



ETFO VOICE

Elementary Teachers' Federation of Ontario

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Visit the ETFO Web Site at www.etfo.on.ca for up-to-the-minute information on your Federation and for news of our exciting summer Institutes.

Public Supports Teachers OISE UT Survey Shows

Forty-four per cent of Ontarians believe recent policy changes have worsened educational quality in the province, says the 12th OISE/UT Survey of Educational Issues conducted by the Ontario Institute for Studies in Education of the University of Toronto and just published by the University of Toronto Press.

By almost two to one, survey respondents think the quality of education has deteriorated rather than improved due to policy changes, according to the survey *Public Attitudes Towards Education in Ontario*. A third or more think elementary and high school educational quality has deteriorated over the past five years, while a quarter think there has been improvement at the elementary level and 18 per cent see improvement in high schools.

The 1998 OISE/UT public opinion survey, administered by York University's Institute for Social Research, is based on a random sample of about 1,000 adults who were interviewed by telephone between November 1998 and January 1999. It examines numerous issues, including governance of elementary and secondary schools, education funding, school re-organization, educational equity and lifelong learning.

Support for more funding

The survey shows respondents favour increased spending on education. More than 60 per cent support increased funding for elementary and high schools while over half want more for colleges and universities. There is also very strong support for spending on health and education (nearly 80 per cent) rather than for debt reduction (15 per cent) or tax cuts (about five per cent).

"Most Ontarians recognize they are living in a knowledge society and are increasingly concerned about access to learning resources in light of major recent educa-

tional changes," says Professor David Livingstone, chair of OISE/UT's Sociology Department and the survey's principal investigator. "Popular support for more funding to ensure a high quality public educational system has never been stronger."

Seventy per cent of Ontarians continue to support public funding for Catholic schools. However, only 31 per cent favour funding other religious or private schools. Less than a quarter favour allowing private, profit-making businesses to operate public schools in their community - 59 per cent are opposed; 43 per cent strongly oppose.

Majority satisfied with teachers

The survey shows that 62 per cent of respondents are satisfied with the job teachers are doing, but only 44 per cent are satisfied with the school system in general - 39 per cent are dissatisfied. Satisfaction with the system has declined since 1996.

Adult education

One in four respondents report taking an adult or continuing education course in the past year, down from over a third in 1992. However, more than 90 per cent regularly spend time on informal learning activities - an average of 15 hours a

week in 1998, up from 12 hours in 1996. About one quarter indicate they have at some point followed a course on educational television, almost three times the number found a decade ago. About half report visiting a public library at least once a month in the past year.

OISE-UT's Public Attitudes Towards Education in Ontario survey is conducted every two years and is published by the University of Toronto Press. It can also be accessed online at www.oise.utoronto.ca/OISE-Survey.

Music and Drama at Norway Public School



Grade 5 students at Norway Public School, Toronto, experienced an integrated unit of study that combined performing Sophocles' play *Antigone* with the creation of musical instruments. See full story on pages 6 and 7. All photos in this story by Brian Pickell.

QECO ANNOUNCEMENT

Speed your application for evaluation by visiting the Qualifications Evaluation Council of Ontario at its new web site, downloading the application form and faxing it back to QECO. Their website address is: www.qeco.on.ca

President

Establishing ETFO

This year, we have established our new Federation as a strong and committed force to be reckoned with. We have taken great strides in political action, collective bargaining, professional development and professional relations. As elementary teachers and education workers, we can be very proud of what we have achieved together. In these most turbulent of times, when so much negative energy is being devoted to pushing us back, we have moved forward. Next year, no matter what obstacles are put in our path, we will move forward again.

The last four years of the Mike Harris government have proved, beyond doubt, that education is a political issue. A small group at Queen's Park in Toronto now decides where enormous sums of public money should be spent or not spent. Their decisions, made remote from the day to day experience of life in classrooms, have directly affected our ability to meet the needs of the students. Locally, democracy has suffered.

This means we must work harder than ever before to influence public policy that affects our working conditions, our students' learning conditions and the future of public education in Ontario. It is no

longer enough to say that the political process has nothing to do with us - we just want to do our job. Actively attempting to influence the decision makers is now an important part of our professional responsibility, both individually and collectively.

It is very tempting to feel powerless in the face of the massive trends buffeting our society; to give up and become cynical. Yet in her book *The Cult of Impotence: Selling the Myth of Powerlessness in the Global Economy*, Linda McQuaig says "One striking thing about impotence is how unfashionable it is, except when applied to democracy. One of the most prominent themes running through popular business literature of the past decade - in books, magazines and seminars - is the theme of empowerment, the notion that anything is possible, with the right attitudes and efforts... Yet somehow this enormous sense of empowerment, this belief in the endless possibilities of human initiative and creativity, disappears when we enter the domain of democracy. Somehow, the notion that we can collectively achieve great things, indeed that we can achieve even basic things that were regularly achieved centuries ago - like providing work, shelter and food for everyone in the community - these things are now considered beyond our reach."

No matter which government runs Ontario for the next four or five years, we, as teachers, education workers and concerned citizens, must

continue to try to influence the choices it makes on our behalf. We cannot be silent between elections. We cannot passively accept things we know to be wrong.

The next couple of months are times for personal and professional rejuvenation. Many of you will be taking courses to broaden your knowledge of the new curriculum and enhance your professional skills. Whatever you do during the coming weeks, you can feel very proud of what you have achieved this year. Rest assured that, whatever the issues you have to face next year, your Federation and your colleagues will be there to support and encourage you. Working together, we can make a difference.

Reference:

McQuaig, Linda: *The Cult of Impotence - Selling the Myth of Powerlessness in the Global Economy*. Viking. Published by the Penguin Group. Toronto. 1998.



Phyllis Benedict is the President of the Elementary Teachers' Federation of Ontario. □

are retiring, congratulations on the successful conclusion to a career, the significance of which makes other professions pale by comparison. For those of us who continue on, let's take advantage of the summer holiday, charge our batteries, and prepare for another year of challenges and opportunities.

In the midst of all this change, your Federation is brand new as well. Your staff have faced many of the same challenges as the members. The change to a new employer, ETFO, has resulted in the need to meld collective agreements and operational procedures. Personnel have been reduced at both the senior and support staff levels. Recently more than a dozen support staff opted for an incentive plan which assisted them to retire early or change careers. As well, a number of senior staff were not replaced upon retirement. These staff reductions have not been easy. While more funding has been directed to the local level than was the case in either of the predecessor federations, the expectations that members and Locals have of their provincial organization have not diminished proportionately.

The sale of the former OPSTF office on Orbitor Drive has now been completed. The office building which housed the former FWTAO at 1260 Bay Street has been sold and likely will be replaced by a new condominium complex. In mid June, ETFO will move into leased office space at 480 University Avenue, Toronto, where the square footage and

the total occupancy cost, while still expensive, will be less than the cost of operating the two original office sites.

Just as your goal is to be the very best professional educator you can be, we are trying to ensure your Federation is the very best it can be. Throughout the year the goals of your Federation staff have been:

- to be an unparalleled force in the teacher union movement and a key player in the labour union movement in Ontario and Canada;
- to be a formidable bargaining agent for teachers and educational workers;
- to be a world class delivery agent for professional growth programs; and
- to be a leading advocate for status of women, social justice, and equity issues.

First and foremost we are a union to bargain for and protect our members. However that is not enough for an organization of our caliber. As individual members, and as a corporate body, we must educate, influence, and force positive social change in our schools, our communities, and our society.



Gene Lewis is the General Secretary of ETFO.

Florence Keillor Retires



Florence (Flo) Keillor, a Vice-President of ETFO, has announced her intention to retire, effective June 30, 1999.

Florence was born in St. John's, Newfoundland, where she attended Memorial University, graduating with an honours B.A. in modern languages and a B.Ed. She holds additional qualifications in ESL and FSL (specialist).

Her teaching experience has been as an intermediate teacher and chair of English in two middle schools in Etobicoke and as an FSL teacher and French coordinator in Huron County - now Avon Maitland.

In 1996-1997, Florence served as FWTAO's Second Vice-President. She was treasurer of FWTAO in 1995-1996. In 1998, Florence was elected as one of ETFO's first Vice-Presidents and assumed responsibilities for political action.

"Florence is well known for the enthusiasm, energy and commitment she brings to any new challenge," says President Phyllis Benedict. "Over the last two years, as we have worked together to build ETFO, I have seen how justly she has earned this reputation. I have also come to appreciate her dry sense of humour and her ability to focus on the issue at hand.

"Florence has done an enormous amount to ensure a wonderful beginning for ETFO and will be remembered as one of the founders of our new Federation.

"Thank you, Florence Keillor, for all you have done to improve the professional lives of teachers and education workers," says Benedict. "We wish you well as you move on to many exciting new challenges." □

OTF News

Summer workshops focus on curriculum

ETFO, OECTA and OTF have achieved a real success for elementary teachers by persuading the Ministry of Education and Training to provide funds for voluntary summer programs for elementary teachers. On April 28, 1999, the OTF Executive approved entering into an agreement with the Ministry to manage these programs for elementary and secondary teachers.

The elementary summer program will take the form of up to 55 three and four-day courses to be offered at many different locations around Ontario during July and August. You should now have received the brochure which details the specific offerings and locations. The registration deadline is **Monday, June 28, 1999**.

ETFO staff, Gene Lewis, General Secretary and Diana Tomlinson, Professional Development Services, have been actively lobbying for many months in a variety of meetings to get a "fair share" of resources to support the implementation of the K-8 curricula.

In addition, some months ago, Deputy Minister Veronica Lacey established a Coalition on Implementation, co-chaired by herself and Michael Fullan, Dean of OISE/UT, with representation from the major stakeholder groups. The OTF representative on the Coalition, Secretary-Treasurer Susan Langley, has advocated persistently and aggressively for real resources to support teachers at both the elementary and secondary levels. The Coalition has provided an effective forum to make things happen.

The implementation of the

Ontario Curriculum, Grades 1-8, has been a challenge for all of us. Finally, elementary teachers are receiving some acknowledgment from the Ministry that this is a substantial increase in workload, that it requires abundant resources, and that it doesn't happen overnight.

In the months ahead, OTF and the Affiliates will continue to lobby for sustained support to teachers throughout the system as we manage continuing change.

You can get more information, and register for the courses, at the OTF web site: <http://www.otffeo.on.ca>

Barbara Sargent represents ETFO on the OTF Executive. □

General Secretary

Change: Our adversary and companion

As the year draws to a close we can be justifiably proud of our personal achievements and those of our profession. As educators we have been under relentless attack, the value of public education has been constantly undermined and the achievements of our students have been denigrated. Yet, even in the midst of all of this turmoil, we have made a positive difference in the lives of our students.

Change has been both our adversary and our constant companion. Many of us have never in our careers faced the kinds of changes we have experienced this year, wrestling with a new curriculum while lacking the supports to implement it effectively, struggling to compensate for diminished staffing and resources, and coping with those report cards. We have watched, not quietly, as the government has tried to dismantle the successes of public education. Most of us have successfully but not easily made the adjustment to a new District School Board employer. In spite of it all, we have once again succeeded in meeting the myriad challenges of the classroom, the community, the curriculum, and the endless administrivia. Well done! To those who

ETFO VOICE

Volume 1, Number 3
Toronto Station F,
P.O. Box 1100, Toronto,
ON M4Y 2T7
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/1-888-838-3836 (ETFO)
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Canadian Educational Press
Association
Indexed in the Canadian
Educational Index/Repertoire
canadien sur l'éducation.
ISSN: 1481-4072

Three editions of VOICE will be published in 1998-1999.

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

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Publications mail agreement
1444905

Being Web Savvy

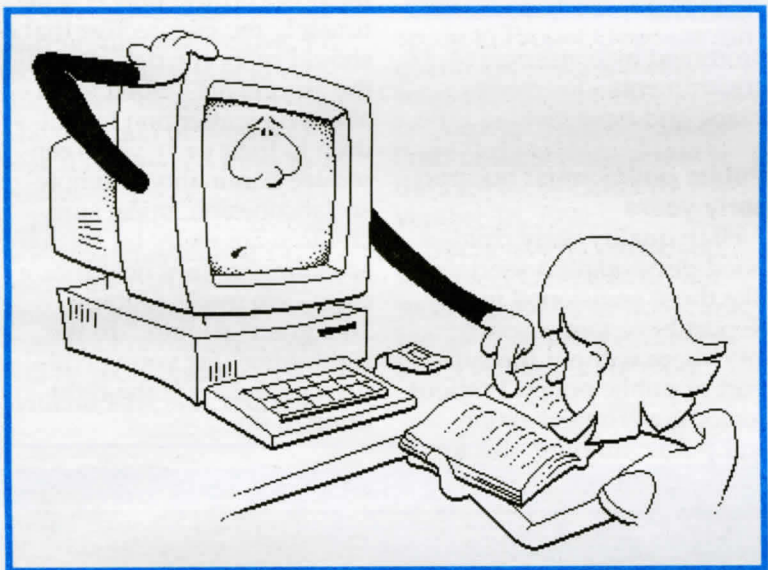
Shari Baldwin

As teacher-librarians, we choose each resource that goes into the library very carefully. As teachers, we select textbooks and other learning materials for our students. We evaluate these materials on the basis of the author's previous work, by a publisher/distributor's reputation for quality, by reviews in reputable journals, and by recommendations from colleagues.

resources and we must teach our students how to do so as well. They are the ones exploring the outer reaches of this environment. Much of their exploration is done outside school hours.

The Internet is unlike other media. Print, television and radio are subject to laws of slander and libel, to the regulations of the CRTC and codes of their own governing bodies. For the Internet, however, there are virtually no rules, regulations and codes.

Our challenge is to develop the critical thinking skills that will enable us to evaluate information we find on the Internet; skills that will enable us to identify stereotyping and gender and racial bias; that will help us verify authenticity and separate fact from opinion; and that will allow us to 'unblur' the lines between information, entertainment and advertising.



The Internet has changed the information environment forever. Access to the Internet has exploded in schools, homes, public libraries, cybercafes, even in departure lounges at airports. Access is no longer our most pressing problem. Today's challenge is to nurture in ourselves and in students the ability to assess and evaluate the materials found on the world wide web.

In the school, this means every teacher must be able to assess and evaluate materials we find on the Internet. We must be able to locate quality

It is an open environment where everyone, and anyone, can promote their views.

Our challenge is to develop the critical thinking skills that will enable us to evaluate information we find on the Internet; skills that will enable us to identify stereotyping and gender and racial bias; that will help us verify authenticity and separate fact from opinion; and that will allow us to 'unblur' the lines between information, entertainment and advertising.

In the Information Age, privacy is a major concern. The Internet is part of a sophisti-

cated technological system which recognizes users, stores personal data, tracks who visits what sites and combines that information into user profiles the permit targeted marketing on a micro scale.

This same information, and much more, is being gathered on our students through chat rooms, contests and 'kid-friendly' sites that interactively solicit personal information. Since much of a young person's Internet activity takes place beyond the watchful eyes of parents and teachers, an open discussion of issues surrounding the In-

ternet is vital.

A recent example is a promotion run by an online music distributor. The distributor offered a \$10 gift certificate towards the purchase of the buyer's choice. News of this spread like wildfire amongst the teens. They discovered that, if you ordered a CD or tape that cost less than the \$10 certificate, the CD or tape was free - no credit card number or signature was necessary - only an email address was required. It worked the first time. Change the email address and try again. Some teens accumulated over \$200 worth of music product this way. This example raises some important legal, ethical and moral questions.

But how do we, as teachers, gain the knowledge and skills needed to be critical thinkers in this new environment? Where do we learn about e-marketing, e-shopping, online hate, safe passage in chat rooms and e-privacy?

The Media Awareness Network, working in partnership with the Ontario Teachers' Federation, TVOntario, the police and the public libraries, is launching a Web Awareness campaign across Ontario. The Ministry of Education and Training has also been invited to participate. The third week in October will mark the launch of the campaign. This week of activities and information sessions is designed to raise awareness amongst educators, librarians, parents, the public at large and, most importantly, amongst young people, of what it means to be a wise and savvy surfer on the Internet.

A special web site is being created at www.webaware-

ness.org to support the week and the campaign. The site will provide information on the issues, lesson plans, resources, and online professional development. Teachers are encouraged to visit the site early to assist in their fall planning and keep abreast of the latest developments.

For immediate help on web site evaluation check *Evaluating Internet Research Sources* by Robert Harris and *The ICYouSee Guide to Critical Thinking About What You See on the Web* by John Henderson on the main Media Awareness website at www.media-awareness.ca

Shari Baldwin is an educator with the Upper Canada District School Board. She is currently on leave and is enrolled in *Teaching and Learning in an Information and Technology Environment*, a two year online course out of Simon Fraser University.

The Media Awareness Network, one of Canada's largest educational web sites, is a world leader in providing educational approaches to new technology issues. It recently won the Canadian Race Relations Foundation Award of Excellence honouring their contribution to the elimination of racism. Information on a variety of media literacy issues is available on the main Media Awareness web site. For further information contact Cathy Wing at cwing@media-awareness.ca □

Readers Write

Language matters

I am writing with regard to Equity in ETFO (VOICE, March 1999). I was pleased you addressed the issue of homosexuality. However, I was very perturbed by the discussion of the question "Is homosexuality a choice?"

There is much debate within the gay and lesbian community over the nature/nurture issue. It is wiser to avoid framing the question this way. This is best done by asking what determines anyone's sexual orientation, as was done in the previous question. The answer to that question was comprehensive, thoughtful and well worded.

Unfortunately, the word "preordained" was used in the question with regard to choice. This is a profoundly religious word and is inappropriate and offensive in a non religious context. The word most people prefer in this context is "inherent."

Liz Green, Toronto.

Class size contest

No winners in ETFO's class size contest (VOICE, March 1999) reminded me to update you on our local situation.

Right after Christmas, we sent the class size results to all senior management, trustees, school council presidents and schools/work-sites, along with a letter telling them all how ashamed we were to have come in "second" with the massive French class.

We are proud to say that, in February, the school with the French class hired a long term occasional teacher to bring the class size down. It's amazing what a good dose of shaming can do!

Kelly Hayes, President, ETFO Hamilton-Wentworth. □

Celebrate Seniors in 1999

"Age only matters when one is aging. Now that I have arrived at a great age, I might just as well be 20." Pablo Picasso

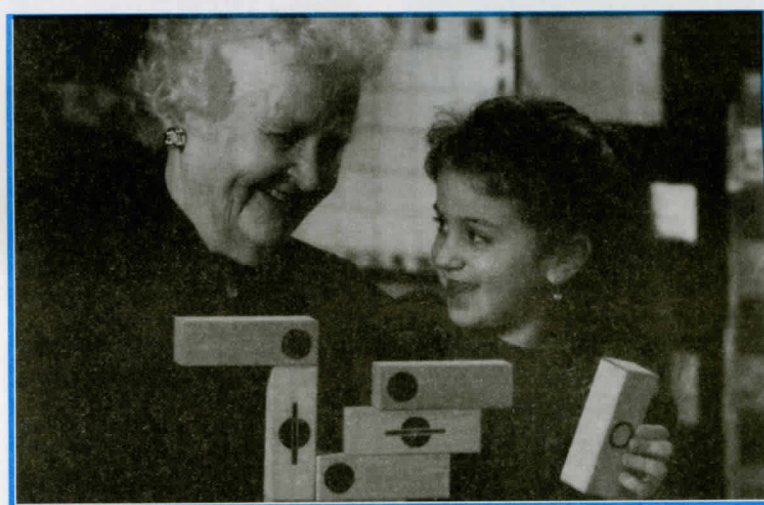
To honour the contributions of people 65 years of age and older, Canada has joined the United Nations in designating 1999 as the International Year of the Older Person (IYOP).

Across the country, activities are being organized to bring the generations together and help younger people realize how much we can learn from our elders and how much they have given us.

Plan an IYOP activity for your class. Here are some suggestions:

- Ask students to draw themselves and their grandparents taking part in their favourite shared activity. Have them share with others why these activities are so special to them.

- Invite grandparents to your breakfast club or school to share a story about their childhood or to read beloved childhood poems or stories.



Ask them to tell the class about favourite songs or games from their youth.

- Have students develop a "Book of Grandparent Treasures" in which children can place pictures, photos, recipes or other things that are meaningful to their grandparents.

- Have a "side-by-side" day, where children share their daily activities with older people.

- Hold a contest for the best story, poem, poster or play about the importance of grandparents or older people in children's lives.

- Create a mural where children can contribute positive photos or drawings of seniors.

- Check out the IYOP web site at <http://iyop-aipa.ic.gc.ca> to find out what's going on in your community and across Canada to celebrate older persons. Use the interactive calendar to promote your own event.

Have fun!

Reprinted from *Breakfast for Learning Newsletter*, March 1999, published by the Canadian Living Foundation. □

Early Years Report: Dr. Mustard's prescription: Do the right thing

Martha Friendly

Last spring, the Ontario government commissioned a study to "provide options and recommendations with respect to the best ways for preparing all of Ontario's young children...for scholastic, career and social success."

Premier Mike Harris invited Dr. J. Fraser Mustard, founding President of the Canadian Institute for Advanced Research (1972-1996) and presently the Bell Canada Fellow of the Institute, and Hon. Margaret McCain, a former Lieutenant-Governor of New Brunswick (1994-1997) recognized for her involvement with numerous initiatives which focus on family violence and promote social justice for women and children, to head the effort. The result, *Reversing the Real Brain Drain, the Final Report of the Early Years Study*, is an extremely useful tool for advocates for children.

The message of the almost 200 word document can be summed up in a few words: High quality early childhood development services (or early child development and parenting centres, as the Report calls them) providing child care, early childhood education and support for parents should be accessible to every Ontario child age zero to six, regardless of parents' employment, social class, or region of the province.

The Report is very clear in its recommendation that early childhood services should be for all children, not just the poor or disadvantaged.

Focus on neuroscience

The Report is among the first in Canada to base its call for action on early childhood education and child care on animal and human neuroscientific studies, as well as on more traditional research with cognitive, behavioural and social outcomes, and sociological evidence about changes in family life and work patterns.

The Report's focus on neuroscience is a relatively new development in the long struggle for action on behalf of young children in the United States, the United Kingdom and Canada. As Penn, a British social policy analyst points out: Neurophysiological, rather than emotional, critical periods are now cited as evidence in favour of early intervention. It is argued that brain development which takes place in the first three years of life is potentially so great that these



Dr. J. Fraser Mustard talks to the media at the release of the *Early Years Report* in Toronto on April 26.

years constitute an invaluable "window of opportunity" for developing the human mind and thinking power...(Penn, 1999).

Universal program necessary

Mustard and McCain promote what they call a "gradient:" step-by-step, up the socioeconomic ladder, there is a declining population of children who are having difficulties, but there is still a significant number of children having difficulties at each step, including the top one. There is no socioeconomic threshold above which children do well.

This concept underpins current thinking about the value of the "population health approach;" i.e., if social programs are targeted, many who could potentially benefit are left out. Thus, the Report is very clear in its recommendation that early childhood services should be for all children, not just the poor or disadvantaged. While this is not a new proposal, the gradient concept is a useful paradigm. It is also significant that a Report commissioned by the Harris government should come down firmly on the side of universal early childhood services, and back its opinion with evidence.

Multi-faceted approach

The Report also situates early childhood development services in a broader policy context of improved maternity and parental leave (as parenting support) and income security. It recommends the Ontario government ask the federal government to review the extent to which the income tax system supports parents. This multi-faceted approach to early childhood is congruent with the approach of most other social policy experts and advocates for children.

The Report recommends

The Report's recommenda-

tions are fairly diffuse. They range from:

- very specific proposals to continue funding for kindergarten;
- keeping schools available as locations for early childhood development and parenting centres;
- detailed proposals that the Ontario government negotiate with the federal government to improve maternity/parental leave benefits;
- more vague suggestions that investment in early child development should be a priority in allocating provincial public resources.

Perhaps the Report's strongest recommendation is that:

- an integrated continuum of early child development and parenting centres to serve all Ontario children should be in place within five years (by the end of 2004).

The strength of this recommendation and the Report's passionate conviction about

High quality early childhood development services like those envisioned in this Report have rarely arisen anywhere without the support of public policy.

the value of the proposed early childhood development services contrasts strongly with its weakness on how we should get from where we are to the proposed universal early childhood system.

While the Report makes a number of recommendations to governments, it sometimes falls back on concepts like the Social entrepreneurs registered investment fund for community initiatives to build early child development and parenting centres at the local level. These ideas have been around - often

Ontario "the good" should "do the right thing" for young children because it is the right thing to do.

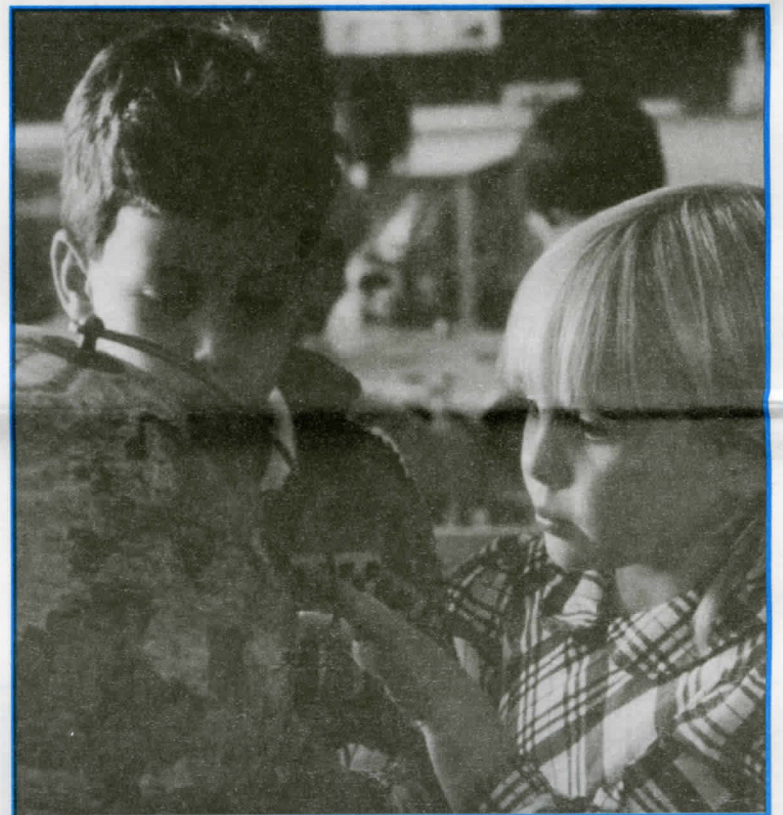
promoted by conservative governments - for many years, and have yielded little.

Public policy must support early years

High quality early childhood development services like those envisioned in this Report have rarely arisen anywhere without the support of public policy. Without senior government action and public funding, this Report's recommendations for

democracy.

Perhaps most important, Mustard and McCain say that: this action is necessary not only to keeping a reasonable standard of living but also because it is the right thing to do for our young children. This modest statement is a critical one. It is ultimately the perspective that should carry the day after all the arguments - albeit valid - about how attention to children in their early years can reduce criminality, promote social cohesion, make sure children are ready for formal schooling, reduce health care costs - are made. Ontario "the good" should "do the right thing" for young children because it is the right thing to do.



High quality early childhood development services like those envisioned in this report have rarely arisen anywhere without the support of public policy.

community-based services are not likely to materialize.

In addition to these practicalities, to anticipate constructing what the authors' clearly believe to be a public good on corporate goodwill and local community and volunteer resources seems questionable. It is noteworthy that the sole response of the Report's sponsors, the Harris government, in its pre-election budget, was a mention of a public-private partnership for a few "model" projects.

In essence, Mustard and McCain et al use all possible sources of information to make their case. They argue the biological case, that brain development in the (early) years sets a base for learning, behaviour and health over the life cycle and are crucial if we are to reverse the real "brain drain." They make the case that investment in the early years is a key investment in later childhood and youth if we are to have a strong economy and thriving



Martha Friendly is Coordinator of the Childcare Resource and Research Unit, Centre for Urban and Community Studies, at the University of Toronto. The full text of *Reversing the Brain Drain* can be downloaded from the Ministry of Education and Training's web site: www.edu.gov.on.ca.

References:

Penn, Helen: *Infant Care - Out of Home Care for Children Under Three*. Centre for Urban and Community Studies, University of Toronto. Toronto. In press. □

Bulletin Board



Project Overseas

Project Overseas is a joint endeavour by the Canadian Teachers' Federation (CTF) and its Affiliates across Canada to give professional assistance to teachers in developing countries.

Project Overseas I is held during July and August. Project Overseas II is held anytime from September to June. The duration of Project Overseas II is between three to 16 weeks.

This summer, 55 Canadian teachers, representing 13 teams, are participating in CTF Project Overseas I in 11 countries. Four of these teachers will be sponsored by ETFO: William Krochak, Ontario

North East (Guyana) Anne LaRoche, Grand Erie (Tanzania) Patricia McGregor, Peel (Nepal) Maria Nebesny, York Region (Mongolia)

ETFO members wishing to apply to Project Overseas can obtain application forms from Provincial Office in early October. Applications for both projects must arrive in the Provincial Office by November 15, 1999.

Teachers who participate in Project Overseas do not receive salaries or honoraria, but all travel and ordinary living expenses are paid.

Retiring from ETFO

Support Staff Retiring from ETFO



Left to right - back row: Alison Russell (1991), Lorna Arnold (1990), Marlene Morrison (1966), Barbara Sackrune (1979), Pauline Doucet (1977), Michael Darby (1969), Gail Novach (1987), Yoly Vinluan (1968), Sarah Coutinho (1981). Front row: Kathy Diduch (1985), Judith Haraldson (1978), Ron Owttrim (1989). Missing from photo: Linda Campbell (1985), Clarice Longo (1977), Lori Molyneaux (1991).

The Elementary Teachers' Federation of Ontario honours the tremendous contribution these staff members have made through their many years of dedicated service. The names and faces in this photograph are familiar to many who belong to the

Federation. We know you will join us in wishing these staff members all the best as they move on to new phases in their lives. We'll miss you all. Thank you for all you have done for the Federation. () denotes year commenced Federation employment.

Brad Kuhn Retires



Brad Kuhn, a member of ETFO's Professional Development Services staff, has announced his intention to retire, effective June 30, 1999.

Brad began his career in education as a classroom teacher in 1965. By 1980, he

was a Principal with the Board of Education for the City of Hamilton.

Brad has been actively involved with Federation locally and provincially throughout his career as a staff developer, as a member serving on various committees and as an Executive Assistant with the provincial federation. Since 1977, when federation credit courses began, Brad has taught the programs to thousands of educators and has also trained the trainers. He has designed, implemented and administered programs for educators, including Coaching for Excellence, Workshop on Workshops, Collaboration and Coaching and many other workshops and retreats. Brad's duties with ETFO have included responsibility for the Supervi-

sory Officer's Qualification Program (SOQP) and facilitating Franklin Covey's Seven Habits of Highly Effective People. He also serves as a member of the OTF Secondary School Reform and Principals/Vice-Principals work groups and has staff responsibility for ETFO's Gender Equity Committee.

Through his expertise and leadership, Brad has gained an international reputation as a teacher's teacher. Through his dynamic courses and workshops, though his commitment and dedication, Brad Kuhn continues to have a profound impact on the education profession in Ontario, across Canada and throughout the United States. ETFO wishes him all the very best as he moves on to the next stage of his life.

Professional Relations Services Just A Call Away

Ontario College of Teachers Complaint Process

Complaint can be made by:
Member of public, member of the college, registrar, Minister of Education., school board.

Written Complaint to College

Complainant gives:

- his/her name, address, and phone number
- name of member
- nature of allegation, details, potential witnesses

College Notifies Member of Investigation

By telephone and by registered mail

Member Responds to Complaint (within 30 days)

- Contact provincial ETFO office - Professional Relations Services
- DO NOT contact the person who filed the complaint
- DO NOT make a statement regarding the complaint
- Federation support will be given in responding to the complaint

College Investigates the Complaint

- An investigator is assigned to gather information, contact people involved, and write a report for the Investigation Committee.

Investigation Committee Considers Information Collected During Investigation

Investigation Committee takes one of the following actions:

1. Dismisses the complaint;
2. Requires the member to appear to be cautioned and admonished;
3. Take other action which committee views to be appropriate to circumstances. For example: alternative dispute resolution;
4. Refers the matter to the **Discipline Committee** for a hearing for allegations of professional misconduct or incompetence;
5. Refers the matter to the **Fitness to Practise Committee** for a hearing if concerns are health-related issues impacting on the member's ability to teach.

The College will send you and the complainant a copy of the Investigation Committee's written decision by mail.

A formal complaint to the Ontario College of Teachers is a very serious issue that will not be cleared up or dismissed with a simple explanation by the member being investigated. Contact PRS immediately for support and assistance regarding an allegation against you of incompetence, professional misconduct or incapacity.

Members are also advised to contact PRS to discuss an issue before making a complaint yourself to the College about another member.

If a member makes an adverse report about another member of the Ontario Teachers' Federation while making a complaint or during an investigation that member must fulfill their

obligation as set out in the regulation in the Teaching Profession Act and in particular 18 (1)(b).

18(1) A member shall (b) On making an adverse report on another member, furnish him with a written statement of the report at the earliest possible time and not later than three days after making the report.



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Music and Drama at Norway Public School



Other early civilizations were also recognized in the integrated unit.



Students built replicas of ancient Greek instruments, like the lyra.



Dance was an important part of the chorus.

Helen Koccoris and Natalia Kostiw

Music and Drama are unique art forms that help students discover, feel and express the significance in the things that matter to them. These are among the most powerful ways for teachers to integrate learning across the curriculum.

To extend the children's knowledge in drama, music and dance, the two grade five classes at Norway Public School, Toronto, drawing on The Ontario Curriculum - Social Studies - Heritage and Citizenship: Grade 5 - Early Civilizations, studied and performed the play

Antigone by Sophocles. As a follow-up, they created not only their own poetry and illustrations of the main characters of the play *Antigone*, but also researched music through the ages.

Students compared musical design and technology in Early Civilizations with those in modern Canada. In addition, they constructed and read simple time lines and used them to illustrate change. For example, one student concentrated on the evolution of the Homeric lyra to the modern day instruments of Bagdama, the Cretan lyra and tsambouna that are being used today in Greece.

Other students examined and built such musical instruments as the harp, castanets, bongo drums and electric guitars. In a special presentation, they then demonstrated to their classmates the method and materials used to construct their own creations.

Expectations

This assignment and its follow-up activities also met many of the expectations outlined in The Ontario Curriculum - Grades 1-8 - The Arts - Music: Grade 5.

- Describe and compare elements of music developed by Early Civilizations.
- Communicate thoughts and feelings using a variety of musical instruments.
- Become aware of the effect these elements have had on the development of musical knowledge and appreciation.

Completing the assignment

A letter from the teachers to the students contained directions for completing the music assignment:

- Start collecting "junk" for making your own musical instrument. Useful places to start: basement, garage, kitchen cupboards.
- Be prepared to present your instrument to the class.
- Be ready to describe

Musical Instrument Assignment Evaluation Forms

Teacher Evaluation Form

Student's Name:

Description/Appearance of Instrument $\frac{\quad}{5}$

Demonstration - (sound, tone, function) $\frac{\quad}{5}$

TOTAL $\frac{\quad}{10}$

Peer Evaluation Form

Speaker/Reader Name:

Judge/Evaluator Name:

Type of presentation (circle one) Speech Reading
 Other

- Audience contact and audience control.
- Clarity of diction and pronunciation.
- Phrasing, pauses, speed of reading/speech - appropriate to selection.
- Poise and self-confidence of speaker, look of confidence.
- Appropriate material for the selection.

Comments:

Total points:



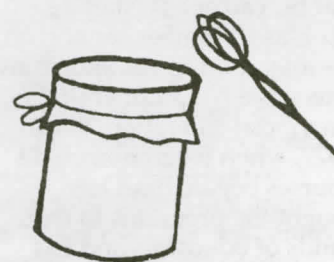
Students built models of ancient Greek theatres.

how you made the instrument and demonstrate how it works.

- Have your assignment completed within three weeks.

The teachers also provided the following instructions on making simple instruments.

Bongo drums

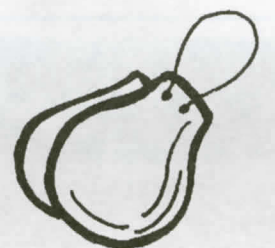


Use tall cookie tins or instant coffee can, cover open end with piece of plastic. Use an egg beater to make a sound.

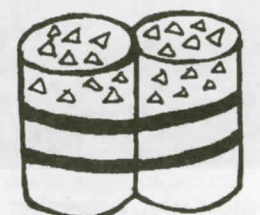
Castanets

Cut the handles off four wooden spoons. Drill holes at the top and thread elastic

through with a loop large enough for your fingers. Decorate with colour.



Drums

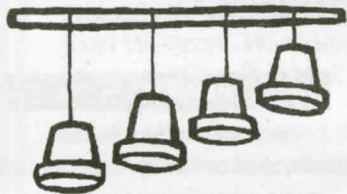


Use two large empty salt jars. Place together with two pieces of polystyrene. Have open end of jars at bottom. Make sure closed ends are even at top. Decorate.



Grade five students, in costume and with their instruments, pose for a group photo with their teachers and some proud parents.

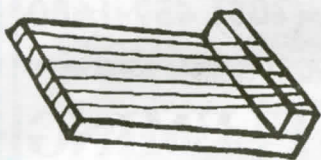
Flower Pot Chimes



Make a stand as shown using two pieces of hard wood. Place wooden dowels of various lengths on top evenly spaced by using nails. A wooden striker can be used to produce sound.

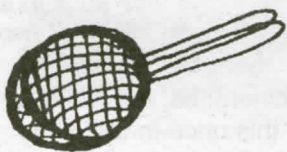
Attach earthenware flower pots with strong string and place all pots on a rod at different lengths. Use a wooden striker to produce sound.

Harp



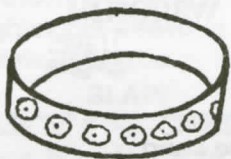
Place six elastic bands over a piece of wood. Raise at one end as shown in diagram with a piece of wood.

Maracas



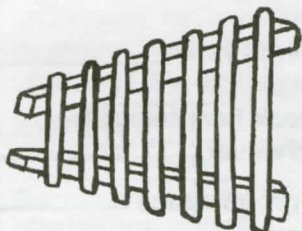
Place dried peas, rice, gravel, etc. between two tea-strainers taped together. Or use empty liquid soap container with dowel taped in hole as a handle. Or cover empty yogurt cup with brown paper. Put beans inside. Secure with an elastic.

Tambourines



Cut away metal side from a cookie tin. Secure bottle caps on side with nails. Shake.

Xylophone



presentation is also an important aspect of the assessment.

Moving on

Having focused on the main theme of Antigone - that of the rights of the individual versus the rights of the state, the class was ready to move on to our next Social Studies unit - Canada and World Connections: Grade 5 - Aspects of Government in Canada.



Helen Koccoris and Natalia Kostiw teach grade five at Norway Public School, Toronto.

EQAO HEADS UP!

Recently, ETFO has received a number of calls from members who have voiced their concerns about the grade 3 and 6 EQAO assessments. We are compiling a report that will be taken by Phyllis Benedict, President of ETFO, to the EQAO, with recommendations for changes.

If you would like to share your thoughts and experiences with the 1999 EQAO assessments, contact Diana Tomlinson, Professional Relations Services Staff, at Provincial Office: Tel: (416)962-3836/ 1-888-838-3836. email: dtomlins@etfo.org.

Assessment

After the presentation of the student projects (i.e. musical instruments) peer evaluation forms were used as well as teacher evaluation forms. A period for questions and answers for the

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Times change, not our values. Most importantly, we will continue to believe in the same values as our founders back in 1939. So even though times are changing along with our name, our bottom line is still caring for the future of our members.

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 E-mail: insuring@teachersfraternal.com
 Website: www.teachersfraternal.com

Curriculum Heads Up



Great New Resource from Foster Parents Plan

Foster Parents Plan has developed a comprehensive resource designed to encourage students to take action on environmental and social issues.

The *Kids Who Care* education kit comes in a colourful binder that includes a video and *Teachers' Guide*. It provides teachers and students with background information, hands-on activities and suggestions for taking action on environmental and social issues at home and around the world. Also included is a *Student Action Guide* with examples of youth-led initiatives from around the world and step-by-step instructions on how young people in Canada can plan and implement global education events in their own communities.

Last spring, *Kids Who Care* was piloted to teachers on an advisory committee and their schools.

Insights and ideas from ed-

ucators and students contributed to the development of this valuable resource. Although designed for use across Canada, Ontario teachers will have little difficulty tying the kit's many classroom activities to the new Ontario Curriculum.

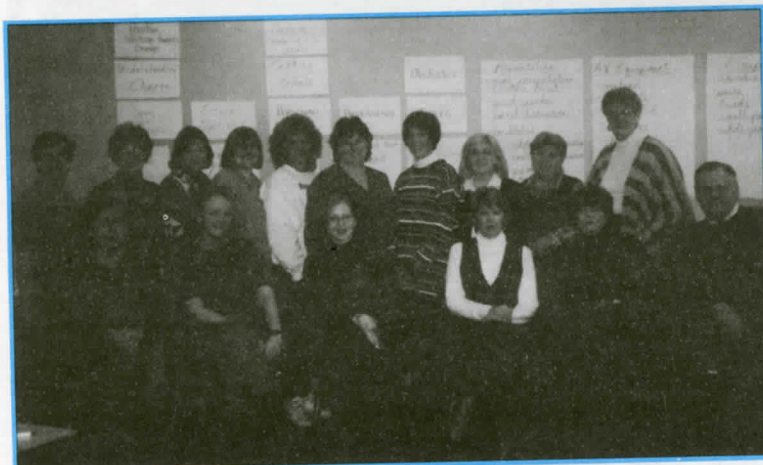
Funded by the Canadian International Development Agency (CIDA), with support from the Royal Bank of Canada, the *Kids Who Care* education kit has been sent free of charge to over 2,000 schools across Canada. If your school has not received its free copy, contact Foster Parents Plan, 95 St. Clair Avenue West, Suite 1001, Toronto, ON M4V 3B5. email: lunneym@plan.geis.com or info@fosterparentsplan.ca. Excerpts from the kits can be viewed at www.fosterparentsplan.ca

Foster Parents Plan has been working with children and communities in the developing world for more than 60 years and is currently working in 43 countries. □

ETFO Professional Development



Over 100 participants attended ETFO's Financial Management for Women: Knowledge is Power conference held May 7-8 in Toronto. Presenters left to right: Lisa Coy, Joan Zamora, Lorna Wilson, Anne Campbell, Cathie Carleton, Marcie Waren, Jennifer Mitchell (ETFO Professional Development Services Staff).



February 17-19, 14 women from across the province participated in a train the trainer session entitled *Career Awareness for Women*. The program, which was presented by ETFO Professional Relations Services staff Marg Couture and Brad Kuhn (far left in photo) will be available to Locals in the fall. For more information call Jennifer Mitchell at Provincial Office - (416) 962-3836/1-888-838-3836.

Equity in ETFO

Equity in ETFO is as diverse as the needs of the members we serve and the students we teach.

Building Coalitions: Women Within Designated Groups



This Women's Only program was a pilot project designed to develop a coalition of members who are aboriginal women, lesbian women, racial minority women and women with disabilities. ETFO invited participation from interested women members from the designated groups. The coalition offered opportunities for members to increase their level of awareness of specific women's issues as they relate to the designated groups. One of the coalition's goals has been to develop its own objectives and action plan and, eventually, to develop further coalitions with local organizations. The coalition met in Toronto six times this year. For more information, call Colleen Lee or Jennifer Mitchell at the provincial office: (416) 962-3836/1-888-838-3836. Photo by Charlotte Morgan.

ETFO Creates Anti-Bias Curriculum



Left to right: Christine Rodriguez (Thames Valley); Sherry Smith (Waterloo); Peter Jallall (Peel); Jill Aoki-Barrett (Niagara); Adam Peer (Peel).

ETFO is committed to providing resources that meet the needs of teachers and students across all subject areas of the new elementary school curriculum. This spring, ETFO organized a group of educators with special expertise in developing anti-bias curriculum. Using picture books and novels, the team is producing literature-based curriculum suitable for students in kindergarten to grade eight. ETFO's anti-bias curriculum will be available by the beginning of the new school year. For more information call Bev Saskoley at Provincial Office: (416) 962-3836/1-888-838-3836.

THE LONELY IMMIGRANT By Peter Jallall

Here I come
Hustling down
For the early morning subway train
All decked out
In me cheap pin stripe
Looking at them
To see how I look
Why don't they look at me?
Hey man,
I've just arrived
To this promised land
Trying my best
To look like one of you
Flapping my suit
In the winter breeze
Straightening my shoulders
Lifting my head up high
Compressing my lips
Trying my best
To make me mouth look nice
Saying "Nice day, eh?"
Jiving with the Yonge Street crowd,
Fooling no one
I'm just a force-ripe
Hyphenated Canadian.

Peter Jallall is an elementary teacher (retired) with the Peel District School Board. His two slim volumes of poetry *This Healing Place and Other Poems* (1993); and *Yet Another Home* (1997) have been published by National Heritage/Natural History Inc., P.O. Box 95, Station O, Toronto, ON M4A 2M8. Cost: \$9.95 per book.

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Awards Recognize Outstanding Members

All across Ontario, and in the face of enormous difficulties, ETFO members have been doing outstanding work this year. Here are the names of those whose talents have been honoured by ETFO and other organizations. For information on how to nominate a colleague or apply for next year's awards, please see your School Steward, call your Local President or call Shauna Petrie at Provincial Office.

1998-99 ETFO Award Winners

Anti-Bias Curriculum Development Award
Chhavi Arya, Greater Essex

Educational Support/Professional Support Person of the Year

Joan Bradley, Renfrew

Honorary Life Membership

Duncan Jewell, Durham
Joan Westcott, Waterloo
Margaret Gee, Toronto

Humanitarian Award for an ETFO Member

Heather Germain, Hamilton-Wentworth

Local Leadership Award

Brydon Elinesky, Waterloo

Multi-Media Award

Arnie Covey, Waterloo

Multi-Media Special Project Award - Women Only

Gweneth Minaker, Thames Valley
Barbara McCorkell, Thames Valley
Cynthia Thornton, Thames Valley
Debora Hinz, Thames Valley
Jo-Anne Malloy, Thames Valley
Anne Gregory, Thames Valley
Prudence Barker, Thames Valley

Newsletter Editor's Award

Single Sheet Category: Kim Pearson, Waterloo
Double Sheet Category: Ginn Rawlinson, Lambton-Kent

Occasional Teacher of the Year Award

Kathy Strassburger, Waterloo

Outstanding Bus Driver Award

Glenna Weeks, Ottawa-Carleton

Outstanding Role Model for Women (Women Only Program)

Margaret Neigh, Waterloo

Provincial Leadership Award

Valerie Duhaime, Rainbow

Publication and Distribution of Multi-Media Award (Women Only Program)

Feir Johnson, Toronto

Women Who Develop Special Projects in Science & Technology Award (Women Only Program)

Linda Preston, Ottawa-Carleton

Women Who Develop Special Projects/Study Units on Women's Issues Award (Women Only Program)

Catherine Speedy, Hastings & Prince Edward

Women Working in Social Activism on behalf of Women and Children

Women's Crises Services of Cambridge & North Dumfries, Waterloo

Writer's Award

Barbara Szatanski and Cecilia Taafe, Ottawa-Carleton

Writer's Award - Women Only

Cynthia Bates, Ottawa-Carleton
Tamara L. Williams, Trillium Lakelands
Sheree Haughnian, Upper Grand
Shelley A. Langlois, Beverley Blakey, and Debra Brennan, Ottawa-Carleton
Pamela Sims, Peel OT
Linda K. Zanette-Malkou, Toronto

Doctoral Scholarship

Sean Michael Jackman, Peel
Roland D. Kay, Renfrew

Women Pursuing Doctoral Study in Education - Women Only Program Scholarship

Valerie Anne Nielsen, Thames Valley
Donna Christine Creighton, Toronto
Susan Ansara, Lambton-Kent
Deborah A. Wiets, Peel
Judy Caulfield, Peel
Liesel Knaack, Waterloo

Open Scholarship

R. Dean Lessard, Ontario North East
Joyce Annette Tonner, Thames Valley
Cheryl Shannon, Toronto

Women Pursuing Master's Level Degrees - Women Only Program Scholarship

Patricia G. MacDonald, Hamilton-Wentworth
Sherry Ramrattan Smith, Waterloo
Sharon Totafurno, Peel

Elizabeth Houlios, Hamilton-Wentworth
Shirley A. Cameron, Ottawa-Carleton
Ann Mueller, Greater Essex
Christine Jamieson, Limestone
Marie-Guyllaine Briand, Lambton-Kent
Chris Prefontaine, York Region
Kime Dutkiewicz-Collver, Algoma
E. Gail Anderson, Peel
Maret Kapp, York Region
Karen Elizabeth Devonish, Toronto
Maj-Britt Myers, Rainbow
Murielle MacLaggan, Renfrew County
Debbie Anderson, Kawartha Pine Ridge
Suzie Robertson, Peel
Cheryl Streete, Peel
Nancy Hutcheson, Upper Grand
H. J. JoAnne Kim, York Region
Donnalee Smith, Toronto
Amy Heath, Thames Valley

Anti-Racist Scholarship

Donald Wilshere, Algoma District

Women's Studies Scholarship

Tamara L. Williams, Trillium Lakelands

ETFO Bursaries (for sons and daughters of ETFO members)

Cory Anderson, Hastings & Prince Edward
Heidi Moneta Robinson, Renfrew

ETFO Bursaries (for members of designated groups)

Ziyaad Vahed, Peel

Aboriginal Women in Education - Women Only Program bursary

Janet Beaver, Toronto
Adelle Lewis, Toronto
Janet Bruyere, Rainy River

OTHER AWARDS AND HONOURS

OTF Fellowships

Lorraine Stewart, ETFO Staff
Brad Kuhn, Hamilton-Wentworth
Sondra Nesterenko (posthumously), Near North

CTF Roy C. Hill Award

Wendy Childerhose, Near North
Kelly Hayes, Hamilton-Wentworth

TVOntario Teachers' Award

Paul Delaney, Simcoe



Remind parents you are teaching their children to:

SLIP!

Slip on a shirt. Clothing is the easiest way to protect the skin. The tighter the weave of the fabric, the better.

SLAP!

Slap on a hat. Choose a wide brim to shade the face, ears and neck.

SLOP!

Slop on some sunscreen. Choose one that is waterproof with a Sun Protection Factor (SPF), of 15 or higher. Check the label or ask the pharmacist for one that protects against both UVA and UVB light rays.



Sunscreens with this seal offer the best protection.



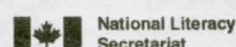
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all grade levels # requested _____

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Montreal Expos # requested _____

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Toronto Blue Jays # requested _____
Montreal Expos # requested _____

Sticker Sheets:
(each has 76 stickers)
JK to grade 5 # requested _____

Word Workbooks:
grades 1 to 4 (one per teacher) # requested _____

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How many students are you ordering for? _____

Collective Bargaining

A hectic year in bargaining

As the school year winds down, collective bargaining committees in most Locals and the provincial collective bargaining staff are beginning to sigh with relief. It has been an extremely busy year for the ETFO collective bargaining staff.



Duncan Jewell is ETFO's Coordinator of Collective Bargaining. He will retire from the Federation, effective June 30, 1999.

1998-1999 saw the establishment of ETFO, the implementation of significant changes in the collective bargaining regime as a result of the *Education Quality Improvement Act* (Bill 160), 26 Provincial Takeovers (20 Teacher Locals, five Occasional Teacher Locals and one Educational Support Personnel Local), 13 strike votes (12 Teacher Locals and one Occasional Teacher Local), three strikes (Simcoe, Waterloo and York Region Teacher Locals), a series of ETFO Steward Workshops across the province and the implementation of the Women's Only CB programmes. In addition, collective bargaining staff served as the Chief Negotiator or played an active role in bargaining in an additional 11 Locals. The above statistics are based on the 37 bargaining units that asked for assisted bargaining or Provincial Takeover!

At the time of writing this article, ETFO had collective agreements in 27 of 31 Teacher Locals, 12 of 31 Occasional Teacher Locals, and one of three Educational Support Personnel Locals and 10 of 23 School Authorities.

The collective agreements that have been negotiated in each Local are not perfect, in fact, some have a long way to go to meet the suggestions included in the ETFO Teacher and Occasional Teacher Model Collective Agreements. Hopefully, these new agreements will be the building blocks to a better collective agreement in the next round of bargaining. As noted above, negotiations in many school boards have been acrimonious. The funding model created by the Harris Tory government does not serve the needs of the education system in this province and does not address the fact that most teachers in Ontario have not had a salary increase since before the Bob Rae Social Contract fiasco. I was proud to hear teachers say that this round of bargaining was about improving the salary and working conditions of teachers.

The road ahead

The next round of bargaining will not be any easier. In fact, I am not sure that there will be Local bargaining for teachers in Ontario when it is time to bargain a new collective agreement in 2000. Depending on the outcome of the provincial election, which is still three weeks away as I write this article, there could be many significant changes to teacher bargaining and collective agreements. I have a growing concern that teacher federations will see their

rights to bargain severely limited, merit pay will be mandatory, voucher education will be available to the citizens of Ontario and statutory membership in the federation will disappear. I hope that these predictions will not come to pass but you have been warned!

Farewell

This is my last article for a Federation publication as I retire from ETFO on June 30. My 13 years as a staff officer with OPSTF and ETFO have brought me the greatest experiences of my life. I have met thousands of compassionate, dedicated teachers in our schools and committed, hard-working Union leaders in our Locals. I have had the pleasure to work with hundreds of collective bargaining committees entrusted to negotiate the best possible terms and conditions of employment. To all of you I extend my sincere thanks for making me welcome as I visited your Local to provide whatever assistance I might offer to advance the cause of education and the federation. Best of luck as you continue your struggle to assist all of the members of the teaching profession.

Solidarity forever!

Duncan Jewell began his teaching career in 1967, when he was hired as an Intermediate Division teacher at Frenchmans Bay Public School in what was then Ontario County, now known as the Durham District School Board. He immediately became active in Federation politics, serving as local Chief Negotiator in 1975-1976 and local President in 1976-1977. By 1981-1982, Duncan was Provincial President of OPSMTF. In 1987 he joined Federation staff and served in the collective bargaining and counselling department. In 1994, he was appointed OPSTF's Director of Bargaining and Counselling Services.

While many members will remember Duncan for his extraordinary negotiating skills, his thorough and detailed approach to the issues and his abilities to take tough stands with recalcitrant Boards, his staff colleagues will particularly miss his outstanding feats of culinary excellence. Thank you for everything you have done for Federation, Duncan. Congratulations and good luck in your new life! Ed.

Classifieds

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Applications are invited for faculty positions at the University of Windsor, commencing August 1, 1999 in: Language Arts and Mathematics (Primary Division); and Secondary School Science teachables and general science methodology (all divisions). Visit our website at <http://www.uwindsor.ca/facultypositions> for details and application information.

Are you interested in a weekend in the Algonquin area, meeting new people, exploring your creative side in a casual atmosphere, having fun? If you might be, call Linda, 1-613-332-4908 for more information.

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Business Opportunity for sale. Educational Supply and Toy Store. Windsor area. Excellent location. Call evenings (519)-735-2773.

Dr. S.J. Phillips Public School, Oshawa, will celebrate its 75th Anniversary on September 25. All former staff and students are invited. Memorabilia welcome. Call (416) 432-8261 or visit www.netcom.ca/sjphilip/index.htm

E.A. Lovell Public School in Oshawa will be celebrating their 75th Anniversary on Thursday, June 3, 1999 from 5-7 p.m. at the school. For more information contact the principal at (905)-725-1622.

18th Annual Ontario Teachers' Golf Tournament. July 5th at beautiful Owen Sound GNCC. Carded and non-carded flights, \$75.00 includes green fees, steak dinner and prize table. Call (519)-376-8006 or e-mail lkreis@bmts.com for information package.

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Have you heard of the Magdalen Islands? Take a glimpse at ilesdelamadeleine.com/AuSalangeB&B overlooking the sea offers exceptional comfort and fresh local products for breakfast. (418) 969-4322 or dgagnon@cancom.net

Help! Please ask around for Language Patterns Readers: Listening, Laughing, Magic, Rainbow Letters, Silver Steps, Golden Trails, etc. Days 1-(705)-746-7196 Evenings 1-(705)-342-5502 or dowellc@vianet.on.ca

Mature, responsible couple with one child, attending Teachers College in Windsor, will house-sit your house while you're away next school year (519) 948-6460.

Nova Scotia - Cottages for rent near Lunenburg 3-bedroom homes available for weekly rentals. Off-season \$350. High-season \$600 for Broad Cove. \$650 for Cherry Hill. Brochure and pictures available. Call (613) 521-7869 or email: bjones@cyberus.ca

Recognition gifts for educators and volunteers. T-shirts, jewelry, lapel pins, magnets, ties, notepaper. Mail order flyer. Cabam toll free 1-888-359-7386.

Retiring? Planning a Leave? Volunteer elementary teachers are welcome and needed for a term or a school year at Kunri Christian School in Pakistan. All teaching is in English. Contact Saloma Smith, 12 Pauline Street, Georgetown L7G 1K7 (905) 702-8651 or email: jsawczak@kest.com

Summer Computer Workshops. Sharpen your computer skills! One week computer workshops for teachers. Choose one of the following: Word and Powerpoint, Access, Excel, Front Page, PhotoShop, Illustrator or QuarkXpress. Courses run weekly between July 5 and July 30, Monday to Friday, 9 a.m. to 12 noon; \$100/course. Call the Adult Learning Centre, TDSB (Danforth at Victoria Park). (416) 396-2300 to register.

Teacher's Art Courses. The Haliburton School of Fine Arts is offering summer art courses specifically for teachers, including drawing, art history, the elements of art and photography, all based on the Ontario Curriculum. See display ad on page 8 for further details.

The 11th Anniversary of Journey Into Self Discovery for Professionals, July 4th to 9th, 1999. Ignatius Conference Centre, Guelph, Ontario. A unique residential retreat/workshop for teachers. Come explore the psychological and spiritual aspects of your personal and professional life in preparation for the new millennium. Centre for Psychotherapy and Emotional Bodywork (416) 928-9570.

Travel - Teach English: 5 day/40 hours TESOL teacher certification course (or by correspondence) across Ontario. 1,000's of jobs available. FREE information package 1-888-270-2941.

Usborne award winning books! Excellent books for children of all ages, highly acclaimed by educators. Build your own home-based business before retirement. Catalogue sales, home party plan, book fairs. Very low start-up cost. For information call Yvonne at (705) 647-5324.

Calendar

July 4-31, 1999: Beijing, China. English as a Second Language Parts 1, 2 and Specialist SPONSORS: Queen's University and Concepts East Travel FEE: \$3965.00 CONTACT: Yue Chi Phone: 1-888-302-1222 Email: chiyue@idirect.com

July 5-9, 1999: Toronto. Towards an Inclusive Curriculum: A Summer Institute LOCATION: York University, Keele Campus, Room 228, York Lanes SPONSOR: Coalition for Inclusive Curriculum FEE: \$500.00 CONTACT: Marlene Richman Phone: (416) 736-2100, ext. 40204 Email: mrichman@yorku.ca

July 5-16, 1999: Toronto. Environmental Health, Transformative Learning and Policy Change - Education for Social and Ecosystem Healing LOCATION: OISE/UT, 7-162, 252 Bloor Street West, Toronto SPONSORS: OISE/UT Transformative Learning Centre, Centre for Health Promotion, University of Toronto and the Women's Network on Health and the Environment (WNH&E) FEE: \$315.00 CONTACT: Dorothy

Goldin Rosenberg Phone: (416) 516-2600

July 10-17, 1999: St. Andrews, New Brunswick. Huntsman Marine Science Centre Field Ornithology - an introduction to local bird studies FEE: \$725.00 CONTACT: Tracey Dean HMSC - Public Education St. Andrews, N.B. E0G 2X0 Phone: (506) 529-1200 Fax: (506) 529-1212 Email: huntsman@nbnet.nb.ca

July 8-10, 1999: Victoria, B.C. CEA/CSBA Congress '99 SPONSORS: Canadian Education Association (CEA) and Canadian School Boards Association (CSBA) PHONE: CEA - (416) 924-7721 or CSBA - (613) 235-3724

July 27-29, 1999: Toronto. The 7 Habits of Highly Effective People LOCATION: ETFO Office in the training room SPONSOR: Elementary Teachers' Federation of Ontario (ETFO) FEE: \$495.00 TARGET AUDIENCE: Teachers, Educational Workers, Principals, Supervisory Officers CONTACT: Brad Kuhn, Executive Assistant Phone: (416) 962-3836 or 1-888-838-3836

August 7-14, 1999: St. Andrews, New Brunswick. Huntsman Marine Science Centre Research project - marine flora and fauna, whale watching FEE: \$725.00 CONTACT: Tracey Dean HMSC Public Education St. Andrews, N.B. E0G 2X0 Phone: (506) 529-1200 Fax: (506) 529-1212 Email: huntsman@nbnet.nb.ca

August 13, 14, 15, 1999: Vancouver. DND Teachers last reunion of the 20th Century. CONTACT: For information visit www.hello.to/toots99 Call Liz Gautschi (604) 731-1367 or Tom Brunner (604) 739-7410. Email: egautschi@henderson.usb.bc.ca during school term only.

August 17-20, 1999: Toronto. ETFO Annual Meeting CONTACT: David Kendall, Executive Assistant Phone: (416) 962-3836 or 1-888-838-3836

August 26-27, 1999: Kitchener. Quantum Teaching: A 2-day workshop for Educators and Trainers SPONSOR: Elementary Teachers' Federation of Ontario (ETFO) and Waterloo Region District School Board FEE: \$175.00 CONTACT: Brad Kuhn, Executive Assistant Phone: (416) 962-3836 or 1-888-838-3836

September 4, 1999: Fredericton, N.B. First Colloquium on Second Language Education - Bilingual Child, Global Citizen SPONSORS: Canadian Association of Immersion Teachers (CAIT), Canadian Association of Second Language Teachers (CASLT), Canadian Parents for French (CPF), Society for Educational Visits and Exchanges in Canada (SEVEC), Second Language Education Centre (SLEC) LOCATION: Wu Centre, University of New Brunswick, Fredericton CONTACT: Joseph Dicks Second Language Education Centre University of New Brunswick Fredericton, N.B. E3B 6E3 Phone: (506) 453-5136 Fax: (506) 453-4777 Email: jdicks@unb.ca

THE LEARNING CONSORTIUM

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SUMMER INSTITUTES at OISE/UT, Toronto

- Cooperative Group Work - August 18-19
- Brain Gym - August 23-24
- Classroom Management - August 25-26

For registration information contact Carol Bremner 416-923-6641 EXT 2078

The ETFO VOICE accepts classified advertising on the following basis: \$1.00 per word for ETFO members; \$1.50 for non-members. There is a minimum charge of \$20.00 plus GST; maximum 60 words. For more information, call ETFO VOICE at (416) 962-3836/1-888-838-3836.

Good News from ETFO Locals

Peel 1998 Athena Award

Pamela Sims, a special education teacher in Peel, won a 1998 Athena Award for her book *Awakening Brilliance: How to Inspire Children to Become Successful Learners*. Chosen by Mentor and Protege Magazine in Kansas, *Awakening Brilliance* won the award for excellence in mentoring in education. Sims' work has also been recognized by the Elementary Teachers' Federation of Ontario, which honoured her this spring with one of the first ETFO Writers Awards.

Sims, a teacher with 20 years of experience, says "If teachers don't create supportive, emotionally caring relationships with their students first, it doesn't matter what they teach them. They won't be able to reach them. Curriculum become obsolete as we create it, but how students feel about themselves stays with them forever."

In *Awakening Brilliance* Sims has taken true experiences and woven them into a fictionalized, easy-to-read story that will inspire all those who care about igniting the love of learning in children.

Awakening Brilliance is published by Bayhampton Publications, Brampton. (905) 455-7331. \$19.95 paperback.

1999 Ruth Schwartz Award

On April 23, students from Mountsfield Public School, London, celebrated Canada

Book Day by selecting author Eric Walters as one of the winners of the 1999 Ruth Schwartz Children's Award. The announcement was made at the London Public Library. Walters, a teacher (on leave) at Clark Boulevard Public School, Brampton, won the \$2,000.00 prize in the young adult/middle reader category for his latest novel *War of the Eagles*.

Each year, the Ontario Arts Council selects an Ontario school to provide the juries for the prizes. This year, five Mountsfield students from grades seven and eight chose *War of the Eagles* as the best young adult/middle reader book, saying it had "an excellent plot, and very good character development."

Walters' experience as a teacher, social worker and family therapist make him a natural authority on the journey to adulthood. His first novel, *Stand Your Ground*, was released in 1994 to enthusiastic reviews. In 1996, *Stars* earned him both the Blue Heron and the Silver Birch awards. The following year *Trapped in Ice* gained him a second "Our Choice" designation from the Children's Book Centre. In *War of the Eagles*, Walters draws from his father's experiences to write his most personal, intensely moving work to date.

Walters is well known in Peel for his creative writing workshops and is also developing a reputation at such prestigious local events as the Milton Literacy Festival for Children.

War of the Eagles is published by Orca Book Publish-

ers, Victoria, B.C.

York Region New series published

Markham kindergarten teachers Barbara McDermott and Gail McKeown have co-authored a series of non-fiction reference books about Canada.

The *All About Series* was written for Primary, ESL, and Special Education students. It offers young children a non-fiction reference series they can read. The series is also designed to help students develop an awareness of what Canada is, and what it means to be Canadian.

Seven topic strands are highlighted. These are: Canadian Animals; Provinces and Territories; Capital Cities; Famous Canadians; Canadian Geographical Regions; Canadian Attractions; and Canadian Sports. The series directly links with the teaching of social studies, science, heritage and citizenship training as outlined in the new Ontario Curriculum.

The *All About Series* is published by Reidmore Books Inc., 18228-102 Avenue, Edmonton, AB T5S 1S7. Telephone: (780) 444-0912/1-800-661-2859. Fax: (780) 444-0933. Email: reidmore@compusmart.ab.ca or www.reidmore.com. Cost is \$59.95 for boxed sets. Individual books are not sold separately.

Good News submissions are welcome. Please send to Charlotte Morgan, Editor, either by mail to ETFO's Provincial Office, or email to cmorgan@etfo.org.

LTD ALERT

On October 1, 1998 the Ontario Teachers' Insurance Plan (OTIP) changed their long term disability carrier from London Life/Great West Life to Allianz Life. London Life/Great West Life is requiring members to submit any claims arising prior to October 1, 1998 within time limits.

If **ALL** of the following factors apply to you, call OTIP immediately at 1-800-267-6847:

- Was your LTD plan administered by OTIP in September of 1998?
- Were you **absent from work** on or before September 30, 1998 on a long-term illness, or an illness which has become long term?
- Have you not yet applied for long term disability benefits?

You should be aware that there are deadlines for filing any claim relating to illnesses arising prior to October 1, 1998 under the London Life/Great West Life Plan. Contact OTIP only if you have not yet applied for benefits and the other factors apply.



Coverage and service you can rely on

Sign Up Now For These Exciting Professional Development Opportunities

In partnership with the Durham District School Board, ETFO is proud to present: 21 Professional Development One, Two and Three Day Institutes with a Purpose

Locations in Durham Region unless otherwise specified.

July 27-29:

ETFO Provincial Office, Toronto
Franklin Covey's Seven Habits of Highly Effective People

August 23

Animated Literacy (2) Advanced

August 23 - 24

Advisor Groups in the Elementary Schools

August 23 - 24

Work Smarter, Not Harder - Creating Cross-Curricular Units

Delivery and Assessing

Multiple Expectations

August 23 - 25

Cooperative Learning Level 1

Kagan Structures

Multiple Intelligences

August 24

Assessment and Evaluation in the Core French Classroom

Removing the Terror: Using the New Provincial Elementary

Report Card

School Based Video Production

So, Now You Are Asked To Teach World War I To Grade 8

August 24 - 25

Animated Literacy

August 25

Experiential Learning in the Community for Teachers Post

Experience Workshops

Once Upon A Time In The Middle Ages

Success for Every Child

The New Ministry of Education and Training's Electronic

Curriculum Planner

August 24 - 26

Tribes

August 25 - 27

Integrating Computers and Instructional Strategies

August 26

Hands On Math

Social Studies - Canada, Our Government (Grade 5)

August 26 - 27

Brain Compatible Classrooms

C.L.U.E.S. from the Web - Classroom Lessons Using Educa-

tional Sources (from the Web) Sign Up Now For These Exciting

Professional Development Opportunities

For more information on these exciting professional development opportunities, ask your ETFO School Steward for the full colour catalogue of 1999 Summer Institutes sent to all schools and worksites in May, or call Ron Gugula at ETFO's Provincial Office: (416) 962-3836/1-888-838-3836



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You've decided to stack away the books and clear out your desk. It's what you've worked for, saved for and looked forward to. So whether it's next week or just around the corner, sit back, relax and let ONTARIO TEACHERS' GROUP (OTG) take care of your retirement needs. Empower yourself with an OTG RRSP and let us broaden your investment horizons. We offer flexibility, convenience, control and most importantly cost savings.



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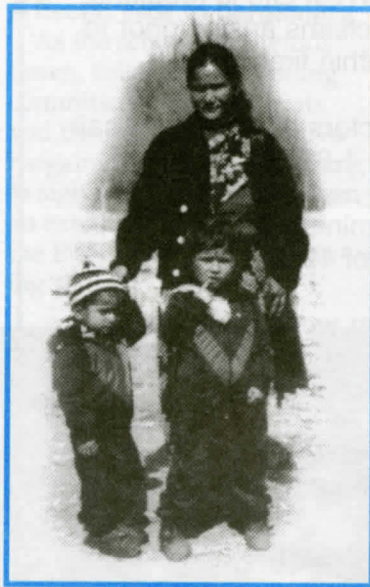
Web Awareness '99

Knowing the Issues
October 18-24, 1999

For background to the issues, lesson plans, professional development and how to participate in Web Awareness '99, visit the web site at:

www.webawareness.org

IMAGINE



This dedicated teacher from the Nepal National Teachers' Association and her two children walked for 16 days to attend a CTF service program.

Imagine you're a teacher in a school in Tanzania, India or Dominica, or any developing country. You have 50 to 100 students in your class. There's no electricity and no running water. No washrooms. Students share the few desks and books. The chalkboards are old and damaged, and there are only meagre supplies of paper, pencils and chalk. What few teaching aids are available, you have to make out of scrap materials.

This is the reality of teaching in a developing country. And the challenges don't end there. You will have had little formal training, all too often a grade eight equivalent, and few opportunities for professional development. You hold down at least one other full or part-

time job so that you and your family can survive on a teacher's salary. Your pay cheque arrives weeks late, if it arrives at all.

Back in 1962, CTF and its Member organizations recognized the enormous challenges facing classroom teachers and the teaching profession in the developing world. Together they created an international assistance program directed towards national teachers' organizations and their members. In 1973, these international development activities were passed over to CTF's charitable wing, the CTF Trust Fund.

Very often, the professional development programs offered through CTF and its Members are the only opportunities available to developing country teachers to improve their classroom skills. It is not surprising that many teachers will undergo great hardships to participate.

These teachers need your

help! The support of provincial and territorial teacher organizations has not faltered, but, during the past decade, financial support from the Government of Canada has been cut back.

Please help your teaching colleagues in developing countries by making a personal donation to the CTF Trust Fund, a registered

Canadian charity. All contributions will be acknowledged and an official receipt for income tax purposes will be issued.

For more information, call CTF at (613) 232-1505 or visit: www.ctf-fce.ca or Info@ctf-fce.ca

Please send your cheque or money order to:
Canadian Teachers' Federation Trust Fund,
110 Argyle Avenue,
Ottawa, ON K2P 1B4

Name:

Organization:

Address:

City:

Tel:

Fax:

I would like more information on CTF's International Programs.

SIMCOE STRIKE DISCIPLINE

The Elementary Teachers' Federation of Ontario's Professional Relations Committee met on Saturday, January 30, 1999 and made recommendations to ETFO's General Secretary. On Monday, April 12, 1999, the General Secretary bought the recommendations to a meeting of ETFO's Provincial Executive. The following motions were carried:

KARIN IBSCHER - ETFO SIMCOE LOCAL

That in the matter of the complaint against K. Ibscher regarding non-support of the Simcoe County District School Board strike September 8, 1998 - September 18, 1998, the following penalties be imposed:

I. Publication of the name of the member and the finding of the Professional Relations Committee in regard to the complaint in a Federation document.

II. Suspension of the right to hold local or provincial office in the Federation for a period of five years.

III. Denial of any or all services normally provided by the Federation, except for such services as must be provided by law, for a period of five years.

BEVERLEY HUGHES - ETFO SIMCOE LOCAL

That in the matter of the complaint against B. Hughes regarding non-support of the Simcoe County District School Board strike September 8, 1998 - September 18, 1998, the following penalties be imposed:

I. Publication of the name of the member and the finding of the Professional Relations Committee in regard to the complaint in a Federation document.

II. Suspension of the right to hold local or provincial office in the Federation for a period of five years.

III. Denial of any or all services normally provided by the Federation, except for such services as must be provided by law, for a period of five years.

YOUR BIG DAY IS COMING...

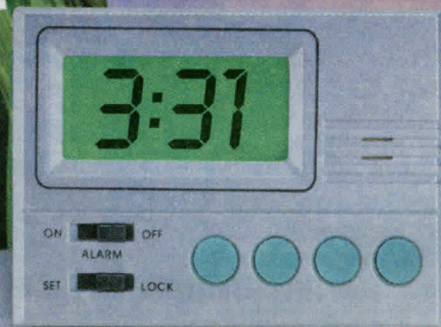
June 1999

JUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



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