

voice

Spring 2005
Vol. 7 • No. 3

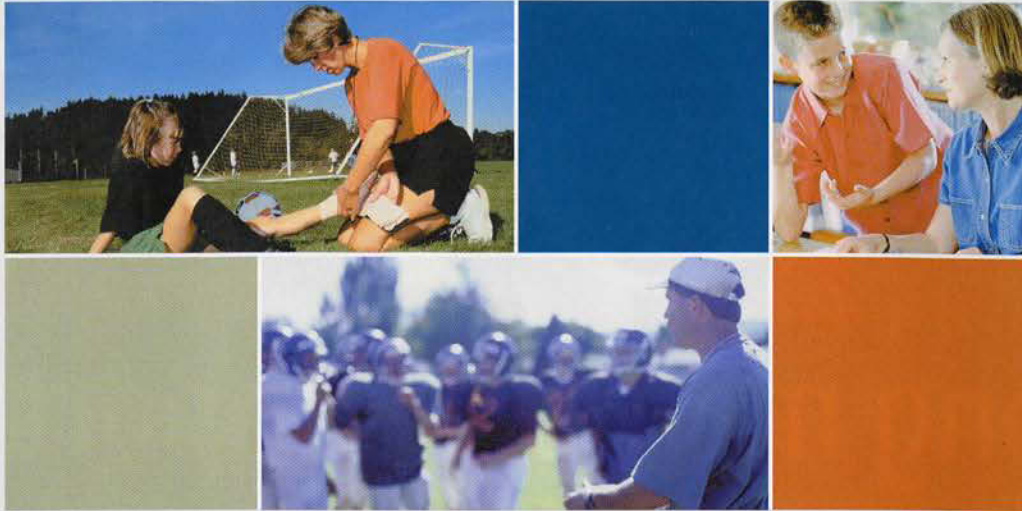
Strong member support for bargaining goals

.....
Integrating
special needs
students

.....
Quality education: a special insert

Safe schools
and safe
communities

LESSON PLAN



You Go Beyond. So Do We.

Everyday educators go beyond the call of duty, helping students solve issues, make wise decisions, and build their futures. At Teachers Life, we are devoted to deliver products that provide increased financial security for the changing needs and future of Ontario's active and retired educators.

You Help Build Futures. We Help Ensure Yours.

As a non-for-profit fraternal insurance company founded and run by teachers for 65 years, Teachers Life offers life insurance products specifically designed with Ontario educators in mind. We can assess your situation and help you develop a life insurance portfolio that addresses your individual goals and adjusts with your changing needs. Contact us on:

- Critical illness insurance
- Grandchildren's life insurance
- Supplemental coverage to your group life insurance
- Mortgage insurance
- Dependents' life insurance
- Income replacement insurance
- Pension maximization options

Call today and make an appointment for your **FREE personal assessment**.

1.800.668.4229 or 416.620.1140



Teachers Life™

1939-2004 – 65 Years of Dedicated Service!

Teachers Life Insurance Society (Fraternal)™
La société d'assurance-vie des enseignantes et enseignants (fraternelle)™

Email: insuring@teacherslife.com

Website: www.teacherslife.com

ETFO Provincial Executive Members

President - Emily Noble, Algoma
First Vice-President - David Clegg, York Region
Vice-President - Sam Hammond, Hamilton-Wentworth
Vice-President - Cynthia Lemon, Bluewater

OTF Table Officer - Sharon Aloian, Niagara
Barbara Burkett, Ontario North East
Rachel Gencey, Durham
Shelly Jan, Peel OT
Martin Long, Toronto
Gayle Manley, Algoma
Lynda McDougall, Upper Grand
Rian McLaughlin, Hamilton-Wentworth OT
Ryan Naidoo, Toronto
Cathy Smith, Peel

ETFO Voice

Johanna Brand - Editor
Gene Lewis - Business Manager
Jennifer Stewart - Advertising Sales
Artifact graphic design - Design

Contributors this issue:

Sharon Aloian, Christine Brown, Charlene Carruthers, André Charlebois, Jim Giles, Peter Harrison, Liana Holm, Didi Khayatt, Vivian McCaffrey, Terry Price, Cindy Shore-Beauvais, Susan Thede, Carol Zavitz.

Photography - Anne de Haas, Brian Summers, Johanna Brand, Kurt Uriarte.

Member of the Canadian Association of Labour Media (CALM) and Canadian Education Press Association

Indexed in the *Canadian Educational Index/Répertoire canadien sur l'éducation*

ISSN: 1481-4072

Articles contained herein reflect the views of the authors and do not necessarily express official policy of the Elementary Teachers' Federation of Ontario.

Acceptance of an advertisement does not imply ETFO endorsement of the product or service. Advertising contracts are subject to cancellation if members complain.

Publications Mail Agreement no. 40070000.
Return undeliverable Canadian addresses to:

 **Elementary Teachers' Federation of Ontario**
Fédération des enseignantes et des enseignants de l'Élémentaire de l'Ontario
480 University Avenue, Suite 1000
Toronto, ON M5G 1V2

Telephone: 416-962-3836 or 1-888-838-3836

E-mail: etfvoice@etfo.org

www.etfo.ca



Features



18

Do You See What I See?

A look at meaningful integration



29

Stand Up and Be Counted! Identity and self-identification

Departments

From the President	4
From the General Secretary	5
Your Federation	6

Collective Bargaining



10

Professional Development	12
Professional Relations Services	14
Equity & Women's Services	16
Beyond Our Borders	31
OTF Report	36
CTF Report	37
Disability Issues	39
Calendar	44



23

Knowledge Is Power

La Culture francophone - un monde à la portée

34

Practical advice on managing voice problems	38
Reviews	40
Teachers' Trivia	43
Classified	45

LESSON PLAN

Safe Schools
and Safe
Communities

25

On our cover: ETFO members casting ballots at the Peel local strike vote meeting. Photo: Kurt Uriarte.



JOIN RTO/ERO and access the Largest Retired-Educator Health Plan in Canada

The Retired Teachers of Ontario/Les Enseignantes et Enseignants Retraités de l'Ontario (RTO/ERO) has 35,000 health plan members covering 55,000 people. The Plan is owned and managed by RTO/ERO members.

With RTO/ERO:

- ▶ Premiums have not increased since 2001
- ▶ Premium rates and benefits do not change with age
- ▶ Choose from Extended Health, Semi-Private Hospital and Dental Plans, all offered independently
- ▶ Single, couple or family coverage is available

RTO/ERO's health plans are affordable, well established and financially stable.

Highlights of the Plans:

- ▶ Guaranteed acceptance with no medical evidence required or late restrictions applied if you enroll within 60 days of the termination of a school board plan or spouse's or other group plan
- ▶ Premium rates and coverage are the same for all ages
- ▶ Direct drug payments to members, electronic submission of dental claims, direct deposit of claim payments

For over 35 years, RTO/ERO has provided excellent programs and services for teachers and administrators in retirement. RTO/ERO advocates on pension, educational, health and seniors' issues on behalf of our 54,000 members.



THE RETIRED TEACHERS OF ONTARIO
LES ENSEIGNANTES ET ENSEIGNANTS
RETRAITÉS DE L'ONTARIO

Join your retired colleagues:
Make RTO/ERO your new organization in retirement

Suite 300, 18 Spadina Road, Toronto, ON M5R 2S7
416-962-9463 • 1-800-361-9888 • www.rto-ero.org

Do you have a story to report?

Name _____

Position _____

School _____

School Address _____

Postal Code _____ Tel. _____

Event Date(s) _____

Event or Award Description: _____

Change of address?

Let your Federation know!

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

Name _____

PREVIOUS INFORMATION

Address _____

Home Phone _____

Name of School _____

Name of Board _____

NEW INFORMATION

Address _____

Home Phone _____

Name of School _____


Name of Board _____

Return this form by mail or fax to:

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

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

FROM THE EDITOR



As we go to press most teacher members across the province begin a work-to-rule. In her column, President Emily Noble outlines some of the intricacies surrounding this round of negotiations. In his column, the General Secretary stresses the importance of bargaining for teachers' professional and personal lives.

The strike vote results (page 11) show the strength of member support for ETFO's bargaining goals. At the Peel local strike vote, second vice-president Kurt Uriarte took the photo that became our cover.

The insert in this issue is about the importance of specialist teachers and teacher-librarians in our public schools. The brochure has been delivered to households across the province.

We thank the four ETFO members who agreed to be the public face of our message: teacher-librarian Padma Sastri, physical education teacher Ronnie Cox, music teacher Jeff Wilkinson, and art teacher Zinta Inveiss. They are from the Peel and York Region locals.

The lesson plan excerpt in this issue is from ETFO's anti-homophobia curriculum *Free from Fear*.

Recently the Ontario government passed legislation redefining the definition of marriage to include gays and lesbians.

In her speech to the legislature, MPP Kathleen Wynne, the parliamentary assistant to Education Minister Gerard Kennedy, outlined the bleak statistics about suicide and assault rates among gay and lesbian youth.

For Wynne, as for the curriculum authors, the goal is to make "all our communities safe for these children who feel so reviled and so alone that they're driven to try to take their lives."

The challenge of eliminating bigotry is one that Sudbury teacher Liana Holm took on. In "Knowledge is Power" she describes her experiences.

And finally, Jim Giles and Charlene Carruthers write about another kind of inclusion – their experiment in bringing together students with developmental problems and those in a 'mainstream' class.

I hope you enjoy these thought-provoking pieces.



JOHANNA BRAND
jbrand@etfo.org

FROM THE PRESIDENT



EMILY NOBLE

President, ETFO

Provincial bargaining framework must respect teachers' needs

As many of you have heard, discussions have taken place with the provincial government and the Ontario Public School Boards' Association (OPSBA) to attempt to achieve a provincial framework for local collective agreements.

It is likely that there are a number of rumours circulating about what was, and was not agreed upon at the provincial table. Some of the components put forth by the two other parties were acceptable, but many were not.

To be acceptable to the Federation, a provincial framework agreement would have to address preparation time, assigned supervision time, and salary. It would have to provide for a re-opener and ensure that current collective agreement provisions and practices are not undermined. Local issues would still be bargained at the local table.

While the government is anxious to achieve four-year collective agreements, the Federation has serious concerns about our ability to address workplace issues that may arise during the term of such a lengthy contract.

To date it has not been possible to reach an agreement on a provincial framework that respects the needs and contributions of elementary teachers.

During the provincial process, work groups were formed to study the issue of supervision time and to look at the allocation of funding between the elementary and secondary panels. From my perspective, their work confirmed what we already knew. In most situations assigned supervision time can be reduced significantly while still ensuring the safety of students. And further, elementary education is under-funded compared to the secondary panel.

The boards, of course, are trying to convince the Minister to provide additional funds to

implement 200 minutes of preparation time. We are not letting them off the hook. Under the *Labour Relations Act*, individual school boards bear the responsibility to bargain collective agreements with their employees' unions. As well, we believe that many boards have the resources right now to fund elementary preparation time. They simply choose to allocate the resources in other ways; for example, to the secondary panel rather than elementary. They have followed the same pattern for decades.

These discussions have provided us with yet another opportunity to point out the inequities in funding, class size, resources, and working conditions our members and their students have been forced to endure. School boards have a fundamental responsibility to allocate the funds they receive from the province equitably to ensure that the needs of younger children are met.

I give Education Minister Gerard Kennedy and the Liberal government credit for making a much needed, but nonetheless bold move to reduce primary class sizes. I see this decrease in primary class size as a first step in allocating resources early in the education process to ensure that each child gets off to a good start.

While we hope these provincial level discussions with the boards and the government will help local bargaining succeed, no one should expect that such discussions will be the total solution. Tough, principled bargaining at the local level, with the strong support of our members, is what will eventually get us the collective agreements we deserve.

As we proceed it is important to remember that we are bargaining for a collective agreement. Solidarity is our best weapon to achieve our goals.

FROM THE GENERAL SECRETARY



GENE LEWIS

General Secretary, ETFO

Collective bargaining shapes the quality of teachers' lives

More than any other aspect of the work we do, collective bargaining determines the quality of our professional and personal lives. While the centrepiece of our bargaining campaign is 200 minutes of preparation time, it is also clear that, in many instances, the amount of time members spend on supervision is out of control.

But, this collective agreement is not just about preparation time and supervision time; our goal is a comprehensive agreement that protects and enhances all of your working conditions, and provides the compensation, and benefits you deserve.

You will find a complete list of strike vote results on page 11. These results ranging from 87 to 100 percent, would be the envy of our labour partners in the OFL and CLC. Clearly, ETFO members understand the issues, care about their working conditions and the learning conditions of their students, and support their union.

By now, teacher members in most locals are in the first stage of a work-to-rule campaign. (The exceptions are Greater Essex and Ottawa-Carleton. The latter already has 200 minutes of preparation time in its collective agreement. Greater Essex is bound by an agreement governing an arbitration for its 2002-4 collective agreement.)

Work-to-rule can be demanding; many members would rather implement a full-withdrawal-of-services strike right away. In a less regulated environment, that might be the ideal course of action. However, the current work-to-rule is part of a strategic plan to put the necessary pressure on school boards to come to the table ready to bargain meaningfully.

Such a strategy has been highly effective for us in the past. It also leaves the option to increase the pressure, in a responsible and appropriate manner, should it be necessary to do so.

In all likelihood, in the short term there will be pointed criticism of our actions. It is just as likely that taking no action would lead to stagnation in our agreements and an even wider gap in working conditions between ourselves and our secondary counterparts.

For a successful job action that is as short-lived as possible, each member must participate fully.

In this kind of strike members generally have two main concerns. They are not sure whether an action is covered by the work-to-rule. And, secondly, they think a colleague is not participating fully in the work-to-rule.

There are relatively straightforward answers to these questions.

When in doubt, do not do the work in question until you have clear direction from the takeover team.

As to colleagues who you think are not supporting the job action fully—take the time to speak to them and explain that violating a work-to-rule is like crossing a picket line. Breaching the work-to-rule will strain working relationships in the school or work site for many years. It could lead to ETFO taking disciplinary action against the member.

Most importantly, stress that this is a time for all of us to work in solidarity to achieve a fair collective agreement that respects the needs and contributions of elementary teachers.

REPRESENTATIVE COUNCIL DISCUSSES JOB ACTION



ETFO President
Emily Noble

"The stereotype of the elementary teacher as a meek, mild, complacent person doesn't work anymore."

With those words ETFO President Emily Noble welcomed delegates to the February 2005 Representative Council meeting. Noble went on to provide an update on meetings with the Ministry to discuss workload issues including preparation and supervision time.

Although the province is prepared to discuss these issues, "we will still need tough bargaining and we will not let boards off the hook."

The Union's goal is to reduce the unequal funding for the elementary panel, Noble said. Currently the province provides \$811 per student less for an elementary pupil than for a secondary pupil. Elementary teacher preparation time is funded for 137 minutes, while secondary funding is for 250 minutes.

Council delegates also received an update on ETFO's collective bargaining strategy.

Gerard Kennedy reiterated his message that his government is promoting its own 3Rs for education: Respect for education partners, including unions; responsibility to set new directions and to enhance education; and results.

Kennedy spoke to ETFO's representative council just days after ETFO's largest local, the Elementary Teachers of Toronto, gave their union an overwhelming strike mandate.

"It has been too easy to see 'education' and 'conflict' in the same sentence," Kennedy said. "It is harder to put 'success' in the same sentence. Teachers, parents, and the government are on the same page—we all want progress."

Ken Georgetti, president of the Canadian Labour Congress, pointed out that more and more professional organizations are joining the CLC because the labour movement offers solidarity and "a century of experience in the protection and advancement of women and men who work for wages." A collective agreement is still the best way to make gains in wages and working conditions, he said.

Georgetti urged members to work with other unions and push their federal government for:

- employment insurance overhaul and transformation into training insurance
- a public non-profit child care program
- improvements in the Canada Pension Plan and updated pension plan laws.



PLANS

Laurel Rothman of Campaign 2000, the campaign to end child poverty, spoke of Ontario's dismal record in reducing child poverty. In 1989, 28 percent of Canada's poor children lived in Ontario. Today more than one third (35 percent) live in Ontario.

Campaign 2000 urges the Ontario government to make key investments to reduce poverty, including increasing the minimum wage to \$10 an hour and providing shelter allowances to families who pay more than 50 percent of their incomes on housing. For more information visit campaign2000.ca



Ken Georgetti president of the Canadian Labour Congress.



Laurel Rothman of Campaign 2000.



Liz Papadopoulos, Hilda Watkins, Gord Hough, Nancy Hutcheson (council vice-chair) and Paul Brazeau are ETFO's representatives on the governing council of the Ontario College of Teachers. They provided an update on changes at the college at the February Representative Council meeting.



ETFO First Vice-President Dave Clegg presented the Federation's budget brief to the Standing Committee on Public Finance on January 19.



■ DISASTER RELIEF

ETFO provincial office contributed \$50,000 to assist countries affected by the tsunami. The donation was split between the Red Cross and UNICEF. In addition, schools and locals across the province responded generously by undertaking fundraising projects.

ETFO contributed an additional \$10,000 to support teachers and students affected by Hurricane Ivan. This brings the total ETFO support for Grenada to \$20,000.

■ PROJECT OVERSEAS

This year, because of the increasing number of applicants, ETFO has increased to 10 the number of candidates sponsored for Project Overseas. All ETFO candidates have been accepted by the Canadian Teachers' Federation. Participating this year are:

Jerome Chisholm, Limestone; Wes Delve, York Region; Anita Dhawan, Allyson Taché, and Tara Tasker, Elementary Teachers of Toronto; Helga Enns, Greater Essex County; Janet Thomas, Ottawa-Carleton; Maribeth Williams, Lakehead; Adrianna Knight, Halton; and Carol Peterson, Kawartha Pine Ridge.



ETFO Vice-President Cynthia Lemon presented ETFO's brief on the Ontarians with Disabilities Act on Feb. 1. ETFO briefs are posted on our website, www.etfo.ca.

■ OVERSEAS SCHOLARSHIPS

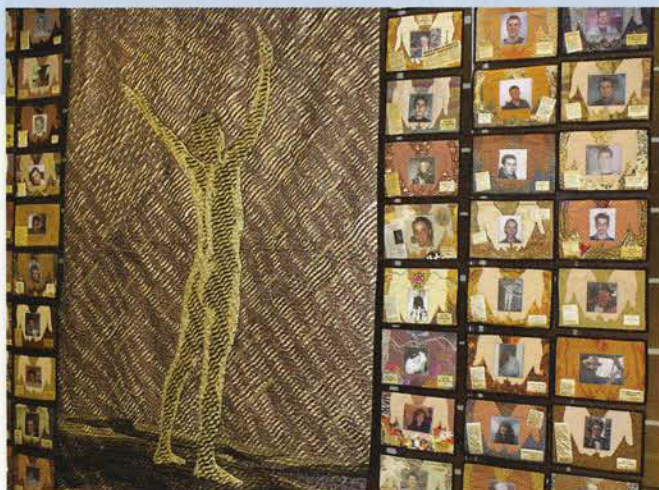
The overseas scholarship program—funded from ETFO's Women's Program budget—helps girls and women in developing countries further their education. In 2004-5 ETFO provided a total of \$21,000 in scholarships for women teachers, aspiring teachers, and primary and secondary school students in Rwanda, Swaziland, Sierra Leone, and India.

■ NEW AT www.etfo.ca

The ETFO website has a new on-line calendar listing dates of ETFO events, workshops, and faith and cultural dates. The calendar was a first step in making possible on-line registration for ETFO events. A pilot project in on-line registration for the February Representative Council was highly successful.

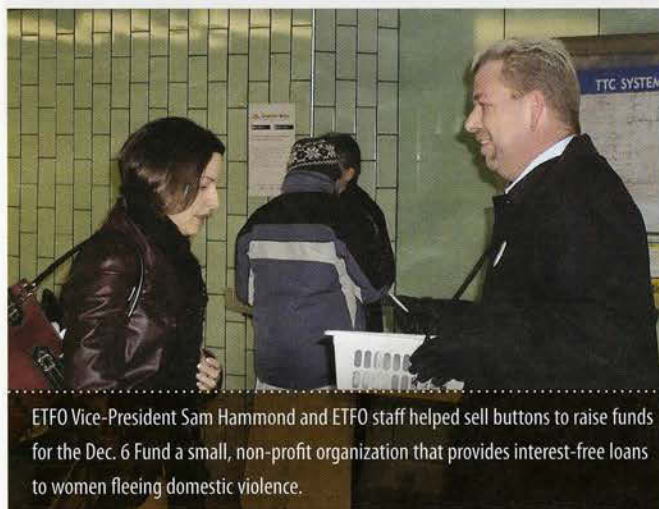
■ SUMMER ACADEMY 2005

Summer Academy 2005 provides three-day professional development courses throughout July and August. This is a partnership between ETFO locals and the provincial office. The Summer Academy catalogue is now available in schools and on the ETFO website, www.etfo.ca. For further information, please contact Ruth Dawson, at the provincial office, extension 2247, or e-mail rdawson@etfo.org.



■ LifeQuilt

The Canadian LifeQuilt was displayed at the February Representative Council meeting. It is a memorial dedicated to young women and men aged 15-24, who have been killed and injured on the job. Individual, personalized quilted blocks commemorate 100 young workers killed on the job. The centre panel recognizes 100 young people injured at work. For more information visit: www.youngworkerquilt.ca



ETFO Vice-President Sam Hammond and ETFO staff helped sell buttons to raise funds for the Dec. 6 Fund a small, non-profit organization that provides interest-free loans to women fleeing domestic violence.

■ WE REMEMBER

Les Linnen, an active member of the Ottawa-Carleton Teacher Local, passed away on Christmas Eve. Les Linnen was the visionary who wrote the original Constitution of the Teachers' Federation of Carleton that separated the political and administrative functions of the federation from those involved in collective bargaining. He instituted the policy that members of the collective bargaining committee be elected at the annual meeting instead of being appointed by the executive. Following amalgamation, this constitutional arrangement became part of the constitution of the OCETF.

This model constitution became Les Linnen's legacy and benefited Ottawa-Carleton teachers, who have been able to successfully negotiate collective agreements that included 200 minutes of preparation time.



Celebrating Black History Month

Varman Koneswaran, 13, from Milne Valley Middle School is one of 11 Canadian students to receive the *Mathieu Da Costa Challenge* award. Varman won for his essay on Jordan Tootoo. *A Hero of a Legend: The First Inuk to Make It to the NHL*, was the best essay in English in the ages 12 to 14 category. Varman also won a special award last year for his presentation on Willie O'Ree, the first Black NHL player. Varman's teacher is Sandra Mills.

The annual *Mathieu Da Costa Challenge* invites students aged 9-18, to submit an essay, short story, poem, or piece of art celebrating the contributions of people of aboriginal, African, and diverse ethnocultural origins who built Canada. This year, there were 1,053 entries.

The award honours Mathieu Da Costa, a freeman of African descent who played important roles in establishing Port Royal and French settlements in Eastern Canada. The award is co-sponsored by the Canadian Teachers' Federation and Heritage Canada.

ETFO participated in Black History Month by supporting activities of the Ontario Black History Society.



Durham members at their strike vote meeting

Collective bargaining works

■ **by Christine Brown** AS this is being written, the prospect of widespread work-to-rule job action by teachers looks ever more likely. It is a good time to reflect on the history of the process that has brought us to this point.

The origins of collective bargaining for Ontario teachers are buried in the second decade of the last century. But collective bargaining in the form we now know it is a much more recent phenomenon.

Thirty years ago, Ontario teachers gained the right to strike. When teachers think of their right to strike, the very next thought they often have is how negative the public perception of that right is. Many people have misconceptions about unions composed of educators. One of these is that such organizations are strike-happy and ever willing to shut down school systems.

In fact, the ultimate job action has been used sparingly over that 30-year period. Since Bill 100 became law in 1975, public elementary teachers have engaged in a full withdrawal of teaching services on 12 occasions. Three of these were either preceded or followed by a lockout. Two ended in

back-to-work legislation. During this time there were hundreds of sets of negotiations.

Formal collective bargaining for occasional teachers and for educational and professional support personnel occurred somewhat later than for teachers. The pattern, however, is the same. Despite the rhetoric of certain segments of the press, educators are, for all the right reasons, quite strike averse.

Bargaining, strike votes, and job action create stress, both for members and for the affected public. Yet union members should never be ashamed to take a stand for their own working conditions and standard of living. Time-consuming and fraught with the unexpected as it sometimes seems, collective bargaining has served ETFO members well. Gone are the days when a full-time teacher's salary hovered just above a living wage. Gone, too, is the era when the workday had no limits, and employers were unfettered in what they could expect of the workforce.

Collective bargaining is flexible

MANY people think that unions resist multi-year collective agreements because they limit the ability to respond to changing economic circumstances, and hence to keep up on the wage front.

However, equally if not more important is the fact that lengthy agreements leave employees locked into provisions which reflect outdated workplace conditions. In education, the pace of change has always been fast, and never more so than in recent years. New report card requirements, new concerns about communicable diseases such as Fifth Disease, the “balanced day,” provincial testing, the new system for teacher performance appraisals, automated call-out systems for occasional teachers, a focus on workplace violence as a health and safety issue – all these issues are relatively recent, and all are increasingly reflected in various collective agreements.

Collective bargaining puts union members in control

NO matter what the negotiating team does at the table, the last word rests with members, who have the power to shape the process, and indeed to bring it to a halt. By law, no union can initiate job action, or implement a collective agreement, unless the members have voted to approve them.

Beyond this legal minimum, however, ETFO’s internal procedures mandate additional member involvement. For example, preliminary submissions (the Union’s initial bargaining proposals) must be voted upon at the local level. As well, ETFO procedures include the regular bargaining bulletins you receive on the status of negotiations. Mass meetings, telephone hotlines, websites, school visits, and other opportunities for information and feedback are all important parts of the process.

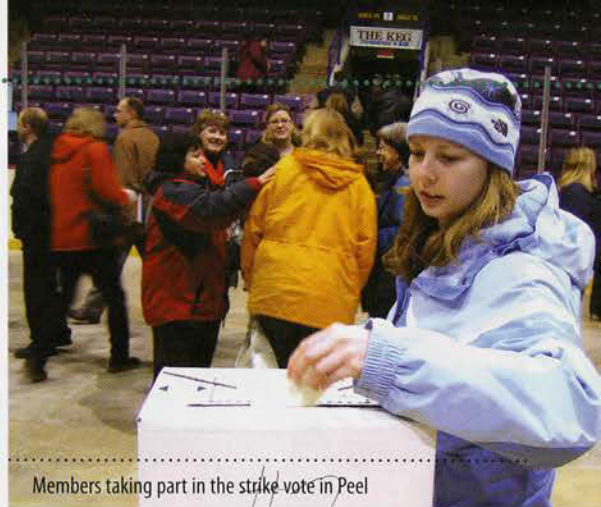
Collective bargaining addresses local issues

WHAT works in Peel does not necessarily work in Moosonee. It is members in the individual locals who must live with the provisions of their collective agreements and the day-to-day dynamics of negotiations reflect this. Sometimes three days of negotiating time are devoted to a single, pressing local issue. Does your transfer process resemble a game of musical chairs? Is chaos theory the only discernible principle behind the way supervisory duties are allocated? Do you have to jump through hoops before being granted a day of personal leave? All of these problems can be solved at the bargaining table.

Collective bargaining is an incremental, cumulative process

BOTH parties to the negotiations have an opportunity over the life of the collective agreement to get used to new rules for the workplace, and to track how well they are working. Change is seldom dramatic from one collective agreement to the next. But over time, small improvements in working conditions (and compensation) can go far to help members make headway as they go about the business of educating children.

Collective bargaining – it’s time-consuming, it’s complicated and it’s stressful. But it works. **V**



Members taking part in the strike vote in Peel

Strike vote results

LOCAL	PERCENT APPROVING	
		JOB ACTION
Algoma		94
Avon Maitland		95
Bluewater		97
Durham		91
Grand Erie		98
Greater Essex		N/A
Halton		95
Hamilton -Wentworth		92
Hastings-Prince Edward		94
James Bay-Moosonee		95
James Bay-Moose Factory		100
<i>Teachers employed by two boards are represented by one local.</i>		
Kawartha Pine Ridge		99
Keewatin-Patricia		95
Lakehead District		95
Lambton Kent		87
Limestone		96
Near North		91
Niagara		88
Ontario North East		89
Ottawa-Carleton		N/A
Remote North West		N/A
Peel		95
Rainbow		96
Rainy River		100
Renfrew		93
Simcoe County		96
Superior-Greenstone		89
Thames Valley		96
Toronto		94
Trillium Lakelands		96
Upper Canada		87
Upper Grand		97
Waterloo Region		93
York Region		95



Making the link between assessment and student success



TEACHER practices that help students achieve were the focus of a regional conference, *Let's Connect the Dots*.

Participants spent the day “connecting the dots” – that is, taking a closer look at how student evaluation, diagnostic tools, and their own practices contribute to or hinder student success.

Four renowned educators took part in this regional conference. Dr. Blye Frank from Dalhousie University; Dr. Lorna Earl and Dr. David Booth, both from OISE/UT, and Nadine Cucarro from the Ontario Ministry of Education.

Some 250 participants included teachers, administrators, and support staff from the Hastings and Prince Edward District School Board and other Eastern Ontario boards. The Hastings and Prince Edward District School Board, and the Hastings-Prince Edward Teacher Local joined ETFO in sponsoring the February conference held in Belleville.

Workshops provided participants with skills in using data to meet the needs of students in a variety of subject areas, including reading, writing, math, and French and English as second languages. A workshop on data literacy gave participants skills for questioning data, its purpose, its use, and its limitations.

Dr. Blye Frank emphasized the importance of taking difference into account and stressed the need for an inclusive approach in classrooms. Lorna Earl’s workshop gave participants a chance to take part in evidence-based tools for assessment.

David Booth spoke about developing literacy in our children by engaging them at their level, with their interests. He reminded us that “if you don’t know where they’re at, you can’t help them to get where they are going.”

Women in Action:

WOMEN IN ACTION is a workshop for women members who want to develop their leadership potential in ETFO.

For the first time this year a Level II workshop provided advanced training and skills, in addition to the basic workshop ETFO has provided



in the past. Some 20 members attended each of the level 2 workshops in Niagara Falls and Peel.

Krista Wall, a beginning teacher with the Hamilton-Wentworth DSB, observed:

As soon as I started teaching I was excited to be part of ETFO. This is my fourth year of teaching and now I am on the local executive as a member at large. I'm also the steward in my school.

The Women in Action course is empowering for all women. It made me realize how fortunate I am to have experiences that help me feel confident in my own leadership

I came home thinking I am on the right track. I had an opportunity to prepare a short speech and present it. That was helpful when I ran for office in my local.

I can't imagine getting the sort of help and support I've had in any other career. Through the Federation I've had support and opportunities. It's been really positive.



Financial management for women

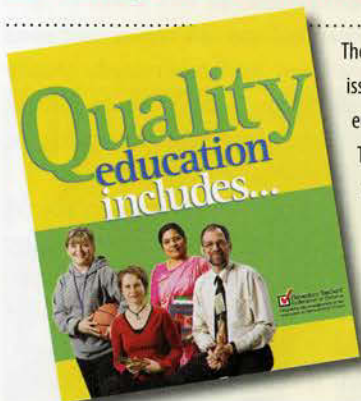
Computerized financial management was one of the topics at the two-day Financial Management for Women Conference held in December. The conference provided ETFO women members the opportunity to learn how to make confident choices about their personal finances. Keynote speaker Ellen Roseman, columnist for the *Toronto Star*, told the 146 participants about the importance of financial planning. Other conference workshops included budgeting, estate planning, investing, insurance, and the Ontario Teachers' Pension Plan.



"Send my friend to school"

ONTARIO teachers who present workshops on global education met for two days at ETFO provincial office in February. The discussion centred on how to weave global education topics into the existing curriculum. They also began to develop models for workshops and courses that they aim to deliver to colleagues in their schools. The session was co-sponsored by ETFO, OECTA, OSSTF, and the Canadian Council for International Cooperation. Janice Gregg (shown above) took part in the workshop. She motivated students at Beatrice Strong School to take part in the CTF project. For more on this project, see page 37.

Workshops focus on links with parents



The *Quality education includes* pamphlet inserted in this issue of *Voice* is a message for parents about the need for enriched programming and teacher preparation time.

The brochure was one topic of discussion for the 110 members who are school council representatives in the Halton and Waterloo DSBs and who took part in workshops to discuss their roles.

School council representatives act as a link between ETFO members and the school council.



■ by Susan Thede

Dealing with workplace harassment

Often, the workplace becomes extremely unpleasant for members who feel they are the targets of unfair criticism or behaviour.

More and more ETFO members are reporting that they are experiencing workplace “harassment”. Typically, they accuse their principal of creating a poisoned environment by conducting harsh or derogatory performance appraisals, or by making rude, aggressive, or demeaning comments. Often, the workplace becomes extremely unpleasant for members who feel they are the targets of unfair criticism or behaviour.

Bad bosses can make members’ lives miserable. But most interpersonal conflicts or unpleasant interactions between principals and members do not constitute “harassment” recognized by law. Generally, the law distinguishes between “personal harassment” and harassment prohibited by the *Ontario Human Rights Code*.

Prohibited harassment

Under the *Code* employees have a right to freedom from harassment by the employer, an agent of the employer, or another employee on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, same-sex partnership status, family status, disability, religion, sex, sexual orientation, or receipt of public assistance.

The *Code* defines “harassment” as “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” The *Code* also defines and prohibits sexual harassment.

Harassment tied to one of these enumerated grounds will give rise to a legitimate grievance of discrimination. The complainant must document in detail the offending conduct and provide dates, times, and witnesses, if possible.

Members should reflect on how the actions they find harassing link to the prohibited grounds the *Code* sets out. Discrimination is a serious allegation, and those accused will, no doubt, have an entirely different perception of the conduct or comments in question or they may deny the actions entirely.

Consultation with staff in protective services is essential, as this kind of discrimination is often subtle and difficult to prove.

Personal harassment

“Personal harassment” is not tied to one of the grounds set out in the *Code*, but, is often equally subtle and hard to prove.

Personal or workplace harassment has been defined as “objectionable conduct or comment directed towards a specific person which serves no legitimate work purpose and has the effect of creating an intimidating, humiliating, hostile or offensive work environment.”

Personal harassment occurs when someone is unfairly singled out and mistreated, usually by a person in authority. It can include threats, bullying, verbal assault, taunting, ostracizing, or malicious gestures and actions.

Personal harassment is a complex problem, based on the subjective perceptions of those involved. For instance, many teachers undergoing the new performance appraisal process feel threatened, unfairly criticized, and “harassed” by their evaluator if criticisms are set out in the

If you are experiencing difficulties and need to talk to someone in confidence, call staff in Professional Relations Services at (416) 962-3836 or 1-888-838-3836

documents. However, the school board may seek to justify the documentation as a legitimate exercise of the principal's legal obligations.

The law has been careful not to conclude that a confrontational, aggressive, or unpleasant supervisory style constitutes "personal harassment." Because employers are responsible for managing the day-to-day workplace, including evaluating performance, the courts often give them latitude, even if others see their actions as authoritarian or rude. Indeed, some arbitrators have ruled that personality conflicts and perceived slights stemming from interpersonal dealings between employers and employees are inherent in the workplace and do not constitute grievable harassment.

This is not to say that personal harassment must be tolerated in the workplace. Arbitrators have found certain blatantly abusive conduct, such as swearing and screaming at employees, to constitute harassment. As well, there is growing recognition of the psychological, social, and economic impact of personal harassment.

The province of Quebec recently passed several amendments to its labour standards law that protect employees from psychological harassment. Under the Quebec law, employers must take reasonable action to prevent psychological harassment and, whenever they become aware of such behaviour, put a stop to it.

Coping with harassment

There are ways of dealing with bullies, including informal mechanisms, problem-solving techniques, or, in some cases, legal action.

The first step to take is to document the behaviour in detail and to contact Professional Relations Services (PRS) staff at ETFO. We can help

with raising interpersonal conflict issues with the principal or other board staff before they escalate and we can help find a resolution in an informal fashion.

Here are some other avenues to consider when seeking redress:

▶ Your collective agreement

- Does it prohibit harassment generally or does it only prohibit harassment based on the grounds enumerated in the *Ontario Human Rights Code*?
- Are there specific clauses dealing with performance appraisal? Have these been breached?
- Are there other clauses that might apply?

▶ The performance evaluation

- Has the principal carried out the evaluation in accordance with the legislation and board policies?
- Is the principal using performance appraisal as a disguised method of "disciplining" the teacher in contravention of the just-cause provision of the collective agreement?

▶ The board's policies

- Does the board have an anti-bullying policy that applies to employees? Review it carefully.
- Does the board's human rights policy prohibit "abuse of authority"? If so, can this be the basis for a complaint?

Personal harassment is a complex problem, based on the subjective perceptions of those involved. For instance, many teachers undergoing the new performance appraisal process feel threatened, unfairly criticized, and "harassed" by their evaluator if criticisms are set out in the documents.

PRS staff can provide more details on the differences between personal harassment and harassment that violates the *Ontario Human Rights Code* and how to address both. ▼



Personal, Family & Social Development Resources Now Available Online

- Web Resources
- Research Reports
- Planning Tools
- and more!

VISIT TODAY!

safehealthyschools.org/personal_family_social_development.htm

Still we rise



PARTICIPANTS in this year's *...and still we rise* heard from two women who have become well known for fighting injustice.

Roberta Jamieson urged conference participants to work to ensure that our society makes space for diversity—be it the values and working styles of women or the unique culture of aboriginal people.

Jamieson was the first aboriginal woman called to the bar in Canada. She has also been chief of the Six Nations reserve. She is currently CEO of the National Aboriginal Educational Achievement Foundation, a 20-year-old charity that promotes educational opportunities for aboriginal children and youth.

Jamieson urged conference participants to resist the pressure to ignore our collective identity and put ourselves first. “If we can’t work collectively we will be unable to influence and shape our society. It means others make decisions for us.”

“We need to be up front and centre whenever decisions are made that affect our future. We need to be able to work as women using our unique gifts and styles including inclusive decision making.”

She also emphasized the importance of recognizing the unique contributions aboriginal people can make.

Currently aboriginal youth are sidelined by lack of education, Jamieson noted. Only 30 percent graduate from high school, and of those many cannot afford to go on to college or university.

“On my reserve we had 200 young people accepted by colleges and universities whose education we could not support.”

She called on teachers to help their students understand the values and distinct culture of aboriginal people.

Monia Mazigh told conference participants about her fight on behalf of her husband Maher Arar. Arar is the Canadian citizen who was spirited to Syria, where he was held and tortured for a year before being released. No charges were ever brought against him.

Dr. Mazigh said that although it went against her image of herself and her upbringing she felt she had to work publicly for her husband’s release. “It was a question of survival.”

She wrote letters, sought meetings with elected officials, and organized protests to draw attention to her husband’s situation.

“It is not easy to do when you look different,” Mazigh said, adding that she turned to her faith and her family for support.

She continues to fight against the legislation that allows the government to detain people without charges on security certificates. She added: “We should not value security above human rights.”

“We need to be able to export the Canadian ideas and values of tolerance, freedom, and compassion,” she said, but cannot do that if Canada allows human rights abuses to occur.

“Canadians must be engaged, if they fail to act they risk becoming complicit in perpetrating injustice.”



Roberta Jamieson



Monia Mazigh



A chance to learn and grow

ETFO members attending *...and still we rise* threw themselves into different experiences:

- Leadership workshops in collective bargaining, equity, health and safety, legal rights and responsibilities, status of women, and new teacher leadership
- Personal growth workshops, including self-defense, aboriginal crafts, storytelling, healthy eating, and working with difficult people
- Dance, *Qi Gong*, singing, comedy, craft sales, musical performances, and, particularly, a time to meet each other and make connections across the province

In a workshop on new teacher paths to leadership, Anne Marie Cope, Brandi Granger, Nilmini Ratwatte, and Lisa Elcock described the opportunities they have had in ETFO to increase their leadership skills and offered some suggestions.

Nilmini: The important thing is to be passionate about what you want to accomplish. But you must also find your balance and not take on too much.

Brandi: You have to be vocal. Tell people what you want to do. Be bold and step outside your comfort level.

Anne Marie: I could have waited until I had a permanent job to try and work on a leadership role. I encourage you to find your voice. Some of us are so accustomed to the silencing that is going on in some of our schools that we are afraid to speak.

Lisa: I became a school steward because no one else wanted it. I am really grateful for the experience. The hardest part was to realize I had value. So what if I had only been there six weeks. As new teachers everybody has something to tell us but we don't often have an opportunity to share. ♥



Anne Marie Cope, Brandi Granger,
Nilmini Ratwatte and Lisa Elcock

Do You See What I See?

A look at meaningful integration



In 2002-3 Jim Giles and Charlene Carruthers, spent a year team-teaching a Grade 2 class and a primary special education class or MID (Mild Intellectual Disabilities) class at Queen Victoria Public School in Toronto. Their goal was to work with all the students for as much of the school day as possible. Christine Monahan, an exchange teacher from Australia, worked with them for the first term of the year. This is their account of that experience.

.....
Jim Giles teaches Grade 2/3 class at Ecole Rawlinson Community School (TDSB) this year.

.....
Charlene Carruthers works with a primary MID class at Queen Victoria PS and is integrating it with Taina Jantunen's Grade 2 class. Marianne Mills is the educational assistant on the team. Carruthers is the current president of Chapter 56 of the Council for Exceptional Children. For more information visit their website, <http://cecchapter56.freeservers.com>

A conversation with Charlene Carruthers and Jim Giles

Integration—why do it?

Jim: The term “integration” and the idea of placing pupils in an inclusive classroom setting was the result of an explosion of philosophical, theoretical, scientific, and practical writing in the early 1980s. School systems responded by restructuring service delivery to exceptional pupils and mainstreaming them into regular programs.

“Mainstreaming” usually meant that exceptional pupils (historically considered mildly learning disabled or “slow learners”) were integrated into a limited range of placement options. Students like the ones in Charlene’s class were usually “integrated” for music, physical education, and out-of-school excursions. But, for most of the school day, these exceptional learners were on their own in a segregated classroom.

However, parents, parent associations, and media drew attention to the rights of “exceptional” children to participate fully in schools and in society at large.

Charlene: There is still a lot of debate today about what educational setting is best for the exceptional student. Unfortunately, there is not enough empirical evidence to support the advantage of one over another. Numerous studies have failed to establish the superiority of segregating students (Jenkins, Pious, and Peterson 1988). *Integrated Education*, published by the Federation of Women’s Teachers’ Associations of Ontario in 1995, provides evidence both in support of and against integration.

A teacher of a self-contained MID class is always concerned about “role-models” as much as the learning environment. Children learn from each other, and special education students especially benefit when they can learn from their peers. Vygotsky’s research supports this notion. What is so wonderful about primary children is that they are welcoming and tolerant of others, especially if this is valued and modelled at home and school by adults and by their peers.

Jim and I believe that all students benefit from integration as long as the necessary structures and resources are put in place to support it. We voluntarily joined our classes together – and I emphasize the word “voluntarily”, because mandated integration is often doomed to failure. What we discovered over the course of the year was that “integration” promotes academic, social, and emotional learning, if properly supported.

Getting started

Charlene: We started the integration process slowly. We were fortunate to have an experienced educational assistant, Marianne Mills, who was assigned to my MID class and also worked in Jim’s class. From September to Christmas, we focused on getting to know all the children – their learning styles, abilities, strengths, and weaknesses.

Each day during “choice-time” (or “activity time”) for about 40 minutes we had a free flow between our adjoining classrooms. Students could choose an activity in either room, and my ten MID students worked alongside Jim’s 25 Grade 2 students.

We established routines about moving between learning areas, sharing and tidying up materials. We brought both classes together to talk about what they did during choice time, for story time and for birthday celebrations. Every Friday was “Hands-on Friday” and, for six periods, the classes did a craft or cooking activity together.

I cannot emphasize the importance of “choice time” enough. On any given day, you could observe children engaging in a variety of activities from computers, board games, blocks, Lego to physio balls, skipping, playing with the class hamster, or observing our recent acquisition of tadpoles. During this time, Jim and I would make observations and keep anecdotal records of how students were using the materials and interacting with each other – our collection of data or assessment. We also used “choice time” to work with individual or small groups of students who were experiencing difficulty or needed extra attention.

Do You See What I See?

by Donna Woodford

*A little boy on the playground stood
With skipping rope in hand
He watched the others jumping rope
And looking very grand.
He felt so very proud of them
For they were friends he knew
And even though his rope stood still
He thought he was skipping too!*

*A little girl in the classroom sat
With a symbol board at hand
She listened while others read aloud
And sounding very grand.
She felt so very proud of them
For they were friends she knew
And even though she could make no sounds
She thought she was speaking too!*

*A little child in a wheelchair sat
With controls held in his hand
He watched the others in gym class run
All looking very grand.
He felt so very proud of them
For they were friends he knew
And even though his legs wouldn't move
He thought he was running too!*

*Though some are blind and cannot see
There are some with vision who are blind
And it is our job to educate them
And to open up the mind.
To see the dream and to feel the hope
Of the child whose eyes open wide
Is to see that each child has much to offer
And encourage their self-worth and pride.*

*For once we see that everyone
Can succeed at something big or small
Our work will reap the greatest reward
Acceptance and respect for all.*

*A little child in a classroom sat
With friends holding his hands
He smiled while others worked with him
All looking very grand.
He was so very proud of them
For they were friends he knew
THEY were so very proud of HIM
For he was their friend too.*

Do You See



Jim: The school timetable was set up so that our classes were together for music and physical education. That gave the music and phys ed teachers classes of 35 children with Marianne, the EA, providing support. During this time Charlene and I, shared our observations about individual children and how they were working and learning together. We became skilled at modifying tasks to ensure success for all students.

Modifications were important for the MID students, and in my class for the ESL students and children with various learning and behaviour needs. For example, in teaching writing we would have some children write a poem while others found the words on a chart to complete a passage for the poem. Those who were not able to write traced words (overprinted) from the poem and drew a picture.

Integrating the arts

Jim: Charlene and I introduced music time during our daily morning literacy period. The songs we learned became part of our daily reading program. We chose songs with rhyming patterns such as “Down by the Bay,” or with strong appeal, like “The Cat Came Back”. Using a Suzuki-like method, we began with the children’s natural ability to learn song by listening and remembering. Charts with the words to the songs guided them through the song as the melody, with repetition, became more and more familiar. Students would later transcribe and illustrate familiar songs in their “Song of the Day” book. They were encouraged to track the words by pointing as they sang. They took their “Song of the Day” books home on the weekends to share and celebrate with their family.

.....
Donna Woodford, an educational assistant at Ashgrove PS in Peel, was often the voice for exceptional students to ensure that, their needs and ideas were heard and valued. She often composed songs to engage her students musically and kinetically.

What I See?

Charlene: Action songs like “The Swimming Song,” “Mother Goonie Bird” and “Tony Chestnut” (found in books like *Music for Little People*) were a large part of our daily music. They provided my MID students with some of the daily gross motor practice recommended by the physiotherapist and engaged all the children kinetically as they moved with the songs.

Jim: What struck me initially was how differently all these primary students learned. Given the opportunity to demonstrate what they knew in their own way, they became less passive or resistant to learning and more truly engaged. I could see which of Charlene’s students were transformed by singing, movement, role-playing, or by “hands-on” activities such as painting, drawing and creating. It seemed natural to use the arts as a basis for our instructional practice and not view it as an “add-on”.

Charlene: Cross-curricular learning was key in our teaching. We planned and focused learning so that subjects and topics were not isolated. For example, we were involved in an artist-in-residence program with Inner City Angels, with whom the students built free-standing structures, like the CN Tower. In language, they read about towers and wrote stories imagining who would live and work in these towers. In math and science, they built their own towers, which they measured and compared. In the arts, they created 3D structures with a partner, using pop-sicle sticks and tape, and solved artistic problems while improving their fine motor skills. Students also went into “role” in order to represent the characters from their towers and to develop their oral communication skills and confidence. Overall, students were immersed in active, cooperative learning and discovered the many connections between visual arts, language, science, math, and social studies.



Giving students responsibility

Jim: In shared reading we paired students of varying reading abilities. We expected buddies to read to each other each morning. Buddy reading required some training to define roles and to ensure that each partner had a turn to be both the “reader” and the “listener”. Buddies rotated monthly so that every student worked with others who were either stronger or weaker.

Charlene: Reading buddies were also “special helpers for a day”, overseeing morning routines during teamed reading periods. They wrote the date on the board, recorded the inside and outside temperatures, led the count (using straws) of how many days students had been at school and recorded it.

My MID students worked alongside Jim’s students in completing these tasks. Because it was done every day, over time, my students not only grasped the routine but were confident enough to share aloud what they could do. The same special helpers also picked up newsletters, took the attendance down to the office, and held open the doors when it was time to leave the classroom. This eliminated the competition to see who could be first in line and gave everyone in our room a chance to be responsible and helpful.

Jim: Turning over ownership of class activities to students sends a message to all that the teacher believes in them, that they are capable of doing tasks independently, and that the adults trust and expect that they will do their best. After modeling and establishing expectations, the adults’ role in an integrated classroom is to support students who need guidance. For some learners,



this support may come in the form of modifying the task by cutting down on the amount of work or increasing the time allowed. For others, support simply means providing a guiding or reassuring hand.

Charlene: I have found, particularly with children who have special needs, that negative behaviours erupt when they are frustrated or not getting the support or attention they need. All the adults in the classroom learned from each other what behavioural modification strategies worked best to defuse frustrations and anger, especially in dealing with autistic students. We shared such strategies as ensuring quiet workplaces, tactile simulation, and limiting choice to resolve conflict.

What makes integration successful

Jim and Charlene: In addition to our teaching methods, support is critical—from principals and administrators, parents, and professional colleagues.

Administrative support comes in the form of a sufficient classroom set-up budget to ensure adequate resources and books. Principals can also ensure a timetable with large blocks of time and fewer transitions, a cap on classroom size

(20 is preferable), and a balance of boys and girls. They can also find external support and deal with parental concerns or questions.

Parents can be supportive by keeping an open mind about provincial curricular expectations and understanding that a meaningful curriculum is not a checklist. If parents are focused solely on the specific expectations of the curriculum, then the richness of a broader range of experiences or learning could be lost. Parents also need to understand that a class of children with varying abilities and intelligence is more reflective of the broader world than a classroom with children who are all the same age and have like abilities. This is a challenge for some parents who bring their own prejudices to the integrated classroom.

It is important to have a supportive team of professionals – therapists, social workers, physiologists, child-care workers, rotary teachers, and educational assistants – all of whom are open-minded, flexible, patient, willing to share and to learn. Above all, they must develop a consistent approach to behaviour modification and program implementation. All the school's professionals must support each other in developing an environment of acceptance and understanding that goes beyond the integrated classroom.

Teachers who don't welcome integration cite a variety of reasons, including too many children with too many needs in one classroom and a lack of resources in the school to support the child and teacher. Programs are highly influenced by the attitudes and beliefs of individual teachers, the availability of support personnel and services, the collaboration between teachers and other professionals, support from the principal and administration, and parental support and involvement. **V**

References

Jenkins, J.R., C.G. Pious and D.L. Peterson. *Categorical programs for remedial and handicapped students: Issues of validity.* Exceptional Children, No. 55, vol. 2, p. 147-158, 1988.

Rogoff, B. and J.V. Wertsch, eds. *Children's learning in the "zone of proximal development."* San Francisco: Josey-Bass, 1984.

Stanovich, Paula J. *Integrated Education – A resource guide for including students with special needs in the regular classroom.* Toronto: FWTAO, 1995.

Vygotsky, L. S. *Thought and language.* Cambridge, MA: MIT Press. 1989.

Is it possible to have a world that is more inclusive?

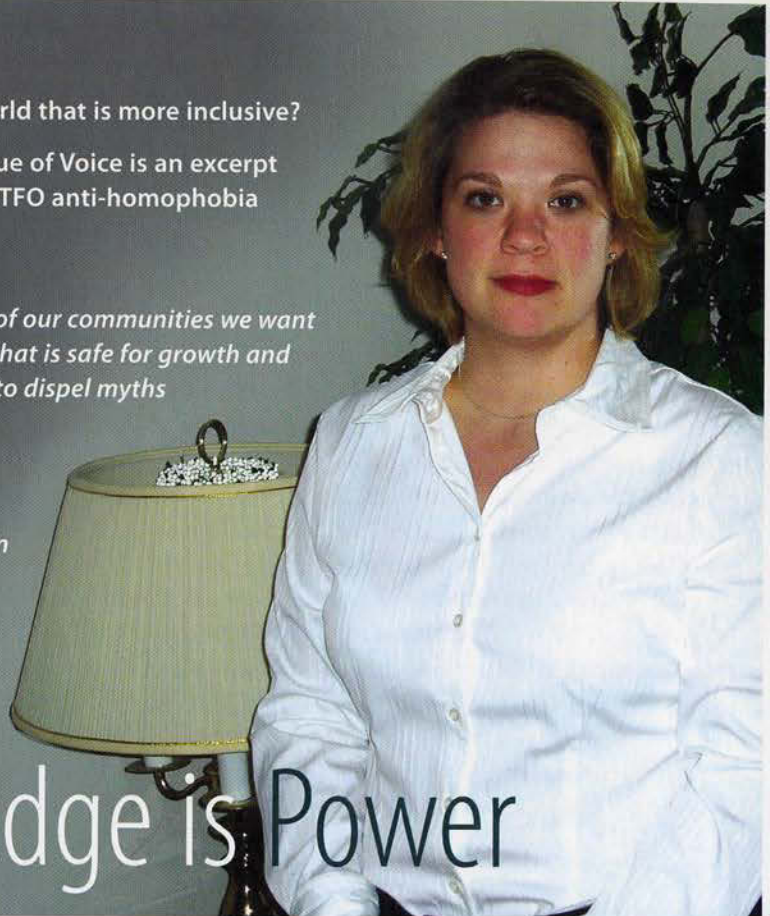
The lesson plan in this issue of Voice is an excerpt from *Free from Fear*—the ETFO anti-homophobia curriculum resource.

The authors say:

"As educators and citizens of our communities we want to create an environment that is safe for growth and development. ... We want to dispel myths and stereotypes that perpetuate fear. ..."

"Stories of change are real and do make a difference in people's lives."

Liana Holm tells one such story.



Knowledge is Power

But one student particularly touched my heart. She jumped out of her seat teary-eyed and ran to hug me.

When I was 26 I realized I was a lesbian. Many people in my life were strongly opposed to the idea of same-sex relationships. But, even though I knew how they felt, I immediately decided not to stay in the closet.

When I came out a tremendous weight was lifted from my shoulders and pieces of my life began to fall into place. I earned my first full-time teaching job and formed a relationship with my first female partner. I placed her picture on my desk at school.

My first classroom assignment was Grade 8 in a junior/intermediate school. Walking in the hallways I heard things like "That's so gay!" and "You're so gay!" I had not been in an environment before where such disrespect was shown by such oblivious perpetrators.

In October, I talked to the principal about what I was hearing. Inclusive language is a component of the Board's anti-bullying education and my discussions with her were well received. We discussed a plan to bring awareness to the school.

We began by introducing our ideas to the staff. If teachers heard students using homo-

phobic language they were to send them to the principal's office for a discussion about words that hurt. Students who persisted were assigned social skills exercises about respect and inclusion to complete on their own time.

In my classroom, I began by having long, open discussions and showing movies, like *Sticks and Stones* and *In Other Words*. We discussed what students really meant by what they were saying and who could be hurt. I asked my students to use the words they meant: if they meant "stupid", they were to say "stupid" instead of "gay".

Parents reacted in a mostly positive manner. Only one parent came to speak to me. After a short discussion, she left my classroom smiling and from then on could never give me enough compliments.

Before long the talk in the hallways changed. I began to hear students explaining discrimination and inclusion. When I heard my words repeated I could not have felt more proud. I also encouraged the other teachers to use the lessons I had taught, but they indicated they were not comfortable talking about heterosexism and homophobia.

.....
Liana Holm is a teacher in the Rainbow District School Board.

Later that year, during a sexual health lesson, an amazing teaching opportunity arose. The class and I developed an excellent rapport so after every lesson we set aside 20 minutes to have an open-ended discussion and question-answer period.

After a few weeks, during which they had shared extremely personal experiences, a student asked, "Ms. Holm don't you think it is your turn? Why don't you share something with us?" I deliberated silently whether it would be a good idea to tell them I was gay and what kind of words I would use.

I decided to refer to the picture of my partner on my desk. Many had asked who she was and I was always honest but never elaborated. On this day I said, "You know the photo on my desk, that woman is my partner".

There was a murmur of "Yeah, so?" as students looked at me without much reaction. But one student particularly touched my heart. She jumped out of her seat teary-eyed and ran to hug me. When I finally calmed her, she said "Ms. Holm, I've known for so long and I've heard so many people say bad things. I told them that it was not bad. I told them that you are the best teacher and it does not make any difference."

She had been carrying this heartache and felt she couldn't talk to me because it was a secret. I felt I had given that impression by omitting details about my family. I vowed I wouldn't let that happen again.

By June, students were noticeably more tolerant of each other and the incidences of non-inclusive language had decreased. One student came out to

me, and another discussed his feelings about his mother's lesbianism. To this day, when I see them they stop and give me updates and hugs. By the last day of school I was sure I had been right in deciding to come out to my class.

This is my fifth year teaching and every year I make sure to include lessons that demonstrate differences. So far, I have covered different families, AIDS, bullies, sexism, heterosexism, and homophobia. I firmly believe students have benefited. This knowledge seems to help build character and give them choices.

I would like to try to give students the options I felt like I never had. Just by listening, my students are gaining the power to change negative perspectives.

Knowledge is POWER. Let's give it to them. ♥

ATTENTION ALL TEACHERS!

Students all over Ontario are going crazy for these basketball programs:

Mega Hoops: A dynamic basketball expert will visit your school and conduct fun-filled, action-packed skill clinics.

Basketeers: An intramural game with a twist designed so children of all levels can play together and have fun.



Mention this ad and receive 2 extra basketballs with your order.

www.basketball.on.ca



416-426-7136 Call now for details!
Jason Jansson - Manager, Educational Programs



Are you looking for credible environmental education resources that will require minimal teacher preparation time? Discover opportunities to enhance your classroom and challenge your students to think critically about environmental learning and sustainability.



Green Street is a national program representing a Standard of Excellence for Environmental Learning and Sustainability programs. Elementary and secondary teachers across Canada can register for a wide selection of free and nominal cost programs delivered by reputable Environmental Education organizations across the country.

Require minimal teacher preparation • Credible • Accessible • Affordable
Relevant to student's concerns • Curriculum-linked • Actions oriented

To browse the selection of programs available in your area, the website includes program descriptions and teacher information at www.green-street.ca. Teachers are welcome to register on-line for more than one program.

For more information, contact Allison Freeman, afreeman@green-street.ca or toll-free at 1-877-250-8201 | Disponible en français • www.marueverte.ca

Green Street...helping preserve our planet...one classroom at a time.

[www.safehealthyschools.org/
injury_prevention.htm](http://www.safehealthyschools.org/injury_prevention.htm)


For links to
hundreds of
documents.
Research.
Planning tools.
Summaries.



Funded by the Population Health Fund
Public Health Agency of Canada

Quality education includes...



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

...more phys-ed teachers...

Quality education starts with a solid grounding in academic subjects, but it also includes exercise, an understanding of the arts, and an ability to think independently.

More phys-ed teachers in our elementary schools will help make Ontario children healthier. Regular exercise can also help classroom behaviour and improve concentration.

In recent years many Ontario schools have lost skilled phys-ed teachers due to funding cuts.

"Every child is different. My job is to help each of them meet their full potential. Phys-ed helps foster the kind of healthy choices that last a lifetime."

The number of Ontario elementary schools with a phys-ed teacher has dropped by 27% since 1997-98.

– People for Education 2004 Elementary Tracking Report



...more music teachers...

Music and art are essential parts of a well-rounded education. But while some Ontario children have wonderful music programs in their schools, others are losing out.

Classroom teachers work hard to fill the gaps, but large classes and the wide range of subjects they have to teach means less time to develop challenging lessons and help individual students.

Every child should have a chance to experience music at school.

"Music is a joy for children to discover – and a joy for me to teach. We know that children do better academically when they have music, art, and phys-ed."

Today only 40% of schools have a full- or part-time music teacher, down from 58% six years ago.

– People for Education 2004 Elementary Tracking Report



...more teacher-librarians...

Libraries help promote our children's reading skills, give them information they need, and strengthen their ability to find information and be independent learners.

More teacher-librarians will give our children more library hours and more help using resources.

Quality elementary education is the foundation of future success.

"Children should be able to turn to their library whenever they need it. With more teacher-librarians on the job, we can be open more, and offer all the help that kids need."

Only 10% of schools report having a full-time teacher-librarian.

- People for Education 2004 Elementary Tracking Report



...more time for creativity.

More time for programs like phys-ed, music, and art helps children two ways.

Children benefit directly from the specialized skills and knowledge of teachers dedicated to these subjects.

Children also benefit when regular classroom teachers have more time to prepare creative, high quality lessons in core subjects such as reading, writing, sciences, and math. Teachers have more time to devote individual attention to children's learning needs.

That's why Ontario's elementary teachers are asking for your support in our call for more phys-ed teachers, art teachers, music teachers, and teacher-librarians in our elementary schools and more preparation time for classroom teachers.

"Helping children learn to express themselves, and appreciate the world around them is what being a teacher is all about."

The percentage of schools with a visual arts teacher fell from 20% in 1998-99 to 15% in 2003-04.

- People for Education 2004 Elementary Tracking Report



Quality education includes:

more phys-ed teachers,
more music and art teachers,
and more teacher-librarians.

For more information on the benefits of a diverse, well-rounded public education and what Ontario's public elementary school teachers are doing to strengthen our schools, please visit our web site.

You'll find a whole section dedicated to tips and resources for parents.

etfo.ca

Elementary Teachers' Federation of Ontario

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

480 University Avenue, Suite 1000

Toronto, Ontario

M5G 1V2



...a national program representing a number of
...the Department of Education and Training, Ontario
...and elementary teachers across Ontario. The program
...a wide range of free and affordable educational resources
...available to the general public. The organization is also the leading
...in the province. The program is a key component of the
...and teacher education in Ontario. The program is
...to provide a high quality education for all students.

Safe Schools and Safe Communities

GRADE 1

Anti-bullying and Conflict Resolution

Children have never been very good at listening to their elders, but they have never failed to imitate them.

James Baldwin.

Suggested Activities

Pre-Reading

What is conflict?

Explain what the word conflict means. Brainstorm different situations in which a person might encounter conflict. Make a conflict web chart using feelings and action words. When conflicts arise in the classroom, hold classroom meetings and use role-playing to help resolve conflicts (see Reproducibles).

What is bullying?

Initiate a class discussion about what a bully is. Discuss myths and realities about what bullies look like. Brainstorm ideas of what to do if a student meets a bully. Through role-playing, demonstrate resolution to examples of bullying situations. The scenario can be described and then the students show ways they might react keeping safety in mind..

What does it feel like to be teased?

Have students print a journal entry or draw a picture of a time when they were teased by another student. Ask them to describe what happened and how it got resolved. Share their scenarios with the class.

Post-Reading

"How to Keep Your Friends" Big Book for the Class

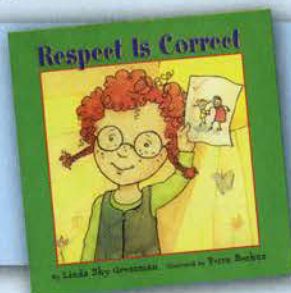
Have students brainstorm ideas of all the positive things they can do to keep a friend. Have them consider what kinds of words they can say to a friend. Students print sentences and illustrate pictures for the big book. Students are encouraged to use words about respecting others and being courteous in their stories.

Positive Statements

Have students brainstorm positive statements they can say about themselves. Students then create "I Can" posters for the classroom. Some of the mottoes they can use are:

- Be Proud of Yourself
- Say "I Can" and Practise It!
- Be the Best You Can Be
- I am My Best Friend

continues on next page



Focus Book

Linda Sky Grossman
Respect is Correct

Toronto: Second Story Press, 2002. ISBN: 1896764508

Written in rhyme, these empowering messages instill confidence, self-esteem, and respect in young children.

This excerpt from *Imagine a World That Is Free from Fear** has been edited for length.

Extensions

Tape Friendly Messages

Set up a tape recorder at an activity centre. When students want to say a few friendly words about their classmates, record their messages. The class will listen to the messages at the end of the week. Ideas for friendly statements:

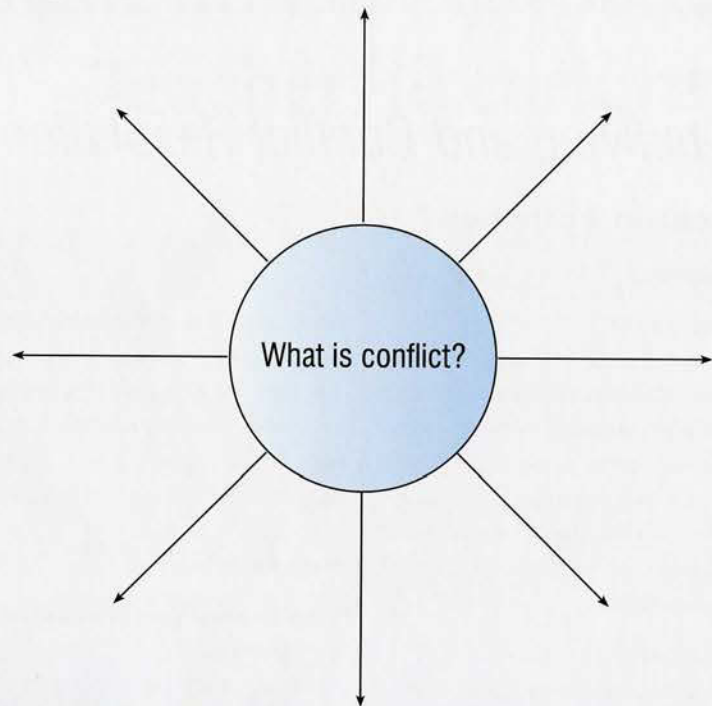
- One thing I like about my friend is ...
- My best friend can be counted on to ...
- A person I learn a lot from is ... because ...
- I want to thank ... for ...

Friendship Fruit Salad

Each student brings in one piece of fruit. Create a fruit salad and share it among friends. During the activity discuss sharing things with friends. Emphasize that each student had an important part in creating this salad. This is an example of teamwork. Eat and enjoy!

Conflict Web

Brainstorm and record different situations in which conflict could occur. What feeling and action words can you think of?



Additional Resources

Stop Picking on Me!

(video)

Sunburst Visual Media

Item #4240

Students will learn the dos and don'ts for dealing with bullies safely. Components: 16-minute video and a teacher's guide with 16 student worksheets

Carlson, N. (1997).

How to Lose All Your Friends

Puffin

ISBN: 0140558624

This book shows that if people act in negative ways, they might lose all their friends.

"Stop, Talk and Tell" Anti-Bullying Program

The Ottawa 67s Hockey Team

(For more information, visit www.ottawa67s.com/StopTalkTell.)

The Ottawa 67s have produced three videos, posters, and a teacher resource to assist in building awareness and stressing that bullying is not allowed.

You can find more curriculum resources on our website, www.etfo.ca > Professional Development > PD Publications/Documents.

For information about curriculum expectations that this lesson plan addresses, please see *Imagine a World That Is Free from Fear, Grade 1*, page 86.

GRADE 7

Anti-bullying and Conflict Resolution

Suggested Activities

Pre-reading

Breaking Down Stereotypes

What should boys/men like to do? What should they look like and how should they act? Brainstorm stereotypes about boys. Record answers on a chart under the headings "should" and "should not." Conduct the same activity with girls' stereotypes.

Ask students:

- How do you, your friends, or adults fit these stereotypes?
- What do these stereotypes encourage? Discourage?

Think-Pair-Share

Using the Bullying Web (see Reproducibles), initiate a class discussion about bullying. Students will record their responses. Ask students:

- Have you ever been bullied?
- Have you ever bullied someone?
- What are some forms of bullying that occur due to stereotypes?

Why does bullying occur?

Students will work in partners and create lists explaining why bullying/intimidation

occur. Once completed, compare students' lists with the teacher's list. Some of the ideas might be

- power/control
- peer pressure
- to be cool
- to be noticed
- to impress
- poor communication skills
- envy
- jealousy
- revenge
- false beliefs
- misunderstanding
- cultural or religious conditioning.

Post-reading

Novel Study

The teacher reads the novel aloud.

Initiate a group discussion by asking:

- Does going against a socially accepted male role make someone like Travis the target of prejudice?

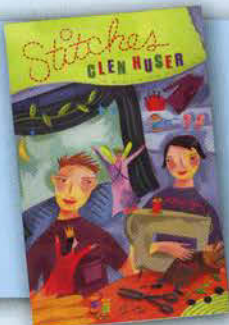
- Why are some people afraid of being labelled lesbian or gay?
- How does the fear of being called lesbian or gay limit the choices some girls and boys make about what they do or how they act?
- What could be done to change this fear?
- Why are some young people who feel they might be lesbian or gay often afraid to talk with others about this?
- What could be done to change that?

Journal Writing

Students write answers in their journals to the following questions:

- Why does bullying happen to Travis and Chantelle?
- What can bullied victims, their friends, families, peers, schools, and communities do to prevent and stop bullying and violence due to homophobia?

continues on next page



Focus Book

Glen Huser

Stitches

Groundwood Books, 2003. ISBN: 0888995784

Travis and Chantelle are facing different types of conflicts and challenges in their lives. They overcome bullying and homophobia by using creativity in drama and arts.

* *Imagine a World That Is Free from Fear* is available from shopETFO.

Summary of Name-Calling Statements

Students review the text and make a list of name-calling, put-downs, stereotypes, and prejudiced statements mentioned in the novel. As a class, brainstorm alternatives to the put-downs.

Students can write reports on "bullying due to homophobia and heterosexism, sexism, or ability" and present them to the class. Ensure students include quotations from the novel.

Strategies to Stop Bullying

Read from ETFO's "Say No to Bullying" flyer.

Ask students to identify ways to stop bullying and bullies. Brainstorm ideas.

Some of the tactics might include:

- Confront bullies honestly and clearly.
- Get adult help.
- Check with peers.
- Talk with parents or other trusted adults.
- Phone the Kids Help Line.

Role-playing

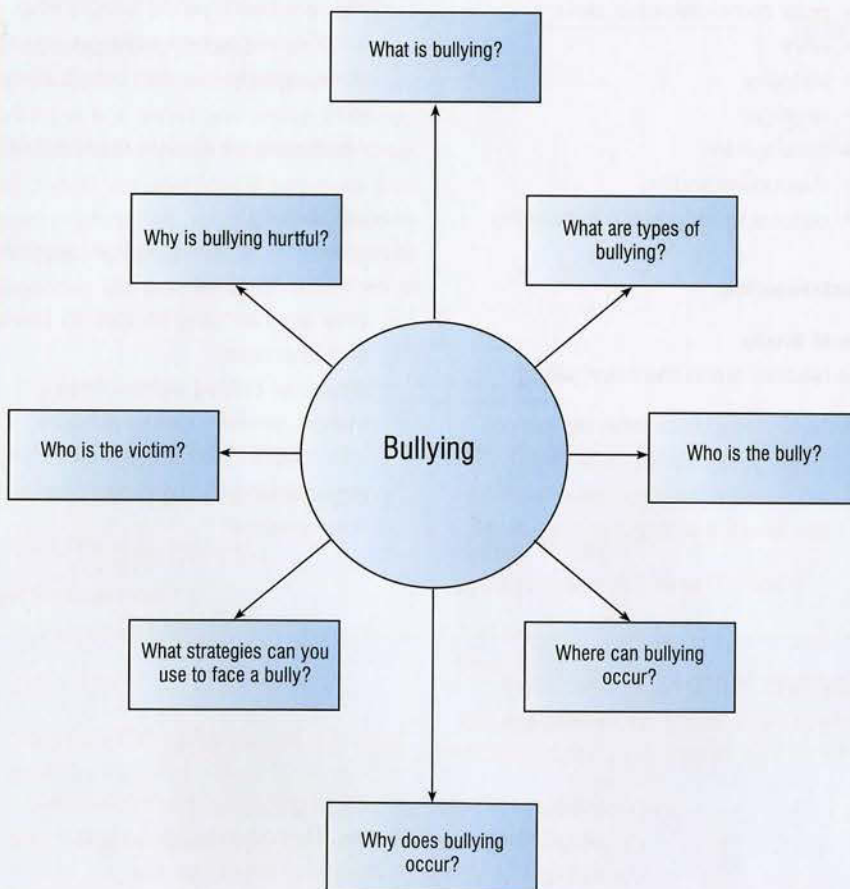
Note: Prior to doing this activity, make sure the class understands all the terms and definitions.

Students create short skits presenting scenarios of bullying based on racism, sexism, classism, language, and ability. They should include ways to stop bullying.

Students present their skits and the rest of the class guesses their topics. Classmates also give comments and suggestions, and ask questions about how it felt to be the bully and how it felt to be the victim.

Bullying Web

Answer these questions prior to reading the novel.



Extensions

Puppet Show for Primary Students

Create a puppet show for primary grades to teach them about respecting everyone. Focus on LGBT* people.

Anti-Bullying Presentation

Invite presenters from TEACH or PFLAG to discuss bullying due to homophobia.

Compare and Contrast

Using a Venn diagram, compare and contrast this novel with another title in which the protagonist faces similar bullying and violence due to racism, ability, or sexism.

Additional Resource

E. Wiesel

One of Them (video)

National Film Board of Canada, 2000.

*LGBT: lesbian, gay, bi-sexual, trans-gendered.

For information about curriculum expectations that this lesson plan addresses, please see *Imagine a World That Is Free from Fear*, Grade 7, page 103.

by Didi Khayatt



Stand Up and Be counted!

Identity and self-identification

Unions across Canada have fought long and hard to achieve diversity among their members and are still working earnestly to support diversity. But they cannot do it in a vacuum: to be effective in achieving diversity, unions are asking their members to self-identify – to stand up and be counted.

One of the questions people often ask is for what purpose? And what is to be gained? Many hesitate to self-identify. They have no idea what is going to happen to the information they give and do not feel safe as a result. As well they are afraid there may be consequences to being recognized as different from the norm.

Like all interesting questions, self-identification has a history. It began with affirmative action, a set of policies that attempted to achieve diversity, policies many people fought for. They were put into place to formally support minorities in an organization. No, not just women and visible minorities, but all groups that find themselves numerically disadvantaged, such as, men in elementary schools or in nursing.

But “self-identification” is not about quotas, because quotas, if they existed at all, were for hiring purposes.

Self-identification *within* a union or, in this case a teachers’ federation, is for the purpose of solidarity, because a group wants to be recognized as a group. It is often important to be counted as a member of a minority, first to show that this minority exists and then, perhaps, to keep track of how they are doing, what support they may need, to help members to connect with others of similar identities, and to make possible communities of practice: people who have similar interests. Self-identification allows the union to be accountable to its members, individually and collectively.

So, think about “self-identification” as one way the Federation has of keeping track of who gets hired, of what its membership looks like, of what specific needs its members may have in terms of support and resources. Think about it in terms of accountability: what is the Federation doing for its vulnerable members?

Stand Up and Be counted!

For self-identification to occur, an individual must have an identity. One would think this is self-evident, but “identity” is a notion that comes into being only when it is challenged by difference. “Identity” requires a relationship to another group, for without that different group, there can be no “other” against whom to distinguish one’s identity.

Not all identities carry the same relation to social power. A person comes into a room full of people, for instance. The minute he appears, all eyes will turn to identify the newcomer. We look at gender, colour, age. We will judge clothes, notice obvious disabilities, and have an opinion about his sexuality. We will wonder at our relation to him, socially and individually.

People categorize others instantly, almost sub-consciously, in order to determine how to behave toward that person. But this instantaneous categorization is not simple: it always relies on and is associated with what we have learnt socially, how we come to view certain social categories, and on personal experience. Unfortunately, in most cases, we do not stop at categorizing, but go on to attach meaning to a category: Oh, a male! Oh, he’s black! What does that mean to me?

Several years ago I taught a graduate course where two-thirds of the students were women. There was one brilliant, articulate young man who loved to engage with the readings. He talked often in class, so much so that one day I received an anonymous note from another student complaining that he talked too much!

Not knowing how to deal with it, I took the note to class the next week and read it to the students. The young man, angry and hurt, understanding the note referred to him, looked up at the mostly white women in the class and said: “I know when I speak you all see me as ‘male supremacy’ but what you do not know is that when I look at you I see ‘white supremacy!’”

The body is a text that is read, and like any text, meaning is made, always interpreted, sometimes misconstrued.



Seeing that someone is a woman or is black or gay or is living with a disability is not the problem; issues arise when we attach meaning, often negative and formed on nothing more than hearsay and stereotypes. These are instances when we label that person rather than knowing how that person self-identifies.

And the difference is that the individual her/himself assumes an identity, whereas another person imposes a label according to her/his position in society, learnt responses, and the social context.

It all boils down to this: if we were all exactly the same, we would not need an identity. Identity creates a boundary, who counts, who’s in, who’s out.

When the union asks its members to self-identify it is for many reasons. It may want to track the membership for fair representation and make space for various members who might be feeling left out. It may be to justify the introduction of various policies that can provide support for minorities. The combined voices of a group might be heard more readily than a single person’s. Or it may be to create a community of practice whose members have a commonality they want to have recognized.

Whatever the reason, when ETFO calls for self-identification of members, it is asking you to take the initiative to identify yourself. You should know that if you do not self-identify, you are probably being labelled anyway, maybe inappropriately. So stand up and be counted! **V**

Issues facing teachers in other provinces



■ by Vivian McCaffrey

In Ontario, teachers and public education have emerged from a decade of intense, and mostly negative, reform. While we now have a government that is more supportive of teachers and public education, that is not the situation everywhere in Canada.

Trends in education tend to blow across the country and take root depending on the ideological bent of the governing party. A good understanding of what's happening elsewhere helps us respond to emerging issues and to work with our colleagues in other jurisdictions when they confront policies that threaten public education and education workers.

Interference with self-governance

British Columbia is the only other province with a college of teachers. In spring 2003 the B.C. government passed legislation removing the majority voice on the governing council from elected members. Sound familiar?

In response, the British Columbia Teachers' Federation (BCTF) launched a protest campaign calling on its members not to pay their annual college fees. Instead, teachers remitted the fee to BCTF's "Democratic College Fund." A year later, the government succumbed to the protest, and to a court challenge, by introducing legislation that restored an elected majority to the governing council.

The Alberta Teachers' Association (ATA) learned from the experience in Ontario and B.C. and successfully lobbied their government to keep responsibility for self-regulation. As in the ATA, all other provinces and territories without a college, have the authority to review complaints against members and determine the appropriate disciplinary action.

It has also avoided the spectre of initiatives like Ontario's recent recertification program by winning amendments to the Teaching Profession Act that make ATA responsible for ensuring professional competence. The ATA developed

The Teacher Growth, Supervision and Evaluation Policy and the government accepted it as the basis for teacher performance appraisal. This policy has influenced ETFO's model for performance appraisal and professional growth.

Threats to Collective Bargaining

Teachers across Canada, except those in Prince Edward Island and Manitoba, have the right to strike. The Manitoba Teachers' Society (MTS) is currently pressing to regain that right—teachers gave it up in 1956. In those provinces where teachers can go on strike, there are some limitations and often there is a looming threat to have this basic collective bargaining right removed. In Ontario, cancelling teachers' right to strike was a key plank of the Tories' 2003 election platform.

In March 2002, following province-wide strikes the previous month, the Alberta government passed legislation that suspended teachers' right to strike for 18 months, capped salary increases, and severely limited the scope of arbitrated settlements. The government then tried to seek "peace and stability" by offering to eliminate a \$1.8 billion unfunded liability in the teachers' pension plan if the ATA agreed to collective agreements with ten-year terms. According to the ATA this proposal died when the provincial trustees' asso-

Trends in education tend to blow across the country and take root depending on the ideological bent of the governing party.

Does your son or daughter need an extra \$1,000 for tuition?



OTIP Bursary Program
Applications accepted until June 15.

Apply today! www.otip.com

They could win a bursary from OTIP.

To be eligible for the draw:

- A parent or guardian must be insured with OTIP
- The student must be entering their **first year** of full-time education at a Canadian college or university



OTIP RAEQ

1.800.267.6847 | www.otip.com

**TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY**

**OCTOBER 30 TO NOVEMBER 4, 2005
PARLIAMENT HILL, OTTAWA**

- Get an insider's view of Canada's parliamentary system.
- Meet parliamentarians, and political, procedural and pedagogical experts.
- Explore key issues in parliamentary democracy.
- Develop resources for teaching about Parliament, governance, democracy and citizenship.
- To be eligible, you must teach social studies or a related subject to students between grades 4 and 12, or CÉGEP.
- 70 applicants will be selected by a committee of educators from across the country.
- A registration fee of \$300 is payable upon selection.
- The program covers travel costs, accommodation and most meals.

Detailed information and application forms are available from the Library of Parliament:

1-613-992-4793
(within the National Capital Region)
1-866-599-4999
(toll free in Canada)

www.parl.gc.ca
(About Parliament/Education)

Completed applications must be forwarded electronically or be postmarked no later than April 30, 2005.

Renseignements disponibles en français.



University of Ontario
INSTITUTE OF TECHNOLOGY

FACULTY OF EDUCATION

Teacher Professional Development - Spring/Summer 2005

The University of Ontario Institute of Technology is offering AQ and ABQ courses to support professional development. The courses will be offered both in-class and partially online.

Special Education
Part One

Technological Education
Part One

English as a Second Language
Part One

Individual and Society
Senior Division
ABQ
Junior Basic
ABQ

For schedules, course descriptions, and registration information please visit <http://education.uoit.ca>, contact nick.scarfo@uoit.ca or call 1.866.844.8648 (toll-free). Link to www.oct.ca for additional information about AQ and ABQ requirements.



OTIP RAEQ

Insight

Information for Good Living

OTIP'S New e-Newsletter

subscribe
and enter to

WIN FREE GAS



for 1 year!

Visit www.otip.com for contest details and to subscribe today!

BEYOND our borders

Whether it's self-governance, collective bargaining, or the right of freedom of expression, teachers across Canada have had to be vigilant and prepared to fight battles in the courts, before labour tribunals, and on the political scene.

ciation insisted on freezing teacher salaries for the entire ten-year term.

Two years ago the B.C. government designated education as an essential service, thereby severely limiting teachers' right to strike. The government also imposed limitations on teacher bargaining like those found in Ontario's 1997 legislation, Bill 160. B.C. teachers can no longer negotiate class sizes, for example. This has resulted in a loss of 2,500 teacher positions and the elimination of specialist programs – outcomes similar to those experienced in Ontario following Bill 160. The situation in B.C. is not improving. In December 2004, a government-appointed commissioner released a report calling for binding arbitration to replace the right to strike.

There is some good news. A Manitoba Labour Board ruling last December recognized the bargaining rights of occasional teachers after the provincial school trustees' association challenged the right of MTS to negotiate occasional teacher agreements.

Freedom of Expression

Teachers often find themselves fighting for basic political rights. During negotiations in fall 2002, the Hamilton-Wentworth District School Board told ETFO members they could not wear buttons with the slogan "Fair Deal or No Deal" on school property. The local grieved, arguing the ban violated fundamental rights guaranteed under the *Labour Relations Act* and the *Canadian Charter of Rights and Freedoms*. It took two years to get a decision, but the Ontario Labour Relations Board finally decided in the teachers' favour.

B.C. teachers won a similar battle. Two years ago teachers used parent-teacher interviews to inform parents about the effects of the government's removal of class-size caps from their collective agreements. In May 2004, an arbitrator ruled school boards acted inappropriately when they stopped the teachers from participating in the campaign. The arbitrator stated that the teachers owed a common-law duty of fidelity to their employers, the school boards, but not to the provincial government. The arbitrator said the interference by school boards was a violation of teachers' constitutional right to freedom of expression.

The Winnipeg School Board also tried to clamp down on the right of its teachers to speak publicly. In November 2003 it threatened discipline when it learned the teachers' union was planning to publish an insert in a local newspaper. The insert outlined the union's concerns about the board's mandated tests to assess students' math and language skills. In January 2005, the Manitoba Labour Board found the board had committed an unfair labour practice by threatening its teachers with disciplinary action.

Freedom of expression extends to political activity. In Ontario, Bill 160 disqualified school board employees and their spouses or same-sex partners from holding office as a trustee on a district school board. In 1999, the Ontario Court of Appeal struck down the provision that disqualified spouses or same-sex partners but upheld the ban on school board employees.

This decision may have influenced an Alberta ruling which in 2004 upheld the ATA's challenge under the *Charter of Rights and Freedoms* of legislation preventing teachers from becoming trustees.

Whether it's self-governance, collective bargaining, or the right of freedom of expression, teachers across Canada have had to be vigilant and prepared to fight battles in the courts, before labour tribunals, and on the political scene. Each battle won is a lesson not only for the teachers in question, but also for teachers and union members across the country. ♡



PERMA-FROST is a lobby group working to persuade the provincial government to reopen the Frost Centre, an outdoor education centre that has provided invaluable opportunities for thousands of Ontario school children over the decades. It has fostered an appreciation of our natural resources and resource stewardship. For information on how to help, go to www.savethefrostcentre.ca. You can sign an on-line petition at www.experiencehaliburton.com



■ par André Charlebois

Suite au phénomène de la mondialisation, il est plus que jamais nécessaire, voire primordial de connaître plus que sa langue maternelle. Ceci permet à un individu d'apporter une contribution juste et appréciée à son milieu de travail ou à son entourage immédiat. Ainsi, il est de plus en plus important pour l'enseignante et l'enseignant de français langue seconde d'amener ses élèves à cette prochaine étape.

La culture francophone – un monde à la portée

Cette quête prend plus d'ampleur alors que dans le document ministériel *The Ontario Curriculum : French as a Second Language – Core French, Grades 4-8, 1998*, on indique sans équivoque que le but de l'apprentissage du français langue seconde en Ontario, est « *to develop communication skills in French and an understanding of the nature of the language, as well as an appreciation of French culture in Canada and in other parts of the world* ».

L'enseignante ou l'enseignant de français langue seconde se retrouve avec un autre défi—l'intégration de cette culture dans l'enseignement de la langue. Alors que la langue est le véhicule pour acquérir de nouvelles connaissances linguistiques, elle devient aussi porteuse d'une culture, tant canadienne qu'internationale.

Enfin, il est important de rappeler que dans le rapport sur *L'Étude nationale sur les programmes de français de base*, on cite très clairement dans le *Syllabus CULTURE* que « *dissocier la langue de la culture qu'elle véhicule est une opération qui va à l'encontre de la réalité* ». Comment peut-on atteindre ces différents objectifs alors que l'élève connaît à peine sa propre culture et est à l'étape embryonnaire dans la connaissance de la culture francophone canadienne? Le défi est de taille mais pas insurmontable.

Une culture, un monde à découvrir!

Apprendre à connaître une autre culture, surtout lorsque celle-ci est de l'extérieur du contexte canadien, permet à l'élève de découvrir un nouveau monde, tout en élargissant sa vision de ce qui l'entoure. Il existe plusieurs stratégies qui permettent à l'enseignante ou l'enseignant de guider ses élèves dans cette aventure.

Ouvrons ici une parenthèse sur l'interdisciplinarité possible entre les différentes matières à l'étude. En communiquant avec sa ou son collègue anglophone, il est possible de créer une esquisse qui permettra aux élèves d'étudier la matière dans différents contenus d'apprentissage, tout en atteignant un des buts principaux, qui est d'apprendre à mieux connaître la culture francophone dans un pays autre que le Canada.

André Charlebois enseigne à l'Université d'Ottawa. Il était précédemment coordonnateur de l'enseignement, langues secondes, au conseil scolaire du district Upper Canada.

Par exemple, si on examine de plus près les contenus d'apprentissage en 6e année, on peut citer: « *identify some important international organizations / agreements in which Canada participates and describe their purpose (e.g., la Francophonie)* ». Les deux enseignantes ou enseignants communiquent les tâches aux élèves et les invitent à former des groupes de travail afin d'effectuer une recherche sur le sujet mentionné.

Quelques idées pratiques

En effectuant une brève recherche sur Internet, l'enseignante ou l'enseignant de français langue seconde visite le site de la Francophonie afin de choisir quels pays de cette organisation cadrent mieux dans l'étude du sujet. Le site de l'organisation de la Francophonie est : www.francophonie.org.

L'enseignante ou l'enseignant guide ensuite ses élèves à faire une recherche sur un des pays en suivant un guide précis, puisqu'il est important que chaque groupe d'élèves accomplisse la tâche finale suivante : présenter un pays de la Francophonie au reste de la classe en répondant aux exigences prescrites dans le guide de recherche.

Voici quelques exemples d'idées à rechercher ainsi qu'un échancier qui permettra aux élèves de cheminer dans leur apprentissage. Le tout est réparti dans l'espace d'une semaine; évidemment, ceci n'est qu'un guide alors que l'enseignante ou l'enseignant doit l'adapter aux besoins de ses élèves.

Échéancier suggéré

JOUR 1

1. Explique aux élèves le thème à l'étude pour les prochaines cinq journées : étude d'un pays membre de la Francophonie.
2. Divise les élèves en groupes de travail.
3. Explique la tâche finale : présenter un pays de la Francophonie aux autres élèves de la classe.
4. Explique aussi la grille d'évaluation qui servira à l'évaluation du travail final.
5. Fais un survol du site Internet sur la Francophonie avec les élèves, expliquant le but de l'organisation et les pays participants.

JOUR 2

Explique et démontre les points importants de la recherche.

Voici une liste des points de recherche pour les élèves. Cette liste peut être plus courte ou plus longue, selon les élèves qui effectuent le travail.

- i. Nom du pays

- ii. Situation géographique
- iii. Population
- iv. Langues parlées
- v. Dessin du drapeau et une brève explication
- vi. Un fait particulier du pays, par rapport à sa culture (folklore, danse, costume, etc.)

JOUR 3

Les élèves effectuent le travail en groupes tandis que l'enseignante ou l'enseignant s'assure que le travail est partagé entre les membres du groupe. On tient compte des forces et faiblesses de chacun dans le partage des rôles.

JOUR 4

1. Les élèves pratiquent la présentation de leur recherche en se servant des moyens disponibles dans la salle de classe, tout en s'assurant que l'auditoire pourra acquérir des connaissances sur le pays présenté.
2. L'enseignante ou l'enseignant accompagne chaque groupe dans sa présentation, lui fournissant la rétroaction nécessaire afin que la présentation soit à la hauteur.

JOUR 5

1. Suivant un ordre prédéterminé, chaque groupe d'élèves présente le résultat de sa recherche au reste de la classe.
2. L'enseignante ou l'enseignant peut aussi inviter les parents, la direction de l'école ou d'autres classes de l'école à écouter les présentations.
3. Il est important que l'enseignante partenaire anglophone soit présente afin d'observer les élèves qui présentent leur recherche. Ceci démontre qu'il existe une communication entre les enseignantes, quelles que soient les matières enseignées.

Faisons la fête!

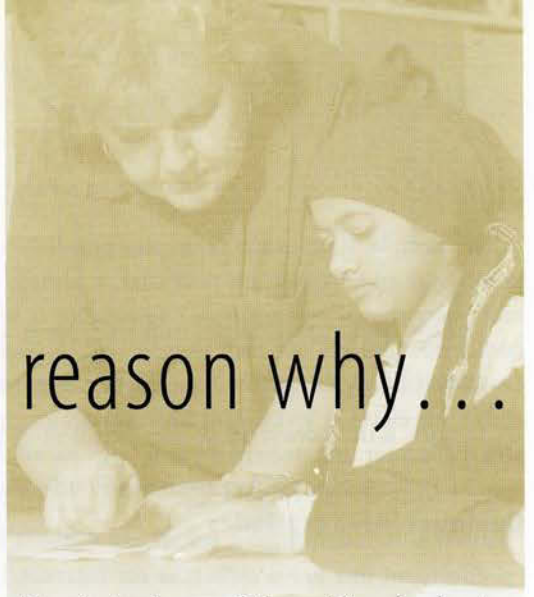
Une recherche de telle envergure peut être soulignée de façon explicite en prolongeant l'activité sous forme d'une foire ethnoculturelle. Ainsi, il est possible d'aller au-delà du contenu d'apprentissage et présenter des coutumes, repas, traditions typiques du pays à l'étude.

Il devient nécessaire pour les élèves de démontrer que la culture à l'étude vibre de toutes ses couleurs et de tous ses sons. Cette culture francophone, tout en étant différente de la culture francophone canadienne, comporte certaines similitudes à respecter.

La francophonie dans le monde – un monde à découvrir! **V**

Promoting public education

Teachers are the reason why...



■ by Sharon Aloian

During the recent tsunami disaster the teachers and staff of Cedarwood Public School in Markham opened the school to members of its immigrant community to give them a space to meet and help them in dealing with the tragedy in their far-off homelands. What a wonderful example of how teachers work in and with their communities and go beyond their roles in the classroom.

Those of us who work in education know that you our members are our best advocates in the community.

The public trusts teachers. For example, a 2003 Ipsos-Reid poll showed that teachers are the fourth most trusted profession – after pharmacists, doctors, and airline pilots. And the majority of parents believe that public schools do a very good job: two thirds of parents with children in public schools gave their community school a grade of A or B, according to a Canadian Teachers' Federation poll.

Teachers and parents share the same goal: we are dedicated to imparting knowledge as we challenge our students, their children, to learn and grow.

Despite this teachers are still feeling the effects of the attacks made on us during the years of the Harris and Eves governments.

That's one reason the Ontario Teachers' Federation has made it a priority this year to look at ways of promoting public education. We want to remind the public and our members of the valu-

able role teachers and the public school system play in our society.

Promoting public education requires us to look at the larger picture. Schools are the hub of a community. Parents and community businesses can be our allies as we work to improve the image of teachers and public schools.

Very often the concerns of teachers and community concerns overlap; for example, the issues of literacy and violence in the schools. These are issues where OTF can play an active, participatory role that ties teachers together with their communities.

As OTF undertakes this work it is good to remind ourselves that the best proponents and representatives of public education are classroom teachers and educational workers. We have to stand up for our public education system and ourselves.

Sometimes we ourselves need a reminder about the important work we do.

A teacher from New York, who wishes only to be credited as C.K., says it most eloquently.

"Teachers are the reason why airplanes fly, computers program, ballets are danced, novels are written, concerns are researched, lawsuits are won, skyscrapers are built, and 'art' decorates refrigerator doors. Life's biggest, boldest, brightest ideas; life honours achievements, and accomplishments occur because somewhere, sometime, someone touched our lives – and it all began with a teacher!"

As OTF Representative, I believe that 145,000 educators and their families with their communities behind them are a powerful force for the good of the children and the public education system.

We must strive to forge the links that create and build on this strength. ♥

Those of us
who work in
education
know that you
our members
are our best
advocates in
the community.

Sharon Aloian is the OTF Table
Officer for ETFO.

"Send my friend to school"



■ by Terry Price

Education is one of the best ways to help eradicate poverty; yet there are more than 105 million children around the world – two-thirds of them girls – who are currently not getting an education.

A United Nations agreement signed by 191 countries set eight millennium development goals—two of them relating to education. One goal promised all children a free, quality primary education by 2015. Another called for gender equity in education by 2005. But at the current rate of progress the expected timelines for achieving these goals are 2090, and, for gender equity, possibly 2015.

So how do we exert pressure on politicians to provide more funds and political leadership to achieve these goals?

Simple. Just bring the children to the political leaders – or at least an image of the children.

In the coming months, as part of the Global Campaign for Education, students throughout Canada and around the world will be making cut-out figures, each of which will represent one of the 105 million children worldwide missing out on education.

The Global Campaign for Education brings together major non-governmental organizations, unions, and teacher federations in over 150 countries worldwide. It promotes education as a basic human right, and mobilizes the public to put pressure on governments and the international community to fulfil the promise to provide free, compulsory education for all.

Canadian participants are CTF, the Canadian Council for International Cooperation, World University Service of Canada, World Vision, OISE (University of Toronto), McGill University, the Paul Gérin-Lajoie Foundation, and the University of Ottawa.

CTF is inviting all its member organizations, including ETFO, and classroom teachers to take part in this year's campaign.

"Cut-out friends" will be presented

- to federal politicians on Parliament Hill on April 19
- at an International Forum in Toronto on April 24-25
- to leaders meeting for the G8 summit at Gleneagles, Scotland in July. It is expected they will be handed a million or so "cut-out friends" from around the world.

Here's how ETFO members and their students can get involved:

- Register by filling out the simple on-line form posted on the CTF website (www.ctf-fce.ca) and click on the Global Action Week logo.
- Explore and select the CTF lesson plans most appropriate for your students (primary, middle, or secondary grades).
- Download the CTF PowerPoint presentation, which provides a broader context and background information about the campaign.

And you and your students are on the way to help make history.

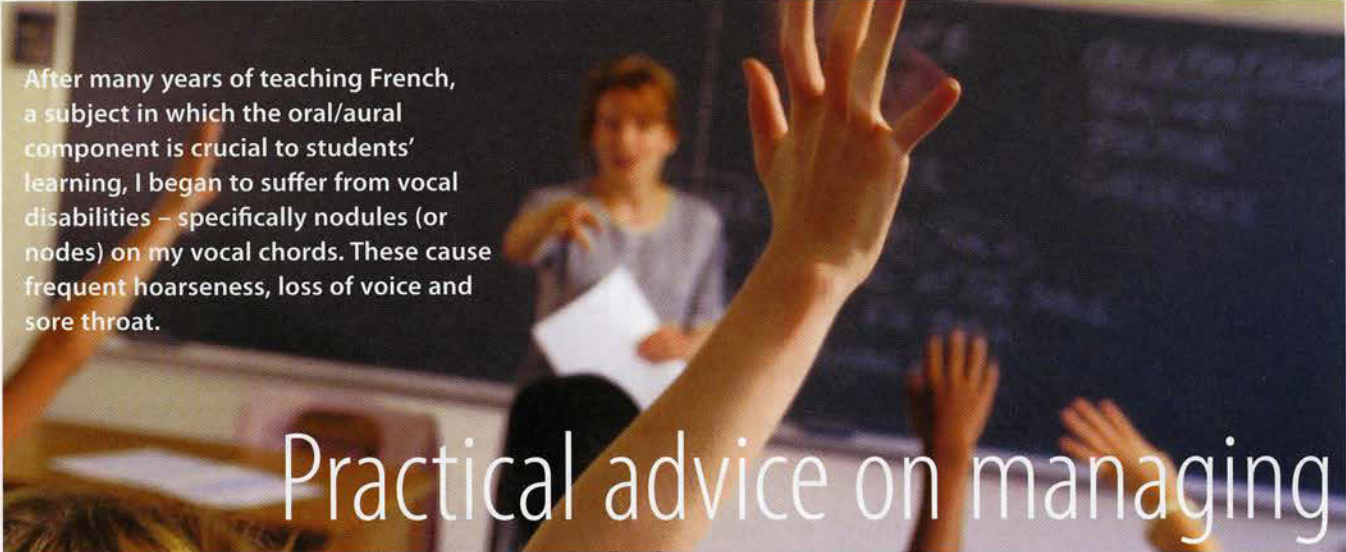
I urge you to take part in "Send my friend to school." Feedback from teachers who have already taken part in the campaign shows that children benefit greatly from being involved. It increases their understanding of global issues, of how democracy works and of the importance of education.

Visit the CTF website www.ctf-fce.ca today to register!

(This year's Global Campaign for Education dovetails well with the Canadian *Make Poverty History Campaign* recently launched by a wide cross-section of charities, trade unions, faith groups, students, academics, and arts and sports leaders united by the common belief that poverty can be ended. For more information visit www.makepovertyhistory.ca) **V**

The Global Campaign for Education... promotes education as a basic human right...

Terry Price is President of the Canadian Teachers' Federation.



After many years of teaching French, a subject in which the oral/aural component is crucial to students' learning, I began to suffer from vocal disabilities – specifically nodules (or nodes) on my vocal chords. These cause frequent hoarseness, loss of voice and sore throat.

Practical advice on managing voice problems

■ by **Cindy Shore-Beauvais**

Music and language teachers need to use their voices much more than most teachers, especially in the elementary grades. We do often use tapes or CDs but can't often assign quiet seat-work because the oral component of the curriculum is so important.

Nodules respond to various methods of therapy, but a major therapeutic strategy is reducing the frequency and volume of speaking – along with avoiding coughing, clearing the throat, whispering, and singing. Lifestyle changes – such as a healthy diet, drinking plenty of water, regular exercise and avoiding obesity, tight clothing, alcohol, and caffeine – are also important to avoid the acid reflux that often causes vocal problems. As well we have to learn to manage our classes to minimize the need for extra speaking.

I have been attending vocal therapy sessions and seeing a speech therapist, as well as an ear, nose, and throat specialist. Only the physician is covered by OHIP and the others are minimally covered by extended health plans.

After much waiting I was finally seen by a physician and speech therapist at a Toronto hospital, and so all the therapy after that was covered by OHIP. The doctor recommended that I get an assistive device called a Chattervox, which costs about \$400.

Neither my health plan nor Workers' Compensation would pay for this device.

After I went through various channels (beginning with my principal), the school board bought one for me. It made a great difference almost immediately. I no longer have to project my voice when teaching but rather can use a normal speaking tone and the amplification is quite effective with my students.

Many teachers have asked me about my Chattervox. Music and occasional teachers have told me about others who would benefit from one. An itinerant recorder teacher who also sings opera first told me about the vocal therapy program at the hospital. This shows how much teachers help other teachers!

If you would like more information please contact me at: cindy.beauvais@tel.tdsb.on.ca ♥

CALL TO ALL TEACHERS

Help students with disabilities in your class participate in a unique and exciting opportunity.

Abilities Festival: A Celebration of Disability Arts and Culture, scheduled for October 2005 will provide many opportunities to showcase artistic excellence by persons with disabilities.

abilities
Festival
A Celebration of Disability Arts and Culture

Children and youth with disabilities are invited to participate by submitting either a drawing or poem by June 15, 2005. For further details, log on to www.abilitiesfestival.org.

Help us spread the word.

Cindy Shore-Beauvais teaches Grades 3 and 4 immersion, as well as one class of Grade 5 core French for the Toronto District School Board.

Accommodating students with disabilities

■ by Christine Brown



Ideally all students should also be able to attend their neighbourhood schools. Sadly we are far from having an infrastructure that supports this option.

This fall, the Ontario Human Rights Commission released its *Guidelines on Accessible Education*. The *Guidelines* are not part of the *Human Rights Code (HRC)*, but do give some clues as to how the Commission intends to handle disability issues. The courts are also likely to give considerable deference to these *Guidelines* in their own work on disability cases in education.

For these reasons, educators should be aware of the *Guidelines*' basic tenets. Since the document covers not only the schools sector but also the post-secondary realm, members with university-aged children may also find it instructive.

Education is a service that falls under the provisions of the *HRC*. Students with disabilities are legally entitled to accommodation within the school system.

It sounds good, but what does it mean? From the *Guidelines* we can extract five main concepts that shape the Commission's understanding of what constitutes acceptable accommodation.

- **Maintaining the dignity of the student** who is being accommodated is paramount. This is obviously a complex task, but one element is fostering a positive school environment for all students. The *Guidelines* have much to say about bullying and harassment, and the responsibility of educators to help prevent these behaviours.
- **Accommodation must be individualized** – there is no cookie cutter solution. To be sure, there are measures which, applied systemically, could go far towards building an inclusive school system. Yet two children with similar physical or developmental cir-

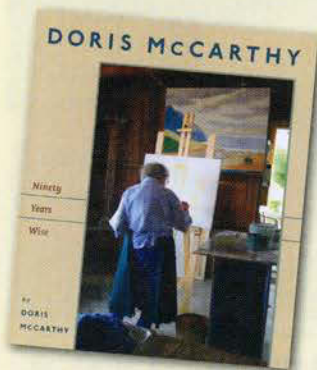
cumstances may still require two very different sets of measures to enable the system to serve their needs.

- **Inclusion is the preferred path to accommodation** even though in some situations a specialized classroom may be in the best interests of an individual child. Ideally, all students should also be able to attend their neighbourhood schools. Sadly, we are far from having an infrastructure that supports this option. As but one example, the Toronto District School Board estimates that only 157 of its 557 schools are accessible.
- **Accommodation must be timely.** Unreasonable delays (think of the waiting lists for assessments, and the time it takes to provide an educational assistant) may be serious enough to constitute a breach of the *HRC*. At the very least, school boards should craft interim solutions until such time as more suitable measures are feasible.
- **Students requiring accommodation have the right to confidentiality** – the protection of disability-related information is crucial. As the *Guidelines* note, this is especially so in the case of disabilities to which a strong social stigma attaches, for example, HIV/AIDS and various forms of mental distress.

Crafting accommodation measures that meet the needs of individuals requires input from many sources. It is, as the courts have said, a "multi-party inquiry." Parents are a major part of the process, though they will not always receive the precise measures they seek for their children.

While the new *Guidelines* have given us a clearer sense of the Human Rights Commission's intentions, their practical application remains unclear. We all have a stake in creating a school system that encourages every child to thrive. Hopefully, we can summon the collective will to make it happen. ♡

Christine Brown is an ETFO research officer who is studying disabilities issues.



Doris McCarthy: 90 Years Wise

by Doris McCarthy

Toronto: Second Story Press,
2004
120 pages, \$29.95

Reviewed by Brad Hughes

What's the secret to a long, happy and productive life? At age 94, Doris McCarthy, one of Canada's great living painters, is glad to tell you about the choices and attitudes that add up to her success.

Although McCarthy taught art for more than 40 years at Toronto's Central Technical School, and has created more than 5,000 works, her book *90 Years Wise* is not a manual on art instruction; rather, McCarthy instructs on the art of living well.

90 Years Wise recounts the summer of 2002, a summer of much painting, discussion and reflection at McCarthy's beloved Knothole cottage/studio on Georgian Bay. The memoir is filled with personal anecdotes

and photographs that celebrate life in the Muskokas. It's an arm-chair retreat to cottage country.

It's also an intimate glimpse into McCarthy's studio. She affirms the simple pleasures of organizing her space and materials. She describes her process of art making – planning the composition, wrestling with the subject, the joy and relief of success – and her relationship with the land she paints. Colour images of her work accompany the text.

Afternoons, after painting, McCarthy welcomes friends old and new to Knothole for tea, perhaps a meal, and plenty of open-hearted conversation. Her commitment to cultivating and celebrating relationships bal-

ances the necessary solitude of her work.

Simplicity, community, gratitude: these are the hallmarks of a life well lived. *90 Years Wise* is a professional resource book that will appeal to visual arts teachers, especially at the intermediate level. It will also appeal to teachers interested in landscape painting, and in the working and creative life of artists. For anyone striving to lead a life of purpose and balance, Doris McCarthy truly offers words from the wise.

.....
Brad Hughes teaches Core French at Laurelwood Public School in Waterloo. He is now working towards his intermediate qualifications in visual arts.



Mom and Mum are getting married!

by Ken Setterington with
illustrations by Alice Priestly

Toronto: Second Story Press,
2004
24 pages, \$14.95

Reviewed by Adam Peer

This picture book deals with the very contemporary reality of the changing family demographics of Canadian society, that being same-sex marriage as seen through the eyes of the child. Rosie's mom and mum are getting married and like any child Rosie's head is filled with all kinds of questions, such as who will be coming, what her dress will look like, and if she can be a flower girl.

Ken Setterington is currently the Child and Youth Advocate for the Toronto Public Library. He has written a couple of other books and is an author who is not afraid to tackle challenging topics and who demonstrates, in

a very positive way, how they can be addressed. This is a book that would be a wonderful addition to school and classroom libraries.

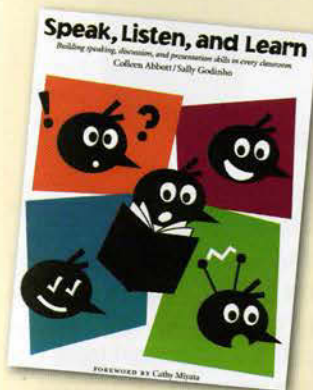
The story depicts Rosie surrounded by a very caring and loving family that goes about all the usual tasks and rituals of preparing for a wedding. This inclusive story builds and reinforces Rosie's positive image of herself, her friends, and her family.

The author is able to show the story through a child's perspective and demonstrates that children tend to be more accepting of differences. They also don't always seem to be caught up in the same issues or ideas that adults may focus on when deal-

ing with same-sex marriage or other human rights issues.

This book is appropriate for ages eight and under. Teachers will be able to make a number of curriculum links to literacy, the arts, and social studies. This is a book that could also be used in conjunction with the ETFO Kit "We're Erasing Prejudice for Good."

.....
Adam Peer is the former equity resource officer of the Peel District School Board and is currently an ESL/ELD teacher at Ellengate Public School, PDSB.



Speak, Listen, and Learn: Building Speaking, Discussion, and Presentation Skills in Every Classroom

By Colleen Abbot &
Sally Godinho

Markham: Pembroke
Publishers, 2004
96 pages, \$21.95

Reviewed by Deborah Darling

Highlighting the development of students' oral skills, *Speak, Listen, and Learn* is a resource book that every junior teacher will want to keep handy.

This strategic guide is packed with more than 50 engaging, clearly presented and purposeful lesson plans. These are sorted into four distinct units which build upon skills fostered in previous lessons, moving students from the practice of very basic listening skills and story-telling through to performances, presentations, and formal debates that let them demonstrate more subtle forms of communication like persuasion and justification.

Each lesson's emphasis on small and whole group tasks facilitates collaborative learning: students learn communication skills by listening and speaking to

each other. For example, part of a lesson in unit 3 requires students in small groups to rank news items in order of preference, to come up with some criteria for judging them, and then to share their decisions with the rest of the class. You can almost feel the electricity of such a dynamic social learning situation.

Each unit ends with a template for student self-assessment. At the back of the book there is a comprehensive index for quickly locating particular oral skills, a helpful glossary, as well as an extensive bibliography listing other relevant reference books.

Minimal preparation time is required for many of the lessons, which can be used on-the-fly or systematically embedded in weekly curriculum and integrated with other subjects, topics, and themes.

Speak, Listen, and Learn is not a resource book you will have to sift through to find that teachable nugget. It's all right there, on every page, clear and gleaming, ready to invest in your students' oral language competency!

.....
Deborah Darling is an occasional teacher with the Simcoe County District School Board

Updated ETFO PQP Part II - Spring 2005

Offered in Partnership with the York Region District School Board

DATES

SATURDAYS: **May 28**

TUESDAY EVENINGS: **May 3, 10, 17, 24, 31**
June 7

LOCATION: **Aurora High School**
155 Wellington Street West
Aurora, ON L4G 2P4

CONTACT: **Joan Littleford**
ETFO PROVINCIAL OFFICE
416-962-3836 / 1-888-838-3836
jlittleford@etfo.org

Visit our website, www.etfo.ca, to download application forms.



COPYRIGHT MATTERS! (2nd edition), a booklet designed to answer frequently asked questions about copyright in schools, is now available on line and in print. *Copyright Matters!* provides educators with balanced information on both respect for copyright and access to information. On-line copies are available at www.cmec.ca, www.ctf-fce.ca, and www.cdnsba.org.



NOMINATIONS FOR THE Governor General's Awards for Excellence in Teaching Canadian History will be accepted until April 29, 2005. Submissions from elementary, middle, and senior school classroom teachers are welcomed.

Six recipients will receive awards of \$2,500, a medal, and a trip for two to the award ceremony. Each recipient's school also receives \$1,000.

Submit applications to Canada's National History Society
prixggawards@historysociety.ca
www.historysociety.ca - 1-800-861-1008

DURHAM DISCIPLINE

Certain members of the Durham District School Board Teacher and Occasional Teacher Locals were disciplined for violating the Federation's 2003 pink listing of the Durham District School Board. Their names were published in the Spring 2004 and November 2004 issues. Other sanctions were also imposed.

As a result, the Durham District School Board filed grievances against ETFO alleging that the Federation violated collective agreement and Memorandum of Settlement commitments.

After a hearing into the matter, Arbitrator Bendel upheld the Board's grievance concerning the Durham Teacher Local. Dealing with the remedy, he remitted the matter of the reversal of discipline imposed on teachers back to the Federation and the School Board to resolve. Representatives of the School Board and ETFO met and have resolved all outstanding issues arising as a result of the pink listing and the discipline imposed.

Effective as of the date of settlement, all services normally provided by the Federation which had been denied to the teachers who were disciplined, were reinstated.

Teachers who were not sanctioned by the suspension of their rights to hold local or provincial office in the Federation have had their disciplinary records expunged at the end of that specified period.

Teachers who had their right to hold local or provincial office in the Federation suspended for a specified period, will have their disciplinary records expunged at the end of that specified period.

The Federation agreed that it will not refer to or rely on any of the discipline once it has been removed from a teacher's file.

GREATER ESSEX TEACHER LOCAL DISCIPLINE

The following member of the Elementary Teachers' Federation of Ontario (ETFO) has been disciplined for contravention of the Elementary Teachers' Federation of Ontario (ETFO) *Code of Professional Conduct*, Articles 6.1, 6.2, 6.3.

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

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

Disciplined Member – Greater Essex Teacher Local

Dubeau, Roger – 1 year (a, b, c)



Geoff Deleplanque,
Chief Administrative Officer, OTIP

Karen Brown, Chair of the OTIP Board of Trustees, is pleased to announce the appointment of Geoff Deleplanque as Chief Administrative Officer of OTIP (Ontario Teachers Insurance Plan). As CAO, Geoff is a member of the executive management team and directs the human resources, technology and communications departments.

Geoff was Secretariat Executive Assistant with OSSTF provincial and prior to that position was the District Officer and LTD Plan Administrator of OSSTF District 24 - Waterloo. He was a teacher for eight years with the Waterloo Region District School Board specializing in business studies. As well as experience in the education sector, Geoff worked for IBM Canada as a financial analyst in the treasury department.

Geoff has held several leadership positions including OTF Governor, OSSTF Provincial Pension and Benefits Chairperson, District Executive, Ontario Teachers' Group Financial Inc. Advisory Committee Chairperson, Provincial Staff Association Executive Officer, and most recently as Vice-Chair of the OTIP Board of Trustees.

Geoff holds an honours Bachelor of Business Administration degree from Wilfrid Laurier University and a Bachelor degree in Education from The University of Western Ontario.



OTIP RAO

OTIP has been providing unique insurance solutions for Ontario's education employees for over 25 years. OTIP is a non-profit organization directed by a Board of Trustees comprised of two representatives from each of the Ontario education affiliates (AEFO, ETFO, OECTA and OSSTF).

For more information, please visit www.otip.com.



Teachers' Trivia

by Peter Harrison

Rainbow's End

Ami was explaining the colours of the rainbow to her class.

To illustrate the sequence of colours, she has painted a hexagon with the colours arranged in clockwise order round it, showing Red, Orange, Yellow, Green, Blue and Lilac (to represent Indigo and Violet). She then gave a similar shape of a plain cardboard hexagon to each student in her class and invited them all to colour in the triangles from memory to show how well they had understood and remembered the order of the colours.

Most of the children produced hexagons which matched the teacher's. But six members of her class, Brad, Carmella, Diane, Emile, Flavia and Gopal, somehow managed to get their colours in the wrong positions.

To save the day, Ami with help from her class, took the six "wrong" hexagons and her own, and fitted them all together with six of them surrounding another one in the centre so that wherever two hexagons touched, the colour on each was the same. The individual hexagons are illustrated on this page.

You are invited to reproduce similar hexagons in your class and, with a little help from your students, to tell us how the shapes should be fitted together.

Labelling each hexagon with a letter from A to G, show which individual hexagon appears in the centre and the clockwise order of the other hexagons surrounding it (starting with the letter nearest the start of the alphabet).



Ami



Diane



Brad



Emile



Carmella



Flavia



Gopal

Solution to "One woman went to mow"

The total area Lucy mows is 36,458 square meters.

Winners are:

- Nancy Haggith
- Richard Greer
- Nadia McDonald
- Gary Whiteman
- John Kemp

For a detailed explanation of the solution please send an e-mail to etfovoice@etfo.org or write to *Voice* at the address on the masthead.

May 4-6 - MISSISSAUGA

Better Learning Through IT

The Educational Computing Organization of Ontario (ECCO)
Delta Meadowvale Resort & Conference Centre
tel: 905-773-3981
www.ecoo.org

May 5 - RICHMOND HILL

**O.M. MacKillop Public School
50th Anniversary Celebration**

Contact: Frances Mitchell
Tel: 905-884-5711
Or e-mail: George Rooney
john.rooney@yrdsb.edu.on.ca

May 6-7 - OAKVILLE

Connect 2005:

For Teachers in Their First Years

Sheridan College
Contact: Jan Moxey
ETFO Provincial Office
416-962-3836/1-888-838-3836
jmoxey@etfo.org
www.etfo.ca

May 14 - TORONTO

**Research and Clinical Perspectives
on Dyslexia**

International Dyslexia Association
For information: info@idaontario.com
Tel: 416-716-9296
Registration: www.idaontario.com

May 27-28 - BARRIE

Come Alive in 2005

- Intramural Recreation Conference

CIRA Ontario
Contact: cira.Ontario@mohawkcollege.ca
Tel: 905-575-2083
<http://ciraontario.mohawkcollege.ca>

July 24-August 5 - ST. ANDREWS, NB

Huntsman Marine Science Centre

Various courses:

**Beachcombing for Marine Biodiversity,
Following Food Chains, Whales,
Seals and Seabirds**

Contact: Tracey Dean, Dir. Of Education
Tel: 506-529-1220
E-mail: tdean@huntsmanmarine.ca
www.huntsmanmarine.ca

August 15-18 - MATTAWA

**Fifth Annual Eastern Canadian
Teachers' Tour**

The Canadian Ecology Centre
Contact: Josée Babineau
Tel: 705-744-1715 ext. 545
Fax: (705) 744-1716
E-mail: josee@canadianecology.ca
Teachers' Tour:
<http://teacherstour.canadianecology.ca/>

November 3, 4 - TORONTO

**From Research into Practice:
A Conference on Learning Disabilities
for Educators, Practitioners, Parents,
and Researchers**

Metro Toronto Convention Centre
Contact: Mary-Gayle Goebel, Conference Manager
Tel: 416-226-9756
Fax: 416-221-9926
e-mail: mggoebel@interlog.com
website: www.frip2005.ca

November 3-5 - PHILADELPHIA, PA

**CALL for PRESENTERS to the
National Middle School Association
(NMSA) 32nd Annual Conference &
Exhibit**

Contact: NSMA
Tel: 614-895-4730 or toll free: 800-528-NMSA
Fax: 614-895-4750
Website: www.nmsa.org
To download an application form:
www.nmsa.org/annual/call.pdf or
www.nmsa.org/annualconf2004/presentations05.htm

**OUR TEACHING MATERIALS
WEBSITE MAKES YOUR LIFE
A LITTLE EASIER!**



877-593-8882

**Our LOWEST DISCOUNT Prices
We Pay All Taxes - Not You
Base-rate Delivery: \$4.00**

teacherslifeline.com

Visit our website
www.etfo.ca



7 MIN WALK TO BAY OF FUNDY, NOVA SCOTIA

150 year old renovated 5 bedroom farmhouse, fully furnished and equipped kitchen, 2 acre ravine garden paradise. Available July/August \$700/week or \$2500/mth. 902-665-4892 or bioenergetik@ns.sympatico.ca

À LA RECHERCHE DE PROFESSEURS

Tournée des professeurs 2005 Nous cherchons des professeurs intéressés à participer à 4 jours de développement professionnel gratuit se déroulant du 8 au 11 août, 2005. Des spécialistes de différents domaines forestiers vous feront connaître les différentes facettes de la foresterie d'aujourd'hui. Pour de plus amples renseignements contactez Annie Morin au 1-888-747-7577 poste 595 ou visitez <http://teacherstour.canadianecology.ca/>

CANADA'S FUNNIEST TEACHER Steve Brinder has performed all across North America, appearing on stage and TV with his side-splitting comedy show geared for teachers, educators and parents. Specializing in teachers' conferences/conventions, fundraisers and socials. 416-785-3339, e-mail: steven.brinder@sympatico.ca.

LEADERSHIP PROGRAMS offered to students in grades 6-8. **Attention Teachers** *L.I.T. Experience: Leadership Programs* provide innovative, hands on learning that comes straight to your school. Check out our programs on our website www.litexperience.com. The programs have all the benefits of going away to Leadership Camp without the hassles of bussing, overnights, and high costs. Contact Paula Rodgers 519.943.1285, e-mail: litexperience@hotmail.com

LEARN TO WRITE FOR CHILDREN Learn to write for children with an author of 24 children's books. Seminar in vacation area near Long Point, Ontario, July 5-8. Learn three genres – novel, picture book and early reader. Contact: Mary Labatt, Box 386, Port Rowan, Ont., NOE 1M0 labatt@amtelecom.net

NOVA SCOTIA - COTTAGES FOR RENT NEAR LUNenburg. 3-bedroom homes available for weekly rentals. Off-season \$550. High-season \$900. <http://ca.geocities.com/rickandbevjones@rogers.com> for information and pictures. E-mail: rickandbevjones@rogers.com or call 613-521-7869.

MANDARIN/ENGLISH SPEAKING TEACHER sought to work with adopted Chinese children ages 4 – 9 years. Activity based language instruction, cultural awareness and "Day Camp" programming. July. Beaches area. 416-690-6335. Salary TBA. Counselors and volunteers also needed.

ONA BOUTIQUE Innovative European and Canadian women's designs to provide you with basics or to complement your wardrobe. Knowledgeable staff will help you select wearable, long lasting and affordable pieces for work or leisure. **Our gift to you - \$40 off** (minimum \$100 purchase) with ad. Ona boutique, 1845 Avenue Road, Toronto, 416.787.1339

RETIRED OR RETIRING? Join CruiseShipCenters owners Jim & Norma Ferguson (retired teacher) as your hosts on a once in a lifetime journey to Egypt in November. 12 days includes 4 night Nile Cruise. \$3649 includes air from Toronto, internal flights in Egypt, tour, taxes, group extras. Brochure or information 1-800-324-9024 or jferguson@cruiseshipcenters.com

TEACHERS - PRINCIPALS Looking for a cultural & educational experience? The Canadian Trillium College in China requires qualified ESL/English teachers for September 2005 and February 2006. Terms: 1 or 2 semester contracts available. Excellent comp. (CNDS), return air, accommodation and more. Ideal for beginning or retired teachers or teachers on "teacher funded leaves". Attention to: Gary Ku Fax: 416-763-5225, Email: kenyanku@hotmail.com

TEACHERS TOUR 2005 Interested in a free 4-day professional development opportunity? From August 15-18, explore the different aspects of forestry and current forest management practices. For more information contact Josée Babineau at 1-888-747-7577 ext. 545 or visit <http://teacherstour.canadianecology.ca/>.

TRIP AROUND THE WORLD FOLK MUSIC PRESENTATION Twenty countries, thirty instruments plus student percussion, dancing, puppets. Large map, charts, snake charming. E-mail: malcolmsholusbolus@hotmail.com, <http://www.matmice.com/home/malcolmsholusbolusshow>

YOGA HOLIDAY in OAXACA, MEXICO with MONICA VOSS, AUGUST 20-28, 05 Enjoy yoga practice 2X daily, landscape, archeology, shopping in the lovely central Mexican highlands near Oaxaca City, a UNESCO World Heritage site. Temperate climate, rich culture, delicious cuisine. From \$1295 pp accommodation, 2 meals, excluding travel. Brochure. 416.532.8910, vosschandler@sympatico.ca

Visit our website
www.etfo.ca



SKOOKIE Productions

Your Curriculum Connection



Look what SKOOKIE'S offering for Third Term.



The Frog Prince

Explores environmental themes through a well-known fairy tale!

An entertaining and informative play for JK to Grade 6.

Bullies Beware!

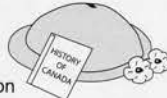
Studies show that raising awareness will decrease occurrences of bullying by 50%!

The SKOOKIE Anti-Bullying Presentation uses a combination of skits and discussion to explore the important issue of bullying. Suitable for Grades 3 to 8.

WILSON'S SHIELD

Focus on Intermediate History

Set in World War 1, this powerful drama follows Fritz Wilson on his journey into war. While travelling, he reads a book that brings Canadian history to life. Suitable for Grades 4 to 8.



Contact Skookie Today!

TELEPHONE: (705) 726-5732

EMAIL: skookie_productions@sympatico.ca

WEBSITE: www.skookie.ca

MORTGAGES

*** NO FEES FOR QUALIFIED BUYERS***

Mohinderpal Singh

Certified Mortgage Planner
Cell: 416-816-SAVE (7283)

Kuljit Singh, AMP

Certified Mortgage Planner
Cell: 416-473-SAVE (7283)

Fax: 416-352-7500

Pager: 1-877-366-3487 (24 Hour Toll Free)


Email: info@akalmortgages.com

Website: www.akalmortgages.com

- NEW MORTGAGES/PRE-APPROVALS
- RE-FINANCING/EQUITY TAKE-OUT
- NEW IMMIGRANTS/FOREIGN INVESTORS
- BAD CREDIT / PREVIOUS BANKRUPT
- CASH BACK UP TO 7% (OAC)
- SELF-EMPLOYED, UPTO 100% FINANCING!!

"WE DO TOUGH DEALS"

100% FINANCING AVAILABLE
FOR PURCHASING & RE-FINANCING (OAC)

 The Mortgage Alliance Company of Canada, 2005 Sheppard Ave. E., Toronto, ON M2J 5H4



Teaching health and physical education this year?

We're here for you.

Ophea...supporting Ontario's teachers with quality health and physical education programs and training.

Call 416-426-7120 or toll free 1-888-446-7432 or visit www.Ophea.net/resources



Karen Russell: Teaching in the U.S.A.

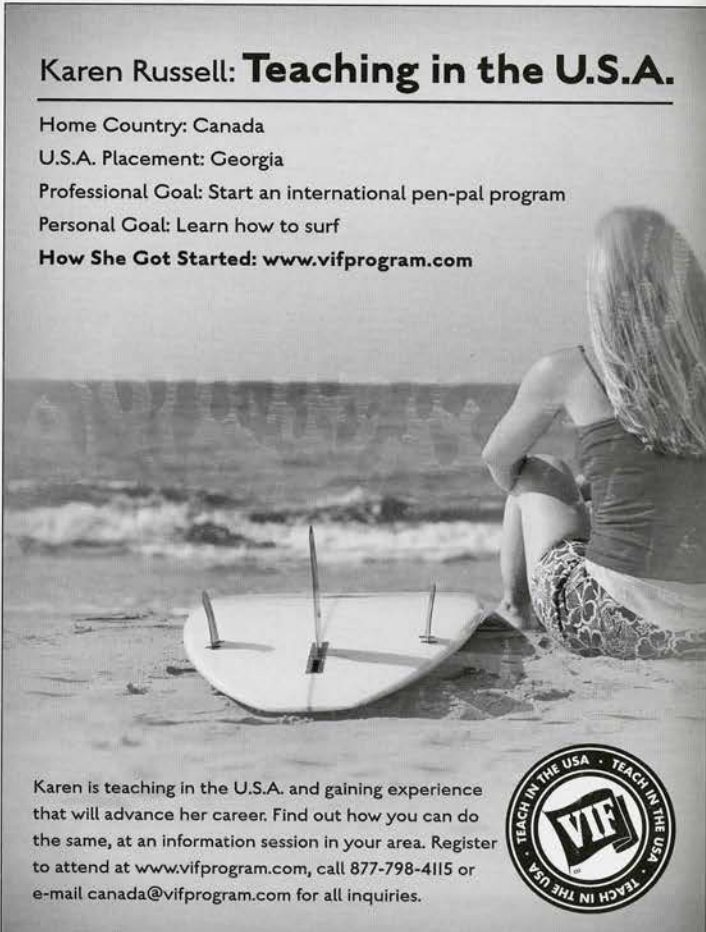
Home Country: Canada

U.S.A. Placement: Georgia

Professional Goal: Start an international pen-pal program

Personal Goal: Learn how to surf

How She Got Started: www.vifprogram.com



Karen is teaching in the U.S.A. and gaining experience that will advance her career. Find out how you can do the same, at an information session in your area. Register to attend at www.vifprogram.com, call 877-798-4115 or e-mail canada@vifprogram.com for all inquiries.



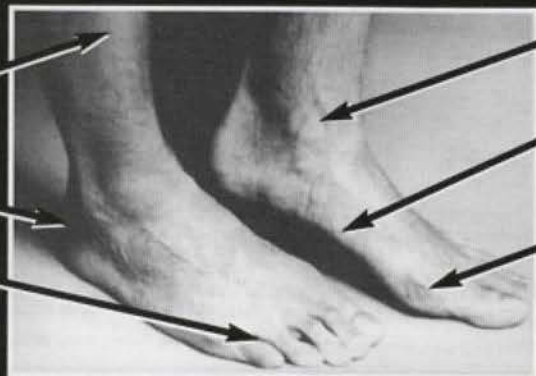
YOU OFTEN TALK ABOUT DISCOMFORT AND PAIN

LOWER BACK PAIN

LEG PAIN

SORE HEELS

CORNS
CALLUSES
BUNIONS
TOE
CRAMPS



SORE ANKLE

FALLEN OR SORE ARCHES

PAIN IN THE BALLS OF YOUR FEET

CUSTOM MADE
BIRKENSTOCK
SANDALS
AVAILABLE

Now you can do something about it.

HOUSE
CALLS
AVAILABLE

By correcting the way you walk you may relieve the pain.

PERSONAL CUSTOM-MADE ORTHOTICS



May alleviate the pain and offer you true comfort and support.

Services covered by most extended health plans.

CALL KEN WEINBERG, D. CH.

*Chiropodist/Foot Specialist
"Home or office, I'll come to you."*

(905) 660-7760



CHECK OUT THE NEW THÉÂTRE français /French Theatre module of the National Arts Centre's performing arts education website www.artsalive.ca. The site is for young people between 13 and 18 and explores three general themes: creating theatre, experiencing theatre and learning about theatre.



THE CANADIAN ASSOCIATION FOR Health, Physical Education, Recreation and Dance (CAHPERD) has launched a new website – www.yearofsportandpe.ca – devoted entirely to the 2005 International Year of Sport and Physical Education. The site features information, resource and tools, free downloads, a calendar of events and much more.

Mental Health.

- Resources
- Research
- Planning tools

Visit:

www.safehealthyschools.org/mental_health.htm

Sponsored by the Population Health Fund, Public Health Agency of Canada



Welfare and Work Study for LGBTQ and Allied Teachers

A research team led by Dr. André P. Grace at the University of Alberta is undertaking a national research project to investigate welfare and work issues for lesbian, gay, bisexual, trans-identified, queer (LGBTQ) and allied teachers.

The researchers wish to interview LGBTQ and allied K-12 teachers, including pre-service and practising teachers, from across Canada.

If you would like to participate in a 30-45 minute telephone interview about your school and teaching experiences, please contact: André P. Grace: andre.grace@ualberta.ca; or Kristopher Wells: kwells@ualberta.ca; or telephone 1-780-492-0772

The Social Sciences and Humanities Research Council of Canada is funding the study.

EDUCATORS B&B NETWORK

Educators Hosting Educators Since 1986

\$34 A NIGHT FOR TWO!

6,000 LOCATIONS WORLDWIDE

A Few Comments from our members:

▶▶ **“Super Hosts!”**

Shirley & Albert #11519, Hanover, ON

▶▶ **“Wonderful Service!”**

James & Pam, #12432, St. Catharines, ON

▶▶ **“Hosts Made Our Trip!”**

Michael & Ellen, #8145, Waterloo, ON

Visit our website today
and start traveling!

PO Box 5279 - Eugene OR 97405

800-377-3480

www.educatorstravel.com

SURREY PLACE CENTRE

Tout le monde a du

potentiel.

Aidez nos clients à réaliser leur.

Everyone has

potential.

Help our clients achieve theirs.

Surrey Place Centre est un organisme communautaire qui offre toute une gamme de services, y compris des évaluations complexes, des diagnostics et des traitements aux personnes qui vivent avec des troubles du développement. Nous aidons chaque client à réaliser leur potentiel, à chaque étape de leur vie. Avec notre personnel très qualifié et nos équipes spécialisées, nous faisons une véritable différence grâce à notre leadership, à notre excellence en matière de service et de recherche, à notre collaboration avec la collectivité et à notre faculté de développement de forces créatrices.

Enseignants – Toronto

Êtes-vous à la recherche d'un emploi qui réorientera complètement votre carrière? Si tel est le cas, joignez-vous à notre équipe à titre de conseiller en syndrome autistique.

En travaillant en collaboration avec les éducatrices et éducateurs et le personnel des conseils scolaires des écoles françaises (paliers élémentaire et secondaire) publiques et catholiques, vous fournirez des services de consultation, de la formation et des ressources aux enseignantes et enseignants et au personnel du conseil scolaire relativement aux enfants et aux jeunes atteints du syndrome du spectre autistique.

En plus d'être titulaire d'un brevet d'enseignement, vous démontrez un intérêt marqué pour l'appui aux enfants et aux jeunes atteints du syndrome du spectre autistique. Une formation supplémentaire sur l'analyse des comportements et de nombreuses autres possibilités de perfectionnement professionnel vous seront offertes en cours d'emploi.

Nous recherchons des candidats francophones qui possèdent une connaissance pratique de l'anglais. Une formation approfondie en langue anglaise vous sera fournie, le cas échéant.

Une aide à la relocalisation vous sera offerte.

Veillez faire parvenir votre curriculum vitae aux :

Ressources humaines
Surrey Place Centre, 2 Surrey Place
Toronto (ON) M5S 2C2
Télé. : (416) 925-6508
Courriel : hr@surreyplace.on.ca

Pour obtenir un complément d'information, visitez notre site Web à l'adresse :

www.surreyplace.on.ca

En vertu de notre engagement envers la diversité, nous invitons toutes les candidates et tous les candidats qualifié(s) à présenter une demande d'emploi.

Surrey Place Centre is a community-based organization that provides a range of services including complex assessment, diagnostics and treatment for people living with developmental disabilities. We are dedicated to helping every client reach their potential – at every stage in life. With highly skilled staff and dedicated teams, we're making a real difference through inspired leadership, service and research excellence, community collaboration and creative capacity building.

Teachers – Toronto

Are you looking for an opportunity to take your career in a whole new direction? If you are, you should join us as an Autism Spectrum Disorder Consultant.

We have several openings, full-time and/or part-time, for English speaking, French speaking, and Bilingual Consultants.

You will work in collaboration with elementary and secondary public and separate school board staff and educators by providing consultation, training and resource support. As our ideal candidate, you possess a certificate from and are registered with the Ontario College of Teachers, and have completed special education courses. Alternatively, we will also consider Teachers who do not have the specific background but who possess a strong interest in helping children and youth with Autism Spectrum Disorder. We will supply training in applied behaviour analysis as well as provide professional development opportunities. We will also offer support to individuals who require English language training.

Relocation assistance will be provided.

Please forward your covering letter and résumé to:

Human Resources
Surrey Place Centre, 2 Surrey Place
Toronto, ON M5S 2C2
Fax: (416) 925-6508
E-mail: hr@surreyplace.on.ca

For more information, please visit our Web site at:

www.surreyplace.on.ca

Surrey Place Centre fosters diversity in the workplace and welcomes applicants from the communities we serve.



Surrey Place Centre



Exclusively for **Edvantage**

**Increased safety,
increased peace of mind**



members currently enjoy...

Edvantage Corporate PCS 200

Includes: **\$20.00**
monthly access fee

200 local anytime minutes
FREE Message Centre (voice mail)
FREE Call Display

- Call Forwarding
 - Call Waiting
 - Conference Calling
 - Per second billing
 - Waived activation (\$35 value)
 - Detailed Billing
- (Unless otherwise specified all included features are for the full duration of your contract.)*

Billable Fees

- SAF (System Access Fee) **only \$4.50/mth extra**
- 10¢ per minute for long distance in Canada
- 20¢ per additional local minute
- e911 fee of \$0.25/month extra
- 20¢ per minute for long distance to US

Order Online:

www.etfo.ca

- Click on the Edvantage button
- Look for Bell Mobility & click on "Order on-line".

**Cellular Phones
for as low as**

\$0*

**Visit our Web Site for:
Current Headset Pricing
and Selection**

**Special Bonus Offers
& More**

PLEASE NOTE: THIS OFFER IS NOT AVAILABLE AT ANY RETAIL STORE.

* All prices, products and offers are subject to change and/or cancellation without notice. Offer valid until May 31, 2005. Terms and conditions apply. See website for complete details. Wireless Freedom is a trademark of Arctic Jungle Media Inc.



"The same can be said for my insurance company. OTIP understands that I'm an individual with unique needs. Whenever I have a question, my OTIP rep listens. From day one, OTIP's been there for me. As a teacher, I believe in being there for my students. It's comforting to know that as an OTIP customer, I'm being treated with the same kind of respect."

Get in touch with OTIP today to find out how you can save more on insurance products and services.

"As a teacher, understanding the individual needs of my students is very important to me."

Alan Chan, Teacher since 1992, OTIP client since 1999. Products: Home & Auto



OTIP RAE0

Solutions that work for the education community
1.800.267.6847 | www.otip.com

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

480 University Avenue, Suite 1000
Toronto, ON M5G 1V2
PM 40070000