

To date, prevention programs using four pedagogical approaches for children and youth at different ages and stages of development have been evaluated and tested;

- didactic, information-based programs;
- interactive, activity-based programs;
- empowerment-relational approaches; and
- dramatic-theatre interventions.

Recommendations

- *Programs should avoid taking a didactic approach.* Because information-based programs do not result in attitudinal and behavioural changes, many researchers have concluded that pure information is highly insufficient for prevention.
- *Curriculum should encourage active participation in lessons.* Research demonstrates that active participation in prevention programs is a necessity. Efforts should be made to develop curriculum ideas encouraging group work, teamwork, games, play, drama and activities where students participate at every stage.
- *Girl-focused participatory programs should be developed and implemented as part of a comprehensive prevention strategy.* Participatory approaches that allow for the experiences of girls to shape the program have been shown to increase girls' body esteem, self-esteem and resistance to teasing (Dahlgren Daigneault, 2000; Friedman, 1996; Piran, 1999; Rice and Russell, 2001). These programs could be run as focus groups within the school, directly addressing body image determinants such as peer influence and competition, sexual harassment at school, and racism.
- *Prevention programs that focus on accepting diverse bodies should be designed for children in kindergarten through grade 5 using creative and age-appropriate activities.* Creative prevention interventions are clearly

needed for children, who as young as age six, are developing appearance-related prejudices and body image concerns. Theatrical interventions have shown success for this age group. The National Eating Disorder Information Centre in Toronto is developing a puppet project that could be distributed in Ontario elementary schools.

Content of Eating Disorder Prevention Programs

Researchers have also evaluated the effectiveness of various aspects of the content of programs on target populations. They have looked at the effects on girls' body image, information about nutrition, eating disorders and genetics, inclusion of a physical fitness component and focus on media literacy.

Recommendations

- *Content should de-emphasize nutritional information:* Nutritional information should not be included, nor should moralistic messages about food be given. If some nutritional information is incorporated, discussion should focus on the unalterable genetic component of body size and weight. It is very important that children receiving information about healthy food choices understand that these choices will not necessarily lead to a specific body weight.
- *Programs should avoid specific discussion of eating disorders:* Researchers now agree that information about eating disorders should not be given to pre-pubertal children, and that program planners should use caution when including

this information in programs designed for any age group. Curriculum should not glamorize or normalize eating disorders (e.g. case studies of recovering peers).

- *Programs should aspire to provide positive representations of diverse bodies:* Curriculum should provide role models with diverse bodies and looks, people who are praised for their accomplishments and their appearance. Students should also learn to discern stereotypes in depictions of people with different bodies, including differences based on ability, colour and size. These messages should be highlighted in every activity for each age group.
- *Programs should emphasize the genetic component of weight, shape and other body traits:* Children should be exposed to the reality of the genetic component of body weight, the inevitability of gaining weight during puberty, and the biology of other body traits such as physical disabilities and facial differences. Programs should never try to teach children how they should change their bodies, but rather the differences between what they cannot control (pubertal changes, genetic components of size and ability) and what they can control (development of a multi-faceted identity, selection of realistic role models, and variety in nutrition and exercise). When physical activity is promoted, efforts should be made to emphasize pleasure and enjoyment rather than weight loss.
- *Curriculum should avoid pairing healthy eating and weight messages with media literacy.* Researchers agree that pairing nutrition and exercise messages with media literacy is

counterproductive, sending mixed messages to girls and boys. Students' anxieties can be exacerbated when the message to accept diverse bodies promoted in media literacy conflicts with the message of food and weight control advocated in the healthy eating and weights curriculum.

- *Programs should address the diversity of body image problems among adolescent girls.* Because weight may not hold equal importance for girls' body images in all racial and ethnic groups, programs should address the range of body image issues girls face, including concerns related to skin colour or tone, facial features, hair, and height. Just as prevention programs discuss the relationship between sexism and body image, they must also address the effects of racism, classism and ableism on girls' body images and eating patterns, and help them feel comfortable expressing their differing experiences of their bodies (Larkin, Rice and Bennett, 2000; Levine and Smolak, 2001; Piran, 1996, 1998; Rice and Russell, 2001).

Scope of Prevention Programs

Researchers have raised questions about the scope of prevention programs, investigating what populations should be targeted (teachers, parents, girls, boys, children or adolescents), as well as how comprehensive programs should be (whether they should extend beyond the curriculum to the playground, bus, cafeteria and hallways).

Recommendations

- *Body acceptance messages should be repeated at different ages and stages of development.* Repeated exposure to non-dieting, weight acceptance and

body acceptance messages is necessary for all age groups, and messages should be integrated into as many aspects of school experience as possible (different school contexts, i.e., cafeteria, playground, etc.).

- *Parents' body biases must be addressed.* Because the comments that parents make about weight and shape have been shown to affect children in elementary school, and because these comments increase as children grow older, parents should be made aware of the power that they wield. Efforts should be made to include parents in the prevention programming as early as possible.
- *Curriculum and training should address teachers' body biases.* Classroom teachers need training to implement prevention messages effectively and to confront their own body biases and their potential to transmit such attitudes to students participating in prevention programs. Programs should schedule training sessions for teachers before the onset of the program in order to prepare them for facilitation and allow them to explore their own attitudes about fat, physical differences, disabilities and body image.
- *Peer-Focused Programs should be created.* Considering that peer influence becomes important as children reach puberty, programs designed for girls entering puberty should use mentoring and peer education approaches to addressing weight and body image issues.
- *Curriculum developers should develop programs that encourage boys to examine their own beliefs about body image.* Because boys are often unable or unwilling to critically examine their own beliefs and because they

tend to move into a defensive posture when gender equity issues are discussed, some researchers have suggested that they be excluded from prevention programs (Nichter, 1999; Phelps, 1999; Piran, 1998).

While researchers agree girl-only sessions are most likely a necessity as girls enter puberty, the mixed classroom and common curriculum are potential tools for change that should not be abandoned. To target boys safely in mixed classrooms, programmers should develop curriculum interventions and content that are more sensitive to girls and boys with "different" bodies.

- *Prevention programs should extend beyond classroom lessons to include changes in the overall school environment.* Considering that students receive negative messages about their bodies in peer interactions beyond the classroom, programs must encourage the development and enforcement of school policies that address racial, sexual, weight-related and disability-related harassment.

General Recommendations for Body Image Curriculum: Mainstreaming Body Equity

We suggest that prevention initiatives should be integrated into subjects across the curriculum. We envision a curriculum that promotes acceptance of diverse bodies in the classroom and encourages students to question

"Classroom teachers need training to implement prevention messages effectively and to confront their own body biases and their potential to transmit such attitudes to students participating in prevention programs."

conformity to societal body norms. We offer two general recommendations for achieving these learning goals and specific recommendations for reaching them with students of different ages.

Develop a New Curriculum Focus on Body Equity

We recommend that the Elementary Teacher's Federation not produce another resource focusing on healthy eating and weights but instead create a resource focused on body equity, organized in an age-and-stage appropriate way. A body equity curriculum would weave together the study of gender, disability, race and class through the body, addressing representation of bodies in popular culture, historical understanding of bodily differences, and the experiences of people who do not fit societal body norms.

Mainstream the Body Equity Message Throughout the Elementary School Curriculum

We recommend that the Federation develop prevention materials that mainstream the body equity message in its elementary school curriculum. Mainstreaming body equity in an institution implies that body image should be regarded as cutting across issues in all policy and curriculum development.

Program Themes for Different Age Groups

Ages 4-7

Accepting Diverse Bodies

Ages 8-10

Promoting Body Acceptance and Building Resistance to Body-Based Harassment

Ages 11-14

Questioning Adherence to Body Norms

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"Anger is a common emotion. Most people encounter angry feelings of varying intensity every day, many times a day. How, or if, this emotion is expressed may differ from person to person or situation to situation. Some people spontaneously blurt out their angry feelings. Others hide their anger behind a forced smile while planning revenge. Still others may be angry and not know it. Since anger is such a common emotional experience, the ability to recognize it in others and respond to it effectively is a skill that can produce rich dividends in all your relationships, whether personal or professional. Unfortunately, it is seldom taught."

RESPONDING TO ANGER:
A WORKBOOK.

BY LORRAINE BILODEAU, M.S.

The High Cost of Mismanaged Anger

Anger is a healthy and normal emotion. It's part of nature's way of keeping us protected. It is the least talked about, and the least understood of human emotions.

Every day, the staff in Protective Services respond to calls from members who are distressed over a variety of workplace issues. Often these individuals feel bullied, harassed and abused by students, parents, colleagues or administrators. As our conversations unfold, the one theme that constantly emerges is that of anger. These individuals do not always indicate that they are angry. Often they describe themselves as feeling depressed, victimized, hurt, misunderstood, or powerless. However, as we peel away the layers, it becomes increasingly apparent that anger is deeply rooted in their troublesome situation.

Normally, by the time ETFO members contact the Federation, they have experienced a long history of abuse and belligerence from students, parents or colleagues. They are seeking remedies of a legal nature to control the situation, such as the right to sue for defamation or refuse students access to their classrooms. When ETFO's response is not to their satisfaction, members commonly express their anger and frustration at being victims in the unjust world of education.

It is true that we cannot control the behaviour of others. However, we most definitely can respond to others' behaviour in new and more effective ways by gaining some insights into our own lives and our own methods of dealing with anger, both at home and in the workplace.

Experts in the field of understanding and managing anger all conclude that we can learn to view negative situations as opportunities to do something productive and constructive for ourselves, our loved

ones, and even those who present themselves as "the enemy." Such efforts take courage, insight, and hard work. Why bother? Because this hard work leads to feelings of encouragement, confidence, control and greater self-respect. Moreover, proper conduct in professional situations can prevent serious workplace repercussions.

Your Anger Style

A person's basic response to anger develops during childhood. Sometimes we pick up bad habits and these may not prove effective in our own lives.

Four General Reactions to Anger

People generally fall into one of these categories when they are expressing their anger. Although people from time to time use all four methods of expressing anger, they will establish a dominant theme, which others quickly learn to expect of them.

1. Assertive

Most of the time this is the best way to express angry feelings. Assertiveness is:

- Standing up for your rights without hurting others or yourself.
- Using key communication skills such as "I" messages, reflective listening, reframing, and positive nonverbal body language.
- Speaking your mind and allowing others to do the same.
- Respecting your own rights and the rights of others.
- Developing a positive attitude, and expressing yourself directly, honestly and appropriately.

2. Aggressive

Being aggressive may be necessary, but that is rare. Unfortunately, aggressiveness is common and is often used as a way of manipulating others.

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SUSAN THEDE, JIM WHITE

Being aggressive is:

- Putting yourself first at the expense of others.
- Being demanding, verbally and physically abusive, explosive, emotional, creating win/lose situation.
- Works because people know how you feel and do what you want at the time. But they usually do so because they are afraid of you.

3. Passive

Being passive is both a good and negative response to anger. People who commonly respond this way have usually learned at some time in their lives that anger is not safe. The passive person goes inside with their anger and, if they do not find ways of letting it out, they may suffer from headaches, ulcers, indigestion, eating problems, immobility, depression, addictions and other stress-related responses.

It is good to be passive sometimes. Holding anger in when it is not appropriate is an important skill to learn. For example, when students have done something wrong and they are being hard on themselves, being angry with them would be more hurtful than helpful.

Being passive is:

- Putting others first at your own expense, or pretending it didn't happen.
- Never doing anything about one's own anger or someone else's anger.
- Taking a negative attitude about change. A passive person often says or feels something like "There are many negative things in life I don't like but I can't change them."

4. Passive-Aggressive People:

- Tend to hold anger in until they blow up.
- Hold onto hurt feelings and rarely resolve them with the person who hurt them.
- Often take an "I'll get you later" attitude.
- Will explode over seemingly calm situations.

Adapted from Walmsley & Associates,
Anger Management website, March, 2003

Whatever your style of dealing with anger, it is critical to learn to avoid reaching an explosive state where your behaviour becomes aggressive. Teachers commonly deal with explosive students and parents. Yet they may not be noticing their own potential for harm to themselves personally or professionally.

Professional Consequences of Anger Mismanagement

- Parent complaints to administration, CAS, police, or College of Teachers
- Discipline or termination by employer
- Criminal charges or conviction for assault
- Loss of teaching licence for assault or misconduct
- Low staff morale or isolation from colleagues
- Poor productivity
- Health problems, illness

Dos and Don'ts When You Are Feeling Angry

- Do speak up when an issue is important to you. We do not have to address personally every injustice and irritation that comes along. But it is a

mistake to stay silent if the cost is to feel bitter, resentful or unhappy.

- Don't strike while the iron is hot. If your goal is to change an entrenched pattern, the worst time to speak may be when you are feeling angry or intense.
- Do take time out to think about the problem and to clarify your position. Before you speak out, ask yourself the following questions: "What is the real issue here?" "What do I want to accomplish?" "What specifically do I want to change?"
- Don't use "below-the-belt" tactics. These include blaming, interpreting, diagnosing, labelling, analyzing, preaching, moralizing, ordering, warning, interrogating, ridiculing and lecturing. Don't put the other person down.
- Do speak in "I" language. Learn to say, "I think..." "I feel..." "I fear..." "I want....".
- Don't make vague requests. Let the other person know specifically what you want. Don't expect people to anticipate your needs or do things that you have not requested.

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Diane Balanyk-McNeil for ETFO's
Protective Services Service Area.

Queen's Park Report

By Vivian McCaffrey

A Status Report on Liberal Education Promises

In the wake of its first budget, the new Liberal government is dealing with the political fallout of breaking a number of election promises, particularly with respect to balancing the budget and raising taxes. The Liberals are staking their political future on winning public support for their investments in health and education. The status report below demonstrates the extent to which the government has delivered on key education promises.

Professional Learning Program (PLP)

The Minister of Education introduced legislation to repeal the PLP on May 13. The legislation should be passed by the end of June.

Reform of the Ontario College of Teachers

The Minister of Education has established an advisory work group on reforming the College so that it becomes "a truly self-governing body." He plans to conduct broader community consultation before introducing reforms during the upcoming school year. The Federation is participating in the advisory body.

Tax Credit for Private School Tuition

Legislation that repeals the private school tuition tax credit was passed in December 2003. The repeal of the tax credit is retroactive to the beginning of the 2003 taxation year.

Investment of \$1.5 Billion

The Liberal election platform promised to increase funding for elementary and secondary schools by \$1.3 billion during a first term in office. Following the Rozanski report, the party updated

the commitment to \$1.5 billion, exclusive of annual inflationary costs. The provincial budget, delivered on May 18, announced close to \$800 million more for education in 2004-2005, and commits to increasing funding by \$2.1 billion by 2007-2008. The General Legislative Grants will reveal to what extent the Rozanski proposals will be implemented, but much of the increase in the budget will go to initiatives not included in the Rozanski report. The Liberal funding commitments will not completely restore the funds cut by the previous government.

Primary Class Size Cap of 20 Students

The budget starts the implementation of the cap on primary class sizes. For the 2004-2005 school year, school boards will be given some initial funding to begin reducing class sizes. Boards will have considerable flexibility next year while the Ministry consults about how best to implement the cap over the longer term.

The government is also funding 1,000 additional spaces at the faculties of education to address teacher retirements and class size reduction.

Streamlining Special Education Grants

The Ministry is currently working on how to streamline the administration of the Intensive Support Amount (ISA) grants for special needs students to ensure improved access to special education programs.

75% of Students Achieving Provincial Standard on Tests

To support this commitment at the elementary level, the Ministry will be training lead teachers in literacy and

numeracy at both the primary and junior levels. Once the training is completed, there will be approximately 8,000 lead teachers to support the literacy and numeracy focus in elementary schools. The Liberal platform also promised to ensure schools devoted a set number of hours per day to reading, writing, and math "so that all students master the basics." We'll have to wait for the full implementation of the literacy and numeracy initiatives to see whether the overall school program is adversely affected because of the time devoted to these basic subjects.

Providing a Well-Rounded Curriculum

The Liberal platform includes a commitment to ensure public education goes beyond the basics and that it develops well-rounded citizens and provides a full range of learning, including music, art, drama, and sports. Both the Premier and Minister of Education speak about the importance of these issues, but there was no specific support in the budget for these aspects of the curriculum. With the Liberals continuing the focus on the basics and on relying on standardized tests to measure student achievement, there is concern the government could fall short on its promise to ensure students benefit from a well-rounded curriculum.

Vivian McCaffrey is ETFO's Government Relations Officer.

Lesson Plans

ETFO is proud to announce the publication of Reflections of Me: The ETFO Body Image Project, a comprehensive, grade 1–8, research-based curriculum. As suggested by an international search of the literature on body image that informed this project, the curriculum focuses on different themes for different age groups. The grade 1–3 theme is accepting diverse bodies; the grade 3–6 theme is promoting body acceptance and building resistance to body-based harassment; and the grade 7–8 theme is questioning adherence to body norms.

In the coming year, ETFO will be partnering with locals, district school boards, and individual schools to help teachers deliver this curriculum. If your school is interested in being part of the project, please contact your local president.

As well, visit the ETFO website, www.etfo.ca, and download Reflections on Body Image... The ETFO Body Image Project. This pamphlet is intended for teachers and parents.

MIRROR A BODY IMAGE LESSON FOR GRADE 3 WIBBLES

By **Rachelle North**

What follows is one of eight lessons written for grade 3. From the many excellent lessons available, Mirror, Mirror was selected because the two poems by Rachelle North, a teacher with the Halton DSB, came to symbolize the entire body image project.

BODY IMAGE INCLUDES PHYSICAL APPEARANCE SUCH AS WEIGHT, HEIGHT, FACIAL FEATURES, PHYSICAL MATURATION, RACE AND ETHNICITY, OTHER DIVERSE BODY FEATURES, AS WELL AS ABILITIES

BODY IMAGE EXPECTATIONS

Students will

- begin to consider mirrors as revealing only part of a person;
- express feelings about their reflection;
- understand that body image and self-esteem are closely linked and there is a range of “normal” bodies;
- understand that teasing based on physical appearance and abilities is unacceptable.

CURRICULUM EXPECTATIONS

Drama and Dance

Students will

- write and perform chants;
- apply movement related skills;
- use movement (time, space, shape, energy) to achieve a desired effect;
- solve artistic problems in drama and dance in cooperative work groups.

MATERIALS

- *My Reflection* chant
- *The Moon* poem
- Assessment Rubric for Dance/Drama

LESSON OUTLINE

Part A: Chanting

- On an overhead or chart paper, show the chant to the class. Read the chant together.
- Divide the class into small groups. Ask each child to add their own lines to the chant and experiment with clapping intonation and rhythm to create their own interpretation.

- Each child could speak a few lines, parts of the chant could be echoed, and/or sound effects and movement could be added.
- The groups can then perform their chants in front of the class.

Part B: Mirroring

- Two students face each other and music is played. Canon in D by Bach works well. One student leads, and the other is the mirror image or reflection. Moving slowly, the leader uses his or her body to respond to the music. The task is to make it difficult to tell who is leading. Alternate being the leader.
- Explain to the students that you want to see them using their space effectively. You want to see different levels and shapes made with their bodies as well as slow, sustained movement that makes it easier for the person who is mirroring to follow along.
- Discuss the limitations that exist when you just follow or mirror someone else.
- Mention that when a group becomes involved in name-calling that often kids will copy each other and not think about the effect they are having on the person who is hurt by the comments. Discuss with the class situations where one student will name-call and others will just follow. Suggest strategies for dealing with this.

ASSESSMENT

For both activities, the teacher may use the rubric provided (see page A4) or a similar checklist.

HOME CONNECTION

Have the students ask their parents to teach them a chant that they learned as children.

TAKING THE LESSON FURTHER

Oral Communication Connection

Have students recite the poem *The Moon*, adding sound and movements. Compare the types of movements and rhythms to the creative work developed earlier in the chant *My Reflection*.

ART CONNECTION

Students can create mirrors with aluminum foil and design their own frames.

MATH CONNECTION

Learning activities related to symmetry could be an extension to this lesson.

RELATED RESOURCES

AboutFace is an international non-profit organization based in Toronto that provides information, services, emotional support, and educational programs for individuals with facial differences and their families. One of its objectives is to help children with facial differences feel good about themselves, both inside and out. They work with children, parents, and teachers to learn about differences with respect and openness. AboutFace has created a school program called Facing Differences, an interactive resource designed for school age children. It is available free of charge

A POSITIVE BODY IMAGE CAN LEAD TO GOOD SELF-ESTEEM, CREATING A WELL-ADJUSTED, EMOTIONALLY STABLE, AND HAPPY CHILD WHO HAS THE CONFIDENCE TO ENGAGE IN LIFE'S OPPORTUNITIES.

to teachers by contacting the organization at their fax: 416-597-8494, telephone 1-800-665-FACE, or website www.aboutfaceinternational.org.

POEMS

My Reflection

*I saw my reflection as I passed
by the store
I saw it in the water as I walked
by the shore.
I saw it in the toaster as I fed my cat
I saw it in the faucet as I ran my bath.
I saw it on the doorknob as
I went outside
I saw it in the mirror when I tried
to hide.
Students add their own lyrics*

*I saw it in my teaspoon as I stirred
my tea
I saw it in your eyes when you
smiled at me.*

The Moon

*The moon is a cool and lonely place,
Peacefully revolving.
It doesn't always show its face,
A mystery worth solving.
Whether new moon, half-moon
Or crescent moon,
It's only an illusion.
The full moon is its one true form,
It causes some confusion.
I am so much like the moon,
There is only one true me,
Whatever I may look like,
I'm much more than what you see.*

Students insert their own verse

THANK YOU TO OUR WRITERS

ETFO would like to thank the writers who created the curriculum resources for grades 1–8. The writers used their learning about body image and celebrated it through their writing. Body image is about how we see ourselves, how we think others perceive us, and how we meet the challenges of negative body image messaging. The writers anticipate that through developing a positive body image, students will be confident, well-adjusted children who are enthusiastic about life's opportunities.

Primary Writing Team

Jan Moxey, ETFO Executive Assistant
Grade 1
Heather Jessop, Peel
Judy Kwasnica, Thames Valley
Grade 2
Mina Baskerville, Peel
Jane Wamsley, Halton
Grade 3
Rachelle North
Loretta Seymour

Junior Writing Team

Jan Moxey, ETFO Executive Assistant
Grade 4
Marina Reed, Avon Maitland
Elaine Slavens, Toronto
Grade 5
Debbie Donsky, Toronto
Helen Vlachjoyannacos, Toronto
Grade 6
Maureen Flynn, Peel
Heather Jessop, Peel

Intermediate Writing Team

Colleen Lee, ETFO Executive Assistant
Grades 7–8
Shari Baldwin, Upper Canada
Christine Giese, Thames Valley
Susan Pitre, Toronto
Athina Tsatsos, York Region

ASSESSMENT RUBRIC FOR DANCE/DRAMA

Criteria	Level 1	Level 2	Level 3	Level 4
Chanting	Limited contribution to group work when writing and performing chants.	Some contribution to group work when writing and performing chants.	Good contribution to group work when writing and performing chants.	Contributes well to group work when writing and performing chants.
Mirroring	Limited use of movement, shape, and level when performing a mirroring exercise.	Fair use of movement, shape, and level when performing a mirroring exercise.	Good use of movement, shape, and level when performing a mirroring exercise.	Excellent use of movement, shape, and level when performing a mirroring exercise.
Role Playing	Limited ability in using voice, gesture and body language. Limited concentration. Difficulty in remaining in role throughout the performance.	Some ability in using voice, gesture and body language. Some concentration. Remains in role throughout part of the performance.	Good ability in using voice, gesture and body language. Good concentration. Remains in role throughout most of the performance.	Excellent ability in using voice, gesture and body language. Excellent concentration. Remains in role throughout all or almost all of the performance.
Body Image	Limited	Fair	Good	Excellent
Attitude	Acceptance and respect for diverse bodies, teasing and its effect on body image.	Acceptance and respect for diverse bodies, teasing and its effect on body image.	Acceptance and respect for diverse bodies, teasing and its effect on body image.	Acceptance and respect for diverse bodies, teasing and its effect on body image.
Optional space for comments				

Are you Ms Green today?

IDENTITY AND
OCCASIONAL
TEACHING



By Maureen Coleman

Looking back, I realize my teaching career was blessed by a unique and wonderful combination of factors; so in February 2003, when I decided to retire the following June, I surprised even myself with my quick decision. After 34 years of teaching, I still felt alive and vital.

I had taught at Brown School in Toronto for most of my career, and had loved my split-level, balconied kindergarten with its enormous picture windows and a door to the yard. I loved the neighbourhood, and I enjoyed the children and parents. Debbie, my assistant, and I had shared the room successfully for 22 years. We were known in the community as 'maureenanddebbie.'

I had been active in the Federation for most of my career. After Elementary Teachers' of Toronto (ETT) founded our newspaper *Dialogue* in 1999, I became the editor. A number of passionately committed classroom

teachers became involved in writing excellent research articles for the paper, and with Premier Mike Harris continuing his rampage against teachers, there was a lot to write about. This collective passion would eventually win us the 2003 ETFO newsletter (multi-sheet) award.

My retirement party was held in a large light filled venue. The party raised \$2,200, which was given to the Campaign for Public Education. It was the least I could do to support Brown's activist parents. On the last day of term, one of my student's father had tears in his eyes as he thanked me for my work with his children. I felt validated.

I considered the positive aspects of occasional teaching, as a retired person, and the list grew.

There will be, for example, no report cards to write when you are an occasional teacher, unless you choose a long-term assignment. You are also limited to 95 days a year, but this

was more time working than I would need. You don't have to be part of a committee. You are not expected to do extra-curricular activities. You rarely have to fill in forms. You can decide, at any time, to change your mind about how much you want to teach. You can take a two-week leave any time. You can even refuse an assignment without explanation. What other post-retirement job has such flexibility? The extra cash is handy. If you teach half a day in a pleasant neighbourhood, you can enjoy a nice walk after class.

In September I arrived at my first school. There were no fanfares. I had no status. I had to adapt, quickly, to whatever situation presented itself.

Over the next few months I learned what it meant to be an occasional teacher. It meant that almost every day at work you would be the new teacher on the block. I had crossed over into a different world. I was no longer one of us. I was now one of them. My

"The survival kit is something Bertram takes with him to teacher workshops. It contains important items like a pen and paper, Tylenol, bottled water, cough medicine and some germ-fighting waterless hand wash."

identity was changed, but to those who might enquire if I was someone else – "Are you Ms Green today"? – I'd say, "No, I'm Maureen Coleman, actually, but I'm in Ms. Green's room." "Are you the occasional"? "Yes, I'm here for today."

Nobody on staff knew how much experience I'd had or what I'd done in life. This wasn't important. The job needed doing right now, and everything needed to be synchronized, fast, especially when classes had to be moved from one room to another. In one particular school the music teacher was so impatient with the speed of my attendance taking that she took the attendance book right out of my hand. Did she know about the wonderful choir I used to direct?

In another school, I went to the wrong stairwell for stair duty. I had not managed as yet, on that particular day one, to differentiate the southwest from the northeast stairwell, but now I definitely know the difference, thanks to the passion with which I was reminded. I'll be ready if I ever return.

John Bertram is a well-known speaker on occasional teaching, health and wellness, new teachers, and managing the curriculum. He has been invited by ETFO to speak in Windsor, Renfrew, Essex, and Perth, to name just a few places. He is currently writing a book on survival in the classroom for occasional teachers. I met his wife on a visit to a school where I was teaching kindergarten, and she was kind enough to facilitate an interview with John.

During our interview, he suggested that on first meeting students, you "set the curriculum aside for the first 20 minutes, and get to know the

children. It is time well spent. Respect is something you give and you get back. You get to know the helpers, the shy ones, and the problematic ones. The children are like piranhas. They smell blood."

The occasional-teaching playing field, he suggested, is not level in Ontario. "There is a lack of consistency in regard to hiring criteria for contract and occasional teachers. For example, in Renfrew, most occasional teachers are retired; in Ottawa, there is a mix of retired teachers, and regular occasional teachers; while in Essex, the board does not allow any retired teacher on its list."

To complicate the matter, many aspiring contract teachers on the occasional lists feel vulnerable to what they feel is their board's mixed message in regard to the hiring of long-term occasional teachers for contract positions. Bertram's response to my question was to say that "the general perception that occasional teachers who wish to be full-time contract teachers might be passed over by boards if they take long term occasional positions is currently just a rumour."

The rules for occasional teaching vary from board to board. In some boards, he said, it goes on your record if you turn down an assignment. In others, a school does not have a choice of which occasional teacher to request. "Inconsistencies throughout the system are a big issue."

The survival kit is something Bertram takes with him to teacher workshops. It contains important items like a pen and paper, Tylenol, bottled water, cough medicine, and some germ-fighting waterless hand wash.

There are a number of unofficial subgroups of occasional teachers. In Toronto, the retired teachers make up 30 percent to 40 percent of the group. There are also the career occasional teachers, who spend many years dedicated to a few schools. They are like full-time staff in their loyalty to their school or schools. Then there is the newly hired group of teachers, many of whom are hoping to find a contract job as soon as possible. There are also those who do not have a particular niche but are available for many positions.

Retired occasional teachers can be extremely outspoken. This is the group which has "paid its dues" to the board. Retired teachers pick and choose their schools with an eye to the all round congeniality of the environment. Many will refuse to work with an administration they perceive as high-handed and/or condescending.

Career occasional teachers identify with their schools to the extent they feel they belong there. They become very unhappy when they suddenly fall out of favour with a school because their jobs have been taken over by returning retirees. I have not pursued jobs at my old school because the school has at least three career occasional teachers on the 'preferred' list. Stability of employment is crucial to these teachers' wellbeing.

One occasional career teacher lamented the absence of sick days and other perks for career occasionals, and not being paid for experience. She has watched the children in her care grow from year to year, and she is familiar with the school's entire curriculum. She would bargain,



Maureen Coleman at Brown Public School, where she used to teach kindergarten.

if she could, for increased board recognition for the work she does. Occasional teachers are often the first to fall prey to any misunderstanding that might occur in regard to their assignment.

In Toronto, so many calls are dispatched to so many teachers that the calls are still going out 15 minutes after class has started. It is important for occasional teachers who accept late assignments to call the school to say they will be late, and even then it is important to realize there will be some administrators who may still blame the teacher for being late, regardless. Occasional teachers in Toronto should be aware that the board keeps an accurate time log of all calls made to occasional teachers, so the call can always be traced if necessary, and the teacher's statement confirmed.

It is now several months into my retirement and my occasional teaching career. I have grown used to the change. Despite some of the pitfalls, I find each day to be an exciting challenge. I enjoy the changing scenery on my way to work. I am now able to adapt to teaching a variety of grades, whereas in the past I would only teach kindergarten or music. I also enjoy visiting different schools and experiencing their culture. I have

been in a number of truly inspiring classrooms and have learned a lot about program delivery. I have also enjoyed meeting different teachers, most of whom I find welcoming and friendly. I don't care any more about identity or about the idea of status.

Would I recommend occasional teaching to others? For retired teachers, if you enjoy a little variety in life, and can use the money, then I would say it offers more flexibility than most part-time jobs. For potential contract teachers, it is an excellent way to learn about the "system". For career occasional teachers, it can be rewarding if you can collect a few schools and feel you belong to a couple of them.

ETFO has developed an extensive resource for occasional teachers entitled *The Occasion to Lead*; available from shopETFO for \$15.

Maureen Coleman retired in 2003 from Brown Public School in Toronto. She received the 2003 ETFO Editor's Award, (multi-sheet) for *Dialogue*, published by Elementary Teachers of Toronto. Maureen is now an occasional teacher in Toronto.

"I find each day to be
an exciting challenge.
I enjoy the changing scenery
on my way to work.
I also enjoy visiting
different schools and
experiencing their culture.
I have also enjoyed meeting
different teachers, most of whom
I find welcoming and friendly."

EQUITY & WOMEN'S SERVICES

As the program – Breaking the Silence – Examining Violence Against Women, continues to expand, it has helped us to grow professionally, support our colleagues, and, most important, take an active role in Breaking the Silence.

Breaking the Silence

Breaking the Silence – Examining Violence Against Women, is an ETFO women's program. Women members are invited to a workshop that prepares them to organize and facilitate local workshops on violence against women.

The following piece was written by two ETFO members who have pioneered this program at the local level in Peel.

Breaking the Silence – Examining Violence Against Women

BY MONA WALROND AND ALISON ROBINSON, PEEL

When the call came for women to apply to train as facilitators for ETFO's Breaking the Silence, it seemed like an ordinary day. But this was an extraordinary opportunity.

We attended the training and began to envision unlimited possibilities. We were among women from ETFO locals across Ontario. The goal was obvious – to build awareness of the issues throughout the province. Carol Zavitz, ETFO Equity and Women's Services, provided an excellent workshop leader in Marsha Sfeir, Executive Director of Education Wife Assault.

Alison and I reviewed the recommendations for implementation at the local level and decided to act. We approached the president of our local, who referred us to the chairperson of Peel's Status of Women Committee, Suzanne Gill. Suzanne supported this initiative and worked with us to organize the first workshop on violence against women, facilitated by women teachers for women teachers in Peel.

Although we were nervous about giving a workshop on this sensitive issue, we took the plunge – knowing we had the commitment and strength of ETFO, both provincially and locally, behind us. We sent invitations to all women members of our local. As

facilitators, we decided the format of the program, while Suzanne Gill made arrangements for space, refreshments, printing, packaging of materials, and other support.

We worked hard to promote the workshop. With 13 members registered, on October 18, 2002, we were ready to begin.

Marsha Sfeir was on hand to provide resources and support. Our local executive was visible and introduced us with pride. Our panelists were superb. The evaluations were excellent. We invited members to pursue the issue and to become future facilitators; eight committed to do so.

On reflection, it was clear we had embarked on a journey that would allow us to touch lives in significant ways and to affect in positive ways the families we serve as educators.

Next, we decided to support our colleagues as we were supported. Early in the fall of 2003, we approached our local about hosting another workshop to enable the newly trained facilitators to gain experience. We acted in the role of mentors. Nineteen women participated in this workshop, held November 14, 2003. Once again, many who attended committed to being trained as facilitators. As a result of these successful workshops, another took place in May 2004.

During facilitator training sessions, some participants said that the materials could easily be used for a workshop that would last more than one day. The local is currently considering a two-day workshop in the fall of 2004.

As the program – Breaking the Silence – Examining Violence Against Women continues to expand, we would like to thank ETFO for creating this program. It has helped us to grow professionally, support our colleagues, and, most important, take an active role in Breaking the Silence.

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

KATHLEEN LOFTUS – COORDINATOR,
KAREN BROWN, SHERRY RAMRATTAN SMITH,
CAROL ZAVITZ

Elementary Teachers of Toronto Equity Conference

The Race and Equity Committee of the Elementary Teachers of Toronto (ETT) sponsored an Equity Conference on May 4, 2004.

One teacher and eight grade 4 to 6 students were invited to the conference, which focused on creating leadership opportunities for students.

Teachers attended workshops on moving along the equity continuum and building an equitable school plan.

Workshops for students addressed issues they face everyday: Say No to Hate; That's So Gay! That's So Homophobic! Confronting Homophobia in School; Bully Rap; Breaking Barriers and Building Bridges; What Is Beauty? Girls Hating Girls (girls only); Boys to Men (boys only); How to Make a Zine; Wordz Soundz Power; Body Language.

The conference concluded with a workshop for students and teachers, designed to help them develop an equity plan to use in their schools.

The Anti-Racist Multicultural Network of Ontario

The Anti-Racist Multicultural Network of Ontario (AMENO), a network of anti-racist educators that includes ETFO staff and members, held its first conference May 14 and 15. The event promoted diversity and racial sensitivity among educators and community members. This conference was very timely, given the recent rise in hate crimes in Ontario.

On Friday, keynote speaker Prof. George Dei discussed the merits of anti-racist education. Saturday workshop

topics ranged from "diversity and human rights education in the classroom" to "the human rights commission and racial profiling."

Building Coalitions Among Diverse Women

A group of ETFO women members, who identify themselves as Aboriginal, Racial Minority, Disabled or Lesbian/Gay/ Bisexual/Transgender, met at the Kempenfelt Centre near Barrie on April 22 and 23. Discussions centred on two main themes: the joy and pain of doing activist or political work in ETFO; and wellness, or the need to take care of ourselves and each other so that we can carry on with the activism and politics.

Money Raised for Women's shelters

Doris Becker, ETFO Avon Maitland, reports that a Charter of Rights dinner and auction fund raiser was held April 13 at the Mitchell Community Centre, with the proceeds going to the Goderich Women's Shelter, the Emily Murphy Centre, and Second Step Housing. This annual event is sponsored by ETFO Avon Maitland teacher and occasional teacher locals.

The Equity and Social Justice Committee, led by Dixie-Lee Arbuckle, encourages all employees of the Avon Maitland DSB to contribute items for sale through a loonie/twoonie auction, a silent auction, and a live auction. Over 200 educators turned out to support this very worthy cause, raising almost \$5,500.

Annual Meeting Motion Addressed

Delegates to the 2003 Annual meeting passed a motion calling for ETFO to produce curriculum materials that address homophobic bullying and harassment.

Watch for the new curriculum resource, *Imagine a World That Is Free from Fear: A Kindergarten to Grade Eight Resource That Addresses Issues Relating to Homophobia and Heterosexism*. The themes of the book are pride and self-respect; safe schools and safe communities; anti-bullying and conflict resolution and relationships.



Anti-homophobia/heterosexism curriculum writing team, Spring 2004. Left to right: Sherry Ramrattan Smith, Lauren Meichenbaum, Mark Duwyn, Anita Dhawan.

THE YEAR IN REVIEW

A quick glance at some of the many conferences, workshops and events ETFO has engaged in this year.

01. Emily Noble, president, welcomes Doug Willard, CTF past-president, to the Annual Meeting.
02. Cynthia Lemon, V.P., draws the names of Voice trivia winners.
03. Student teacher Wendy Tang wins a basket of ETFO resources at the STAO conference.
04. Executive 2003-2004. Front: David Clegg, V.P.; Emily Noble, president; Ruth Behnke, 1st V.P.; Cynthia Lemon, V.P.; Middle: Gene Lewis, General Sec.; Sam Hammond; Lorelei Crump; Rian McLaughlin; Dave Patterson; Marilyn Roycroft; Deputy Sec. Back: Lynda McDougall; Marion Johnston; Gayle Manley; Barbara Burkett; Sharon Aloian; Martin Long.
05. Beginning teachers at Connect 2004.
06. A delegation from the Mongolian Enlightenment Fed. of Trade Unions visits provincial office.
07. Mark Hachmer and Reena Anand chair the February Rep Council business session.
08. Toronto teacher Phyllis Walker opened Connect 2004.
09. The Budget Committee at work – Marilyn Roycroft; Dave Wildman; Jennifer Brown; Peter Andrusco; Gene Lewis. Seated: Lorraine Stewart; Ruth Behnke, 1st V.P.; Barb Burkett.
10. Ruth Behnke, 1st V.P., at the launch of The Body Image Project.
11. Kelly Hayes, Pam Wolf, and David Fox, candidates in the provincial election.
12. ETFO's OCT councillors – Gord Hough; Hilda Watkins; Nancy Hutcheson; Liz Papadopoulos; Paul Brazeau.
13. Kelly Ryan and Jen Colborne enjoy ... and still we rise!
14. Democracy at the annual meeting.
15. Dave Clegg, V.P., at the Executive table.
16. Gerard Kennedy, minister of education, at the February Rep. Council.





PROTECTIVE SERVICES / COLLECTIVE BARGAINING

"ETFO's negotiators, both provincially and locally, have developed and learned to use sophisticated tools that will help elementary teachers across Ontario negotiate improvements to their collective agreements."

Planning for Greater Essex Today: Building for Ontario Tomorrow

How one local's negotiations became a training guide for the province

By Harold Vigoda

Eleven years ago, the Windsor DSB's attack on the collective agreement of the elementary teachers precipitated one of the longest teachers' strikes in Ontario's history. Behind the veil of the Social Contract, the board planned to strip \$1.8 million from the elementary panel's budget, through the elimination of 76 elementary teaching positions.

Axing jobs proved to be only the first assault on the Windsor teachers' contract. Next, the board approved a motion unilaterally amending the collective agreement. Following that board meeting, the elementary salary grid was reduced by 2.5 percent. Fortunately, or mysteriously, depending on your point of view, the employer requested no Social Contract reductions to the salary grids of teachers employed outside the elementary panel.

Every strip that was implemented, every reduction that was proposed to the teachers' bargaining team was accompanied by the rationale that there were no alternatives. Retrenchment was imperative. The board required money to run its programs. The NDP government of the day was preaching austerity. And it was up to Windsor elementary teachers to make some hard choices.

In Windsor, 1993 drew to a close with the teachers' benefits under attack, working conditions either being ignored or worsened, the board blaming the government for its woes, and the elementary teachers demanding respect.

In 2001, elementary teachers returned to the bargaining table with the issues surrounding the mergers of the Essex and

Windsor DSBs, and the corresponding teacher locals, resolved. This time, the teachers were ready to bargain as one affiliate, one local, one team, and with one mission: to replace the wording in the collective agreement with language that addressed the needs of ETFO members. The team recognized it would take more than one contract to resolve the inordinate number of items needing improvement. There was only one place where that could happen – at the bargaining table.

At the start of the 2002-2003 round of bargaining, the Greater Essex County Local's collective agreement

- did not provide for a 300 minute instructional day;
- did not offer a protocol for protection from Fifth's Disease;
- did not recognize extra-curricular activities as being voluntary;
- did not specify that preparation time must be available, at a minimum, in 25-minute blocks;
- denied members the ability to earn a retirement gratuity equal to that negotiated with other teachers employed by the board;
- denied women teachers the use of sick leave during pregnancy.

By May 28, 2003, preparations were in place for a strike vote. However, shortly before noon, an agreement was reached that changed everything. For the first time in years, serious changes to the collective agreement were agreed upon. But there were larger problems still unresolved. The parties agreed to resume negotiations no later than October 31, 2003. With one year left before the end of an extended agreement, elementary teachers were still committed to a cap on supervision duties, time to write report cards, additional language to address equity issues, and more preparation time.

Left to right: Think on Your Feet assists women to develop the skills necessary to become local chief negotiators. > The Greater Essex Takeover Team prepare for a lockout. Standing: Tom Fleming, 1st V.P., Greater Essex; Emily Noble, President, ETFO. Seated: Gary Osley, local chief negotiator; Harold Vigoda, chief negotiator; Hilda Watkins, President, Greater Essex.



Within hours of the initial meeting with the board on November 21, 2003, the teachers knew the 2003-2004 extended agreement would be problematic. The board had returned to the table refusing to address a single elementary issue concerning working conditions. Worse, it had proposed a host of strips to the benefit plan and a ludicrous salary offer that would commit the local till 2007. But something had happened a few months earlier in 2003.

Building for Tomorrow

ETFO's 2003 Annual Meeting had voted to provide additional resources to collective bargaining through an initiative entitled Building for Tomorrow that targeted additional human and financial resources to achieve improved collective agreements. Faced with the need for a massive infusion of financial data and analysis, Dave Kendall, coordinator of protective services, and Harold Vigoda, chief negotiator for Greater Essex, elected to field-test some of the new resources of the program while negotiating in Windsor.

Some members of ETFO's newly hired collective bargaining staff, as well as seasoned negotiators from the Federation's reorganized protective services area, immediately went to work on the Greater Essex project.

Lynn McClean facilitated among other initiatives a chief negotiators' web-based message service to allow direct communications with chief negotiators and presidents across the province. This service would apprise them of the latest developments in Greater Essex with little delay.

Jim McMahon assessed the local's current benefit provisions. Immediately, he recognized that the newly tabled strips to the agreement were nothing more than the usual ruse to extract concessions. But the attacks would be on all the bargaining tables next year, so a seminar was developed to teach locals how to avoid the pitfalls.

Derek Hulse and Bill Martin briefed the Greater Essex negotiating team on the board's finances, pointing to where the board had hidden its surplus funds. Along with the ETFO staff was Mike Salter, a member from Thames Valley Local. Mike Salter had taken Bill Martin's original funding formula program and converted it to a three-year costing matrix. This computer program would become one the mathematical cornerstones of the new local negotiators' training program.

While ETFO Greater Essex prepared its members for a strike vote, Bill Martin, assisted by Mike Salter, trained local negotiators in manipulating spreadsheet data and interpreting ministry funding formulas. Methods that had been revised during the initial field tests in Windsor led to the development of even more sophisticated spreadsheets with additional formulas. For example, Derek Hulse's most recent revision will assist locals in assessing the costs of decreasing class size while including 200 minutes of preparation time in a collective agreement.

On February 2, 2004, Greater Essex elementary teachers voted 90.2 percent to strike. Building for Tomorrow's team approach worked. Analysis proved that not only was there no need for strips to the collective agreement; there was actually room for improvements.

For the next three months, all eyes were fixed on Greater Essex as elementary teachers pressed their demands. Twice the board threatened to lock the teachers out of their schools. But bolstered by the additional resources made available through ETFO's Building for Tomorrow, the local team knew the figures they had brought to the bargaining table were accurate and that the membership was standing by their team. There was no lockout.

On May 5, 2004, elementary teachers in Greater Essex voted 97.5 percent to accept voluntary binding arbitration. Arbitration dates are pending. Building for Tomorrow has generated a sophisticated course to help elementary teachers across Ontario negotiate improvements to their collective agreements. And the Greater Essex board is still claiming it doesn't have the money to meet the teachers' requests.

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

DAVID KENDALL, COORDINATOR
SUSAN ANSARA (ON LEAVE), CHRISTINE BROWN
JERRY DEQUETTEVILLE, BILL GETTY, DEREK HULSE
COLLEEN LEE, BILL MARTIN, LYNN MCCLEAN
JIM MCMAHON, SHARRON RAYMOND
MARGARET TAYLOR, HAROLD VIGODA, JIM WHITE



La coopération - tout le monde en bénéficie!

Tous les enseignants et enseignantes de français langue seconde en Ontario sont au prise avec le bulletin scolaire de l'élève. On peut employer l'expression « au prise » parce qu'il représente souvent un dilemme pour l'enseignant ou l'enseignante de français langue seconde, programme de base, qui en doit compléter un assez grand nombre, selon le nombre d'élèves qu'il ou elle enseigne.

En plus de donner une note qui démontre de façon efficace et juste le rendement de l'élève, il faut aussi démontrer via un commentaire pertinent, les forces, les faiblesses et les étapes à suivre afin d'améliorer le rendement de l'élève. Enfin, au niveau des habitudes de travail en classe et au fonctionnement de groupe, il faut aussi indiquer une note justificative et un

commentaire qui démontreront aux parents et à l'élève le niveau de performance dans les domaines mentionnés. Pas une mince tâche pour tout enseignant et enseignante chevronné/e!

Transportons-nous donc dans l'école de Monsieur Note-Tout (nom fictif) un enseignant de français langue seconde, programme de base – un enseignant qui justement s'assure d'avoir toutes les données nécessaires afin de compléter un bulletin scolaire de façon juste et équitable.

On se retrouve lors d'une réunion du personnel enseignant. La directrice de l'école, Madame Lagacé (nom fictif), discute du rendement des élèves et des rencontres avec les parents qui arrivent sous peu.

« Chers collègues, » dit-elle, « assurez-vous de compléter vos bulletins scolaires électroniquement pour la date d'échéance. N'oubliez surtout pas de compléter le commentaire et la note pour le comportement avec l'enseignant de français langue seconde. Cette partie du bulletin scolaire doit démontrer qu'il existe un véritable réseau de communication entre tous les enseignants qui travaillent avec les mêmes élèves. »

Les enseignants se regardent entre eux. La bonne entente et la communication existent depuis toujours au sein de leur équipe. Ceci est tout simplement un rappel du partenariat qui existe au sein de la communauté de l'école. Tous et chacun ont un rôle à jouer dans l'éducation des élèves : les parents, les enseignants, la direction de l'école,

l'équipe psycho-sociale, le préposé à l'entretien de l'édifice, le coordonnateur pédagogique, la conseillère pédagogique, le surintendant; enfin, tous les intervenants du milieu scolaire.

Au départ, les enseignants et enseignantes de l'école ont décidé de prendre en main leur destinée en ce qui a trait au travail d'équipe. Appuyés par la direction de l'école, les enseignants et enseignantes ont formé des équipes de travail selon leur niveau d'enseignement : primaire, moyen et intermédiaire. Et l'enseignant de français langue seconde dans tout ça? Il est celui qui connaît les élèves le mieux car il enseigne presque tous les niveaux et il suit le cheminement des élèves d'année en année. Il les voit grandir, acquérir des connaissances et surtout, très important pour lui, il les voit en train de communiquer dans une langue autre que la leur. Quel sentiment de fierté! Ses commentaires seront donc importants pour tous les élèves qu'il enseigne. La direction de l'école se rappelle cette implication de l'enseignant de français langue seconde. Elle s'assure donc de faire la part des choses et d'être équitable au niveau des tâches supplémentaires à distribuer.

Les enseignants et enseignantes de l'école ont donc décidé d'implanter un modèle de coopération qui fonctionnerait non seulement pour les élèves, mais pour le personnel enseignant aussi. Quelle belle façon de démontrer à toute la communauté scolaire la bonne entente et la coopération qui existent dans l'école.

Le personnel enseignant a mis le modèle coopératif suivant en place. Il en reçoit maintenant les dividendes : des parents réceptifs, des enseignants qui se sentent appréciés, une direction de l'école qui appuie ses profs et surtout, des élèves heureux qui aiment être à l'école.

Voici une liste des activités qui ont été mises en place afin de contribuer au climat de coopération à l'école. Cette liste n'est pas du tout exhaustive et se

veut un début afin de créer un climat de bonne entente et de discussion auprès des professionnels de l'enseignement.

1 La direction de l'école planifie un horaire qui permet aux enseignants de se rencontrer durant les heures de classe. Cette rencontre se fait à toutes les deux semaines et permet aux enseignants de planifier des leçons à long terme, discuter de l'évaluation des élèves, régler des problèmes de comportement; enfin, s'assurer que les élèves reçoivent la meilleure éducation possible. L'enseignant de français langue seconde fait toujours partie de ces rencontres.

2 Les directions des écoles qui composent leur famille d'écoles organisent une demi-journée par mois afin que tous les enseignants de français langue seconde puissent se rencontrer afin de discuter de programmation, de planification, d'évaluation et de communication. On profite souvent de l'occasion pour inviter la conseillère pédagogique qui parlera d'un sujet pertinent pour tous. On peut aussi profiter de l'occasion pour inviter des collègues de l'école secondaire afin de discuter de cheminement à long terme.

3 Un système de mentorat est mis en place dans l'école afin d'apporter un appui aux nouveaux enseignants. Souvent, un tel programme existe au niveau du Conseil scolaire, mais il est nécessaire et important que tous les enseignants et enseignantes l'appuient à l'intérieur de l'école.

4 Tout enseignant et enseignante a quelque fois besoin d'appui dans sa démarche et son cheminement. Ainsi, un système de partenariat avec un pair est mis en place au sein de l'école. Dans ce cas-ci, il s'agit d'aller au-delà du mentorat, mais bien de permettre à deux professionnels de voir au bienfait, un de l'autre, un appui moral lorsque nécessaire. Enfin, un réseau qui permet à un enseignant d'y retrouver un appui, un réconfort si nécessaire. Il est

important de noter l'appui des Fédérations des enseignants et du Conseil scolaire pour un tel projet.

5 Enfin, comme tout individu qui se dévoue à la tâche, il est toujours agréable de recevoir quelques douceurs qui rendent la vie plus agréable. Ainsi, lors de la rencontre mensuelle des enseignants, il y a toujours un item à l'ordre du jour qui se rapporte à l'enseignant ou l'enseignante du mois. Un bref compte-rendu est fait à tous les enseignants sur les raisons qui expliquent le choix de l'enseignant ou l'enseignante. On s'assure ensuite qu'un compte-rendu est fait aux parents et aux élèves via le bulletin mensuel de nouvelles scolaires et lors d'assemblée scolaire.

Les quelques suggestions mentionnées ci-haut ne sont que quelques possibilités qui permettent aux enseignants et enseignantes d'œuvrer dans un milieu coopératif. Tout comme les élèves qui ont besoin d'encadrement afin de fonctionner dans une classe coopérative, les enseignants ont besoin d'encadrement et de direction afin de les motiver à coopérer avec leurs collègues.

Tel que suggéré dans les articles précédents, l'élément essentiel à la base de l'apprentissage coopératif est l'interdépendance positive, c'est-à-dire, le climat de confiance qui existe au sein de toute équipe digne de ce nom. Enseignant, enseignante, élève, parent, directeur, directrice – chacun a besoin de se sentir utile et apprécié au sein de son équipe de travail.

André Charlebois retired as education coordinator, second languages, with the Upper Canada DSB. He is currently a professor at the University of Ottawa, where he teaches undergraduate students in the second language teaching program.

REVIEWS

Celebrating School Gardens

The aptly named book *A Breath of Fresh Air* probably refers both to the air purification that results from school gardens, and to the joy experienced by those who plan, create, and tend these habitats.

Apart from being a pleasure to read, this book could motivate work-weary school staff and school councils searching for a community-building project. Its 130 easy-to-read pages are filled with stories that take you to a quiet place where all is right with the world.

This book shows that when parents, students, neighbours, and school staff reach a mutual goal, they share pride in their accomplishments.

While connections to the curriculum are obvious, *A Breath of Fresh Air* is not filled with weighty justifications for its existence. It is a celebration, a collection of stories proudly told. Artistic pictures show how cold, hard, barren, schoolyards were transformed into lovely habitats that soon filled with a variety of living things.

The pictures show wonder, pride, determination and happiness etched in the faces of students, replacing the aggression, fear, and

stress that cause schoolyard violence. Caring for living things results in respect for life.

Read this book and feel the excitement and pride of these creators of schoolyard habitats. Recall your own experiences in habitat restoration. Become inspired to work in your community, to learn, and to leave your world a better place. Working joyfully together, motivating life-long learning, isn't that what school is all about?

★★★★★

Houghton, Elise. Photographs by Robert Christie. Foreword by Margaret Atwood. *A Breath of Fresh Air: Celebrating Nature and School Gardens*. Sumach Press, Toronto. 2003. ISBN 1-920020-61-5.

Carolyn Pearce teaches an area composite class at Franklin Public School, Waterloo Region DSB.

Useful Spelling Reference

Jo Phenix provides teachers with a compendium of useful information in the second edition of *The Spelling Teacher's Book of Lists*. She places an emphasis on spelling patterns and advocates "an approach to spelling based on pattern recognition, meaning, and problem solving rather than on memory."

This reference book is divided into six parts, with an introduction to each segment: consonants,

vowels, confusable spellings, word building, spelling rules, and the evolution of language. Interspersed throughout the pages of lists are interesting facts about the English language and teaching tips that explain why certain sounds or rules may prove difficult for children.

Teachers will find this book a useful resource for the word study portion of their language program. It is not intended to provide a thorough overview of all spelling patterns and rules, but rather a jumping-off point for further investigations into language. The level of words in the lists ranges from primary to intermediate, with the second half of the book being most suitable for the later grades.

The Spelling Teacher's Book of Lists will be a useful addition to any teacher's collection of language resources.

★★★★★

Phenix, Jo, *The Spelling Teacher's Book of Lists*, 2nd edition, Pembroke Publishers, 2003. ISBN 1-55138-066-8.

Ruth McQuirter Scott is an associate professor in the Faculty of Education, Brock University. She is co-author of *Spelling: Connecting the Pieces* (2004), Gage/Nelson.

Exploring Saturn

Using a wonderful combination of pictures and text, author Dan Bortolotti

has produced a valuable resource for junior classes and a supplementary tool for the science program.

Brightly coloured images of the planet and its many moons include photos taken from satellites. The images are intriguing enough to entice junior grade readers, playing on their natural curiosity about the mysteries of space.

Bortolotti supplements the illustrations with an abundance of interesting research. Teachers will find the information presented in clear, concise, digestible portions that can be used in mini-lessons. Students engaged in individual research will find the book easy to use.

The last quarter of the book could serve as a useful compendium. Bortolotti dedicates four pages to Saturn's ring systems and 18 satellites. The information which is arranged in columns, includes the names of the rings and moons, a thumbnail sketch of each, the year and individual behind the discovery, orbital period, and the relationship between the rings and the other moons.

From an instructional standpoint, these last four pages alone lend themselves to a variety of interesting activities. First, a class could

be divided into small groups and assigned the task of graphing the information on a larger classroom wall chart for future reference. Secondly, the information from the charts could be transferred to index cards to create a contextually rich and entertaining trivia game for groups of two to four students. For teachers who teach a core classroom, this material provides opportunities for numerous cross-curricular links. These may include mathematics (graphing, ordering and comparing numbers), language (individual writing activities and oral presentations) and art (two and three-dimensional representations of the planet and its moons).

Despite the author's attempts at simple language, the text may be difficult for many junior students. The book is best used as a teacher resource that can be signed out by students and monitored with a minimal amount of teacher supervision.

★★★★

Bortolotti, Dan. *Exploring Saturn: The Journey Beyond the Classroom*. Firefly Books. 2003. ISBN 1552977668.

Quinn Carter is a teacher with the Halton DSB. He has taught science at both the intermediate and junior levels and contributed ideas to the magazine *Mathematics: Teaching in the Middle School*.

Smart Tests

Recent research on the effectiveness of different assessment strategies has prompted teachers to critically examine their own assessment practices, including the role of tests in measuring student learning. Teachers often question whether the tests they design accurately assess what their students know and can do, and may wonder if testing has a negative impact on their students' attitudes about learning and assessment.

In *Smart Tests: Teacher-Made Tests that Help Students*, Catherine Walker and Edgar Schmidt explain how tests can be an integral and positive part of a balanced assessment program. The authors offer sound guidance on developing "smart tests"—teacher-made tests that allow teachers to make valid and fair judgments about student learning, that inform teachers about their next instructional steps, and that provide valuable feedback to students. They advise teachers on how to design tests that require students to apply a variety of thinking skills to demonstrate the skills and concepts they have learned. Teachers are also offered suggestions for

building in extra support that helps students be as successful as possible on tests (e.g., encouraging goal setting, adjusting reading level, making tasks relevant).

Early on, the authors challenge teachers to explore their beliefs about testing. Should teachers provide test questions ahead of time? Are small tests more valuable than one major test? Should teachers clarify directions during testing? Should students be able to rewrite tests? By reflecting on these and other issues, teachers can examine what is right and appropriate for their own classrooms as they consider information in the remainder of the book.

Throughout *Smart Tests*, "Teacher Tools" encourage teachers to reflect on and examine their own assessment practices. There are also "Student Tools", structured opportunities for students to reflect on their attitudes and work habits, and "Home Tools" that provide parents with tips for helping their children prepare for tests, and for nurturing positive attitudes and study habits in their children.

A chapter on using visual (graphic) organizers as assessment tasks is particularly informative. It provides an overview of 10 different organizers, explains the kind of thinking required in the completion of each organizer, and gives examples from a range of subject areas.

Smart Tests contains numerous examples of test items. However, many do not match the content of the Ontario curriculum. And although the book's back cover states that the information is suitable for developing assessment tasks for grades K – 8, most of the discussion is appropriate for junior and intermediate teachers.

Smart Tests engages teachers in reflecting about their own assessment practices and the role of testing in a balanced assessment program. It offers practical advice on developing assessment tasks that reflect instructional goals and activities, and that provide opportunities for students to succeed.

★★★★

Walker, Catherine and Schmidt, Edgar. *Smart Tests: Teacher-Made Tests that Help Students Learn*. Pembroke Publishers. 2004.

Waterloo DSB teacher Keith Bauman is currently seconded to the Ministry of Education, where he is working on the early math strategy.



OTF REPORT

OTF at 60!

On April 2, 2004, OTF celebrated 60 years of advocating for teachers with a fundraising event in support of The Stephen Lewis Foundation. The foundation works at a community level supporting children and women with HIV/AIDS in Africa.

The event, which took the form of a trivia game, and a silent auction, raised over \$23,000. A complete list of donors to the auction is posted at www.otffeo.on.ca. Click on Interaction April 23, 2004, and scroll down to find the link.

Ontario Teacher Qualifying Test (OTQT)

Last June, the OTF Executive considered a report detailing concerns about the OTQT. At that time, the Executive decided to communicate these concerns to the Minister of Education. This communication was delayed because of the provincial election.

The list of problems associated with the test is extensive, ranging from the practical to the philosophical. Because of concerns around the OTQT, the Executive passed the following resolution:

That the OTF Executive recommend to the Minister of Education that the Ontario Teacher Qualifying Test be suspended at the end of the ETS administration (December 2004), pending an overall review by the Ministry of Education, in cooperation with the Ontario Association of Deans of Education (OADE) and Federation, of the test's usefulness and benefits.

Greer Memorial Award

Established in 1947, the Greer Award is a memorial to the late Dr. V. K. Greer. The fund is administered by OTF.

This year's Greer Award was presented to Stephen Lewis. Mr. Lewis asked that the monetary portion of the award be sent to *Busting Out*, a new program of Nightwood Theatre, for girls aged 12-15. *Busting Out* was created to provide self-esteem building and artistic expression in an open and creative, non-judgmental, all-girl space. For information on Nightwood Theatre, visit www.nightwoodtheatre.net.

OTIP Teaching Awards

The awards ceremony for this year's honorees was held June 10 in Toronto. The initial nominations were short-listed to five names in each of four categories: elementary, secondary, francophone, and beginning teacher. The nomination process was posted online at www.teachingawards.ca. The site is still up and running, and nomination will reopen for next year in the fall.

OTF Online

For more information on these and many other issues, visit www.otffeo.on.ca. Click on the most recent Communiqué, or Interaction On Line. To receive e-mails telling you when Interaction Online is published, click 'subscribe' on the OTF/FEO home page.

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

INTERNATIONAL Walk to SCHOOL DAY

In October 2003, more than 850 Ontario schools, or 330,000 students, participated in International Walk to School Day. They joined thousands of schools in 29 other countries around the world 'blazing trails in the urban jungle.'

Thirty countries took part: Argentina, Australia, Belgium, Brazil, Canada, Chile, Croatia, Denmark, England, France, Germany, Greece, India, Ireland, Israel, Italy, Mexico, Namibia, New Zealand, Nigeria, Pakistan, Saudi Arabia, South Africa, South Korea, Spain, Switzerland, The United States, Wales and Zambia.

International Walk to School Week is an annual event promoting safety, physical activity, and environmentally sustainable transportation to and from school. It is part of the Active and Safe Routes to School (ASRTS) program. ASRTS enjoys support from the police, public health units, local councils and district school boards. Working with parents, interested schools explore their neighbourhoods and map out the best routes for children to take when they walk to school. Children generally walk in groups or with an accompanying adult.

This was the first year that the international event promoted a week of walk-to-school activities. Walk-to-school programs have grown rapidly in the three years since IWALK was established in 2000. As well as suggesting how school communities can become active, IWALK has developed resources, and an award that recognizes initiatives encouraging children to walk to and from school. The idea is to create healthier, safer, and more sustainable communities.

The first ever runner-up for the new award was Morton Way Public School, Brampton. The award was announced in March 2004.

"Every week for the past three years, Morton Way has celebrated 'Walking Wednesdays, encouraging students to walk to school with their friends, family, or caregivers. Parent volunteers lead 'Walking School Buses' and on 'Walking Wednesdays' of each month, parents and grandparents are invited into the school for refreshments. This encourages family members to walk to school, and helps develop a sense of community. On Wednesdays, between 88 percent and 98 percent of students walk to school," says Kirstin Schwass, the school's physical education teacher.

Morton Way students also walked every day during Earth Week, and will walk again during Environment Week in June.

The next International Walk to School Week is set for October 4–8, 2004. To learn more, visit the official website at www.iwalktoschool.org.

The website includes resources such as health information, specifics on walking events around the world, a checklist to help determine how friendly a community is for walking, and a registration form for IWALK 2004. Schools registering by June 30 will be entered into an Early Registration Draw.

In Ontario, ASRTS is managed by the Green Communities Association (www.gca.ca). For more information, contact Jacky Kennedy, program manager of Active & Safe Routes to School, Ontario. Tel: 416-488-7263 E-mail: info@saferoutestoschool.ca.



Morton Way Public School was runner-up for the first ever IWALK award.

DISABILITY ISSUES

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

A Question of Perspective

Imagine a city in which all the residents are wheelchair users. These individuals control the city's governance, its educational institutions, economic activities, legal system, etc. Naturally, the environment reflects their particular needs. High doors and ceilings are unnecessary. Architectural codes and practices are based on the dimensions needed to accommodate wheelchairs, but not other means of human locomotion.

Then one day, some non-wheelchair users move to the city. Right away, they begin to run into obstacles. Literally. Soon, all these shoe users are marked by bruised foreheads from encounters with doorways. Moreover, they are in constant pain from having to stoop while indoors. Communication with these unfortunates is also a problem, since, as the wheelchair-using populace notes, it's hard to see their facial expressions and meet them eye-to-eye. Before long, the shoe users begin to experience social, physical, psychological and employment problems. The local physicians, psychiatrists and social workers – wheelchair users all – undertake elaborate measures to help the shoe users adapt. Eventually, the shoe users decide they have had enough, and join forces to organize for change.

The above scenario was concocted many years ago in an article called "To Deny or Not to Deny Disability" by Vic Finkelstein, a scholar and disability rights activist.

We commonly think about disabilities as medical problems with medical solutions. Someday, scientists will find a cure. In the interim, perhaps with enough physiotherapy, drugs or surgery, the person with a disability will be able to function a bit more "normally." This view forces the individual into the role of perpetual patient – defective and in need of intervention from outside experts.

That is one perspective. However, Vic Finkelstein was an architect of what is

known as the "social model of disability." This is the idea that a given physical or mental impairment, e.g., an injured spinal cord, does not constitute a flaw in the individual. Nor does it constitute a disability. Rather, "disablement" arises instead from the built and social environment in which the individual must function.

Why can't X go to the restaurant with her friends? The medical model answers that it is because her spinal cord is defective - she cannot walk. The social model answers that it is because the *restaurant* is defective – it is located upstairs.

Homes can be constructed to accommodate multiple forms of human locomotion, as can public transit, shops, restaurants, workplaces, universities and government offices. They *can* be, but for the most part they are not. Sadly, we in Ontario are behind compared to some other jurisdictions.

The good news is that for anyone with an interest in disability rights, now is a pivotal moment. While existing human rights law is fine as far as it goes, it is a complaint-based system that is tortuous to enforce. However, through subtle but effective pressure, the Ontario Human Rights Commission has recently extracted from seven large restaurant chains a commitment to more accessible premises. Accessibility in this context means everything from usable doorways to appropriate countertop heights, to properly designed washrooms, to menus in Braille.

Moreover, the provincial government is currently reviewing the Ontarians with Disabilities Act (ODA), a spectacularly toothless piece of legislation passed three years ago. A reformed ODA, one with real punch, could go far towards removing the social and built barriers that so restrict a significant number of the province's citizens. It might even turn things upside down.

Reference

Finkelstein, Vic. To Deny or Not to Deny Disability. Source: *Magic Carpet*. New Year 1975, xxv11, No. 1, pp 31-8. from Brechin, A., P. Liddiard, and J. Swain (eds.) 1981. *Handicap in a Social World*. Hodder and Stoughton.

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

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

I replied that I wouldn't even try.

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



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

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

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

– ANN RIVARD

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



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CTF REPORT

"In light of government clawbacks and cuts, unity is still as important as it has ever been. Together, we must challenge the false perception that education is a commodity, rather than an investment in our common future."

The Global Campaign for Education's Action Week, held April 19–25, is over for another year. The week-long event took place around the world and involved over half a million people. This year's theme was "Children Missing an Education."

The campaign promotes education as a basic human right and mobilizes public pressure on governments. It mobilizes the international community to fulfill promises to provide free, compulsory public basic education for all people; in particular for children, women, and all disadvantaged, deprived sections of society. CTF, as well as the hundreds of organizations that belong to Education International (EI), are part of this very necessary action.

However, at the same time as the world's eyes and hearts turned to education issues, two provincial governments launched initiatives that undermine public education and the quality of learning for children.

On April 20, the British Columbia government, which has consistently demonstrated disrespect for the rule of law and disregard for the needs of students, both nationally and internationally, tabled Bill 19. This legislation ensures there can be no contractual guarantees of class-size limits, services to students with special needs, or support from specialist teachers in B.C. schools. Without those provisions, schools cannot guarantee the important services students need and parents expect.

In 2003, the International Labour Organization, a United Nations body, condemned the B.C. Liberal government's earlier education bills, yet the Premier did nothing to bring them into harmony with worldwide standards. Then the Supreme Court of B.C. quashed the B.C. contract stripping, yet the Premier brought in Bill 19

to override that as well. The battle is far from over for our colleagues in that province.

In Newfoundland, the newly elected Conservative government announced on April 21 that it would table back-to-work legislation to end a bitter dispute involving its public service workers—including teachers. At the core of the dispute are drastic cuts to the provincial public service. Over 500 teachers' positions may be cut in the next two years, despite the premier's campaign promises to protect funding for education, cap class sizes, and increase classroom and school-based supports for high-quality teaching and learning.

In both these situations, CTF and its member organizations rallied to support our teacher colleagues by way of public statements through the media and print advertising.

In Ontario, we are aware that, despite a change in government, challenges are still on the horizon with respect to collective bargaining.

In light of government clawbacks and cuts, unity is still as important as it's ever been. Together, we must challenge the false perception that education is a commodity, rather than an investment in our common future.

Terry Price is the president of the Canadian Teachers' Federation. CTF is the national voice of 240,000 teachers across Canada. For more information on the Global Campaign for Education, visit www.campaignforeducation.org.

STRIKE DISCIPLINE

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

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

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

DURHAM TEACHER LOCAL

Arbeau, Kelly E. - 3 years (abc)
 Armstrong, Matthew H. -
 1 year (ab)
 Ashton, Tim - 3 years (abc)
 Banbury, Joel A. - 2 years (abc)
 Barris, Quenby - 1 year (ab)
 Bastien, Valerie M. - 1 year (ab)
 Batten, Bill - 3 years (abc)
 Beasley, Diane C. - 3 years (abc)
 Bencze, Tim R. - 1 year (ab)
 Benedict, Monica - 3 years (abc)
 Bergeron, Diane - 3 years (abc)
 Bradley, Jessica - 1 year (ab)
 Brand, Ewan - 3 years (abc)
 Broumpton, Jack - 3 years (abc)
 Brown, Helena A. - 3 years (abc)
 Brown, Nicole - 3 years (abc)
 Buchanan, Janet - 3 years (abc)
 Bullock, Michelle - 3 years (abc)
 Buschbeck, Martin - 3 years (abc)
 Carroll, Erin - 3 years (abc)
 Cartwright, Michael -
 3 years (abc)
 Chamberlain, Angela -
 3 years (abc)
 Cochrane, Catherine -
 3 years (abc)
 Coleby, Ilona - 3 years (abc)
 Cooper, Jennifer - 3 years (abc)
 Cranham, Lauren - 3 years (abc)
 Crawford, Angela D. -
 3 years (abc)
 Cuff, Sarah - 3 years (abc)
 Dalby, Ivan - 3 years (abc)
 Deschamps, Thomas -
 3 years (abc)
 DeWolfe, Janet - 3 years (abc)
 Donovan, Laura K. -
 3 years (abc)
 Driver, Carolie - 3 years (abc)
 Dugas, Catheryn - 1 year (ab)

Dwarka, Krista I. - 1 year (ab)
 Elliot, Matthew - 3 years (abc)
 Elmhurst, Melanie -
 3 years (abc)
 Feng, Donald - 3 years (abc)
 Fleming, M. Dale - 3 years (abc)
 Fountas, Natalie - 3 years (abc)
 Frison, Yma - 3 years (abc)
 Fryer-Wilson, Melissa -
 3 years (abc)
 Gallagher, Kelly - 3 years (abc)
 Gaudreau, Jessie - 3 years (abc)
 Gauthier, Mary - 3 years (abc)
 Green, Valerie - 3 years (abc)
 Grenke, Beth - 3 years (abc)
 Gupta, Caroline I. - 1 year (ab)
 Handa, Nisha - 3 years (abc)
 Hannaway, Elizabeth - 1 year (ab)
 Hatfield, Anne - 3 years (abc)
 Holland, Jason - 3 years (abc)
 Hooper, Susan - 1 year (ab)
 Hoy, Erin - 3 years (abc)
 Hruska, Lee A. - 3 years (abc)
 Hubbard, Raymond -
 3 years (a bc)
 Hudson, Robyn F. - 1 year (ab)
 Hutchcroft, Dean R. -
 3 years (a bc)
 Ibrahim, Viviane - 3 years (abc)
 Jablonsky, Zsuzsa - 3 years (abc)
 Jack, William - 3 years (abc)
 Jacobs, Lisa - 3 years (abc)
 Jacquel, Celena - 3 years (abc)
 Jakowec, Sheila - 3 years (abc)
 James, Natasha M. -
 3 years (a bc)
 Jamieson, Aimee - 3 years (abc)
 Jeffs, Crystal - 3 years (abc)
 Jensen, Monica - 3 years (abc)
 Johns, Kerri - 3 years (abc)
 Johnson, Domenica -
 3 years (abc)
 Karlson, Sonja - 3 years (abc)
 Kee, Shawna - 3 years (abc)

Kernohan, Kristina -
 3 years (a bc)
 Keys, Sarah - 3 years (abc)
 Kimura, Joshua - 3 years (abc)
 King, Alana M. - 1 year (ab)
 King, Jessica - 3 years (abc)
 Knight, Jennifer - 3 years (abc)
 Laberge, Jennifer - 1 year (ab)
 Lalonde, Amantha -
 2 years (abc)
 Lamey, Denise - 3 years (abc)
 Lasota, Amy - 3 years (abc)
 Lee, Nicola - 2 years (abc)
 Leech-Marks, Tracy -
 3 years (abc)
 Levac, Alain - 3 years (abc)
 Levere, Jason D. - 3 years (abc)
 MacDonald, Colleen M. -
 1 year (ab)
 MacDonald, Mary-Beth -
 3 years (abc)
 Maechtel, Quinton -
 2 years (abc)
 Maggi, Anna M. - 3 years (abc)
 Makris, Sandra - 3 years (abc)
 Malcolm, Alison - 1 year (ab)
 Mallette, Andrea - 3 years (abc)
 Marshall, David - 3 years (abc)
 McAllister, Michael -
 3 years (a bc)
 McClintock, Kerri - 3 years (abc)
 McNair, Nicole - 3 years (abc)
 McNeill, Ryan - 3 years (abc)
 Meitner, Jennifer - 3 years (abc)
 Mereweather, J Derek -
 3 years (abc)
 Monaghan, Melanie D. -
 1 year (ab)
 Morrison, Julie - 3 years (abc)
 Nicholson, Linda - 3 years (abc)
 Norgrove, Jennifer - 3 years (abc)
 Ogilvie, Emily - 3 years (abc)
 Oldham, Melanie A. -
 3 years (abc)

Oliveira, Joyce - 1 year (ab)
 Oosting, Laura - 3 years (abc)
 Parke, Alison - 3 years (abc)
 Parliament, Amy A. -
 3 years (abc)
 Patton, Glen J. - 1 year (ab)
 Pellow, Teri - 1 year (ab)
 Pelton, Adam - 1 year (ab)
 Peltonen, Karen - 3 years (abc)
 Phillips, Amy V - 3 years (abc)
 Pike, Jeremy - 3 years (abc)
 Pittens, Katherine - 3 years (abc)
 Power, Monique - 2 years (abc)
 Quinn, Tricia - 3 years (abc)
 Read, Julia - 3 years (abc)
 Reid, Richard T. - 3 years (abc)
 Rivett, Michelle - 3 years (abc)
 Robert, Sylvie - 3 years (abc)
 Robins, Erin - 3 years (abc)
 Robertson, Stephen -
 3 years (abc)
 Rodriguez, Rafael - 3 years (abc)
 Samson, David R. - 3 years (abc)
 Sanders, Julie - 1 year (ab)
 Sanderson, Alec G - 1 year (ab)
 Sarginson, Shannon - 1 year (ab)
 Singer, Michelle - 1 year (ab)
 Smith, Shannon - 1 year (ab)
 Sneath, Stacy - 3 years (abc)
 Solakis, Helen - 3 years (abc)
 Stoakley, Danielle - 1 year (ab)
 Syme, Carol - 3 years (abc)
 Talman, Kristine - 3 years (abc)
 Thompson, Stephanie -
 3 years (abc)
 Tsiris, Evodokia E. - 1 year (ab)
 Turner, Cassandra - 3 years (abc)
 Van volsen, Megan -
 3 years (abc)
 Vandergeest, Stewart J. -
 1 year (ab)
 Vanderveen, Anneke - 1 year (ab)
 Waugh, Cindy - 3 years (abc)

STRIKE DISCIPLINE

Webb, Paul – 3 years (abc)
 Wells, Lindsay – 3 years (abc)
 Whalen, Sean – 3 years (abc)
 Wighton, Shannon –
 3 years (abc)
 Williams, Brewster –
 3 years (abc)
 Wilson, Christine – 3 years (abc)
 Wisniewski, Patryck –
 3 years (abc)

Witzel, Janice – 1 year (ab)
 Wright, Jude – 2 years (abc)
 Wuthrich, Meghan – 3 years (abc)
 York, Melissa A. – 3 years (abc)
 Yorke, Irene T. – 3 years (abc)

**RENFREW COUNTY
 TEACHER LOCAL**
 Alexander, Matthew –
 2 years (abc)
 Horning, Tricia – 2 years (abc)
 Janke, Marlene – 2 years (abc)
 Le Coz, Rilla – 2 years (abc)

**ELEMENTARY
 TEACHERS OF
 TORONTO LOCAL**
 Short, Lynn – 2 years (abc)

DISCIPLINE

The following member of the Elementary Teachers' Federation of Ontario (ETFO) has been disciplined for failure to adhere to the Constitution and Bylaws of the Federation in accordance with Article VI – ETFO Code of Professional Conduct and Article VII – Disciplinary Procedures of the ETFO Constitution.

All of the following penalties apply to the member listed below.

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

RENFREW COUNTY OCCASIONAL TEACHER LOCAL

Elford, Patricia – 2 years (abc)

COMMENDATION TO ETFO MEMBERS WHO SUPPORTED THEIR BARGAINING TEAMS.

To our members: The success of union action depends on the unity of its members. A strong union can only be built by members standing together and engaging in collective action. When ETFO negotiates a collective agreement for members, it is sometimes necessary to impose sanctions on the employer to achieve the respect our members deserve. Solidarity is the crucial factor in

achieving real gains in working conditions and salaries for our members, and improved learning conditions for our students.

The Executive wishes to acknowledge those members who have shown unwavering solidarity when faced with sanctions that included work to rule, full withdrawal of services, and pink listing of the employer. Your solidarity is our strength.

Emily Noble, President, on behalf of the Executive of the Elementary Teachers' Federation of Ontario.

Making Cents

Moira sharpens up her son Joe's logic skills with a daily game that allows him to make some extra pocket money. Each day, Moira provides a number of coins of every denomination less than a dollar, and they play the game together.

Each in turn can call for any one of the coins Moira has provided to be placed on the table. The aim is to make the value of the coins so placed to be exactly equal to (and never more than) that day's date.

The person whose coin makes up the date value wins that day's coins. So, for example, on the seventh day of the month, when Joe has first "go," he calls for 1 cent. His mother responds with a nickel; Joe then calls for 1 more cent, making 7 cents in total, which he keeps.

On the first day of each month, Joe can choose which of the two of them will have first go during that entire month. Both have become experts at the game now and always play to their own best advantage.

**In September, who will Joe nominate to have first go?
How much will he win throughout the month?**

Teachers' Trivia

By Peter Harrison

A draw will be held on August 12, 2004, of all the correct answers to Making Cents. Five winners will receive an ETFO sweatshirt. Correct answer and names of all the winners will be published in the first available issue. Send your answers to Jennifer Stewart at provincial office. Fax to 416-646-2424. E-mail jstewart@etfo.org. Regular mail to Jennifer Stewart at the address on the masthead.
Answer to Square Pales (Voice - Spring 2004): The runner finished sixth in a field of 17. Winners: Miranda Dakin, Chuck Davidson, Wendy Martyniuk, Ken Paterson, Krishna Rajballe. Answer to Heads or Tails (Voice - Winter 2004): Forty coins were needed for the game. Winner: Kathy Balec.

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The AboutFace Gold Classic 2004, Royal Woodbine Gold Club. Contact: Ann Gorwill, Manager, Education and Development AboutFace 416-597-2229 ext. 22/ 1-800-665-FACE, www.aboutface.ca

August 24-25 – VANCOUVER

Mentoring Boys Summer Institute 2004, Empire Landmark Hotel and Conference Centre. Contact: Barry Macdonald 604-536-3999. E-mail: summer@barrymacdonald.com, or visit www.BarryMacdonald.com

October 22-23 – PETERBOROUGH

Repositioning Native Women In Canadian History Enhancing Curriculum, Trent

University. Contact: Kathleen Loftus ETFO Provincial Office 416-962-3836/ 1-888-838-3836. E-mail: kloftus@etfo.org, or visit www.etfo.ca

November 25-27 – TORONTO

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

November 26 – TORONTO

Canadian Aboriginal Festival Education Day. Contact: Catherine Cornelius 519-751-0040. E-mail: catherine@canab.com, or visit www.canab.com

December 3-4 – TORONTO

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

February 9-11, 2005 – TORONTO

...and still we rise, Fairmount Royal York Hotel. Contact: Kathleen Loftus ETFO Provincial Office 416-962-3836/ 1-888-838-3836. E-mail: kloftus@etfo.org, or visit www.etfo.ca

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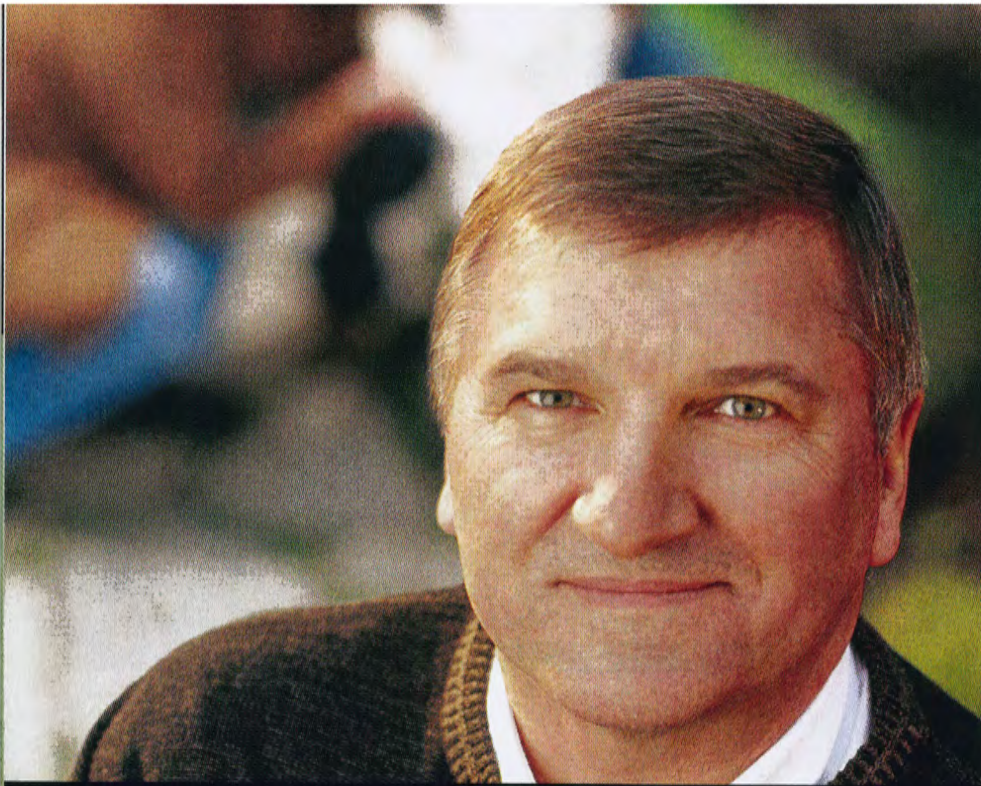
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