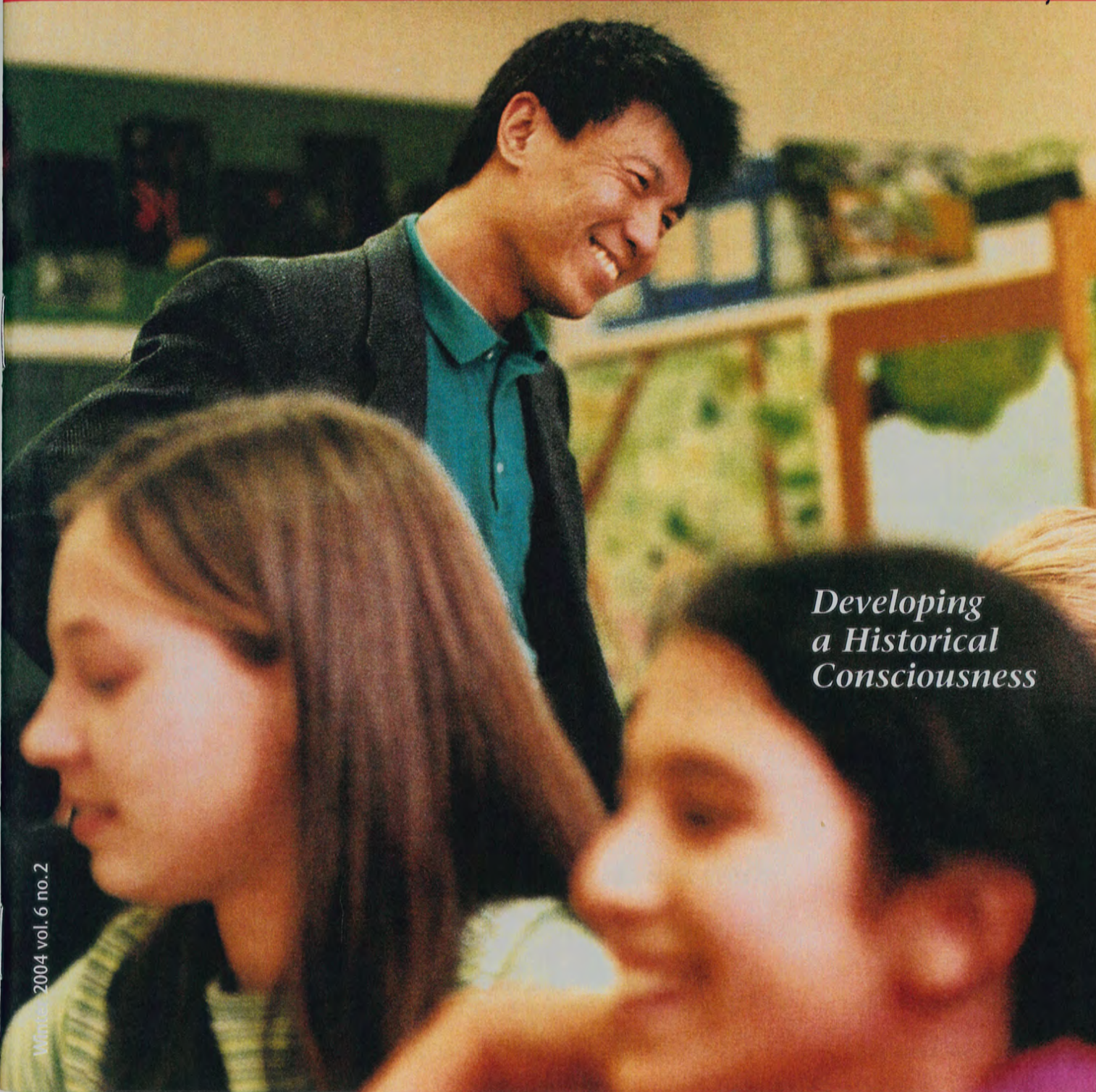
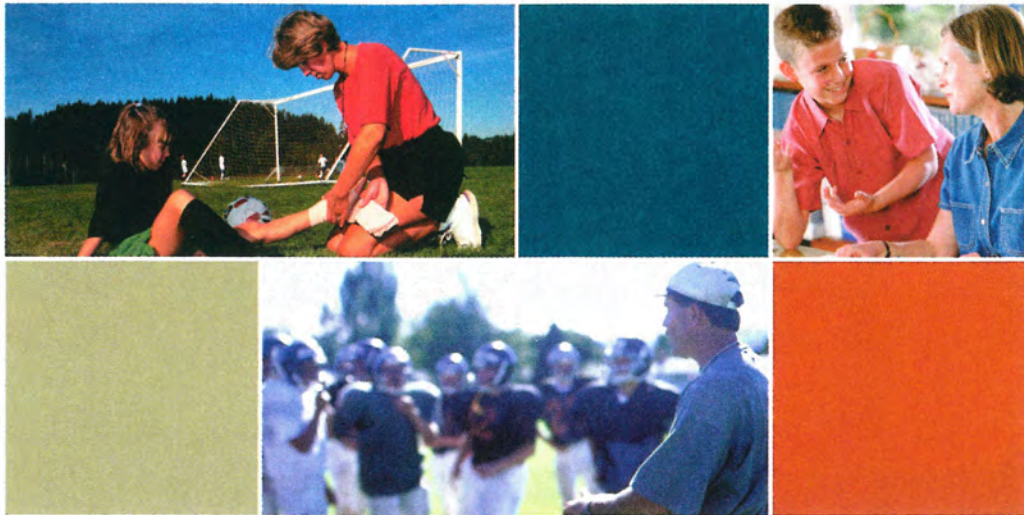


voice



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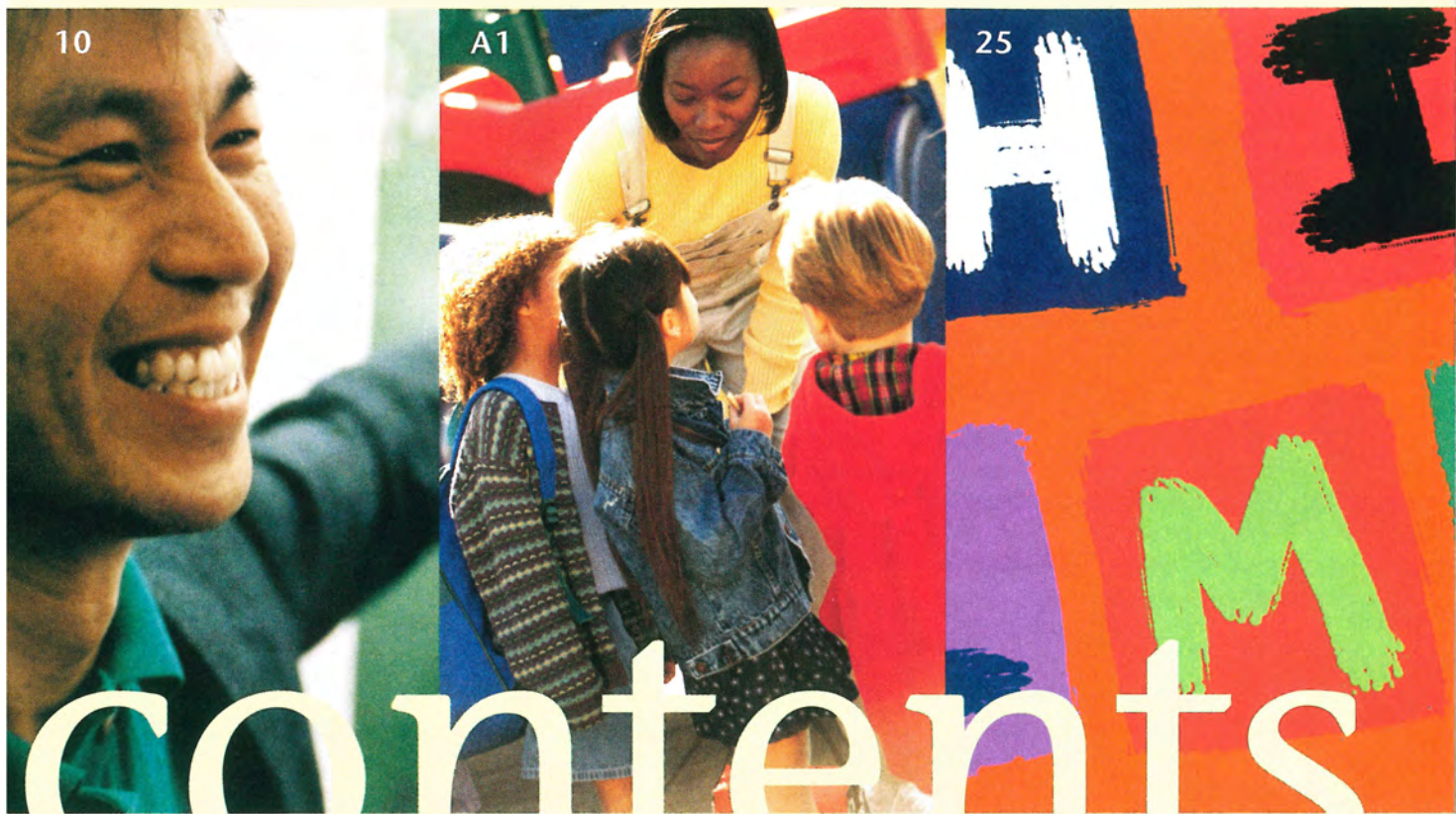
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COVER: JOËL BÉNARD. With thanks to the staff and students at Runnymede Public School, Toronto DSB.

voice

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

FROM THE PRESIDENT

Working and Learning Conditions

This will be a critical year for Ontario's elementary teachers and education workers. All our collective agreements will expire on August 31, 2004.

ETFO is ready to bargain aggressively for improved teaching and learning conditions. In preparation for the coming round of negotiations, delegates to ETFO's 2003 Annual Meeting agreed that more resources should be directed toward collective bargaining. As a result, the Federation is working even more closely with locals to train negotiators and provide the necessary resources.

Reaching these agreements will not be easy. Prior to October's provincial election, the Liberals made many promises. Now the government is using the deficit it inherited as a

reason for dampening expectations.

The government has moved on issues that either cost it nothing or that increase its revenues. For example, the PLP is being scrapped; the tax credit for private school tuition has been cancelled retroactively. We applaud it for doing the right thing. However, it must do more.

We have always said that our working conditions are students' learning conditions. We have pointed out that underfunding the elementary panel has serious implications for both staff and students. The right thing is to ensure that elementary education is funded at least as well as secondary. ETFO is determined to see this happen.

We have seen that by standing together we can achieve our goals.



EMILY NOBLE,
PRESIDENT, ETFO

As well as helping to defeat the government and end the PLP, we forced the Tories to back down on making extra curricular activities mandatory; we refused cutbacks to our collective agreements. Now it is now time to take even bolder steps.

You can help by supporting your local bargaining team. Keep informed on the issues.

Our commitment to ourselves, and our legacy to the next generation of teachers, education workers, and students, must be to secure the best possible working and learning conditions. When the time comes to support a strong collective agreement, make your voice heard.

FROM THE GENERAL SECRETARY

Liberals to Withdraw PLP

On December 19, 2003, Minister of Education Gerard Kennedy wrote to Ontario's teachers saying that his government intends to repeal the Professional Learning Program (PLP). The Ontario College of Teachers Act, 1996, will be amended to remove the requirement for teachers to complete 14 courses every five years to maintain their certificates of qualification and registration, and their memberships in the College.

ETFO members have every reason to celebrate. When it became clear that the previous Tory government would not listen to reason on this issue, we worked to defeat it. Once again, we have proved that by standing together we can make a difference.

The Liberal government is doing the right thing by scrapping the PLP. It is recognizing teachers as professionals. We will decide which courses and workshops will help us meet the needs of our students.

Yet, we must remain vigilant. Teachers must continue to boycott PLP programs and providers. And once the offending legislation is repealed, the Ontario College of Teachers (OCT) must revise its budget. The OCT has already introduced an external hiring freeze and provided notice to temporary staff filling in for employees who have been part of the PLP Unit. These measures, and others related to ending PLP, should enable the OCT to reduce fees to members.



GENE LEWIS,
GENERAL SECRETARY, ETFO

District school boards should withdraw immediately as PLP providers. ETFO could then resume the positive professional development partnerships we had with them in the past.

Restoring professional integrity to Ontario's teachers has been a priority for the Federation. ETFO Executive, local leaders and staff worked hard to achieve this result. In response to the heavy-handed threat of recertification, members showed confidence in ETFO's ability to achieve a political resolution to the PLP and determination to stand together. Congratulations to all those whose efforts and courage made this victory possible.

From the Editor

It is challenging to decide what to include in each issue of *Voice*. In the end, like the cycles of the year, each develops its own rhythm.

In putting the magazine together, I look for ways to ensure the features make sense as a package, fit with the priorities of the Federation, and use available resources.

Stan Hallman-Chong submitted his article on historical consciousness some time ago. I knew it would fit with a focus on anti-racist education. As well, ETFO's resource *We're Erasing Prejudice for Good* uses March 21, the International Day for the Elimination of Racial Discrimination, as one of its themes. Drawing these pieces together made sense. *We're Erasing Prejudice* uses a literature based approach in the classroom.

A record number of puzzlers responded to "Who Teaches What?" (*Voice*, Fall 2003). It is interesting that, proportionately, far more *Voice* readers respond to this column than to similar columns in major newspapers. Our latest challenge is on page 45.

I am always interested to know what you think about the magazine. Do you find it informative? Are the features the right length? Are there changes you would like to see? At the moment, we are thinking about changes for next year, so comments would be particularly appreciated.

Charlotte Morgan
cmorgan@etfo.org



ON LOCATION REPORT

Do you have a story to report?

Name	Position
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School	
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Waterloo Teacher Honoured

Maedith Radlein was named as a Rogers Woman of the Year at the Kitchener – Waterloo 2003 awards ceremony held in October, winning in the Arts and Culture category. The citation honoured Maedith as “a dedicated professional who actively promotes acting, singing, and cultural activities in the community. She is also very involved with the promotion of cultural diversity and a contributor to the Congress of Black Women.” In 2002, Maedith represented ETFO as a Project Overseas participant in St. Vincent.

Information and Protection of Privacy

Many grade 5 teachers may not have seen the excellent classroom resources from the Information and Privacy Commissioner (IPC).

These resources, developed with assistance from teachers and field-tested in the Toronto area, complement the social studies unit “Aspects of Government.” The materials include a brochure for students and a guide for teachers entitled *What Students Need to Know*.

The IPC’s mandate is to provide an independent review of government decisions and practices concerning access and privacy. One of the commission’s key roles is to educate the public about Ontario’s access

and privacy laws, and access and privacy issues.

Hard copies of materials from the IPC may be available through your school board and can also be downloaded from the IPC’s website.

For more information, visit www.ipc.on.ca. Click on Resources.

Amateur Radio in the Classroom

For 10 years, Upper Canada teacher Neil Carleton has used radio at school to bring the world into his classroom. In 2001, he qualified for his amateur radio licence to support his school’s successful application for an amateur radio contact with the International Space Station. In November 2001, R. Tait McKenzie Public School became the second school in Canada to have students speak directly by amateur radio with an astronaut as the space station orbited overhead.

With VHF and UHF amateur radio stations in the classroom, the grade 4 to 7 students in Neil’s Shortwave Listening and Amateur Radio Club have been talking with contacts locally, across the country, and around the hemisphere. Neil also worked with Radio Amateurs of Canada (RAC) to launch a national Youth Education Program to promote the use of amateur radio at school as an innovative way of learning, and a good way to make connections across the

curriculum. As a result, R. Tait McKenzie Public School was one of the first schools accepted into the national Youth Education Program of Radio Amateurs of Canada.

For more information, visit the RAC web page at www.rac.ca. Click on ‘Info Centre’. Click on ‘Youth Education.’ Neil Carleton can be reached at carletonn@ucdsb.on.ca

Olympic Education Program

The Olympic Games will return to Athens, Greece, in 2004, and the Canadian Olympic Committee (COC) invites teachers to celebrate Olympic themes in the classroom. Working with curriculum consultants, the COC has developed an education program linking information about the Olympic Games to the curriculum for students in grades 4-6.

COC resources include a multi-disciplinary curriculum guide focusing on Olympic themes; a poster featuring three in-class activities celebrating Olympic values; and an invitation to complete in-depth classroom activities themes around the seven Olympic values.

Detailed information about the COC’s education programs can be found at www.olympic.ca. Click on Education.

Workers Arts and Heritage Centre

The WAHC is Canada’s only centre dedicated to the

celebration of workers history and culture. The WAHC has a series of travelling exhibits, which can be brought to communities to educate others about the contributions workers have made in developing and delivering public services and social programs.

WAHC’s activities also include assisting diverse communities in delivering projects and programs aimed at exploring issues of work, racism, economics, and immigration.

For more information, visit www.web.net/~owahc.

Attention Technological Studies Teachers

QECO has recently made changes to the Technological Studies Chart. The following qualifications, granted by the Government of Ontario, are now recognized as acceptable courses on the Technological Studies Chart:

- the Certificate of Apprenticeship;
- the Certificate of Qualification;
- the Red Seal (for inter-provincial standing) on the Certificate of Qualification.

Teachers who have previously been evaluated on the Technological Studies chart and who possess these qualifications should apply to QECO for re-evaluation.

Applications for re-evaluation can be obtained by visiting the QECO website at www.qeco.on.ca.

“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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Here for your future



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Student Vote

04

"We were all very involved in the class debates and did more research than we've ever done for a project because we were interested in the election. We knew our votes would be published and that was important to us. Actually participating in the mock vote made it seem real to us and made us really care about the political in-class discussions." SPECIAL EDUCATION TEACHER AMY BRYAN COMPILED THESE COMMENTS FROM STUDENTS IN CHRISTINE HARVEY'S GRADE 8 CLASS, UPPER CANADA DSB, FOLLOWING PARTICIPATION IN STUDENT VOTE 2003.

By Taylor Gunn

Two years ago, I became aware of an organization in the US named "Kids Voting USA." The operation aimed to build a habit of electoral participation among youth under the voting age in preparation for the time when they can vote. I was startled by the results. In some areas, student participation drove adult voting rates upwards of seven percent. Schools partnered with community newspapers, teachers invited community leaders into the classroom, and students became engaged.

I wanted to bring a similar experience to Canada. Before long, Student Vote 2003 gave Ontario's high school students an opportunity to 'practice' their citizenship through an empowering educational experiment and involvement in the Ontario provincial election.

What started as an impossible goal quickly became a resounding success. On October 2, Ontario's election day, approximately 335,000 students under the voting age cast their ballots on candidates in their schools' ridings. They challenged candidates, stunned media and inspired their parents to vote; the future of Canadian democracy was reborn.

Since October 3, our small volunteer team has dedicated itself to offering this initiative to students in every

electoral district in Canada through involvement with the upcoming federal election. We are proud to be working with ETFO to develop an elementary curriculum to expand the concept to students from grades 5 through 8.

Teachers who register with Student Vote 2004 do so on behalf of their whole school. As a Student Vote 2004 Team Leader, the registered teacher and his or her students become a source of inspiration in the school

Upon registration, schools receive a resource package that includes posters and activity guides. Once the election is called, a second mailing will include ballot boxes, ballots, and an operations manual similar to that given to official poll clerks. Election-related activities might include school visits by local candidates or guest speakers. Many regional dailies have offered free newspapers for the election campaign period to schools registered with Student Vote 2004.

The concept of an in-class voting exercise to engage students is an old idea. However, by taking that idea and linking your students to students across the country in a simultaneous student election day, held at the same time as the federal election, the magic of our democracy can be highlighted:

millions of single votes uniting behind the ideals of participation, citizenship and collective responsibility.

Student Vote 2004 was created to renew the public spirit of Canadian democracy. We are confident that our students can offer the fresh outlook, appreciation and respect toward our system that is essential to realizing its potential. Empower your students by registering your school today.

Call 416-361-9596 or 1-866-488-8775 to register your school. Visit our web site at www.studentvote2004.ca. ETFO's supporting curriculum can be downloaded from www.etfo.ca.

Taylor Gunn, Chief Election Officer for Student Vote 2004, was inspired to create the student vote initiative while taking his daughter to visit Ontario's Chief Electoral Officer. Lindsay Mazzucco's involvement with Student Vote 2004 stems from her interest in empowering students. Both Taylor and Lindsay have put in thousands of hours of volunteer time and dipped into their own pockets to realize their dream of renewing Canadian democracy.

Photo: Student Vote 2004's Mishka Sawka, Taylor Gunn, and Lindsay Mazzucco prepare for a meeting with Canada's Minister of Democratic Renewal, Jacques Saada.



PD NOTES

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

Examining the Links – Accountability, Data and School Improvement

As a result of the accountability movement, target setting in grades 3 and 6 in reading and math, and requirements to establish action and school improvement plans, ETFO members are involved in an increasing cycle of data collection and analysis.

These initiatives raise many issues for teachers, including levels of data literacy, the reliability of the data being collected, and questions of competence and liability. Extensive data collection and analysis also impacts on teacher workload, teacher autonomy over curriculum and assessment, and on student-teacher relations and interaction.

ETFO locals are dealing with the fallout from these accountability initiatives. Some have established committees to examine the expectations being placed on teachers for data collection and analysis and subsequent workload issues.

ETFO realizes the magnitude of the challenge and is developing a plan that will seek to influence the current processes and to propose alternatives.

The first step in the process was a presentation to the Executive in November. A workshop for stewards is also available that will help them develop a filter for questioning data – its purpose, its use, its benefits and its limitations. The workshop will also provide guidance to stewards when they are advising members about the appropriate use of data and mechanisms for generating alternative data sets.

More initiatives will be developed over time as ETFO continues to seek ways to support teachers in their professional roles.

Attention New Teachers – Connect Is Coming!

If you are a new teacher in your first five years, connect with new teachers from across the province at ETFO's first new – teacher conference – Connect 2004. This is a joint conference with subject associations from around the province and will take place on April 16-17, 2004, at the Toronto Airport Marriott Hotel. With an emphasis on classroom management, the conference has been designed just for you.

Applications were included with the January steward mailing and are available from your local president. Apply early and be part of the early-bird draw so you will have an opportunity to have your travel and conference costs paid for you. The early-bird draw for one winner per district school board will take place on February 28. Talk to your local ETFO office for funding support for this ETFO conference. Contact Jan Moxey at the provincial office if you have any questions about Connect.

Aboriginal Education Day: Canadian Aboriginal Festival

ETFO members helped make Education Day at the Canadian Aboriginal Festival a memorable event for over 1,200 elementary students and their teachers. Over 30 teaching stations were mounted around the Skydome on November 28, 2003. The curriculum for Education Day, developed by two ETFO members, covered four themes: water, cross-cultural connections/aboriginal issues, contributions of Aboriginal peoples, and government/matriarchal societies.

This year, the ETFO tent was incorporated into the rotation schedule. The tent, which had the capacity to hold up to 200 students, featured story telling, songs and drumming activities conducted by members of the

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

WENDY MATTHEWS, COORDINATOR,
PROFESSIONAL SERVICES

KAREN BROWN, RUTH DAWSON, PAT MCADIE,
JENNIFER MITCHELL, JAN MOXEY, ANNE RODRIGUE

ETFO Aboriginal Education Committee. Teachers were also provided with an ETFO resource kit.

ETFO increased its presence at the festival by having members staff the ETFO booth on Saturday, November 29.

The event was very successful, and ETFO was commended on its work in the promotion and education of the history, culture and unique contributions of Aboriginal people in Canadian society.

Coming Events

ETFO's "Take 5" conference for consultants, coordinators and special assignment teachers will be held in Niagara-on-the-Lake on March 26-27, 2004. Check the ETFO website (www.etfo.ca) for more information.

In the Know – Research at a Glance

Assessment and Accountability

The United States has a new education law, No Child Left Behind. One of the requirements of this law is for schools to demonstrate adequate yearly progress (AYP).

An article written by the executive director of the National Center for Fair and Open Testing (www.fairtest.org), outlines some of the challenges with this law and alternatives that would really help students. One research paper referred to concluded, "when there are fewer than about 67 students in a tested group, there is more "noise" than "signal" in yearly changes in test scores. ...[They] also found that the more diverse the school population, the more likely it is to fail to make AYP, so that schools will be punished for being more integrated."

Neill also refers to research pointing out the problems with grade retention, and to the need for a much higher investment particularly for low-income students. He encourages teachers and others to develop genuine accountability measures that support learning – much more information from more authentic assessments, accumulated and organized for public reporting, using a variety of forms of assessment, involving those more closely involved in education, and using such information as a basis for dialogue and community engagement. "Real school improvement must be a cooperative endeavour involving educators, parents, and their communities."

"Leaving Children Behind: How No Child Left Behind Will Fail Our Children," Phi Delta Kappan, November 2003, 225-228. This article can be accessed on the Fair Test website at <http://www.fairtest.org/nattest/Kappan.pdf>

The Importance of School Libraries

With mounting evidence of the positive effect of well-stocked, accessible school libraries on student achievement, many countries, including the United States and many countries in the European Union, are investing in school libraries and teacher-librarians. Across Canada, however, school libraries are being neglected at best and eroded or completely closed at worst. This report calls for a re-investment in school libraries and teacher-librarians. It contains an extensive bibliography. Ken Haycock. *"The Crisis in Canada's School Libraries: The Case for Reform and Re-Investment."* A report for the

Association of Canadian Publishers, June 2003.

www.peopleforeducation.com/librarycoalition/Report03.pdf

Family Policy in Canada Needs Work – Full-Day Kindergarten Recommended

"Despite some progress, many children are exposed to at-risk situations known to decrease their chances of realizing their full potential." (p.7) This study describes, analyzes, and evaluates family policy across Canada, nationally and provincially. It also proposes an alternative strategy for public support to families with young children, including full-day kindergarten. It suggests that the current initiatives fail to meet the needs of children and families because they do not adequately consider the nature of the problems. Lefebvre, Pierre, and Philip Merrigan. 2003.

"Assessing Family Policy in Canada. A New Deal for Families and Children." *Choices*, Volume 9 (no.5), June 2003, www.irpp.org

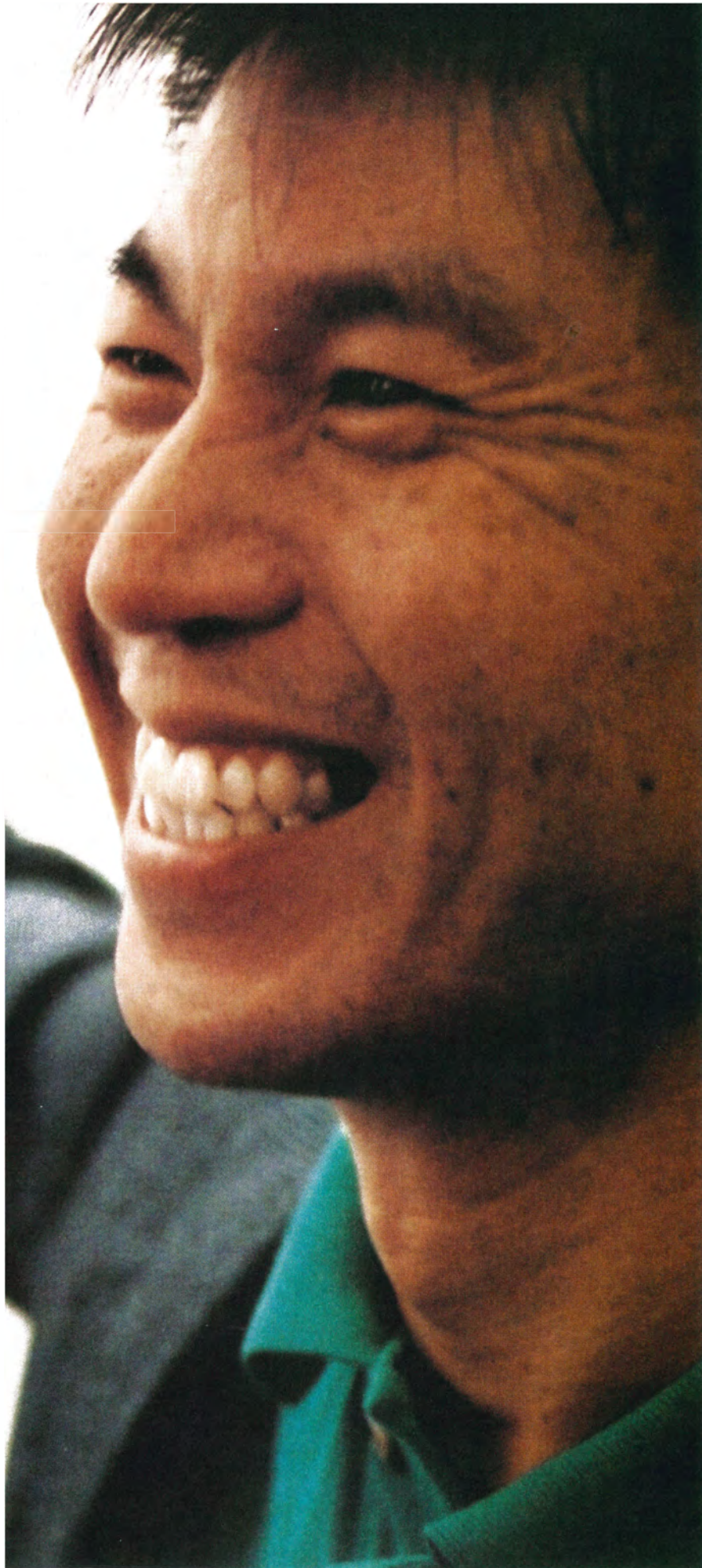
“Empathy encourages students to avoid the errors of “presentism” and also to respect a wide range of point of views as found in our multi-ethnic and multinational society. In other words, by teaching students to distance themselves from beliefs they take for granted, historical consciousness favours open-mindedness and tolerance of others. Finally, the development of individual autonomy and identity helps students to reflect on, and potentially revise their own conceptions of the good life.”

LÉVESQUE, 2001

Towards Developing a Historical Consciousness

By Stan Hallman-Chong





Part One of a Two-Part Series

For years, as an anti-racist educator, I have been teaching my students alternative views of historical events. I read aloud Jane Yolan's "Encounter," to complement the assigned textbooks about the explorers. My class read *The History of Treaties in Southern Ontario* (ETFO 2002) to supplement the lack of real Native history presented in depictions of teepees and toboggans. They studied Tamarack's song "Pawpine," to learn about African Canadian pioneers and their contributions to the creation of British North America. I found a website (www.edunetconnect.com/cat/soccult/pioneer.html) with an incredible lesson plan about Pawpine, one of Ontario's most important black pioneers. Yet I wondered, "What are the students really getting out of these stories? Will they see the world in a more inclusive way? Will they even remember any of these stories, or will my stories become buried beneath the more massive weight of the official stories?"

Then I discovered the study of "historical consciousness." This school of thought threw a refreshing light on ways and purposes of teaching history. Peter Sexias, the leading Canadian proponent of this school, teaches at the Faculty of Education, University of British Columbia. Sexias, who is renowned in faculties of education the world over, sums up historical consciousness this way:

"When we study historical consciousness, we are studying how people look at the past... But historical consciousness is not just interested in

“The very conditions of a pluralistic society that give rise to intensified concerns with the past, make the practices of myth and heritage unsuitable to address those concerns adequately. Knowing what happened and what it means for us is more complex and more multilayered than the paradigms of myth and heritage can sustain.”

SEIXAS, 2002

historians' views of the past. We are interested in what Carl Becker called 'everyman's' history. Even, for example, how the six-year-old looks at her family's past. And there is another dimension: historical consciousness examines not only how all of us look at the past, but also, how we use it in the present, and how it helps us imagine the future" (Sexias, 2002).

So there are identity issues (Who am I? What groups am I part of? What are their origins?); social policy issues (How should we judge each other's past actions, and therefore what debts does my group or nation owe to others and others to mine?); as well as core issues of truth (Which story about the past should I believe, and what is its significance today?). All of these are about uses of the past in the present for the future (Clark, 2001).

Historical consciousness prepares students to become vibrant members

of a democratic and pluralistic society. It involves critical thinking skills, assessing information, and making ethical judgments regarding the actions of others. At the same time, students develop tolerance and empathy for differing viewpoints. They learn to engage in dialogue and disagree on a civil level, while supporting opinions with evidence and challenging the evidence of others. Finally, there is self-reflection and, in recognition of the limitations of knowledge, a readiness to suspend final judgement. In other words, *rationality* is the common ground on which dialogue takes place. History is the medium in which to practise such skills.

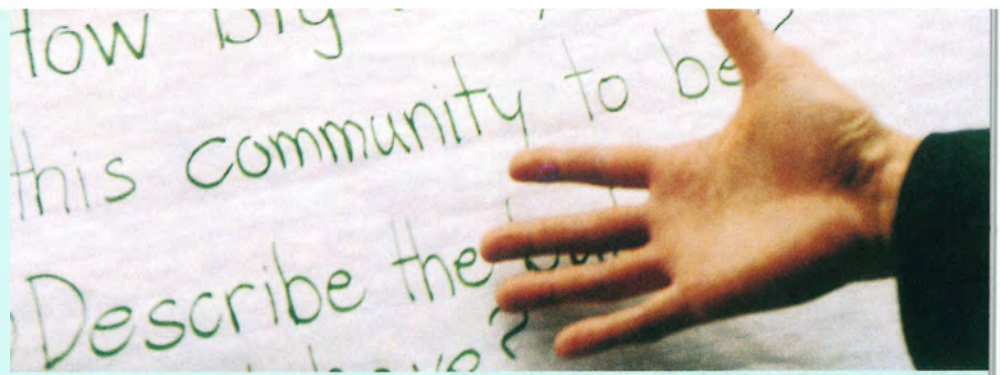
To illustrate this approach, Sexias uses Sir John A. Macdonald's 1885 speech about why the Chinese, whom he referred to as the "Chinaman", should not have Canadian citizenship

and voting rights (Sexias, 2002).

Students are encouraged to understand the historical milieu and the fact that most Chinese had no intention of staying in Canada. The point of this study is not to pass final judgement on Macdonald, but to debate both sides of the question: Was he or was he not a racist? The aim is to avoid dismissing historical agents, as this can lead to cynicism and the possibility that students might reject studying history altogether. So often we hear teenagers asking, "Why should we learn about the stupid actions of stupid people?"

Cultivating tolerance towards Macdonald also encourages students to understand the rationale for actions taken by other governments. This understanding prepares them to assess their leaders rationally and to talk with both the proponents and the opponents of their actions.





However, historical consciousness does not stop at teaching students to debate. The ultimate aim is to establish a connection between past, present and future. Learning about history includes assessing our links to the past by asking questions such as, "Have we become a better society, or are we bound by the blunders of the past?" We must also keep an eye to the future by asking, "What is it that we want to preserve and what is it that we want to change?"

Since the 1980s, research into multicultural education suggests that too many "bad-news stories" of Canada's past, such as the *Komagata Maru Incident*, (Samuda, 1986) create resentment toward the victims of racism. Presenting certain groups as passive victims creates negative stereotypes. Historical consciousness recognizes that, to understand history, students must understand and empathize with people's actions. Empathy means seeing people as whole beings, not only as victims, but also as agents.

Furthermore, as Clark (2001) says, "Children do not need us to immobilize them with despair... Knowledge, while useful, cannot on its own, produce positive, caring relationships with the animate and inanimate world. While there are many important elements in a global perspective, including knowledge, I see three as key. These are hope, an ethic of caring, and an orientation toward the future."

In other words, while it is important to develop *critical thinking*, it is also necessary to develop *critical feeling*.

As educators, it is not ethical for us to tell students what political choices and actions they should take. However, we have a moral obligation to point out certain issues that are vital to a sustainable, democratic and pluralistic society. Teaching children to care about such issues prepares them to become full citizens. And showing children role models in the guise of historical personalities helps them understand that the most oppressed members of society, and their allies (who may themselves be members of the privileged classes) can resist the mistakes of governments. Finally, studying triumphant events shows children that caring leads to action, and that action creates hope.

Using Discussions and Role Playing to Develop Historical Consciousness

Some educators may believe that it is too difficult for young children to gain a historical consciousness; young children may find the task confusing, daunting and practically impossible. Holding and remembering multiple facts is difficult, but entertaining conflicting facts may be overwhelming. Furthermore, expecting children to judge the validity of facts may be ridiculous, given that children have neither the research skills nor the resources to verify the information presented.

The following classroom activities show how young children can develop historical consciousness.

I have found that practising historical consciousness can best be done by carrying out discussions and by asking children to role-play. To illustrate children's natural capacity to consider multiple and ambiguous historical truths, I taught the following activity with my grade 6 class and noted the results.

Activity

Which story is correct?

Objective

To test students' readiness to develop and use historical consciousness through familiar experiences.

Discuss this Scenario

A boy in the school yard claims that a girl took his ball and threw it over the fence. The girl claims that the boy threw the ball at her and that when she covered her face to protect herself, the ball bounced off her hands and went over the fence.

Ask Students

How do we find out the truth?

Students Suggested the Following

- Interview the witnesses;
- Interview the boy and the girl to see which one is more nervous;
- Try to investigate the history of their relationship to see who may have instigated conflicts in the past.

The class suggested the following problems with these methods of verification. These may be categorized as the recognition that different



Historical consciousness prepares students to become vibrant members of a democratic and pluralistic society.

historical perspectives may be subjective because of personal bias:

- The witnesses could be lying because they are either friends of the boy or the girl.

Other Problems of Verification

The following suggestions show the students understand the limits of inferences and interpretations. They understood that the cause of what happened may involve variables, none of which may be the prime cause.

- The witnesses may not have seen clearly and they may make false assumptions.
- A record of past culpability may not be valid for the present case because either side could be retaliating.
- The boy may have assumed that the girl threw the ball intentionally and his perspective of what happened may not be a lie, but may still be untrue.
- The girl may have assumed that the boy intended to kick the ball at her face and threw the ball over the fence to protect herself.
- Perhaps both sides lied because both felt guilty about the consequences of an impulsive act.

The students' participation in these discussions demonstrated the criteria for advancing historical consciousness. The class showed that they could, in the words of Sexias (2002):

- "Comprehend the interpretive choices and constraints involved in using traces from the past to construct historical accounts.
- Understand the pastness of the past, the distance between the present and the past, and the difficulty in representing the past in the present.
- Acknowledge complexity and uncertainty; deal with multiple causes, conflicting belief systems, and historical actors' differing perspectives."

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CULTIVER LA CONFIANCE DANS LA CLASSE DE FRANÇAIS

By André Charlebois





Le travail en groupes dans la classe de français langue seconde est une stratégie qui permet aux élèves de mettre en pratique le but premier de l'apprentissage d'une langue : la communication. Tout comme le jeune enfant qui apprend chez à parler, la communication orale est évidemment ce qui prime. Viennent ensuite les autres formes de communication sous la forme de lecture et d'écriture.

Le travail en groupes peut se permettre d'être une source de partage équitable, en autant que les rôles soient bien partagés et que les élèves se sentent en confiance au sein du groupe. Cette confiance est sans contredit l'élément de l'apprentissage coopératif qui est le plus difficile à établir dans la salle de classe. Toutefois, alors que cette confiance devient partie inhérente du groupe au travail, un climat de bien-être et de quiétude s'installe, pour le bienfait de tous les membres de l'équipe.

C'est ainsi qu'on peut maintenant parler d'*équipe*. Tout comme l'équipe de sport qui œuvre afin d'atteindre un but commun, soit la victoire soit la satisfaction d'une tâche bien accomplie, l'*équipe* de travail tend vers la même direction : la victoire d'avoir accompli la tâche et le sentiment d'un travail bien fait.

Ce climat d'entente et d'entraide est tout simplement le résultat de la confiance qui s'est installée au sein de l'équipe.

Le rôle de l'enseignant ou de l'enseignante

À prime abord, l'enseignant ou l'enseignante de français langue seconde est celui ou celle sur qui repose la noble tâche de créer ce climat de confiance au sein de la classe. Ce rôle est primordial. Il existe bon nombre d'activités qui permettent à l'enseignant ou l'enseignante de mieux connaître ses élèves. Voici une liste brève de ces activités dont l'enseignant ou l'enseignante peut se servir.

1. Amener les élèves au gymnase ou dans la cour de l'école, si le temps le permet, et faire des activités avec un parachute.
2. Dans la classe de français, faire une recherche d'une personne qui partage des goûts ou des traits semblables aux siens. Par exemple, la couleur préférée, le rang dans la famille, une émission de télévision favorite, etc. Toutes les catégories de questions deviennent un prétexte afin de faire parler les élèves en français, tout en apprenant à les connaître davantage.

3. Chaque élève peut préparer une fiche d'identité personnelle qui lui permettra de communiquer d'autres traits personnels, tout en apprenant à connaître les autres membres du groupe et de la classe.
4. Alors que le curriculum amène les élèves à acquérir des connaissances langagières sur des points précis, l'enseignant crée des coins (et non des centres) d'intérêt qui vont regrouper les élèves. Par exemple, l'enseignant ou l'enseignante invite les élèves à se rendre à un coin de la classe, suivant certaines suggestions. Dans un coin, on retrouve ceux qui ont écouté une émission de télévision; dans l'autre coin, ceux qui ont participé à un sport; dans un autre coin, ceux qui ont visité un ami ou un parent; enfin, dans un dernier coin, ceux qui ont fait leur devoir. Bien sûr, les élèves peuvent se déplacer d'un coin à un autre, selon les questions posées.

À la suite de ces quelques suggestions toutes simples, ce qui importe, c'est que les élèves apprennent à se connaître et à partager des goûts, des connaissances et des traits communs. Plusieurs ressources sont disponibles afin de faciliter la tâche de l'enseignant ou de l'enseignante qui désire promouvoir cet aspect auprès de ses élèves.

Une meilleure connaissance de soi et des autres élèves de la classe permet d'abaisser des barrières et d'ouvrir les portes aux autres. Une fois que l'on apprend à connaître les autres, la confiance commence à s'installer au sein du groupe, que ce soit en dyade ou en groupe de quatre. Dès ce moment,

Les élèves ont besoin de ressentir que cette tâche est importante, mais qu'ils peuvent aussi atteindre un niveau de succès.

L'élève comprend que son apprentissage est important, mais aussi, que l'apprentissage des autres membres de l'équipe est tout aussi important.

Ainsi, la règle de grammaire étudiée dans la classe de français devient la responsabilité de tous.

« Je m'assure que tu comprends bien cette règle de grammaire. Sinon, comment pourra-t-on accomplir la tâche et démontrer de façon objective et mesurable le résultat atteint? »

Cette question revient au moment d'accomplir chaque tâche en équipe.

Le défi pour l'enseignant ou l'enseignante est de taille. Il faut cultiver cette confiance au sein de la classe. Comme rien n'est pris pour acquis, il ou elle doit s'assurer qu'au début de chaque activité formelle de groupe, quelques instants sont dédiés à recréer ce climat de confiance mutuelle au sein du groupe. Souvent, l'enseignant ou l'enseignante se laisse emporter par l'élan du moment et oublie de remettre en place cette confiance si durement acquise.

Quelques questions pertinentes...

« Comment faire alors que je suis un enseignant ou une enseignante de français de base et que je n'ai pas de classe à moi, et que je dois transporter mon matériel de classe en classe à tous les 30 minutes? »

Dans un pareil cas, il est important que l'enseignant ou l'enseignante fasse une réflexion sur l'essence même de la tâche à accomplir. Cette tâche doit être courte, quelques minutes à peine; l'équipe de travail est formée en dyade; et surtout, le résultat doit être palpable et positif.

Les élèves ont besoin de ressentir que cette tâche est importante, mais qu'ils peuvent aussi atteindre un niveau de succès.

Par exemple, l'enseignant ou l'enseignante qui fait une revue du vocabulaire de la maison avec les élèves de cinq année, s'assurera que les élèves peuvent donner chacun ou chacune cinq mots chacun.

Les élèves ont confiance dans leurs propres connaissances et dans celles de leur camarade.

« Comment faire pour créer un nouveau climat de confiance au sein de la classe, alors qu'un événement fâcheux a nui à son développement? »

Il peut arriver qu'à la suite de certaines circonstances que la confiance si précieusement bâtie se détériore et soit même éliminée. Il devient donc nécessaire et primordial de recommencer à créer cette confiance dès que possible. Les piliers ne seront pas très stables au départ, mais ils se raffermiront à mesure que la confiance s'installera à nouveau.

Les élèves ont besoin de ressentir à nouveau que le travail en équipes est aussi valorisant, sinon plus, que le travail individuel. Cette nouvelle tâche est de longue haleine et l'enseignant ou l'enseignante doit persévérer dans sa quête.

Comme mot de la fin, l'apprentissage coopératif s'avère une stratégie de travail en groupes qui amène les élèves à pousser leur apprentissage encore plus loin. Comme le dicton le dit si bien : « C'est en forgeant qu'on devient forgeron. », C'est en enseignant sa langue seconde à son partenaire de groupe que l'élève enseigne sa langue à lui-même; c'est-à-dire, l'élève

communique, aide à l'autre à communiquer, renforçant ainsi ses propres structures communicatives.

La confiance créée au sein de l'équipe apporte une sensation de bien-être qui permet à l'élève de sourire alors qu'il communique dans cette langue autre que la sienne. Un sourire d'un élève qui communique en français reflète ainsi une grande éloquence pour l'enseignant et l'enseignante, le fruit du labeur tant attendu.

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Perhaps the most useful thing for education workers to remember is that stress and its physical manifestations don't "go away", and we ignore them to our detriment. When the signs are identified, seek the required assistance.

Stress

For many teachers a major source of stress was lifted with the defeat of the Harris/Eves Tories on October 2. There was a collective sigh of relief throughout the province, and teachers turned to what they do best – teaching. It would be naïve to think that all of our stress was removed that easily; it will take years to undo the damage done by the previous government.

Teaching is a stressful career. The classroom of today with its demands, expectations and pressures is quite different from the classroom most teachers experienced 20 or even 10 years ago. Some teachers are simply not able to cope with these new classroom realities and exhibit classic signs of burnout, anxiety, impatience, loss of control, etc., all of which lead to increased levels of stress.

Stress has been identified as a major workplace issue in other fields; a 2001 survey of Canadians conducted for the Canadian Mental Health Association indicated that 51 percent of Canadians view their workplace as a major contributor to serious stress, up from 39 percent in the 1997 survey (Compass, 2001). There have been few studies focused on stress within education, but anecdotal evidence would lead one to conclude that stress is a significant factor in education also.

In fact, a survey by the Canadian Teachers' Federation examined some of the factors that cause stress in education. The study found that:

- Six in ten teachers surveyed report that their job is more stressful than it was two years ago while only nine percent indicate it is less stressful.
- Student behaviour and discipline issues are reported most frequently as the most stressful aspect of their job with about three in ten Canadian teachers surveyed giving this response.

- Lack of funding or resources and curriculum problems ranked second and third in terms of stressful aspects of the job, with 16 percent and 15 percent of teachers surveyed reporting these issues, respectively.
- 14 percent of teachers surveyed report that class size and being overworked are among the most stressful aspects of their job. (CTF, June 2001)

The workplace isn't the only source of stress in our lives. It is important to note that stress from our personal lives carries over into our work life and vice versa. Stress does not go away when a highly stressful situation does. Teachers who are going through difficult times personally should remember that this stress will have an impact on their classroom behaviours, the manner in which they react to students who misbehave, etc., and vice versa.

Stress can have a major impact on us physically along with anger and irritability. Some unhealthy responses to stress can include chest pain, headaches, heart palpitations, joint pain, muscle tension, shortness of breath, upset stomach and sweating. Education workers experiencing these symptoms should visit their physician to have them addressed. If it is stress that is the root cause, it will need to be dealt with or more serious medical problems may result.

Once stress has been identified as an issue, it can be managed so that the stress doesn't take a greater physical toll. Stress management techniques involve:

- **Becoming aware of the stressors and emotional and physical reactions to them.** It is important to reflect upon our professional and personal lives in order to identify both the cause of our stress and the various ways we are reacting to it.

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- **Recognizing what aspects of the stressful situation(s) can be changed and which may be beyond direct control.** In education this isn't always easy. For example, we can't refuse a child entry into our classroom, but we can make sure that the appropriate supports are in place to provide the education worker with a safe and healthy work environment.
- **Reducing the intensity and duration of the emotional reactions to stress.** It is this strong emotional reaction that can be the most debilitating and result in serious difficulties. Some common emotional reactions to the stress in our lives are exaggerating the situation; wanting to please everyone; viewing the issues as more important and critical than they really are; needing the work to be perfect; or believing that you are always right and that you must "win". If teachers experience these emotional responses, they should work at adopting more moderate views while at the same time tempering the more excessive emotional responses. Taking some time away from the situation and reflecting upon it prior to responding often allows for this to happen.
- **Learning to minimize your physical reactions to stress.** Once stressors have been identified, we can learn more appropriate physical responses. For example, if a response to stress is an increase in the heart rate, then slow, deep breathing will work to bring the heart rate and respiration back to a normal level. Other strategies involve the use of relaxation techniques. In more

extreme cases a physician may prescribe medication as a way to moderate the physical impact of stress. It is important to note that these techniques are not an answer themselves and that dealing with the source of the stress is a preferable solution.

- **Building your physical reserves.** In order to develop strength to cope with stressful situations, it is important that education workers develop "physical reserves" to do so. Certainly exhausted, overworked teachers are less able to cope with stressful situations than well-rested, physically fit ones. To do this it is advisable to exercise three to four times a week. In addition, one should eat well-balanced, nutritious meals in order to help maintain an ideal weight. More importantly, educators should attempt to get enough sleep and to be as consistent with their sleep schedule as possible. This serves as a reminder that there are times in an educator's year that these techniques often get forgotten e.g. during report card writing periods and interview times. It is important to be aware of these potential "lows" so that our stress reactions are appropriate
- **Maintaining your emotional reserves.** In addition to maintaining physical reserves it is important to maintain our emotional reserves. Often the best way to do this is to ensure that we have access to mutually supportive friendships/relationships. In addition to these external supports it is crucial that education workers not set themselves up by pursuing goals

that are unrealistic or by having extremely high expectations for themselves or their students. Realistically there are going to be some frustrations, failures and sorrows.

Because stress can be such a debilitating and harmful thing, it is important that teachers recognize the causes and the symptoms. Given the nature of our jobs, many of the stressors are beyond our control. There may be times when external help is needed. The local office can assist in dealing with difficult parents, students or other stressful school situations. Staff at the provincial office (particularly the professional relations staff in the Protective Services Service Area) can assist in more extreme situations. Many school boards have some sort of employee assistance program (EAP) that provides counselling and other support for education workers. In extreme or prolonged stressful situations it may be necessary to seek the help of other trained professionals.

Perhaps the most useful thing for education workers to remember is that stress and its physical manifestations don't "go away", and that we ignore them to our detriment. When the signs are identified, seek the required assistance.

ETFO has some helpful resources available through **shopETFO** to assist in dealing with stress, particularly *After the Chalkdust Settles* and *Take Every Precaution Reasonable, A Guide to Occupational Health and Safety in Schools*.



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International Day for the Elimination of Racial Discrimination

LESSON PLANS



The UN's International Day for the Elimination of Racial Discrimination is observed annually on March 21. Teachers who want to recognize this day will find ETFO's *We're Erasing Prejudice for Good* resource kit for kindergarten to grade 8 useful. This literature-based series of lessons focuses on a different theme each month. In March, the theme is "Untie the Knots of Prejudice".

We're Erasing Prejudice for Good was published in 1999 and revised in 2003. An additional French language resource will be available in 2004.

Here are some ideas from *We're Erasing Prejudice for Good* that educators can use to celebrate March 21 in classrooms, schools, and communities.

School-Wide Activities

Use March 21 materials available from Multiculturalism and Citizenship Canada as the basis of a school-wide assembly.

Consider

- having one representative from each class say "I'm Canadian" and tell where his or her family is from originally;
- having students dramatize stories from the books they have been studying;
- having classes perform skits illustrating how to deal with racial incidents;
- having a multi-ethnic youth panel present perspectives on some issues related to harassment and

- discrimination and proactive strategies to handle similar situations;
- holding a film festival of media materials specific to anti-racism ideas.

Community Outreach

Send *A Celebration of Commonalities Survey* to the parent/neighbourhood community. Explain that the responses will be used to illustrate our common humanity. We share many similar qualities and experiences, even though our cultures are different.

Classes graph their results. School-wide results are compiled by class representatives. Results are sent home as part of the newsletter or campaign bulletin board.

Commonalities Survey

- Country of birth
- Favourite food
- Favourite music
- Language(s) spoken
- Two hobbies I enjoy
- A time I didn't feel part of a group
- How I felt when I was called a name
- My reaction to discrimination in the media
- A time I helped someone out
- The quality I like most about me

Kindergarten

Looking at Opposites: Hot Cold Shy Bold

Looking at Opposites blends full-colour photographs with rhyming text. The playful photos, depicting a wide range of facial expressions, explain the concept of opposites.

Expectations

English/Language

OC2-OC9, R1, R2, R7, R10

Mathematics

DMP1, NSN1

Personal and Social Development

SASR2, SASR3, HPA1

The Arts

CA1, CA3, CA8, CA11

Read the book. Reread, discussing the opposite words and concepts. Encourage the students to relate ideas to their own experiences.

Reread having pairs of students identify and dramatize the opposing concepts.

Encourage the children to find the word "face" on every page, the rhyming words, and the opposite words. Make a graph to illustrate the number of rhyming words, opposite words, and the word "face" they find. Prepare cards ahead of time with, R for Rhyming, and O for Opposites for students to stick on a graph as they identify them in the book.

Ask the children to select their favourite page and tell why. Discuss how the child in the picture is like them.

Choose pages in the book, i.e. cross, shy. Have students share what makes them feel that way.

Make a cut and paste booklet of opposites and place it at the reading centre for others to enjoy.

Have students create a cut and paste "me" with their face as the point of interest. Have them add facial parts and talk about their functions.

Harris, Pamela. 1995. *Looking at Opposites: Hot Cold Shy Bold*. Kids Can Press Ltd. Toronto. ISBN 1-55074-153-5.

Grade 3

Chicken Sunday

A young Russian-American girl and her African-American "brothers" determine to buy their "gramma" Eula a beautiful Easter hat. But their good intentions are misunderstood, until they discover just the right way to pay for the hat.

Expectations

English/Language

3e2, 3e3, 3e5, 3e22, 3e61.

Social Studies/ History and Geography

3z33, 3z38, 3z39.

The Arts

3a15, 3a44, 3a55

Read *Chicken Sunday*. Identify several acts of kindness and the characters that do them.

- Why does this story fit with the theme "Untie the Knots of Prejudice?"
- Write a journal entry for your response.
- Did you learn any new words? What were they?
- Write the new words in alphabetical order, with their meanings.
- Attach the page to the book for others to use.
- How would you describe the community the children are from?

The children in the story were blamed for something they did not do. Has this ever happened to you or someone you know? How would you or the person blamed feel? Create a list of suggestions of how to react to wrongful blame. Prepare one to two-minute skits to share suggestions with other classes.

Remember how the author describes Miss Eula's voice. Use that description as part of the verse for a poem or as lyrics for a song about respect, trust and love that are demonstrated by the characters in the story. Use rhythm instruments to create an accompaniment for the poem or song. Share.

Polacco, Patricia. 1992. *Chicken Sunday*. The Putnam and Grosset Group. New York, ISBN 0-698-11615-1

Grade 6

No Word for Goodbye

No Word for Goodbye is a story of friendship. Through his friend Paul, Ken learns a little of the Ojibway language and culture and how ignorance and prejudice can hurt.

Expectations

English/Language

6e2, 6e7, 6e9, 6e19, 6e33, 6e36, 6e61

Social Studies/

History and Geography

6z3, 6z9, 6z10, 6z13, 6z15, 6z17, 6z46

Health and Physical Education

6p1, 6p5

The Arts

6a45, 6a47, 6a63, 6a66

This novel study can be completed over two to three weeks. Student groups can focus their study on one of the following areas:

- Making new friends.
- Learning about other cultures.
- Differences in viewpoints and perspectives.
- Dealing with injustice.

Describe how you make new friends. What do you have in common? What do you learn from your new friends? Talk about how hard or easy it is to make a friend. What does it take to keep friends for a long period of time?

In a brief essay, describe how Ken and Paul become friends. What did they do to get to know each other? How did this help the friendship grow?

Paul was an Ojibway and grew up in a different culture and environment than Ken. In your essay, discuss some

of the things Ken learned about Paul's culture. Ken respected Paul's culture as being not better or worse, just different. Discuss your thoughts about Paul's culture (or another culture) that you learned about.

In a play or short drama presentation (skit), demonstrate how Ken and Paul saw the world differently. Use the novel as a resource as well as other books and documents. Remember to respect both points of view in the presentation to the class. Use other characters from the novel or other individuals you may know to demonstrate your understanding.

The Ojibway character in the novel faced an unjust situation. The government and a large corporation wanted the land the Ojibway people inhabited, and although the evidence in the novel indicated they were wrong, the Ojibway were forced to leave.

This action continues in Canada and around the world. In a group, research the situation in Ipperwash and the Skwelkwel'welt Protection Centre of the Neskonlith First Nation. Define the issues involved. What are the issues from the points of view of the Aboriginal peoples and from the government? Who should adjudicate such an issue? Write to the government or the Assembly of First Nations with your findings.

Craig, John. 1974. *No Word for Goodbye*. Irwin Publishing, Toronto. Reprinted 1982. ISBN 0-7725-9006-0



Grade 8

Prejudice

Prejudice is a collection of 15 short stories that, taken together, show how prejudice and ignorance can be transformed into understanding and hope.

Expectations

English/Language

8e5, 8e7, 8e13, 8e49, 8e50, 8e62

Social Studies/

History and Geography

8h35, 8h56, 8h57.

Health and Physical Education

8p3, 8p6.

The Arts

8a34, 8a38, 8a39



Choose one of the selections as the basis for the script of a one-act play. Include stage directions and staging techniques as part of the script. Revise and edit with the assistance of the group. Watch punctuation.

As a class, share your feelings regarding Daphne Muse's dedication and how young people in your own school can be part of the struggle. As a class project, chart ideas on what could be accomplished by

- an individual;
- a class;
- a school; and;
- a community.

Prepare a class research project on how diverse people (different gender, race, abilities, sexual orientation, etc.) have contributed to your community. Relate this to the contributions of diverse peoples to Canada's historical, cultural, and economic development.

Plan a class project on the prejudice in Canada's immigration policy from the country's founding until the present day. Interview new Canadians about their experience with citizenship and immigration.

With a partner, read *A Brief Moment in the Life of Angus Bethune*. Research the impact of over-eating and under-eating on teenagers. Prepare an oral report on eating disorders. Present to the class.

Independently read the story *American Bandstand*. Write a journal entry responding to this story. Tell what affected you, how you were affected, and why you were affected. How has this story changed your outlook?

Design anti-prejudice posters for placement in your community. Use elements and principles of design to underline what you want to communicate and the feelings you want to evoke.

Start a fund raising project to raise money for printing the posters and hosting an anti-bias film festival.

Muse, Daphne (Ed.) *Prejudice*. Hyperion Books for Children. New York. 1995. ISBN 0-7868-1310-5

ETFO's *We're Erasing Prejudice for Good* anti-bias classroom resource for kindergarten to grade 8 is available from **shopETFO**. The ten monthly themes are consistent through each grade. They were chosen because teachers are familiar with this kind of learning, and because concentrating on specific paths reinforces ideas being taught. The books selected give universal messages about what is important in life. Available as a complete resource package (\$120) or as individual grade packages (\$30 each).

Read the introduction from *Prejudice* to the class. Discuss students' response to it. Share experiences and recent media coverage relating to issues of prejudice. Review definitions of stereotypes and discrimination. Collect newspaper and magazine articles. Listen to radio talk shows. Critique these for bias in reporting.

Invite a panel of speakers who have experienced some form of prejudice to present to the intermediate division. Prepare a series of questions to ask of your guests.

As a class, co-operatively read one story chosen on a consensus basis from reading the table of contents. In pairs, create a homework assignment with at least five parts, based on the reading. Share and exchange assignments with another pair.

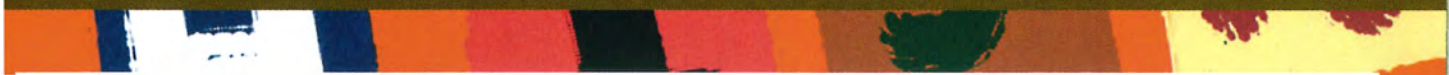


Part One of a Two Part Series

Spelling: Connecting the Pieces

What the Research Says

By Ruth McQuirter Scott, Ed.D.



Spelling is one topic that never seems to leave the educational scene. Our attitudes toward the teaching of spelling shift back and forth depending on the prevailing educational philosophy of the day. As a result, there has been very little consistency in our instructional practices related to spelling.

The *Ontario Curriculum in Language* is not much help in this area. Teachers looking to the document for guidance in planning their classroom spelling programs are met with general statements such as "Spell a wide range of commonly used words correctly;" "Identify some generalizations about spelling and use them to spell difficult unfamiliar words;" and "Use a variety of resources to spell difficult unfamiliar words."

What is a teacher to do? Fortunately, a respectable body of

research exists to provide some solid guidelines about how children learn to spell and the instructional practices that best foster normal spelling development. Using these findings, teachers and schools can make more informed decisions about the teaching of spelling.

This article presents an overview of these research findings. In the next issue of *Voice* I will outline what these conclusions mean for creating a spelling program that will meet the needs of your students.

How Children Learn to Spell

Research since the 1980s (Henderson; Gentry; Templeton) has shown that most children learn to spell in predictable ways. These can be described in broad developmental stages. Children begin by learning

about the sound features of language – the sounds in words, how they are sequenced, and the links between letters and the sounds they represent. They learn there are often several ways to spell a given sound and that words can be grouped into word families.

Children gradually move away from a mainly sound-based approach to spelling and begin to see patterns in written language that are deeper than sound. For example, a child in the late primary grades may spell the word *jumped* as *jumpt* because she or he is simply sounding the word out. As the child learns that *-ed* is a marker meaning the past tense, she or he will switch to spelling the word conventionally. The same shift occurs in spelling the word *buses*. When the child realizes that *s* or *es* added to the end of a word signals that the word is

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plural, she or he will no longer spell the word phonetically, as in *busez*. In both examples, a meaning cue takes precedence over sound.

As children move through the junior and intermediate divisions, their understanding of spelling concepts broadens to include other structural patterns such as possessives, contractions, and compound words. They learn to spell longer words through the combining of base words with prefixes and suffixes (multi- + culture + al).

Throughout the stages of spelling development children also learn to use a variety of strategies for spelling irregular words. There tends to be a developmental progression from sound strategies, such as sounding words out, to the use of analogies, or spelling new words on the basis of words they already know. For example, a student may be able to spell *tight* by relating it to *fight*.

Visual strategies, which involve creating a clear picture of the word in the brain, become particularly important for older students who face longer words that can't be sounded out. These strategies are also useful for words borrowed from other languages, such as *cappuccino*, since these words

often reflect the spelling patterns of the language of origin, rather than English. Because of the complexity of the English spelling system it is no

wonder that research shows students in the upper grades still need support in becoming mature spellers. Spelling development is a lifelong process that involves comprehending the English spelling system from the surface level of sound to the more abstract and complex patterns of structure and meaning.

Instruction or Osmosis?

If spelling development seems to follow predictable patterns, can we safely assume most children will learn to spell naturally through experiences of reading and writing? Absolutely not. Current research (Cramer; Fountas & Pinnell; Gentry) strongly suggests the need for planned, systematic instruction in spelling throughout the elementary grades.

A rich literacy environment in which children see words in print and experiment with words through writing is crucial, but it does not in itself guarantee the coverage of important spelling concepts. Students need plenty of scaffolding to move from one stage of spelling development to the next. More than anything, they need help in transferring this knowledge to everyday writing.

There is no common agreement on how the formal study of spelling should be conducted. Many schools commit to a published spelling program that gradually builds on concepts from grade to grade. If the program follows the developmental sequence of learning to spell, and its authors have a thorough grounding in linguistics, then the challenge of covering important spelling concepts is met. This approach also offers

relative consistency from grade to grade within a school.

It is important to supplement the word lists in a published program with words from a variety of other sources, such as thematic lists, high frequency words, words selected from student writing or words displayed on Word Walls. Some teachers prefer to use these sources rather than a published text for their formal spelling instruction, and to devote a block of time each day for focused word study.

For teacher-directed word study to be effective, however, teachers must be knowledgeable about the English spelling system and the stages through which children pass in becoming mature spellers. They also need to use a range of instructional strategies that will allow children to examine words on the levels of sound, structure, and meaning. Simply having students memorize lists of current words will do little to promote lasting growth in spelling. Learning to spell the word *centipede* in a unit on insects may be useful at the time, but if this approach doesn't also include the systematic study of spelling principles and strategies, the pay-off will be minimal.

Teacher-designed approaches also require school-wide monitoring. This ensures appropriate spelling concepts are covered in each grade and there is a systematic building on strategies and concepts from one grade to another.

Does Spelling Stand Alone?

Although research stresses the importance of systematic study of spelling principles, this does not mean that spelling should remain separate





Students need plenty of scaffolding to move from one stage of spelling development to the next. More than anything, they need help in transferring this knowledge to everyday writing.

from other areas of language. In fact, it is crucial that teachers help their students link spelling with reading, oral language and writing throughout the school day.

When teachers complain that students have difficulty transferring words and concepts learned during "spelling time" to their writing, it is often because little attention has been paid to reinforcing what has been learned in everyday contexts. Most students need practice and reminders to apply new words, patterns and strategies in situations apart from formal spelling instruction.

Does Spelling Enhance Other Language Skills?

There is ample evidence that learning to spell has direct pay-offs in oral vocabulary, reading, and writing. Research with children in grade one who were encouraged to use invented spelling in their writing showed that these children were ahead in reading. The process of thinking about patterns in language for spelling helped the children to approach reading more systematically and to apply their knowledge of phonics to the decoding of unfamiliar words.

As older children learn how long words are often built from the combinations of base words, prefixes, and suffixes, they are better able to decode these words in their reading and understand them orally. This knowledge also leads to improvements in their writing, since they are not restricted to using simple one and two-syllable words to express themselves. In this sense, spelling is an integral

part of word study and both reinforces, and is reinforced by, other language areas.

What Now?

The research findings highlighted in this article can form the basis of an effective school-wide approach to spelling. If you would like to pursue these findings in more detail, the references list key books and articles in the field of spelling. In the next issue of *Voice*, I will provide specific suggestions for putting these principles into practice.

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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.



REVIEWS

Reading Basics

Although the subtitle of this book indicates it is for teachers of primary grades, I highly recommend that *Guided Reading Basics* be on every elementary teacher's desk, whether that teacher is experienced or new to the profession. Writing in a clear and easy-to-understand style, author Lori Jamison Rog uses the first third of her book to outline the components of a balanced literacy program, and to explain how to assess students and materials and how to organize classroom activities so that a guided reading program can be implemented.

The next third of the book is dedicated to planning a guided-reading lesson for four types of readers – emergent, early, developing and fluent. For each of these developmental stages, Rog details the characteristics of appropriate texts, the skills to be developed, and the expectations for both teachers and students before, during, and after a guided reading lesson.

Finally, Rog offers practical ideas for developing specific reading skills – knowledge of phonics, vocabulary and sight words; reading comprehension; and the ability to retell and respond to text. She rounds out the book with a chapter on

guided-reading lessons using non-fiction materials. Throughout the book, mini-sidebars either emphasize important points in the text or describe clever, easy-to-use, teaching strategies. An abundance of blackline masters add to the practical nature of this book, as does the extensive and detailed index.

★★★★★

Rog, Lori Jamison, *Guided Reading Basics, Organizing, Managing and Implementing a Balanced Language Program in K-3*, Pembroke Publishers Limited 2003.

Etta Kaner is a special education teacher with the Peel DSB. She is also the author of children's books and teacher resource books. Upcoming publications include *Word Catchers for Reading and Spelling* and *More Word Catchers for Reading and Spelling* will be published by Linguistics, and *Animal Groups* will be published by Kids Can Press.

Reading Workbooks

Above all, Joanna Lawson wanted her reading workbooks to be interesting and easy to use. She succeeded.

Using her background as a teacher and freelance writer, Lawson's reading workbooks for grades 4 and 5 and Ontario reading workbooks for grades 3 and 6 cover all corresponding grade-level reading expectations.

The Reading Expectations Correlation Overview near the front of every workbook enables students and

teachers to track individual progress simply and efficiently.

Each workbook is a mosaic of genres and themes, with numerous passages written by the author, including themes relevant to the social studies strands, interesting Canadian content, and e-mail passages as a nod to today's technological literacy.

The suitably challenging reading exercises can be used to both test and teach. There is a strong emphasis on metacognition. Students reflect on their learning and set goals within the consolidation sections.

The reasonable price makes the lack of "slick" desktop publishing forgivable.

Also available through Tree House are Lin Hart's assessment guides and answer keys. With easy-to-follow answer keys, engaging extension activities and concise rubrics, it's a shame the assessment guides are not available for every grade level.

According to Tree House Press, the authors are working to make that happen, in addition to extending the series from grade 2 through to grade 8.

Overall, this pedagogically sound series could be a worthy component of any grade 3 to 6 teacher's program.

★★★★★

Lawson, Joanna. *The Tree House Reading Workbook – Grade 4. The Tree House Reading Workbook – Grade 5. My Ontario Reading Workbook – Grade 3. My Ontario Reading Workbook – Grade 6.* (2001) \$3.99 each. Tree House Press. Hamilton, Ontario.
Hart, Lin. *My Ontario Reading Workbook Grade 3 Assessment Guide and Answer Key. My Ontario Reading Workbook Grade 6 Assessment Guide and Answer Key.* \$24.99 each. Tree House Press. Hamilton, Ontario.

Jodie Howcroft teaches at Templemead Public School, Hamilton-Wentworth DSB.

Butterfly Wishes

This charming book for grade 2 to 4 students is full of invitations for teaching many curriculum expectations and creating a sense of place. It is based on the seasonal migration of the Monarch butterfly from southern Ontario to Mexico. The Monarch's life cycle is brought out clearly and accurately.

Elzine is a beautiful Monarch butterfly whose sole purpose is to help others. She discovers she can grant wishes, a power she uses as she travels from Ontario to Mexico and halfway back. The wishes come true only if they are for others, not for the one who wishes. Elzine's gift is inherited by her 300 children, and their 300 children, who use it to make the world a better place.

The story can be used to teach many science expectations, as well as the

values of altruism, care, and benevolence. A glossary and a series of questions are included at the end of the story. An accompanying teacher's guide brings out the environmental issue of the plight of the Monarch and addresses curriculum expectations.

Butterfly Wishes is illustrated with vibrant watercolours by Ontario teachers Marlene McBrien and Myrna McBrien. Hidden in the illustrations are pictures of the most common butterflies.

★★★★★

Glew, Frank. *Butterfly Wishes*. ISBN 09688494-5-8. Order from Frank Glew, 46 Winding Way, Kitchener, ON N2N 1M1. Tel 519-742-6617. \$12.00 includes taxes and mailing. Teachers' Guide \$2.00. Profits go to school environmental literacy.

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

Worthwhile PD

Parliamentary Institute

In November 2003, I participated in the Teachers' Institute on Canadian Parliamentary Democracy. Seventy teachers from across Canada were in Ottawa for this insider's view of parliament. The Institute is co-ordinated by the Library of Parliament and supported by both the House of Commons and the Senate, along with several federal and corporate partners.

As one of the 70 teachers attending, approximately one-third of whom were from the elementary panel, I examined key issues in citizenship and parliamentary democracy. As part of a smaller reflective group, (teachers were subdivided into groups according to grades or subjects taught), I assisted in developing resources for teaching about parliamentary democracy, governance and citizenship.

The goals of the Institute were to enhance knowledge and understanding of the workings of Canada's national legislature; to stimulate discussion on issues relating to parliamentary democracy; to promote the sharing of ideas, resources and methodologies in citizenship education; to develop effective strategies for teaching about parliamentary democracy; and to motivate participants to champion effective citizenship education.

The experience was exemplary and unforgettable, a major highlight of my teaching career. Physically, I have come down from "the hill", yet I continue to be "high" with renewed pride in and enthusiasm for my country, its government, symbols, traditions and professionals.

Applications for the 2004 Institute, as well as classroom resources developed by educators for educators, are available at www.parl.gc.ca. Click on "About Parliament." Click on "Education." Deadline for applications for the 2004 Institute is April 30.

★★★★★

Brenda Gallander teaches grades 6 and 7 with the Algoma DSB. She can be reached at brendag@sympatico.ca.

(See the Teachers Institute on Canadian Parliamentary Democracy advertisement on page 45 of this issue. Ed.)

Butterfly Workshop Inspires Learning

Monarch Butterflies in the Classroom opened my eyes to the wonder of the Monarch butterfly, to the fragility of the natural world, and to our place in it.

Last August, this workshop was offered in Kingston by the Educational Information Resource Centre (EIRC). During the three-day course, we gained the knowledge, experience, materials, and passion to teach this exciting, cross-curricular experience.

In September, my students and I watched with awe as caterpillars changed into chrysalises and butterflies emerged before our eyes. We observed caterpillars at various stages of development, measured them, observed their behaviour, and pondered

their deaths from natural causes. We tracked the migration of butterflies through posted sightings on the Journey North web site (www.learner.org/jnorth) and took part in a simulated migration of paper butterflies, which connected us with schools in Mexico and other places along the migration route. This spring, we will develop and care for a small butterfly garden in the school yard.

This project, which began with a workshop last August, will lead to endless possibilities and activities through the school year. It was a valuable, practical, and inspiring experience.

★★★★★

Lorna Driscoll teaches grade 4 with the Upper Canada DSB. For more information on her program, visit ucdsb.on.ca/inkerman. Click on "Meet the Staff." Click on Lorna's photo. Click on "September Newsletter."

Based in New Jersey, the EIRC is funded by the New Jersey Dept. of Education, as well as by foundations, grants, and fees, to offer innovative in-service for teachers. In 2004, Monarch Butterflies in the Classroom will be offered in Kingston July 28-30; and Hamilton August 3-5. Workshop cost is \$50 U.S. For more information, visit www.eirc.org, call Erik Mollenhauer at 856-582-700 x128, or e-mail erikm@eirc.org.

EQUITY & WOMEN'S SERVICES

The Coalition for Inclusive Curriculum (CIC) is a group of elementary, secondary and post-secondary educators and community activists who work to

- ensure diversity in the curriculum;
- bridge the gap between teachers' and students' lived experiences;
- challenge disparity; and
- examine the intersectionality of equity issues.

The CIC held a successful training retreat in November, 2003. Forty educators with an ongoing commitment to equity and social justice work attended.

The keynote speaker was Annie Kidder of People for Education. Workshops focused on Aboriginal Perspectives and African Heritage. Plenary sessions included a student panel, Voices from the Front Line, and a presentation on challenging class bias. Participants also met in small groups to work on plans to continue local equity initiatives.

Greater Essex County Teacher Local Starts an Anti-Racist Education Committee

Debra Laforet, Lori Hugli, and Sukhbinder Chahal are excited about exploring and addressing equity and social justice issues at the local level. The group invited Rachel Olivero, Diversity Officer for the Greater Essex County School Board, to attend the first meeting. Hilda Watkins, president of the Greater Essex Teacher Local was also in attendance.

bell hooks in Toronto

ETFO was fortunate to be one of the sponsors of *Rock my Soul: bell hooks on Community, Education and Relationships in Toronto* on October 17, 2003. Celebrated American author, teacher and activist bell hooks read from her new and forthcoming

books, and discussed issues of race, class and masculinity. Over 900 people attended this inspiring event.

Community Role Models Resource Inventory

This program is designed to create new community-based resource inventories of racial minority and Aboriginal leaders. The Algoma Anti-Racist Education Committee will be working on the fifth document in the Community Role Models Resource Inventory series, creating a bridge between the schools and the community. Teachers will have access to current information about local role models and can include them in the delivery of inclusive curriculum.

Vel Liut, vice-president of the Algoma Teacher Local, is the executive liaison officer to the Anti-Racist Education Committee. Members of the committee are Carol Brown, Jeannette Commanda, Brenda Gallander, Mabel Lewis-Hill, and Mary Jin-More.

The Niagara Teacher Local is currently working on completing the 2003 edition of the Community Role Models Resource Inventory.

Community Role Models Resource Inventories are available for the Toronto (2000), Thames Valley (2001) and Hastings and Prince Edward (2002) locals.

Anti-homophobia and Anti-heterosexism Training and Resources

At ETFO's Annual Meeting in August 2003, delegates passed a resolution calling for training on anti-homophobia and anti-heterosexism at the local level. The following resources are available from ETFO to facilitate this training:

- **Homophobia and Heterosexism: Member Rights, Union Responsibilities.** This is a 30-minute workshop for stewards, outlining the basic legal framework related to discrimination based on sexual

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

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

orientation, suggesting practical strategies for stewards, and providing participants with a package of ETFO resources.

- **Addressing Homophobia and Heterosexism Local Initiatives Grant.** ETFO Locals may apply for a \$300 grant for local initiatives. Criteria and more information about accessing this fund are available from Linda Rowatt at the provincial office.
- **Anti-homophobia curriculum resources.** ETFO is currently developing a curriculum resource specifically addressing anti-homophobia, and written by ETFO members.

Learning About Walking in Beauty

Delegates to the 2003 ETFO Annual Meeting also voted to have ETFO actively promote the report *Learning About Walking in Beauty: Placing Aboriginal Perspectives in Canadian Classrooms*. Since that time, a plenary session on the research paper was held at ETFO's Leadership event, attended by local presidents and leaders from across Ontario. A new workshop, "The Teaching Circle: Aboriginal Perspectives for Canadian Classrooms," is being developed for use at the local level, and will also be offered at ETFO's Kaleidoscope conference in May 2004.

The Teaching Circle: Aboriginal Perspectives for Canadian Classrooms ETFO, *The Toronto Star* and Historica published *The Teaching Circle: Aboriginal Perspectives For Canadian Classrooms* in November, 2003.

The Teaching Circle fills a need for high-quality classroom materials that encourage students' understanding of the contribution First Nations, Metis and Inuit peoples have made to Canada. It allows students to see Canada from Aboriginal perspectives and validates the experience of Aboriginal students in the classroom.

The Teaching Circle is intended for teachers and students in kindergarten to grade 8. Information for the document was compiled from many sources, including *Aboriginal Pride*, ETFO publications and curriculum activities developed for the Canadian Aboriginal Festival in Toronto.

The Teaching Circle encourages students to become lifelong readers, allows for easy modification to suit students' different ability levels, uses contemporary media items and news messages to analyse broader themes and issues in Aboriginal studies, and links to expectations across several areas of the curriculum.

Teachers will find *The Teaching Circle* easy to use. All themes are referenced to current educational resources. As well, black line reproducibles for activities and evaluation have been included where appropriate.

The Teaching Circle: Aboriginal Perspectives for Canadian Classrooms is available from the *Toronto Star* Newspapers in Education department. From January 19 to 30, 2004, 1,000 Ontario elementary classrooms received copies of *The Teaching Circle*, with the compliments of Historica, and a 10-day subscription to *The Toronto Star*, with the compliments of *The Toronto Star* Newspapers in Education department.

ETFO's Equity and Women's Services Service Area is offering workshops on using these new materials in the classroom. Locals can book the Aboriginal Perspectives workshop by calling Sherry Ramrattan Smith at provincial office.

ETFO and the Canadian Aboriginal Festival

Education Day for the Canadian Aboriginal Festival was held on Friday, November 28, 2003. Over 1,200 elementary students and their teachers attended.

More than 30 teaching stations were mounted around the SkyDome. The curriculum for Education Day was developed by ETFO members Katherine Bennett and Robyn Turgeon, and covered four themes:

- water
- cross-cultural connections/ Aboriginal issues
- contributions of Aboriginal peoples
- government/matriarchal societies

Eighteen ETFO members volunteered as instructors to educate students on the historical experiences, cultural norms and issues of Aboriginal peoples: James Bird, Donna Guerra, Stanley Hallman-Chong, Anita Dhawan, Terri Lynn Platt, Wayne Lee, and Jenny Dupuis (Toronto), Nicole Gaudette and Katherine Leslie Fallaize (Durham), Linda Cauchy and Richard Bernard (Halton), Jennifer Luxmore-Begin and Marina Skory (Peel), Deborah St. Amant (Kawartha Pine Ridge), Melanie Chaboyer (Superior Greenstone), Dianne Morgan (Grand Erie), William Newell (Ontario North East), and Ellen Marek (York Region).

This year, the ETFO tent was incorporated into the rotation schedule. The tent, which had the capacity to hold up to 200 students, featured storytelling, songs, and drumming activities conducted by members of the ETFO Aboriginal Education Committee: David Anderson, York Region; Katherine Bennett, Peel; Esther Fraser, Ontario North East; Rosemary O'Hearn, Keewatin-Patricia; and Darla Solomon, Rainy River.

ETFO also kept a booth at the Canadian Aboriginal Festival. The booth was staffed by Melanie Chaboyer, Superior Greenstone; Eugene James and Andy Lomnicki, Toronto; and Deborah St. Amant, Kawartha Pine Ridge.

ETFO Standing Committees

The Elementary Teachers' Federation of Ontario (ETFO) has 21 standing committees



International Assistance Committee.

ETFO Standing Committees

Aboriginal Education
 Annual Meeting
 Anti-Racist Education
 Awards
 Collective Bargaining
 Disability Issues
 Early Years
 Education Support Personnel (inactive)
 Gender Issues (inactive)
 Human Rights
 International Assistance
 Lesbian, Gay, Bisexual and Transgender Members
 New Teachers
 Occupational Health and Safety
 Occasional Teacher
 Pension (inactive)
 Political Action
 Professional Development/ Curriculum
 Professional Relations
 Status of Women
 Teacher Education/Faculty Liaison

Joining a committee is one of the many ways you can make your voice heard, and influence the actions of the Federation by making recommendations directly to the Executive. At the same time you will have an enjoyable

experience working with other members in an area that interests you.

Applicants for committees are reviewed by the Selection Committee for Standing Committees, which then recommends candidates to the Executive. The Selection Committee is chaired by ETFO's Vice-President David Clegg. The Selection Committee is elected by the Representative Council from members of the Representative Council.

Generally, standing committees have five members, and an assigned staff officer. All committees also liaise with one of the released officers. Members may sit on the committee for two consecutive two-year terms. Most committees meet twice a year in Toronto, and hold one teleconference. ETFO pays all expenses related to committee participation.

OTF Committee Appointments

ETFO also appoints representatives to standing committees of the Ontario Teachers' Federation (OTF).

OTF committees seeking members are

- Ontario Teachers' Insurance Plan (OTIP)
- Pension Adjudication
- Qualifications Evaluation Council of Ontario (QECO)

Contact First Vice-President Ruth Behnke for more information on OTF committees.

Applications for both ETFO and OTF committees will be mailed to ETFO stewards in February and are also available at www.etfo.ca. Completed applications must be received at provincial office by April 2.

For more information on ETFO's standing committees, ask your ETFO steward for the ETFO Reference Book 2003-2004, or call Vice-President David Clegg at the provincial office.

APPLY NOW!



Professional Development/Curriculum Committee



Aboriginal Education Committee



Professional Relations Committee



ENERGIZE

YOUR PHYSICAL EDUCATION PROGRAM

According to a new study conducted by Ipsos-Reid on behalf of *Today's Parent Magazine*, 94 percent of Canadians agree that "the number of overweight and inactive children is a serious health issue in Canada today." As well, nine in ten Canadians agree that "provincial governments should make it mandatory for all students, from kindergarten to grade 12, to have at least 30 minutes of physical activity each school day," and eight in ten agree that "the influence of television/internet and video games on children is so powerful that it is difficult for parents to get their children to be more physically active."

These are times of both challenge and opportunity for everyone interested in active, healthy living for children and youth.

Children's health and well-being are the top priority for Ophea (Ontario Physical and Health Education Association). A leader with regard to physical activity and health in schools, Ophea is a primary source of support for parents, teachers, and schools in implementing quality, active living programs. Ophea supports Ontario's schools through advocacy, through programs and services, and through building partnerships. Ophea's vision is that all children will value, participate in, and make a lifelong commitment to active, healthy living.

"Ontario's schools are where almost all children and youth can be reached. Every school provides a 'hub' for building an active, healthy school community," says Ophea's Executive Manager, Public Affairs,

Michelle Brownrigg. "The 'school community' involves all the supports a child's community has to offer: educators, school councils, parents, public and community health, recreation, community social services, local politicians, and local business."

"Ophea has always done a great job supporting teachers and school boards in helping children and youth," says Erin Woeller, who teaches grade 4 with the Peel District School Board. "Its user-friendly programs are full of ideas that are linked to the curriculum. Activities that support specific expectations are easy to find. As a new teacher, I found the curriculum binders particularly useful," says Erin. Ophea is dedicated to providing and supporting active healthy living

9/10

Canadians agree that provincial governments should make it mandatory for all students, from kindergarten to grade 12, to have at least 30 minutes of physical activity each school day.

opportunities for Ontario's children and youth. Our diverse programs and services, most of which are free, are a particularly valuable resource for health and physical education teachers. These initiatives are readily available and easy to implement. To find out more, visit www.Ophea.net, or call 416-426-7120/1-888-446-7432.

Ophea's Programs and Services

activ8

activ8 (K-8) is a curriculum-based physical activity challenge program. It consists of eight pre-planned lessons for each grade, including warm-ups, cool-downs and everything in between. Each lesson has enjoyable physical activity challenges that help students of all abilities develop their fitness and skill levels. Developed by curriculum and child development experts, activ8 (K-8)'s pre-planned lessons have direct links to Ontario's curriculum.

Active Schools

The Active Schools program was introduced to school communities to increase physical activity among Ontarians by motivating and recognizing schools – teachers, parents, students and community leaders – for getting up, moving and making the commitment to leading active healthy lives.

Ophea Kids' Health Conference

This annual conference provides over 75 practical workshops for everyone interested in the health, physical activity and education needs of children and youth. Delegates increase their knowledge and develop new skills, network and learn from colleagues. Interactive and informative workshops cover a wide variety of topics, from intramurals and dance, to nutrition and disease prevention.

Asthma in the Classroom: What Teachers Need to Know

Learn how to prevent and manage students' asthma attacks by getting a copy of *Asthma in the Classroom: What Teachers Need to Know*. This informative pamphlet outlines asthma symptoms, identifies the many triggers of asthma attacks, discusses asthma medications and details how to manage asthma emergencies. Created by Ophea in collaboration with the Lung Association, the Asthma Society of Canada, and the Public Health School Pilot Project, *Asthma in the Classroom* has been distributed to all schools in Ontario.

Health Canada's Physical Activity Guides for Children and Youth

On behalf of the Ministry of Tourism and Recreation, Ophea distributed over 8,300 copies of Health Canada's *Physical Activity Guides for Children and Youth* to Ontario's school communities in 2003. The guides address the rising rates of physical

inactivity and obesity among Canada's children. Also available are a *Teacher's Guide*, a *Family Guide*, and an interactive *Children's/Youth Guide*.

H&PE Curriculum Implementation Support

The H&PE Curriculum Implementation Support program helps students develop a lifelong commitment and a positive attitude toward healthy, active living, and the capacity to live satisfying, productive lives. It provides educators, health professionals, and other intermediaries with comprehensive workshops and consultations on curriculum-related issues.

As part of the H&PE Curriculum Implementation Support, Ophea H&PE Binders were developed to help teachers deliver quality health and physical education programs. Each easy-to-use binder provides background information, lesson plans and supporting materials to help both generalist and specialist teachers deliver engaging lessons while meeting curriculum expectations. Resource binders are available for each grade from kindergarten to grade 8.

Ontario Physical Education Safety Guidelines

Ophea's Ontario Physical Education Safety Guidelines provides school boards with accurate safety information. The goal is to ensure a safe teaching environment. The guidelines are directly connected to the H&PE Curriculum and consist

8/10

Agree that the influence of television/internet and video games on children is so powerful that it is difficult for parents to get their children to be more physically active.

of three modules: Curricular, Co-Curricular and Interschool Athletics. These guidelines help school boards to identify safety guidelines and risks to consider before conducting activities. For more information, contact your local school board.

Lungs Are for Life

Ophea continues to work in partnership with the Ontario Lung Association in the development, promotion and implementation of the Lungs Are For Life program. This program helps students identify unsafe substances, resist pressures to use these substances and understand the health risks associated with smoking. Resources are distributed to participating teachers and students. Master trainers help to implement workshops in their school boards.

www.Ophea.net

Ophea.net is an on-line community of individuals and organizations committed to improving the physical health and well-being of Ontario's children. The website provides members with articles, activity ideas, information on teacher resources, related news stories from across Canada, training and development opportunities, an online workshop and much more. Membership in Ophea.net is free. Anyone can access its wealth of ideas and information.

School Nutrition Initiative

In co-operation with the Nutrition Resource Centre, the School Nutrition Initiative involves implementing a comprehensive framework to address individual and environmental influences on healthy eating behaviours. This initiative is currently being tested with educators, public health professionals and students.

Take Action

This program is a valuable resource for educating children and youth about harmful substances, including tobacco, alcohol and other drugs. Take Action complements the Health and Physical Education Curriculum support documents.



"Ophea has always done a great job supporting teachers and school boards in helping children and youth. Its user-friendly programs are full of ideas that are linked to the curriculum. Activities that support specific expectations are easy to find. As a new teacher, I found the curriculum binders particularly useful."

Erin Woeller, Grade 4 Teacher – Peel District School Board

Erin Woeller and students.

PROTECTIVE SERVICES / COLLECTIVE BARGAINING

By Derek Hulse and Lynn McClean

President Emily Noble and the Executive took a huge leap into the future when they originated Building for Tomorrow, but they knew that ETFO staff, local leaders and you, the members, were up to the task. Together we can make it happen!

Building for Tomorrow

In the spring of 2003, it became clear that ETFO would be faced with the difficult task of negotiating three-year collective agreements for the first time in the history of collective bargaining in Ontario. The ETFO Executive, under the leadership of President Emily Noble, began to develop bargaining goals that would ensure improvements to the working conditions, benefits and salaries of teachers over the next crucial three years. This round of bargaining will set the stage not only until 2007, but also for many years to come.

The Executive formulated a strategic plan and entitled it Building for Tomorrow. Building for Tomorrow would require a shared partnership between the locals and the provincial organization in order to place elementary teachers' concerns at the forefront heading into this round of bargaining and to ensure a high level of service to the locals. At the 2003 Annual Meeting the delegates agreed and voted to redistribute a portion of local fee rebates in order to make it happen.

Building for Tomorrow will take a multi-faceted approach to preparing for the future. It will incorporate changes and improvements related to:

- resources
- training
- communications
- succession planning; and
- staffing

Resources

Another important initiative of Building for Tomorrow is a marked increase in the resources available to local negotiators and presidents. The development of the following Building for Tomorrow resources

and initiatives are well underway and will be implemented over the next year:

- Three-year funding formula analysis software (training begins Feb. 2004).
- Technological enhancements (Jan. 2004):
 - chief negotiators' net (launches Jan 5, 2004);
 - searchable, on-line collective agreement database;
 - on-line workplace accommodation database; and
 - arbitrations and grievances website link.
- Survey of locals (implemented through winter and spring 2004):
 - class-size; and
 - instructional day.
- Training for local leaders.
- Updating of collective agreement comparisons.

Training

Various groups are being consulted in the planning of training programs for current and future local leaders. The provincial collective bargaining committee had their first meeting earlier in the fall, at which time they discussed bargaining goals and training plans for teachers and occasional teachers. A provincial occasional teacher committee is also discussing bargaining goals and planning regional workshops. A work group is being developed to give further input into the training plans for teacher locals. A rigorous training schedule has been set for this school year and the next two years. Local chief negotiators, presidents, grievance officers and stewards will participate in the various training sessions as outlined below.

- Chief negotiators' conference (Nov. 28/29, 2003)
- Regional training sessions for the newly developed three-year funding analysis software (Feb./Mar. 2004)

**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, LORNA LAMOUR, COLLEEN LEE,
BILL MARTIN, JIM MCMAHON, LYNN MCCLEAN, SHARRON
RAYMOND, MARGARET TAYLOR, HAROLD VIGODA, JIM WHITE

- Grievance officers and stewards training (Spring/Fall 2004)
- Mentorship of future negotiators (2004/05)

Communications

The successful implementation of Building for Tomorrow and the successful resolution of this groundbreaking set of negotiations will require clear and consistent communication. During the last round of bargaining, the importance of communicating professionally was brought home to ETFO, and this resulted in the creation of a communications role within the executive staff. Firstly, ETFO will need to communicate our bargaining goals to our membership, school boards and the public. Secondly, communication will be key during negotiations and job actions. Finally, we will need to celebrate the many achievements and successes that will occur over the next three years.

Succession Planning and Staffing

The collective bargaining staff was clearly spread too thin across the province bargaining for very diverse locals. When many locals were involved in job action at the same time, it was difficult for provincial staff to spend the time needed in each local to support the hard work of teachers and released leaders across the province. Many times staff from other service areas were called upon to assist their colleagues in collective bargaining. In addition, ETFO was beginning to face the type of need for succession

planning that is occurring in school boards and locals. Many of our experienced negotiators are approaching retirement, and future negotiators might miss the opportunity to work with excellent mentors.

The first step in re-evaluating ETFO's needs was the addition of staff by hiring Lynn McClean from Simcoe and seconding Derek Hulse from York Region as new executive assistants in Protective Services with collective bargaining duties. Next there was a re-deployment of existing staff, with Colleen Lee moving from Professional Services to Protective Services with a focus on training and the development of a communications portfolio that would be fulfilled by Harold Vigoda.

Your provincial collective bargaining staff will be able to provide greater service and increase the interaction between the province and the locals.

Further staffing changes will include the acquisition of in-house legal counsel to further strengthen ETFO's team.

Shared Responsibility

Collective bargaining is a shared responsibility between the local and provincial levels of ETFO. Many of the enhancements listed above will require more from you and your local leaders. In order to ensure that data are correct and all strategy is well formulated, you will find that your steward and local leadership will be surveying you about your current working conditions. Although this will require more work from you and your leaders, it is vital that we all take this part of the process seriously and provide the most up-to-date and accurate information possible. At this point, we have a change in government, but we cannot count on any changes to legislated three-year collective agreements. Through our joint efforts, we will be prepared.

President Emily Noble and the ETFO Executive took a huge leap into the future when they originated Building for Tomorrow, but they knew that ETFO staff, local leaders and you, the members, were up to the task. Together we can make it happen!

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OTF REPORT

Awards for Teachers

For more than nine years, OTF, along with TVOntario, ran a program of awards for teachers. This award was a peer-judged program for members of OTF. Unfortunately, TVOntario and its corporate sponsor withdrew the funding and the program has languished for two years. In that time, OTF has been seeking a sponsor to underwrite the costs. OTF is pleased that the Ontario Teachers' Insurance Plan (OTIP) has agreed to be the major sponsor for the re-established Teacher of the Year Awards.

OTF has also succeeded in reaching agreement with TVOntario to continue to participate in the awards by producing vignettes of the winners for broadcast on both TVOntario and on Tfo. This was part of the prize in the TVO Awards and we are pleased this will continue. The vignettes will also be posted on the OTF website as streaming video.

The new OTIP Teacher of the Year will be much the same as the previous awards from TVOntario. The major change is that the nomination process will be entirely on line.

Once again, nominations will be short listed by the OTF Awards Committee. The short list will be reviewed by a jury of prominent people. The awards will be presented in June.

The deadline for applications is the end of March. You will be hearing more about the website as it is launched.

OTF 60th Anniversary

The Teaching Profession Act was passed by the Ontario Legislature on April 5, 1944, which makes April 5, 2004, OTF's 60th Anniversary.

To commemorate the anniversary in a manner that would give back to the community, the Executive decided to hold a fundraising event at the time of the 2004 April Board of Governors' Meeting. The event will take the form of a quiz night along the lines of a Trivial Pursuit competition. Funds will be raised by way of registration fees for teams that compete. A reception with cash bar will follow the competition.

In addition to the competition, funds will be raised through a silent auction of donated unusual prizes, such as a weekend at the cottage of the president of ETFO, a dinner with the five presidents, etc.

The Board of Governors decided to give the money raised to the Stephen Lewis Foundation. The foundation provides community care to women in Africa who are dying. It ensures the women's last weeks are free from pain, humiliation and indignity. It also assists orphans and other AIDS-affected children, in every possible way, from paying their school fees to providing food.

The foundation also supports associations of people living with HIV/AIDS; helps men and women who have openly declared their status to educate themselves; shares information with the broader community with the goal of preventing AIDS; assists those who treat and care for those living with AIDS; and works to eliminate the stigma that surrounds the disease.

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

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CTF REPORT

Terry Price, President, Canadian Teachers' Federation

Children who watch TV with their parents and are encouraged to talk about what they see are more aware of the potential impact of media violence, and tend to spend more time doing homework, reading, and participating in extra-curricular activities.

What Did You Learn From the Media Today?

We've known for years that kids spend as much or more time interacting with television, video games and computers than they spend in school. The lessons teachers deliver are tested for their relevance and effectiveness at building responsible future citizens. The same can't be said for the lessons learned from after school sit-coms, Internet immersion, and playing video games on the weekend.

Yet the impact of this "alternative curriculum" is being felt in Canadian classrooms every day. Students who watch the news at home regularly show up at school with questions about everything from birth control to international terrorism. And educators frequently witness kids imitating dangerous stunts and violent behaviour they've seen on TV.

The Canadian Teachers' Federation (CTF) commissioned a national survey of more than 5,700 students in grades 3 to 10 to find out what media products they watch and play, and what they think about their experiences.

The results, published in a report entitled *Kids' Take on Media*, are illuminating.

Choices

Despite the time students spend watching TV, surfing the Internet or playing video games, both boys and girls rate hanging out with their friends as their preferred activity – and it becomes more popular the older they get. Conversely, reading for pleasure decreases as students age.

"Exciting" and "funny" topped the list of attributes of the students' favourite TV programs, the majority of which don't contain violence. Excitement and competition also attracted both girls and boys to video and computer games.

Violence Divide

Survey responses reflected some stereotypical trends, with girls preferring non-violent TV shows, and being much less interested in games. In fact, violence in video and computer games seems to be one of the attractions for male students. By grade 10, boys are choosing electronic entertainment as a preferred weekend activity at twice the rate of girls.

One of the favourite games for boys across all grades surveyed is *Grand Theft Auto*, a game designed for mature audiences. The game's extreme violence – which involves murder, bludgeoning and prostitution – raises questions about the definition of "mature." Even more disturbing is that the game is very popular among boys even in grade 3.

Supervision

Many Canadian children receive little or no parental restriction when it comes to media consumption. Forty-eight percent have their own TV, and 26 percent have their own computer and Internet access. Nearly half of those surveyed say there are no household rules regarding which TV shows they can watch, and two-thirds report that no one dictates which video or computer games they can play, or for how long.

Opportunities

The survey found that children who watch TV with their parents and are encouraged to talk about what they see are more aware of the potential impact of media violence, and more likely to have discussed the issues of racism and sexism. They also tend to spend more time doing homework, reading, and participating in extra-curricular activities.

YOU OFTEN TALK ABOUT DISCOMFORT AND PAIN

Kids' Take on Media shows some of the ways children benefit from adult perspectives on the media's alternative lessons. It also shows that the older kids get, the more they see the value of studying media in school.

Clearly, parents and teachers have a crucial role to play in helping young people sort through the wealth of media available to them. Educators can and should provide context for the "lessons" being taught by the news, entertainment and advertising media. Media literacy should be a life skill we teach our young people. In addition to the traditional literacies of reading and numeracy, students need to learn how to understand and analyze some of the messages they see and hear in the media.

Terry Price is the president of the Canadian Teachers' Federation. A summary of the findings of the *Kids' Take on Media* study is available at www.ctf-fce.ca and www.erinresearch.com. *Kids' Take on Media* was conducted by Erin Research, in collaboration with CTF and the Media Awareness Network (MNet), through a grant from the Government of Canada – National Crime Prevention Strategy.

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events

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ETFO Provincial Office

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jmoxey@etfo.org, www.etfo.ca

April 2-3 BURLINGTON

"Be Arts Smart", ETFO Provincial Conference 2003-2004.

Royal Botanical Gardens

Contact: Jennifer Mitchell,

ETFO Provincial Office

416-962-3836/1-888-838-3836

jmitchell@etfo.org, www.etfo.ca

April 16-17 TORONTO

"Connect for New Teachers", ETFO Provincial Conference 2003-2004.

Marriott Hotel

Contact: Jan Moxey,

ETFO Provincial Office

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jmoxey@etfo.org, www.etfo.ca

April 21

Ontario Association of Junior Educators, Association (OAJE) Mini-Conference.

Access the OAJE website,

www.oaje.org, or contact Marilyn

Ryan at 519-570-0003, ext. 4269

for registration information

May 13-15 OTTAWA

CTF National Conference, "Moving from a Cult of Testing to a Culture of Professional Accountability."

For more details call 1-866-283-1505

or visit www.ctf-fce.ca

May 27-28 TORONTO

GLACIE'S (Great Lakes Association for Cooperation in Education)

19th Annual Cooperative Learning Conference: "Learning Together."

Contact: Angela Canavan

Tel: 705-432-8088

E-mail: acanavan@glacie.ca

website: www.glacie.ca

May 28-29 BARRIE

"Kaleidoscope", ETFO Provincial Conference 2003-2004.

Kempfenfelt Centre

Contact: Lynn McClean,

ETFO Provincial Office

416-962-3836/1-888-838-3836

lmcclean@etfo.org, www.etfo.ca

June 2004 Location TBD

ETFO Lecture

Contact: Barbara Richter

or Mary Morison

ETFO Provincial Office

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Heads or Tails?

One of my students has devised a game for me. On a rectangular grid of equal squares, I must place a coin, heads up or tails up, on any square I choose. I must then repeat this until every square has a coin on it and all are facing heads up.

Not too difficult I thought. But then I read the conditions.

Each time I place a coin on a square, any coin already on an adjacent square in the same row, column or diagonal, must be turned over, from heads to tails or vice versa. I realised that at some point, on placing a coin, I might have to turn over as many as eight others, or perhaps none at all.

At first I failed, but during one successful attempt, I turned over most coins at least once, some more than once, but on average, turned over each coin a whole number of times.

How many coins did I need for the game?

Teachers' Trivia

By Peter Harrison

A draw will be held on April 1, 2004, of all correct answers to "Heads or Tails?" Five winners will receive an ETFO sweat shirt. Correct answer and names of the winners will be published in the spring issue. Send your answers to Charlotte Morgan at provincial office. Fax to 416-642-2424. E-mail cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

Solution to "Who Teaches What?" (Voice, Fall 2003). The answers to "What, respectively, are the subjects which will be taught this year by Dr. Archimedes, Mr Universe, Ms Einstein, Mme LaFrance and Mrs England?" are: Physical Education, English, French, Science & Technology, Math (in that order). Winners were Marguerite Fleming, Eric Hammell, Monique Mailloux, Gerald Veen, Tui-Sem Won.



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'STARS AND BEYOND' – Students and Educational Workers at Risk – November 11-13, 2004 – Wyndham Bristol Place Hotel - Toronto Airport. Contact: Therese Matteau. Telephone 416 751-8300 or 1-800-267-7867. E-mail at matteat@osstf.on.ca.

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ETFO Annual Meeting Deadlines

ETFO's 2004 Annual Meeting will be held August 16-19 in Toronto. Nominations from members wishing to serve as parliamentarians, deputy parliamentarians, assistants or poll clerks must be received at provincial office by March 1.

Nominations from members seeking election to the Executive must be received at provincial office by March 15. This applies only to those who wish their campaign platform included in the Annual Meeting Booklet.

For more information on elections, see the ETFO Reference Book – Bylaw III: Elections. For more information on these positions, contact your local president, or Dave Kendall or Jim White at provincial office.

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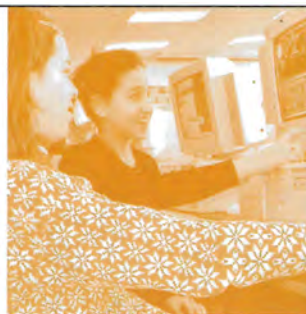
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