

voice

Winter 2003 vol. 5 no. 2



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Cathy Telfer retired in 2002 from her position as coordinator of special education with the Lambton Kent District School Board.

ON THE COVER

Denise Emery and Ben Vanderheide at Indian Creek Road Public School, Chatham.

Photo by **BRIAN PICKELL**



FROM THE PRESIDENT

Now is the time for action.



Emily Noble,
President, ETFO

Welcome to 2003. All the indications suggest this will be an exciting year for teachers and education workers.

Dr. Mordechai Rozanski's report on the education funding formula has already forced the government to put back more than \$600 million of the over \$2 billion it has cut from education since 1995. Since \$340 million of this is specifically targeted for staff compensation, ETFO members should expect raises of no less than 3 per cent negotiated into their new collective agreements.

And because of a recent court decision striking down cuts to special education in the Ottawa-Carleton District School Board,

as well as the \$250 million increase to the special education budget announced in December, more teaching positions could be created across the province.

The government knows it will have to do much more before it can say it has implemented the Rozanski report. Parents, teachers, education workers and others are watching to see what happens next. Premier Eves and Minister of Education Elizabeth Witmer have said more money for education will be announced as part of the General Legislative Grants in March. ETFO will continue to pressure the government to deliver on its promise.

Meanwhile, some political analysts are suggesting that a provincial election might be called this spring. If this proves to be the case, we are ready to do all we can to elect a

government that is really concerned with putting children first.

As well, elections to the Ontario College of Teachers (OCT) Governing Council will be held in April. ETFO has joined with other affiliates of the Ontario Teachers' Federation (OTF) to present a slate of candidates. The only way to vote is through registering on the OCT website. While this will be an experience we will not enjoy, the OTF slate must be elected. Phyllis Benedict, President of OTF, explains why on page 38 of this *Voice*. Look for the registration and voting procedures, and the list of endorsed candidates on page 36. Please take a deep breath, visit www.oct.on.ca and cast your vote.

FROM THE GENERAL SECRETARY

When it comes to the work we do, we are the best.



Gene Lewis,
General Secretary,
ETFO

Six Ways to Improve Our Profession in 2003 Stop Feeling Guilty

If students don't achieve as well as you would like, don't shoulder the whole burden yourself. Remember the government has reduced the education budget by more than \$2 billion dollars annually since 1995. Do your best. Know that your best is better than most.

Vote in the College Elections

The Ontario College of Teachers has yet to prove valuable to the profession or to the public. However, both opposition parties

say they will change the Governing Council so that the OCT truly represents us. Elementary teachers must be represented on the Governing Council. Vote for the candidates endorsed by OTF.

Refuse PLP

The College's Professional Learning Program (PLP) is a mess. The bureaucracy to support it continues to grow and consume masses of our money. Don't take PLP courses. Doing so encourages more of the same. Make your chosen PD PLP free!

Just Say No

When the workload is too heavy, the request unreasonable, or the respect missing, just say NO. Focus on providing top-quality instruction to your students.

Think About the Numbers

ETFO is the largest teacher union in Canada. The biggest should be the best. When it comes to the work we do, we are the best. However, the salaries, working conditions and respect we get from the government and school boards show room for improvement. Support your local negotiating team.

Be a Self-Directed Professional

Ontario's elementary teachers are among the world's most qualified professionals. You know what works best with your students. Principals and supervisory officers are there to give you the support you need to do your job well. Expect a lot from them.

FROM THE EDITOR

In the last days of 2002 I used time away from the office to see some movies before they left town. *Bowling for Columbine* was high on my list.

The movie turned out to be even better than I expected. Clearly, Michael Moore, the director, writer and performer, is on a quest to understand the American psyche. Now there are bigger and more expensive quest movies out there, but for my money *Bowling for Columbine* was the best film of 2002. As Moore searches to explain the number of deaths by gunshot in the United States, he travels across his own land and up into Ontario. Taking the journey with him, we come to understand a little more about our neighbours to the south and perhaps a little more about our own society too.

Many people I know belong to book clubs. I have always admired the tenacity it takes to get the book read on schedule. I could never keep up the pace. That's why I'd be interested to hear from you as to what you thought was the best movie or book you saw or read last year. Include a line or two to support your choice. I'll try to print all responses. Perhaps we can start an electronic book and movie club and keep each other in touch with the best that's out there.

CHARLOTTE MORGAN, EDITOR
cmorgan@etfo.org

On Look

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ation Report

Public Supports Education Spending

A cross-Canada public opinion poll conducted by Vector Research and Development for the Canadian Teachers' Federation (CTF) in 2002 found that 80 per cent of Canadians support increased funding for elementary and secondary schools.

The poll also found that

- this level of support for increased education funding is significantly higher than the two-thirds in 1994 and 1995.
- Canadians believe the highest public education spending priority should be action directed toward reducing class sizes.
- respondents view spending on province-wide achievement tests and building more schools as the lowest priorities for education spending
- by a margin of two to one, Canadians say that teacher evaluations of their students' work, not standardized tests, are the best way to measure student achievement and school performance.
- six in ten indicate that relationships between teachers and parents, the size of the classes in the school, and the nature of the curriculum were very important in judging or evaluating publicly funded schools in their community.
- seven in ten of those surveyed feel that reducing class sizes and creating conditions encouraging parents, teachers and students to work more closely together would make

a big improvement in the quality of teaching in schools in their community.

Staffer Honoured as Author

John Guiney, an Executive Assistant in ETFO's Equity and Women's Services Service Area, was an honoured author at a conference in Sweden in November. The international conference, "Values in Education Across Boundaries," held at the University of Umea, Sweden, highlighted the launch of a publication which includes an article by John. John was asked to write an article based on his M.Ed. thesis for the publication *Increasing Awareness in Educational Organizations of Sexualised and Gendered Violence: An Intercultural Perspective*. The title of John's contribution is "Experiencing School: Stories from Gays." While the publication includes articles from 15 other writers from around the world, John is the only author from North America. The publication is part of the Aware Project, an initiative of the Women's Studies Centre at the University of Oulu, Finland.

UNICEF Honours Grand Erie Teacher

Grade 2 teacher **EMILY STOWE** has been named UNICEF's 2002 Educator of the Year for her contribution to the Hallowe'en campaign. Emily has organized her school's UNICEF campaign for 15 years, first at Port Dover

Public School and now at Doverwood. Money is raised through events as well as through the traditional UNICEF boxes.

"Each year we try to recognize an educator who has consistently gone beyond the call of duty and who has influenced children so they become global citizens," said UNICEF Ontario chair Donna Dempsey.

"The welfare of children is always something I'm concerned about. Making the children here aware of that and teaching them that they have a part to play in taking care of each other makes this a particularly rewarding activity," Emily said.

Resources Online Physical Activity

Health Canada and the Canadian Society for Exercise Physiology have some new resources to address physical inactivity and obesity among Canada's children and youth. The new materials include a *Family Guide* for parents and other care-givers, a *Teacher's Guide* for educators, and interactive magazines for children and youth themselves. The new resources are companion products to Health Canada's *Physical Activity Guides for Children and Youth* released in April 2002. Copies of the new guides and support resources are available free by calling **1-888-334-9769**, or visit www.healthcanada.ca/paguide.

Discover Canada through Maps and Facts

This online *Atlas of Canada* is a remarkable site created by Natural Resources Canada – GeoAccess Division. Each map offers insight into Canada and its citizens. See the Inuit population distribution... the country's expected temperature change over the next 50 years... forest fire hotspots... and much more. www.atlas.gc.ca

Science Net

This site, complete with kid-friendly graphics, helps students with their science projects. Topics include botany, paleontology and astronomy. Created by the Toronto Public Library. <http://science.tpl.toronto.on.ca>

The Canadian Encyclopedia

A full-text Internet version of the encyclopedia of Canadian facts, information and history. Another fine initiative from Historica, a Canadian charitable foundation dedicated to promoting Canadian history education. Visit www.the-canadianencyclopedia.com

KidsClick!

A search engine created by U.S. librarians, this site explores everything from poetry to spacecraft, with reading levels to help guide parents and students. <http://sunsite.berkeley.edu/KidsClick!>

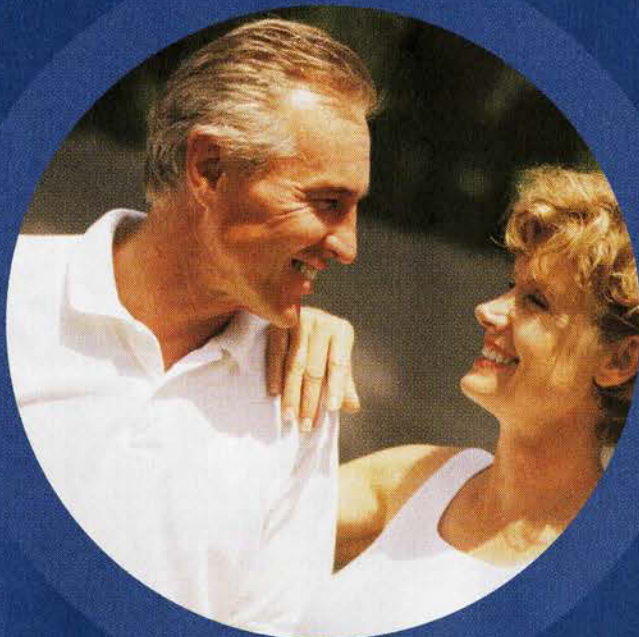
When you think about Retirement... ...think about RTO/ERO!

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Here For Your Future.

Dear Classroom Teacher:

Occasional teaching is very rewarding, but also very challenging. At every turn, the occasional teacher is tested, pushed, strained and stressed by many factors. These factors make getting through the day in one “professional” piece, with sanity and a love of teaching intact, difficult to say the least.

To survive, occasional teachers have to be patient and tolerant, have a good sense of humour, have a thick skin and be very flexible. Many classroom teachers don’t understand how difficult it can be for us when we are called to a school that hasn’t considered our needs. Paying attention to the following would be much appreciated!

- Greetings and offers of assistance from school administration and/or teachers make us feel welcome.
- Providing maps of the school showing: inside – staffroom and washroom; classrooms with grades and teachers’ names; outside – yard divisions and duty areas helps us find our way around.
- Leaving daybooks with adequate material and extra work should the need arise helps us, helps you, and helps the students.
- We find the following very useful: up-to-date seating plans, lists of student groupings, class lists with notes on problems that may be encountered, names of students that can be called on for help, health concerns and a list of support personnel who come into the classrooms and when they come.

- We are always pleased to return to schools that give us protocol sheets listing procedures for morning (attendance, food orders, money collections, etc.), late arrivals, washroom rules, behaviour problems, dismissal and busing, and fire/emergency procedures.
- We look for schedules of yard and hall supervision stating when and where these duties take place.
- Instructions on how to operate the intercom and/or contact the office are much appreciated!
- Please post class rules with rewards and consequences on your bulletin board.
- Make sure we can find the code number for the photocopier.
- Leave a “Feedback” sheet so that the occasional teacher can comment on the day.

Thank you for helping us to make the best of our time in your classrooms.

Sincerely,
Penny Crawley,
Occasional Teacher,
Upper Canada

In 2002, ETFO published *The Occasion to Lead: A Resource Guide for Occasional Teachers*. This document provides information that supports the unique, demanding and flexible profession of occasional teaching. Available from shopETFO. Call **416-962-3836/1-888-838-3836** or visit **www.etfo.ca**.

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



PD NOTES

ETFO Provides PLP-Free Summer Curriculum Courses

ETFO's Executive is pleased to announce an array of curriculum courses for the summer of 2003. Approximately 30 three-day courses will be offered across the province, across the grades and across the curriculum. These three-day courses will be offered between July 3 and August 8. They will be high-quality, practical courses led by ETFO members. A majority of the costs will be funded by provincial ETFO. Partnerships with ETFO locals and some school boards will provide additional support. Participants will be asked to pay a registration fee of \$50.

All ETFO's courses will be PLP-free.

This means they will not be offered for credit through the Ontario College of Teachers (OCT) Professional Learning Program (PLP). As well, none of the presenters will be registered providers of the OCT's PLP approved courses.

Space in each course is limited, and registration will be on a first-come, first-served basis. Watch for the calendar in your ETFO steward's mailing in late March. Local presidents and PD chairs will be informed as soon as the calendar is posted at www.etfo.ca. Registrations will be accepted only by mail.

ETFO Hires Coordinator for Summer Curriculum Courses

Emily Noble, President of ETFO, is pleased to announce that Helen Penfold, an ETFO occasional teacher member who has extensive experience in local and provincial teachers' federations, has agreed to co-ordinate the planning, administration, implementation and evaluation of ETFO's summer curriculum courses. Helen can be reached at provincial office.

Conférence régionale de français

A PLP-free regional conference will be held in partnership with ETFO Upper Canada: "Le français, c'est notre affaire"

- Cadre immersion intensif
- Lieu: Operating Engineers Training Institute of Ontario, Morrisburg
- Le formulaire d'inscription sera disponible au début de janvier sur notre site web www.etfo.ca. (Professional Development/Conferences/ETFO Conferences)
- Pour de plus amples renseignements, veuillez contacter Jennifer Mitchell au bureau provincial de ETFO

TAKE 5 – Relax – Reconnect – Refine – Reflect – Renew

"Take 5" is a regional conference designed for those members who have system-level responsibilities. Consultants, co-ordinators and some special assignment members will be interested in attending this event, which is planned to address the needs of all three domains – cognitive, affective and psychomotor. The conference will be held at the White Oaks Conference Resort and Spa, Niagara-on-the-Lake, Friday evening, March 28, and Saturday, March 29. Contact Jan Moxey at provincial office for more information.

Kindergarten Conference

ETFO, in partnership with ETFO Niagara, and the Niagara District School Board, will host the "Kindergarten Connection." This conference, scheduled for April 11-12, will focus on a balanced approach to teaching the early years. It will feature a keynote speaker on Friday evening and a full day of workshops on Saturday. The conference flyer will be included with the ETFO steward's February mailing. For more information contact Jerry DeQuetteville at provincial office. Email: jdequetteville@etfo.org



Nancy Wannamaker Retires

Nancy Wannamaker, an executive assistant who worked in both the professional development and professional relations service areas of ETFO, retired from ETFO effective January 1, 2003. Nancy made a huge contribution to the development and implementation of ETFO's policies on kindergarten and early childhood education.

JERRY DEQUETTEVILLE, JOHN GUINEY, COLLEEN LEE, WENDY MATTHEWS, JIM MCMAHON, JENNIFER MITCHELL, JAN MOXEY, SHERRY RAMRATTAN SMITH, DIANA TOMLINSON, CO-ORDINATOR. Working to make a difference in the professional lives of our members.



Last summer, ETFO Rainbow provided three full-day curriculum-related workshops to members. Left to right: Eric Bacon, Christine Ricci, Jaime Elliott, Andrea Brose, Lesley McIlsac.



One of the most popular events at the ETFO Early Literacy Conference, held October 18 in Thunder Bay, was the "Sharing Room." The room featured a display of classroom materials developed by local kindergarten teachers.

BY CHARLOTTE MORGAN

A Brief History of Special Education

When *Living and Learning – The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario* was published in June, 1968, special education in Ontario was “a welter of complexity, divided authority, blurred responsibility, and a broad spectrum of services unevenly distributed through the province and too frequently inadequate.” This is hardly surprising since special education was largely the responsibility of small township school boards with limited resources. It wasn’t until 1969 that the government created county boards with enough resources to fund programs adequately.

The report’s principal authors, Mr. Justice M. Hall and Mr. L. A. Dennis, saw children as individual learners whose needs must be met, and applied this definition to exceptional learners as well. They said that, while the legislation allowed school boards to set up special programs to meet the needs of almost any kind of disability, implementation of programs and training of special teachers had lagged far behind the law. By stressing that the learner whose special needs placed him or her on the margins of education should never become isolated from the whole, the

report supported those who were pressing for the integration of all but the most severely handicapped students.

Throughout the 1970s, many school boards continued to offer good programs in “opportunity classes” and separate special education classes. Yet parents and advocacy groups championed integration, sometimes resorting to legal challenges to support their efforts. The time came when the government could no longer ignore their demands.

On December 2, 1980, Bill 82 passed into law. This bill required school boards to establish special education programs and services for exceptional students. Many children who had previously been cared for or educated in other institutions, or who had never gone to school, entered the school system. Many teachers had to develop new skills to deal with the needs of children they had not encountered before. And many trustees, as well as school and board administrators, had to provide for large numbers of students whose educational needs they had not previously been required to meet.

THE FIVE PRINCIPLES OF BILL 82

Universal access – the right of all exceptional pupils to have access to a school program.

Education at public expense – the right to receive special education without payment of a fee charged to the pupil or family.

Appeal process – the right of exceptional pupils to have their interests represented, including the right of parents to appeal the identification and placement of, or to request a review on behalf of their exceptional child.

Ongoing identification and continuous assessment ... and review – the right of pupils to be referred to an Identification Placement Review Committee (IPRC) to determine their learning needs on an ongoing basis (e.g., identification of their specific exceptionality, assessment of their needs and review of their progress).

Appropriate program – the right of exceptional pupils to a program "... that includes a plan containing specific objectives and an outline of services that meets the needs of the exceptional pupil."

As well, a significant number of health and psycho-social service professionals became part of the school system. To some extent, the system had to adjust to a much higher level of advocacy by parents and groups representing students with special needs.

Bill 82 enshrined in law five principles or rights that were guaranteed to Ontario students. School boards were given five years to meet the new requirements.

Before Bill 82 became law, the government had engaged in an extensive consultation process that involved representatives of teachers' federations, trustees and administrative officials, as well as representatives of organizations that advocated on behalf of exceptional children.

Parents spoke passionately about the pain of seeing their exceptional child socially and academically isolated, with little hope of ever being part of regular class interaction.

The teachers' federations lobbied effectively to ensure the proposed legislation would serve the needs of students and teachers. As well as meeting with the government, federation

representatives travelled the province talking with teachers, trustees and board administrators to ensure effective programs for students. The federations also pushed to ensure that appropriate safeguards for teachers were negotiated into local collective agreements.

Looking back over some of the documents from the discussions, it is evident that the government addressed the many concerns that were raised. Even so, the new legislation was greeted with some hesitation. Teachers recognized this turning point in Ontario's schools and knew that things would never be the same again.

Most commonly, concerns were expressed around funding, the inaccessibility of school buildings, on-going professional development for teachers, the logistics of the identification process and the programs that would be offered to identified students. Educators feared the paperwork that would pile up as assessments were documented and individual education programs devised.

Some saw mainstreaming as the placing of severely handicapped pupils, without support, into regular classrooms. The federations predicted a future when an exceptional child would be bodily in the mainstream but would not have the services he or she needed to grow intellectually.

In the years immediately following Bill 82, special education services in Ontario worked well to meet the needs of exceptional students. Teachers can take a great deal of credit for the fact that Ontario's education system quickly became an international model of inclusion. Unfortunately, this state of affairs was to be short-lived.

In December 1997, the government passed Bill 160, which, among other things, stripped school boards of their powers to raise local education taxes. Instead, the money was pooled provincially and a new education funding formula dictated what would be spent in all areas of education, including special education. Bill 160 did not pass without strong resistance from educators. Every public school in the province was closed for two weeks as more than 125,000 teachers engaged in a political protest against it.

PERCENTAGE OF PUBLIC ELEMENTARY SCHOOLS REPORTING A LOSS OF SPECIALIST TEACHERS

2001-2002
20%

The first cuts to the education budget came in 1993 when the government's Expenditure Control Program cut \$350 million from elementary and secondary education. Together with the Social Contract Act, these cuts shocked the system and were a taste of things to come. Since 1995, taking inflation and enrolment into account, the government has stripped a further \$2.3 billion from education. Nowhere have these cuts been felt more keenly than in special education.

In the mid-1990s, at the same time the budget restrictions were beginning to affect special education programs and services, there was increasing advocacy from parents and advisory groups for inclusion, not simply integration, into regular classes. The Ministry of Education issued policy statements to school boards that "the regular class is the placement of first choice when it meets the child's need and in accordance with parental wishes." The Ministry maintained the concept of "a full range of placements," but for many parents their wishes were clearly the regular classroom. These conflicting pressures were occurring within the framework of an increasing pupil/teacher ratio in those regular classes.

The introduction of "student-focused funding" involving Special Education per Pupil Amount (SEPA) and "Intensive Support Amount" (ISA) changed the thinking around the spending of special education dollars and the allocation of supports and services.

By the time the government's Education Improvement Commission (EIC) began its progress review of Ontario's new district school boards in 1999, there was widespread concern about the education of Ontario's approximately 135,000 exceptional students. It had taken almost 20 years, but in many parts of the province, the worst fears raised during the Bill 82 discussions had been realized.

In school boards from Algoma to Bluewater, from Durham to Hastings-Prince Edward, the EIC commissioners saw for themselves that the funds allocated for special education were inadequate. Inevitably, large cuts were being made to programs and services for exceptional students. The paperwork was piling up as identified students were placed in classrooms without the necessary programs and supports.

And the new funding process had created a “nightmare of complexity, ambiguity and volume” (Brandt 2000). One board was spending 25 per cent of its entire instructional budget on the 13 per cent of its student population who are exceptional students. Without the necessary resource supports, teachers were spending hundreds of hours creating individual programs for the exceptional students in their classrooms.

The statistics told the same story. Results from ETFO’s school-based surveys showed a steady decline in both the number of special education teachers and the availability of programs in elementary schools.

education system; and that reduced class size was necessary for the successful integration of special-needs students.

By 2002, the education funding crisis had come to a head. On March 8, the directors of education for Ontario’s 72 public boards sent the government a strongly worded letter. “Reshuffling of funds within the formula will not solve the problem. If service is to be maintained at the present level, more funds are required,” they said.

While most boards used creative accounting to balance their books, Hamilton-Wentworth, Ottawa-Carleton and Toronto failed to present balanced budgets, as required by law. Since 1997, cuts

2000-2001

22%

1999-2000

9%

In January 2000, the government announced a multi-year plan to increase accountability and quality in special education programs and services. In response, critics charged that the initiatives “repeat the now familiar themes of accountability and standards. There are, however, issues within and beyond the scope of the announced measures that beg further attention” (Brandt 2000). Their list of issues was a familiar one – funding, identification, professional development, staffing, advocacy and accountability.

In many ways, *From the Ground Up – A Call to Action on Public Education*, created through a grassroots consultation process with ETFO members and published in August 2001, reiterated the principles established for special education in 1980. This ETFO document asserted that students should have timely access to the special education programs they need; that the assessment process for special-needs students should be simple, straightforward and universally accessible; that all necessary special education services such as those of speech pathologists, psychologists and other professionals should be considered an integral part of the

per student in the Toronto DSB had totalled \$1,979; in Ottawa-Carleton \$1,508. When the trustees in those boards refused to cut any more, the government responded by appointing supervisors to run each board and deliver the necessary cuts. In Ottawa, special education services became a particular target.

At the same time, in response to the avalanche of criticism of its education funding formula, the government’s Education Equality Task Force, chaired by Dr. Mordechai Rozanski, was holding public and private hearings on the issue. Dozens of presenters told Dr. Rozanski how lack of money was affecting programs and services for children. For many of them, restoring special education was a high priority.

On December 10, the task force issued its report which, among other things, called on the government to restore funds to special education. Shortly afterwards, the government responded by putting \$250 million annually back into that area of the education budget – an immediate payment of \$130 million and \$120 million following the final result of a review of the ISA funding approach.

More good news followed. On December 13, the Ontario Superior Court ruled that the provincially appointed supervisor for the Ottawa-Carleton District School Board, Merv Beckstead, did not have the authority to eliminate 45 special education teaching positions, cuts he had decreed at the beginning of the 2002-2003 school year.

In restoring funds to education, the government is on firm ground. In May 2002, a poll conducted by Vector Research + Development Inc. for the Canadian Teachers' Federation (CTF) found that 80 per cent of Ontarians support increased funding

SINCE 1995, TAKING INFLATION AND ENROLMENT INTO ACCOUNT, THE GOVERNMENT HAS STRIPPED A FURTHER \$2.3 BILLION FROM EDUCATION. NOWHERE HAVE THESE CUTS BEEN FELT MORE KEENLY THAN IN SPECIAL EDUCATION.

for public education and 61 per cent support more money and resources for students with special needs.

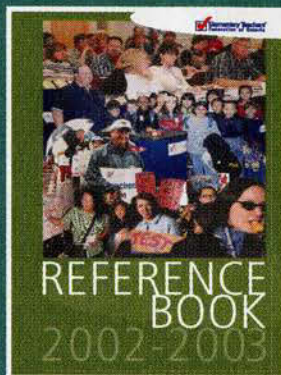
And if it is serious about repairing the damage it has done to education, the government will have to do much more. In the meantime, teachers and education workers will continue to search for ways and means to provide supports for students with special needs. And ETFO will continue to press the government to support public education and work to keep alive the encompassing vision that made Ontario's public schools among the finest in the world.

CHARLOTTE MORGAN is the Editor of the ETFO Voice. Special thanks to **MARY LABATT** and **CATHY TELFER** for their insight and editing.

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ETFO'S SPECIAL EDUCATION POLICY



Look for this reference book in your school.

ETFO'S SPECIAL EDUCATION POLICY* STATES:

43.0 Special Education – General

43.1 That special education programs be mandated and fully funded by the provincial government.

43.2 That public education in Ontario be based on a commitment to students, parents and teachers that supports the intellectual, social, physical and emotional development of each child in the most enabling environment.

43.3 That effective program options and supports, particularly early intervention initiatives, be provided for children at risk to ensure equitable opportunities for them to succeed.

43.4 That special education decisions and programs for at-risk students consider the intersection of the elements of class, gender, race, culture and language as they impact on children's learning, assessment and placement.

43.5 That special education services be co-ordinated to provide the best delivery service for children.

43.6 That a reduction of the pupil-teacher ratio within classrooms where there are students with special needs be mandated by the provincial government.

43.7 That sufficient quality resources, appropriate teaching materials and a full range of support services and personnel be mandated and funded by the provincial government.

43.8 That meaningful professional development related to special education be funded by the provincial government to support teachers and support personnel.

*ETFO's *Reference Book 2002-2003* contains the federation's policies on a wide range of issues, including special education. Ask your school steward for a copy.

Professional Relations Services

PROFESSIONAL... THE ROLE OF THE CONSULTANT

AS YOU REQUESTED...

The participants who attended the first ETFO Consultants' Conference in March 2002, requested this article about their professional rights and responsibilities.

The participants were members with system-wide responsibilities such as consultants, co-ordinators and resource personnel who hold unique positions working with teachers within their district school boards.

AS A MEMBER OF ETFO...

Regardless of your role as teacher, consultant, team leader, co-ordinator or program leader, we are all members of ETFO. We all have the same professional obligations and working conditions as described in the local collective agreement. Each of these is defined in various types of legislation. As a consultant, you probably find yourself working through a variety of situations in terms of your obligations to other members of ETFO and to those in management positions who may in fact be supervising you or evaluating teachers that you work with.

You walk a fine line and are sometimes caught in the middle of an awkward situation between teacher, federation member and management. It is important to keep in mind that you are a member of the federation first with certain obligations and responsibilities when it comes to yourself and to other members of ETFO.

As a member of ETFO our obligations to each other are described in Article VI of the ETFO Constitution.

A member shall:

- 6.1 recognize the Federation as the official voice of all the Active Members of the Federation;
- 6.2 adhere to the Constitution and Bylaws of the Federation;
- 6.3 support collective bargaining initiatives, including a strike authorized by the Executive;
- 6.4 refrain from undertaking or supporting actions which undermine established bargaining procedures;
- 6.5 honour the terms of the collective agreement;
- 6.6 strive to eliminate all forms of harassment between individuals in the educational system;
- 6.7 endeavour to ensure equity and inclusiveness in the workplace;
- 6.8 strive to achieve and maintain a high degree of professionalism and to uphold the honour, dignity and ethical standards of the teaching profession.

The Teaching Profession Act and Regulations also describe the duties of a Member to the Ontario Teachers' Federation (OTF). For example,

17. A member shall co-operate with the Federation to promote the welfare of the profession.

The duties of a Member to Fellow Members include:

- 18.(1) A member shall,
 - (a) avoid interfering in an unwarranted manner between other teachers and pupils;

- (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. (Members are not required to comply with section 18 (1) (b) when reporting a suspicion of alleged sexual abuse of a student by a colleague).

AS A MEMBER OF YOUR DISTRICT SCHOOL BOARD...

ETFO sees the main role of the consultant as acting in an advisory capacity to provide support and service to colleagues while respecting their right to confidentiality. You may need to define your role with principals and teachers.

You have been selected for your role as a consultant because you were an exemplary teacher. Very often a consultant is asked to work with colleagues who may be having difficulties.

It is important to build trust in such situations so that the teachers will have confidence in your efforts to assist them. In that respect, it is not acceptable to take notes while working with a teacher who is being evaluated and then to give your notes to the principal.

Also, it is not appropriate for a consultant to discuss with the principal concerns about a teacher's abilities if the consultant has directly observed the teacher in the classroom. It is not your role to evaluate your colleagues.

Neither is it your role to counsel teachers who are having personal or professional difficulties. You can refer them to the Employee Assistance Program (EAP)

offered by your district school board or to Professional Relations Services (PRS) at ETFO.

You should know that ultimately a teacher has the right to decline the assistance of a consultant in the classroom.

Sometimes when there is a shortage of supply teachers, a school principal will try to assign a consultant to cover a class. The principal does not have the authority to direct your work in this way, but the board can assign a consultant to a classroom or administrative position on a temporary basis.

AS A MEMBER OF THE COLLEGE OF TEACHERS...

As members of the Ontario College of Teachers we are obligated to uphold the Ethical and Professional Standards of Practise for the Profession as defined in the Ontario College of Teachers Act and Regulations.

We also have duties to students to report suspected child abuse under the Child and Family Services Act to the Children's Aid Society when "a child is or may be in need of protection."

Such need may arise as a result of physical, sexual or emotional abuse or a pattern of neglect. The failure of a member to report suspected child abuse or a pattern of neglect could result in charges under the Act with a fine, upon conviction, of up to \$1,000.

The statutory obligation to report suspected child abuse:

1. Applies to every person who performs professional or official duties with respect to a child, including teachers, principals, supervisory officers and members of the support staff;
2. Arises if there are "reasonable" grounds to suspect a pattern of neglect or abuse or the risk of neglect or abuse regardless of whether one believes the information.

So, as teachers and consultants, we have obligations to members of ETFO, the Ontario Teachers' Federation (OTF), the College of Teachers and students, and in your job, you have obligations to supervisors, board and school administrators.

AS A PROFESSIONAL...

You belong to a professional organization that values your expertise.

There are many ways to become involved in local or provincial ETFO activities such as serving on committees and presenting workshops. In addition, ETFO supports an annual conference for consultants "Take 5 – Relax, Reconnect, Refine, Reflect and Renew," where you can connect with colleagues from around the province to discuss those issues pertinent to your unique position.

At any time you may call Professional Relations Services (PRS) at **1-888-838-3836** or **416-962-3836** if you want to discuss situations, rights or responsibilities that come from your everyday activities.

PRS staff are:

Diane Balanyk-McNeil, Coordinator
Jerry DeQuetteville
Jennifer Mitchell
Sharon O'Halloran
Shauna Petrie
Susan Thede
Jim White

For calls related to Workplace Safety and Insurance Board (WSIB) claims or long term disability, please call PRS staff Mary Bricco or Evelyn Campbell.

Doreen Hammill retired from ETFO's executive staff, effective January 1, 2003. Many will remember Doreen's caring and knowledgeable advice on their WSIB and long-term disability claims.

DIANE BALANYK-MCNEIL
for ETFO'S Professional
Relations Service.



ETFO

Campaigns for

BY MARY MORISON
AND CHARLOTTE
MORGAN

If you teach in Hamilton-Wentworth, Toronto or Ottawa-Carleton, you may already have noticed ETFO's Fair Funding campaign on the streets and in the media. The campaign, initially created to support elementary teachers in Toronto, was subsequently extended to the two other ETFO locals where the government had appointed a supervisor. The government told all three supervisors to cut programs and balance the board's budget, no matter what the cost.

The common theme of the campaigns in the three supervised boards was "Help Us Help Your Kids – Support fair funding for public schools." The brochure created by the Elementary Teachers of Toronto (ETT) for its campaign was modified for distribution through insertion in *The Hamilton Spectator*, *The Ottawa Citizen* and *The Toronto Star*. The photograph from the brochure's cover also was used on bus advertising, in newspaper advertisements and, in Toronto, on a mobile billboard.

While using an appealing photograph of children, the materials focus on the impact of budget cuts on students' education. In news releases and other communications, ETFO called on the government to restore funds, restore programs and restore democracy, a message that referred to the supervisors' dictatorial powers over the boards' elected school trustees.

In Toronto, ETT held news events in local schools profiling teachers and drawing attention to the impact of cuts on programs and services for children. The Ottawa-Carleton Elementary Teachers' Federation (OCETF) pre-empted the government by holding a well-attended news conference to talk about their concerns on

November 25, the day before the supervisor released his report. In Hamilton-Wentworth, the local raised concerns that teachers who leave for any reason are not being replaced. In some cases, this means class sizes have almost doubled and combined grades have been created in the middle of the school year.

Other elements of the campaign common to the three boards included

- an open invitation to parents and other concerned citizens to visit the local's website and learn more about the campaign. Toronto created a new website, www.fairfunding.ca, for this purpose.
- the production and distribution of buttons and decals for teachers.

At its meeting in November 2002, ETFO's provincial executive decided the fair funding campaign would go province-wide. While the theme and visuals will remain the same, the broader campaign will include television and magazine advertising, the distribution of the brochure and possibly billboards in selected locations across Ontario.

The "Help Us Help Your Kids – Support Fair Funding for Public Schools" campaign fits within the framework of ETFO's three-year strategic communications plan.

In 2000-2001, we introduced ourselves to parents and the public through the "Seeds of Learning" campaign. In 2001-2002, we toughened the message to "There is still time to invest in public education" and ran a 30-second television campaign featuring our members and focusing on cuts to programs and services for children. We knew that 2003 would be an election year and were ready to deliver a hard-hitting campaign designed to

Fair Funding

convince the public to vote for a government that supports public education and will provide fair funding for elementary students.

Pundits have read the future and predicted a provincial election will be called for April 24 or May 15. Political forecasting is hardly an exact science and at the moment it even seems likely that the government could wait until the fall. However, with the Premier's reversal on the sale of Hydro One and his promise to introduce yet another balanced budget this spring, Mr. Eves is probably about ready to seek his own mandate from the people.

This year also brings other opportunities for change. Early in April, a new governing council for the Ontario College of Teachers must be elected. Next will come the provincial election. Last, and by no means least, municipal and school board elections are scheduled for November.

This could be a good year in Ontario. It will be up to each and every one of us to be informed and ready to vote for candidates who support public education and are prepared to work in the best interests of elementary students, teachers and education workers. By asking parents and others to "Help Us Help Your Kids" we will continue to build support for fair funding for elementary education.



Help us help your kids.

Support fair funding for public schools.

ELEMENTARY TEACHERS AND OCCASIONAL TEACHERS of TORONTO

Keep informed on these issues and others by visiting www.etfo.ca regularly.

MARY MORISON is the coordinator of ETFO's Strategic Services Service Area. CHARLOTTE MORGAN is the editor of the ETFO Voice.

The **ABC'S** of Excellent Special Education Program Delivery

Adaptive technology available to all students who require it.

Budgets suitable for the provision of a full range of special education programs.

Co-planning time for teachers and special education personnel.

Differential training.

Educational assistants in all schools.

Fully funded programs.

Guidance counsellors.

High-Needs students placed appropriately with the required supports in place.

Inclusionary support.

JK screening programs to assist in the early identification of special-needs students.

Knee-jerk reactions to the needs of students avoided.

Lower class size to allow for the integration of special-needs students.

Mentorship programs provided for new special education teachers.

New teacher training programs to include a course focusing on special education.

Office staff to assist with the required special education paperwork.

Professional development days geared towards special education.

Quality resources developed for special needs students.

Respect and dignity of each student protected at all times.

Self-contained classes with appropriately placed students.

Therapists available when they are required.

Under-funded programs to receive additional funds so that exceptional students can be provided with the education they deserve.

Vice-principals allocated to more schools to assist with the delivery of special education programs.

Wide range of consultative staff available to schools when needed.

eXit plan in place for high-needs students.

Youth counsellors available in all schools.

Zealous attention paid to the individual learning needs of all children.

SPECIAL EDUCATION IN THE REGULAR CLASSROOM

BY DENISE EMERY, GERI HASKELL, CATHY TELFER

- Do you wonder what a “regular” classroom is?
- Are there more children with special needs in our classrooms?
- Are those needs more complex than in the past?
- Are teachers expected to make increasing numbers of adjustments to teaching and learning?
- Are resource caseloads increasing while teaching positions and time are decreasing?
- Are you confused about current terminology (like accommodations, modification, strategies)?

F you answered “Yes” to some of these questions, you are in good company. These questions are asked and answered regularly throughout the province. This leads us to the most crucial question of all: Are teachers prepared through training and practice to meet these challenges?

The following information may provide some ideas to assist with the challenges you face in meeting special needs in regular classrooms. The authors take no credit for the development of the ideas, but experience has shown that a variety of approaches have proven successful for many students. As resource teachers, we are called upon daily to consult with classroom teachers to co-develop plans to assist students. Together we have acquired a repertoire of techniques which we continue to build and refine. They are built into the Individual Education Plan for exceptional students, and are a component of program planning for other students encountering learning difficulties.

To speak a common language, we need a clarification of terms. Until fairly recently, special education “lingo” used *accommodations*, *modifications* and *strategies* as synonyms for what was done for and with individual students. It is clear now, following direction from the Ministry of Education and EQAO, that each of these terms has a quite different meaning.

Accommodations refer to the teaching strategies, supports and/or services that are required in order for the student to access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade level.

Modifications refer to the changes made to the grade-level expectations from the Ontario Curriculum for a subject or course in order to meet the needs of the student. Modifications are necessary when the regular curriculum is inappropriate to the level of the student’s abilities. Modified expectations may be drawn

from a grade below the current placement, and may include significant changes to the number and/ or complexity of the grade-level expectations. They will be outlined in the IEP and will include the knowledge and skills in a particular subject or course at a specific grade level.

Some Key Features of Accommodations

- Accommodation to process could include such things as taped books, reading buddy, or mathematics grid.
- Accommodation to product could include such things as oral report, group presentation or illustrated project.
- Accommodation to evaluation could include such things as additional time, oral test or open-book test.
- Accommodation to environment could include such things as preferred seating or study carrel.
- Accommodations may include assistive technology such as text reader, voice recognition software or text scanner.

Consider the metaphor of a house: redecorating, rearranging furniture, installing ramps or handholds, no-slip mats, safety system, that is, enhancing or improving without structural changes.

Some Key Features of Modifications

- Modification to expectations – significantly below grade level.
- Modification to focus of instruction – functional academics or essential skills.
- Degree of modification – consider duration, intensity and frequency (or ask yourself “What’s the DIF?” – how does this child’s program differ in intensity over time?)

Consider the metaphor of a house: restructuring, moving walls, adding a room, that is, changing the look or function of some or all of the structure.

CONSIDER THE METAPHOR OF A WALLS, ADDING A ROOM, THAT IS FUNCTION OF SOME OR ALL OF T

Examples for Specific Exceptionalities

Some Examples of Accommodations

Low Vision – slant board, enlargements, Braille writer.
Hearing impaired – FM System, visual clues, sign language.
Physically Handicapped – wheelchair tray, adapted keyboard.
Learning Disability – scribe for writing, oral evaluation, tapes.
Mild Intellectual Disability – concrete materials, chunking of work.

Some exceptional students have needs beyond what is represented in Ontario Curriculum policy documents and must have *alternative expectations* in order to access the curriculum, or as part of the curriculum. Expectations should represent a specific program designed and delivered to the student through direct instruction and application as well as through incidental learning.

Some Examples of Alternative Expectations

Blind and Low Vision – orientation and mobility training.
Developmental Disability – daily living skills, functional academics.
Autism – communication systems using pictures

or symbols.
Behaviour – social skills, self-control, anger management.
Learning Disability – self-advocacy.

What About "Strategies"?

Strategies are the third synonym in our past thinking about special education. Although the word is not defined in Ministry documents, many teachers are now referring to strategies as "skills or techniques used by students to assist learning."

Some Key Features of Strategies

- Individualized to suit student learning style, modality preference and developmental level.
- Often related to retention and retrieval of information.
- May include training in the use of metacognitive strategies such as:
 - Mnemonics (memory joggers)
 - Acronyms (COPS = Check for Capitals, Overall Organization, Punctuation and Spelling as tool for self or peer editing).
 - Highlighting (key details in a story or note).
 - Colour coding (green for the first letter, red at the end of a sentence or blue for new words).
 - Subvocal rehearsal (practising answer quietly to self).

Practical Implications for the Classroom

There are many practical strategies that can be extremely effective in the classroom. These strategies are best

- applied using a multi-modal approach – visual, auditory, kinesthetic and tactile.
- Number lines.
 - Alphabet strips.
 - Wall of words.
 - Monster charts (high-frequency words on bulletin board.)
 - Bookmark (Dolch Words)
 - Shower rings with sight vocabulary.
 - Math flip chart with formulae.
 - Organization cards on desk – assist with transition times.
 - Tape recorder – use a volunteer or co-op student to record stories to rehearse ahead of time.
 - Sub-vocalization techniques.
 - Trace words on study buddy's hand or back.
 - Homework book with work completion checklist.
 - Jelly powder to practice spelling lists, vocabulary etc.
 - Play-dough.
 - Sand letters to assist with letter recognition.
 - Magnetic board.
 - Overwriting words using markers, chalk etc.
 - Stamps – letters and numbers to assist with fine motor.

The examples below suggest ideas for accommodations that will assist individual learning styles and provide success to all students. It is essential that we consider the following areas.

Presentation of Material

- Allow for oral administration of tests.
- Break assignments into segments or shorter tasks.
- Monitor rate at which material is presented.
- Reduce the number of concepts presented at one time.
- Highlight important concepts to be learned in text of material.

The Environment

- Use study carrels.
- Provide opportunities for movement.
- Use preferential seating.
- Use checklists to help the student get organized.
- Help keep student's work area free of unnecessary materials.

Focus Attention

- Use physical proximity and touch to help student refocus.
- Give advance warning of when transition is going to take place.
- Make positive, personal comment every time the student shows evidence of interest.
- Make frequent checks for assignment progress/completion.

Women's Programs

2002-2003

One of the objects of the Elementary Teachers' Federation of Ontario is **"to foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence, and equity"**.

In accordance with this goal ETFO provides many programs and services for women members.

This pamphlet describes several programs and opportunities that are available.

Priorities for the Elementary Teachers' Federation of Ontario 2002-2003

- To protect the collective bargaining rights of all members.
- To defend publicly funded public education.
- To serve the needs of the membership.
- To provide for the professional development of members.
- To promote social justice in the areas of anti-poverty, non-violence, and equity.
- To support international assistance and cooperation.

• Familiarize student with any new vocabulary before beginning the lesson.

evaluation of student progress.
As stated earlier, a clarification of terms helps us

• Fully explain the purpose and criteria for assessment prior to the task.

self-evaluation as well as evaluation by others.

Leadership

INFORMATION TECHNOLOGY PROGRAMS

Offered to women members in partnership with ETFO locals. Provincial ETFO will design and deliver workshops that meet the unique needs of members.

OUTREACH TO WOMEN – COLLECTIVE BARGAINING

Programs are designed to provide a base level of familiarity with the terminology and processes involved in collective bargaining and to encourage women to get involved at the local level.

LEADERSHIP PROGRAM

Designed to encourage women members to pursue leadership professional growth opportunities within and beyond the classroom, taking the beginning steps towards formal leadership roles.

WOMEN IN ACTION PROGRAM

Designed to encourage women members to become more involved in ETFO. It is delivered locally by ETFO member facilitators.

WOMEN'S CAUCUS

Each year at the Annual Meeting, ETFO provides women delegates an opportunity to discuss issues of particular interest to women.

WOMEN'S ISSUES NEWSLETTER

Each month ETFO publishes a one-page newsletter, *Women's Issues*, which is distributed to all members through the school.

LEGAL AND HEALTH ISSUES IMPACTING WOMEN IN EDUCATION

Provided by a variety of specialists in both the legal and the health domains, these retreats are about education/awareness and prevention of legal and health issues.

The focus is to heighten women's awareness of their rights and responsibilities in the workplace in the context of a supportive and relaxing environment. Participants are provided with information, resources, strategies and supports to allow them to identify and address issues and barriers operative in their lives which prevent the actualization of women – professionally and personally.

CRISIS INTERVENTION TRAINING ESP/PSP

This professional growth event is specifically designed to address the needs of women members in the role of ESP/PSP. Key components include prevention, intervention, and communication.

FINANCIAL MANAGEMENT FOR WOMEN CONFERENCE

Designed to increase the comfort level of women members when dealing with their personal financial planning.

ANTI-VIOLENCE

Workshops available to locals focusing on violence against women and community resources.

WOMEN'S COLLECTIVE BARGAINING

This program provides training to women across the province to become familiar with issues relating to women's work and with general negotiating strategies and data.

STATUS OF WOMEN CHAIRPERSON TRAINING

Allows for provincial training and support of Status of Women Chairpersons from each local.

BUILDING COALITIONS AMONG DIVERSE WOMEN

A coalition of women members who are aboriginal, lesbian, racial minority and women with disabilities.

FIRST NATIONS AND RACIALIZED WOMEN'S LEADERSHIP EXPERIENCE

This course brings together First Nations and racialized women to gain expertise in becoming advocates of change in their chosen area of interest (e.g. Education, community), and to develop skills, build strengths, frame barriers to change, set goals, assess politics and create support networks to become an effective leader.

NEW HORIZONS:

FIRST NATIONS AND RACIALIZED WOMEN'S LEADERSHIP PART TWO

This leadership training is for graduates of the previous ETFO First Nations and Racialized Women's Leadership courses. Emphasis is on leadership within the union and further exploration of previous themes. Participants will have the opportunity to interact, share information gained from their individual experiences and develop additional strategies to continue their journeys as advocates for change.

RACE RELATIONS LOCAL RETREATS

Locals plan equity programs with outreach to First Nations and racialized women members and women members with a demonstrated commitment to equity work. The focus is on proactive strategies for inclusive education.

Women's Programs

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daily living skills, functional academics.

Autism – communication systems using pictures

for new words).

• Subvocal rehearsal (practising answer quietly to self).

to assist with fine motor.

• Make frequent checks for assignment progress/completion.

PRESENTATION SKILLS FOR WOMEN LEADERS

This program is designed to give women leaders in ETFO, at both the provincial and local levels, the opportunity to refine presentation skills.

EQUITY TRAINING

The objectives of this workshop are to: support learning in an open, safe environment, and develop deeper understanding of equity issues and “what doing equity work” means. The workshop leaders, two of the authors of the award-winning document *We’re Erasing Prejudice For Good* will provide equity-based theory and practices in an interactive all-day workshop. Participants will be encouraged to share and discuss their experiences and strategies in pursuit of educating and eliminating the “isms” in our society including racism, ableism, sexism, heterosexism, and ageism.

ECONOMIC LITERACY TOOLKIT

ETFO will sponsor a two-day train-the-trainer workshop to familiarize women teachers and community women with the Economic Literacy Toolkit developed by the National Action Committee on the Status of Women. The Toolkit is designed to assist women in understanding the specific effects that globalization and economic policies have on women.

HEALTH AND SAFETY: WOMEN IN THE WORKPLACE

This workshop is designed to raise the awareness of women’s health and safety issues in the education workplace. The workshop identifies the rights and duties of educators, administration, and district school boards as defined by the *Occupational Health and Safety Act*. Women’s health and safety issues are examined through scenarios and print material.

CURRICULUM SUPPORT: PROFESSIONAL DEVELOPMENT CURRICULUM PARTNERSHIPS

Intended to forge partnerships with agencies beyond the Federation to develop high quality curriculum resources for classroom teachers. The resources are tightly tied to the new Ontario curriculum and focus on topics of relevance to women and girls. The current four year project is the development of K-8 resources on the complex topic of *Body Image*. A school kit will be the final product. The Steering Committee has representatives from OISE/UT Women’s Studies Department, Sunnybrook’s Regional Women’s Health Centre, the National Eating Disorder Information Centre, as well as a public health nurse and a nutritionist.

MEDIA LITERACY PROGRAM

– TAKE A CLOSER LOOK

Designed to increase students’ awareness of and ability to respond to issues of violence in the media. The workshop will focus on *Take a Closer Look*, a media literacy resource for grades 7 and 8 and assisting members in learning how to design and implement school projects.

THE POWER OF STORY

Life stories provide a valid means of transmitting history. Locals can access a workshop based on this K-8 curriculum resource that presents real stories, lesson activities, and extensions that are linked to Ontario’s curriculum expectations.

Financial Assistance

INTERNATIONAL DONATIONS

This program provides donations to organizations that work to improve conditions for women and girls in developing countries.

STATUS DONATIONS

This program provides donations to organizations that work to improve the status of women and girls in Canada.

WOMEN IN CRISIS

This program provides annual donations to centres which provide emergency shelter, counselling and referral services to women in crisis.

LOCAL INCENTIVE FUNDING

This program provides funding to locals to assist them with costs related to providing the following programs in their local for women members:

- ▶ Career Awareness for Female Students
- ▶ Female Athletic Incentive
- ▶ Professional Growth for Women Members
- ▶ Science, Technology, and Math Programs for Female Students
- ▶ Status

OVERSEAS SCHOLARSHIPS

Provides scholarships for women from developing countries to assist them in their studies at universities, teachers’ colleges, or other educational establishments in their own countries with the understanding that more women in their communities will study and work for the welfare of women.



Elementary Teachers'
Federation of Ontario

• Familiarize student with any new vocabulary before beginning the lesson.

evaluation of student progress.

As stated earlier, a clarification of terms helps us

• Fully explain the purpose and criteria for assessment prior to the task.

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Autism – communication systems using pictures

for new words).

• Subvocal rehearsal (practising answer quietly to self).

to assist with fine motor.

• Make frequent checks for assignment progress/completion.

Special Events

...and still we rise

ETFO WOMEN'S CONFERENCE

This provincial conference combines Leadership Training and Personal Growth workshops as well as networking opportunities. The three-day conference in February will provide training for ETFO members in Collective Bargaining, Equity, Health and Safety, New Horizons: First Nations and Racialized Women's Leadership Part Two, Presentation Skills, Professional Legal Issues, and Status of Women.

A variety of personal growth workshops relating to all aspects of women's lives will be offered which include self-defence, balancing career and personal life, fitness, nutrition, and many other topics.

The conference also features dynamic plenary speakers, diverse cultural activities and an evening designed to celebrate women through music and art.

TAKE BACK THE NIGHT

An initiative highlighting the issue of violence against women, and the right of women to be safe and able to walk without fear, particularly at night.

INTERNATIONAL WOMEN'S DAY

ETFO develops materials and supports participation in IWD events across the province.

Awards and Bursaries

WRITER'S AWARD

To an individual or a group of members to recognize outstanding manuscripts written for children, teachers or the greater educational community.

MASTER'S SCHOLARSHIPS

Offered to active members to study at the Master's level in education or other subject areas.

DOCTORAL SCHOLARSHIPS

To encourage active ETFO women members to pursue doctoral studies in education.

SPECIAL PROJECTS IN SCIENCE & TECHNOLOGY AWARD

An incentive to members to produce educational materials related to science and technology.

MULTI-MEDIA AWARD

To encourage members to produce innovative educational materials.

AWARDS TO WOMEN WORKING IN SOCIAL ACTIVISM ON BEHALF OF WOMEN & CHILDREN

May be granted each year by ETFO to an individual woman or a group of women who do not hold ETFO membership but have been outstanding social activists on behalf of women and children in Ontario.

OUTSTANDING ROLE MODEL FOR WOMEN AWARD

Recognizes the contributions of outstanding role models at ETFO locals.

WOMEN'S STUDIES SCHOLARSHIPS

May be offered to active ETFO members for graduate work in women's studies at a Canadian university.

BURSARIES

Offered to women members of designated groups who are entering a faculty of education or are taking qualification-upgrading courses.

ABORIGINAL WOMEN IN EDUCATION

Bursaries offered to Aboriginal women who are entering a faculty of education or are taking qualification-upgrading courses.

CTF PROJECT OVERSEAS

Two spaces have been designated specifically for women members. This program enables Canadian teachers to partner with colleagues overseas and deliver professional development to teachers in Africa, Asia, and the Caribbean.



ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

480 University Avenue, Suite 1000 ♦ Toronto, Ontario M5G 1V2

416-962-3836 ♦ 1-888-838-3836

Website: www.effo.ca



HOUSE: RESTRUCTURING, MOVING, CHANGING THE LOOK OR THE STRUCTURE.

Assisting Reluctant Starters

- Provide immediate reinforcers and feedback.
- Introduce the assignments in sequential steps.
- Check for student understanding of instructions.
- Provide a checklist for long, detailed tasks.
- Give personal cue to begin work.

Visual Motor Integration and Written Expression Problems

- Allow for spelling errors.
- Allow student to use either cursive or script.
- Avoid pressure of speed and accuracy.
- Provide copies of notes.
- Accept key responses instead of complete sentences.

Visual Processing Problems

- Avoid the colour purple when providing copies.
- Have student verbalize instructions before beginning task.
- Provide clear and well defined worksheets.
- Avoid having students copy lengthy notes from the board.

Language Processing Problems

- Give written directions to supplement oral directions.
- Familiarize student with any new vocabulary before beginning the lesson.

- Keep statements short and to the point.
- Use visual aids such as charts and graphs.
- Paraphrase information.

Organizational Problems

- Provide an established daily routine.
- Provide specific place for turning in completed assignments.
- Provide clear rules and consistently enforce them.
- Contract with student and use rewards for completion of contract.

Assessment and Evaluation

Regular classrooms have indeed become complex learning environments that require knowledgeable teachers who are prepared to meet the needs of many. The first part of this article helped to clarify the differences between accommodations, modifications and strategies. Practical strategies for implementation in the classroom followed. Now, how do we know whether to accommodate or modify? What strategies will be most appropriate for our special-needs students? These questions lead to a discussion on building good assessment practices which ultimately leads to fair evaluation of student progress.

As stated earlier, a clarification of terms helps us

to speak a common language.

Assessment is the ongoing process of gathering information that reflects the levels of student achievement. **Evaluation** is the process and application of judging achievements based on the data collected.

The purposes of assessment are

- to promote student learning.
- to diagnose students' strengths and weaknesses.
- to provide specific learning experiences which will lead to improved achievement.
- to track student learning.

Assessment allows the student to demonstrate what he or she knows and can do.

Assessment provides the teacher with the answer to "Can I move on?"

Assessment must be valid, reliable and fair. Assessment strategies must measure what they are intended to measure. It is important to note that "fair" does not necessarily mean treating everyone the same, rather, providing everyone with opportunities to demonstrate learning.

So, how do we make assessment fair for students with special needs? Here are a few suggestions:

- Fully explain the purpose and criteria for assessment prior to the task.

- Give directions both orally and in writing before students begin a task or assignment.
- Allow choice in culminating activities so students can demonstrate what they have learned in their preferred learning style.
- Provide students with exemplars before they begin.
- Give credit for the process rather than just the final product.
- Offer re-take or re-do opportunities.
- Help students set realistic goals in manageable numbers.
- "Chunk" tasks so that students work on one section and complete it before moving on to the next.
- Rehearse with alternative assessment that is of similar format and time.
- Allow access to aids (calculator, word processors, etc.).

Once the stage has been set for meaningful assessment, evaluation, which involves a judgement or decision based on the data collected, will easily follow. Here are some principles of effective evaluation.

- Continuous evaluation of student achievement must be an integral part of the teaching/learning process.
- Evaluation must include self-evaluation as well as evaluation by others.

WHAT WORKS FOR ONE STUDENT MAY NOT WORK FOR ANOTHER...

- Evaluation must reflect the wide range of differences and circumstances that affect learning.
- Evaluation should be comprehensive, involving a variety of evaluation techniques (formal, informal, diagnostic, formative, summative).
- Evaluation involves on-going communication: student to student, student to teacher, teacher to student and teacher to parents.
- Evaluation should provide information to students about their strengths and areas for growth.
- Evaluation provides information about program effectiveness and the effectiveness of teaching strategies.
- Evaluation should be constructive and promote a climate in which a student can build a positive sense of self.

When considering the learning needs of exceptional students, it is important to recognize that the assessment process guides us concerning the appropriate level at which to evaluate each student. When a student's program is modified, alternate expectations should be documented in the Individualized Education Plan (IEP). There should be a link between the IEP and the report card that clearly indicates the necessary modifications and accommodations.

Here are some accommodations to the evaluation process that may prove beneficial to the special needs student.

- Evaluate process as well as product.
- Allow extra time for completion of work and tests, consider reducing the number of questions.
- Consider number correct out of number completed, rather than total number of items.

- Consider an alternate setting, where there will be additional support if necessary.
- Accept point form answers.
- Consider oral testing.
- Have questions available in oral or written formats.
- Only assign a grade or mark when there has been the best chance for success (test and re-test if necessary).
- Allow the use of aids (calculators, matrix, spelling aids, word processors, etc.)
- Consider preferential learning styles (i.e. allow the student to use manipulative materials whenever possible).
- Accept answers which have been dictated to a scribe.
- Reduce the penalty for spelling or grammar errors.

The list could go on. Ultimately, appropriate assessment leads to appropriate evaluation. Programs that allow all students to reach their potential will result in increased student progress.

Conclusion

What works for one student may not be effective for another; what is highly successful for one teacher may not be a match to another teacher's style or comfort level. Through continued investigation, experimentation and dialogue, we can learn and share best practices.

DENISE EMERY and **GERI HASKELL** are special education coordinators with the Lambton Kent District School Board. **CATHY TELFER** retired as coordinator of special education with the Lambton Kent District School Board.

Reference:

Ontario Ministry of Education, 2002

PHOTOS ON PAGES A3-A4:
BRIAN PICKELL, WITH THANKS
TO DENISE EMERY, GERI HASKELL,
CATHY TELFER AND STUDENTS
AT INDIAN CREEK ROAD PUBLIC
SCHOOL, CHATHAM.

Reading Rozanski:

BY
HUGH
MACKENZIE

A GUIDE TO THE REPORT OF THE EDUCATION EQUALITY TASK FORCE 2002

The release of the much-anticipated report of the Education Equality Task Force 2002, chaired by Guelph University president Dr. Mordechai Rozanski, will alter fundamentally the debate over elementary and secondary education funding in Ontario.

Even on the cover page of its report, the task force sets out clear ground rules for thinking about education funding in Ontario. The title of the report, *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement*, delivers the message that the overriding issue is adequacy. And by adding the year “2002” to the name of his task force, Dr. Rozanski drives home another key point – that monitoring of the funding system must be continuous.

In its overall message, the report is a vindication of the hundreds of thousands of parents, students, school officials and teachers who have been highlighting the stresses imposed on the system by inadequate funding.

For years, critics have been saying that more than \$2 billion has been cut from the system under the Conservative government. The specific recommendations made by Dr. Rozanski would add approximately \$2.1 billion to total funding.

Critics have drawn attention to the double standard in the system that demands accountability from teachers, school boards, students and administrators but requires no accountability at all from the provincial government for the adequacy and performance of the funding system as a whole.

Dr. Rozanski addresses that issue directly, recommending an annual review of the adequacy and performance of the funding system, and a regular – every five years – review of the fundamentals of the funding formula.

Needs improvement

There are two major areas of disappointment in the report.

First, although the report acknowledges that there are important issues to do with the fundamentals of the funding formula, it does not extend its review to any of those fundamental issues.

Two of these areas of inadequacy have particularly serious implications for the large urban school boards that have been placed under extreme financial pressure by the funding formula. The massive underfunding of the so-called Learning Opportunities Grant – the grant intended to provide extra

resources for children at risk because of socio-economic factors – is only partially addressed in the report. And the report does not address the fact that the original 1997 base figure for school operations was below the average cost of school maintenance in the province and substantially below actual costs in large urban areas.

With respect to school operations the report does recommend catch-up for cost escalation since 1997. In addition, Dr. Rozanski validates concerns about the maintenance backlog in the school system and recommends initial funding for a program to catch up on deferred maintenance.

Other areas of controversy in the formula, such as vice-principals, librarians, education assistants, class sizes and specialist teachers at the elementary level are not addressed.

Likewise, a number of issues that go to the question of what constitutes education for funding purposes are not addressed in specific recommendations.

Even here, however, the message in the report for the longer term is positive. These issues are not dismissed. They are acknowledged as legitimate, and deferred for further review.

Second, the report was extremely cautious on the question of timing. While it calls for immediate help to enable school boards to negotiate with their employees this year, most of the increased funding recommended in the report will flow over a three-year period, beginning next year. This is cold comfort to school boards that are struggling right now, and it raises questions about the legitimacy of the budget-cutting exercises imposed by the provincial government on the Toronto, Ottawa-Carleton and Hamilton-Wentworth school boards earlier this year.

Flawed funding formula

The primary focus of the report is on updating the benchmark values that drive the funding formula.

The funding formula does not provide enough funding to enable boards to pay the teachers they are required to employ to meet the class size requirements. The report recommends \$366 million to update the teacher salary component of the formula to 2001-2002 salary levels, and a further \$93 million to up-date non-teaching salaries to that level.



The Report of the Force – 2002 puts of the provincial go

It recommends \$170 million to fund employee benefits to a level that reflects actual costs.

It calls for increases in funding for computers and supplies (\$81 million), non-salary school operations (\$111 million), transportation (\$80 million), school renewal (\$25 million) and new pupil places (\$39 million) to reflect increases in costs since the benchmark amounts were established.

For the current year, 2002-2003, the report recommends an allocation of \$70 million to cover cost increases between 2001-2002 and 2002-2003 together with additional funding to cover salary increases in the system in the current school year. While Dr. Rozanski does not recommend a specific amount of funding, the current pattern of public sector settlements – 3 per cent increases in total compensation – suggests additional funding of \$330 million will be required.

These changes, if implemented, would provide real relief to school boards that have been forced to cannibalize important services and reduce standards in order to keep core functions operating.

But Dr. Rozanski doesn't stop there. Although he acknowledged that time and resource limitations prevented a fundamental review of the formula, the report recommends enhancements to the formula in several key areas: special education is in line for \$269 million in new funding. The evident inadequacies in funding for English and French as second languages are addressed, with \$65 million in new funding.

Small schools in one-school communities and remote and rural areas would be protected, with \$50 million in additional funding. It is important to note, however, that this funding will do nothing to protect smaller neighbourhood schools in urban areas.

The portion of the Learning Opportunities Grant that is driven by the demographic characteristics of students – household income, household structure (single-parent or two-parent) and ethnicity, for example – is recommended for a \$50 million increase. This would increase this portion of the grant by nearly 25 per cent. However, it still leaves it \$200 million short, in 2002-2003 dollars, of the \$400 million recommended by the government's expert panel on the grant in 1997. This shortfall has particularly significant consequences for students in large urban areas.

The problems faced by school boards with declining enrolment is acknowledged with an increase (\$5 million) and extension in the declining enrolment grant.

And the report recommends a first step in addressing the physical deterioration of our schools with new funding of \$50 million for school renewal and \$200 million for catch-up on \$2 billion in deferred maintenance. However, in deciding not to address the adequacy of the original 1997 benchmark for school operations costs, the report steps back from addressing the primary cause of the deferred maintenance problem.

These extensions of the formula add a further \$689 million in new funding, for a total of roughly \$2.1 billion.

Other recommendations

Some of the recommendations without specific price tags are just as important. These include

- development of publicly accountable mechanisms for reviewing and updating benchmarks annually;
- a comprehensive review of the formula every five years;
- multi-year funding;
- a review of the funding formula for children at risk (the Learning Opportunities Grant);
- an increased focus on funding to support readiness to learn, including early childhood education, and recognition of the fact that schools may need to deliver programs that fall outside the strict definition of "education" to achieve learning readiness goals;
- co-ordination of efforts by the federal government and the province to address the needs of aboriginal students;
- establishment of standards for special education, and funding to enable boards to meet those standards.

Grading Rozanski

No report is perfect. And since this is an education report, it is impossible to avoid the temptation to assign grades.

For addressing the issues raised by the failure of the funding formula to keep pace with cost increases, an A+. The report fully addresses the issues of cost-based erosion in funding.

For addressing the fundamental issues of formula design, a C with an acceptable explanation – not enough time. The report makes a start on key issues like special education, funding for children at risk and the deferred maintenance backlog, but leaves much of the fundamental review that is needed for the future.

Education Equality Task the ball clearly in the court vernment.

For setting out expectations for the future, an A. The report makes it clear that the funding formula's narrow definition of education is a legitimate problem, and directs the government to address it. Importantly, the report also underlines that funding adequacy is not an issue that one can address once and forget, that it must be monitored and re-evaluated constantly.

For imposing a sense of urgency on the government to respond to the funding crisis it has created, a D. Funding inadequacy is not an abstract problem. For most of the school boards in the province, and for the vast majority of students in the province, it is a here and now crisis. School boards are cutting valuable programs now, that could be funded under Dr. Rozanski's recommendations. The provincial government's supervisors are imposing cuts in programs that would be well within board budgets in the funding world according to Dr. Rozanski. Yet Dr. Rozanski recommends a lengthy three-year implementation period and is silent on the issue of avoiding unnecessary short-term cuts.

What's next?

The report of the Education Equality Task Force – 2002 puts the ball clearly in the court of the provincial government.

It validates the concerns that have been raised about the adequacy of the provincial funding formula. It addresses fully the issues of erosion in benchmark values that have pushed dozens of school boards to the brink of crisis. It legitimizes the many fundamental issues in benchmark design and the definition of education that have been raised by education activists across the political spectrum. It makes it clear that funding adequacy cannot be a one-time thing. And it raises the question of transition from the current formula to Dr. Rozanski's enhancements.

The appointment of Dr. Mordechai Rozanski and his task force was greeted with considerable scepticism by many in the education community in Ontario. In sum, the report demonstrates that the scepticism was unfounded.

Now the focus shifts to the government of Ontario. The Premier and the Minister of Education are making the right positive noises about the report. But on the fundamental issue of funding, the jury is still out. At the same time as they are raising concerns about the province's fiscal capacity to implement

the recommendations in the report, the Minister of Finance is digging a deeper fiscal hole for the government by committing to further tax cuts.

Dr. Rozanski has confirmed that the education system is in a financial crisis caused by the inadequacies of the funding formula. The need for new cash is immediate. Boards across the province face negotiations with their employees without sufficient funding. Further, many boards are currently cutting important programs because of lack of funding. Even if full implementation is delayed, transitional funding must be provided to avoid the absurd situation of cutting programs for which there will be sufficient funding available within two to three years.

The Rozanski report demands more than rhetorical endorsement. Its implementation will require a fundamental change in the government's budgetary strategy. The millions of Ontarians who are welcoming Dr. Rozanski's recommendations are waiting.

HUGH MACKENZIE is a director of research with the United Steelworkers of America and a research associate with the Canadian Centre for Policy Alternatives (CCPA). This article is reprinted with permission from the CCPA website – www.policyalternatives.ca. Read the full text of *Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement – The Report of the Education Equality Task Force, 2002*, at www.edfundingreview.on.ca.

N.B. As of December 13, 2002, in response to the Rozanski report, the government has restored the following funds to the education budget: \$340 million for collective bargaining; \$250 million for special education; \$20 million (a reannouncement of a commitment in the June 2002 provincial budget) for transportation.

Fulfilling the Promise –

Ensuring Success for Students with Special Needs



In the winter of 2002, ETFO held focus groups and discussions across Ontario to determine the state of special education in the province's public elementary schools. Teachers, parents, community representatives, and administrators shared their experiences and knowledge. This information, gathered from the people who deal directly with students with special needs, proved to be invaluable.

In August 2002, ETFO released *Fulfilling the Promise – Ensuring Success for Students with Special Needs*. This document reflects the voices of our members across the province. What follows is a section from *Fulfilling the Promise*. The full text can be downloaded from www.etfo.ca.

Special Education Resources and support services

Adequate support services, appropriate teaching and learning materials, and other resources such as adaptive devices and software are necessary to help students reach their full potential.

According to ETFO's 2002 Members Survey Report, only 30 per cent of ETFO members who have at least one student with special needs stated that they have access to the support of an education assistant. Fifteen per cent of ETFO members with at

least one student with special needs were unable to identify any type of support.

In October 2000 there were 14,000 education assistants employed by all school boards in Ontario. However, there were at least 25,000 students with high needs, the majority of whom required education assistant support for at least part of the day. "Clearly, if much of the available teacher assistant time was needed to effectively support students with high needs, there was insufficient time available to provide needed support to the thousands of other students who required additional help to progress" (Provincial Auditor, 2001).

Funding cutbacks have reduced options for school boards, eliminating many excellent innovative initiatives that were supportive and successful with high-risk students. Reductions in the number of educational support workers over the last four years have erected further barriers to successfully integrating some students and implementing special programs. As the provincial auditor noted, "service decisions are being made based on budgetary considerations, and there is no basis for either school boards or the Ministry to evaluate the appropriateness of the service cut-off points currently in place" (Provincial Auditor, 2001).

“I am increasingly concerned about our students in today’s Ontario. Our curriculum is too intensive for the average student in terms of the amount of information they are required to learn. Imagine, then, the problems that our learning disabled and slower learners face when confronted with this same curriculum. While we are, in theory, allowed to “modify” for the LD student, that modification may indeed place them at risk for graduation with a diploma from high school . . . or affect their future employment.” — SPECIAL EDUCATION TEACHER

Today, there are fewer services, both in schools and in communities, to help students in need, and these cutbacks affect students in many ways. One school board recently reported a 10 per cent increase in student suspensions overall. About three-quarters of the students who are being suspended have been identified through the IPRC process. With fewer resources and services, large class sizes and fewer adults in schools, suspending students becomes a more tempting option. But it means that students with special needs are getting even less of the support they need to ensure their success in school.

Simply providing access to education assistants is not, however, sufficient. For children to receive the optimum benefit, there also needs to be on-going dialogue and co-operation between specialists and teachers. This requires

- cross-training for teachers and specialists in how to program for such students;
- staffing and timetabling to allow teachers and specialists to work as a team in the preparation of program plans; and
- opportunities during the school day to meet and review student progress and to make adjustments where necessary.

For integration to be successful there is a multitude of service requirements for students with special needs that vary from mild to severe. Students with mid to moderate difficulties have been the most negatively affected. Appropriate teaching materials and resources for these students, as well as for the “hard-to-serve” students, are difficult to locate and expensive to purchase. Inadequate resources and support personnel make it difficult to implement IEP goals. In addition, there are wide discrepancies across boards and schools in terms of teacher resources and materials.

Curriculum-related resources are often difficult to design or find for students with special needs. In fact, the very nature of the present Ontario curriculum is problematic. Both the quantity of expectations and the nature of the concepts embedded in the expectations can create challenges for our most able students, while presenting insurmountable obstacles for students with special needs.

Education assistants are crucial for the delivery of programs to students with special needs in integrated classrooms. They bring knowledge and skills to their work with exceptional students. Educational support staff could help at an IPRC, but they are rarely included in this process.

One education assistant in a focus group explained the value of their input this way: “Decisions are made but the education assistant is not there. But then we are required to accept the recommendations and often deliver them. I think a buy-in is necessary for successful programming”

Adequate time for teachers to co-plan with education assistants is a vital component in providing effective programming for students with special needs. Teachers are often expected, though, to find their own time to meet with specialists, plan with education assistants and communicate with parents. Rarely is additional planning and review time allocated to teachers to make these responsibilities more manageable.

Special education teachers are experiencing a high degree of burnout. Consequently, this is becoming a much less desirable teaching position. While expectations are higher, resources and support have been reduced. In many cases, teachers with the least experience are placed in the most difficult positions because others have simply had enough.

The ETFO Model Teacher Agreement states that “for each pupil awaiting placement or whose case is under appeal and where the teacher considers that the present learning situation is inadequate, a teacher’s assistant shall be provided to assist the classroom teacher for not less than five hours per week.”

With proper support, resources and training, the position of special education teacher can be once again an attractive, fulfilling choice. We need to return to this model.

Reference

Provincial Auditor of Ontario. (2001). *Annual Report of the Provincial Auditor of Ontario*. Toronto: Queen’s Printer for Ontario.



Reviews

Books, Games, CD ROMS and...

Reading Teacher's Handbook

This 80-page 8.5 x 11 bound book is presented in an easy-to-read format applicable to a non-graded elementary setting. It contains information for teachers and reproducibles for classroom use. The length, format, organization and use of subheadings and checklists make this very useful to busy teachers with limited time to reinforce their own skills in the teaching of reading.

The author believes that "[Reading] is a complex thinking process." She moves us from reading theory to reading practice by outlining the cueing systems used by readers (visual information, context, knowledge about language) and linking them to writing, and oral communication (speaking, drama). There is a broadened concept of the teaching of reading to include

- preparing for reading – activities to do before the reading starts.
- reading – ways to access the text.
- developing comprehension – activities to examine meaning and to relate knowledge to experiences, thus extending learning.
- developing skills – specific instruction in language skills.

This resource guide contains a range of activities, and each section becomes very practical through "Key Points" or checklists of practical guidelines and advice for teachers. These "at-a-glance" lists would be very helpful for frequent teacher reference. Some of our favourite sections include

- Grouping – when to use different types of groups and the kinds of activities most appropriate to each.
- Preparing for reading – sample questions to activate prior knowledge and to establish a real purpose for reading.
- Ways to develop comprehension – promoting the kinds of thinking and

responses appropriate to different types of reading.

- Spelling through reading – skills of word construction.

This book is appropriate to students with special needs because of the variety of activities which are appropriate for the different learning styles and abilities within each classroom. Chapter 7 is focused on "encouraging reluctant readers", which includes activities to promote self-esteem and assisting older non-readers. These suggestions are helpful in assisting those students who are not naturally motivated to read a variety of print.

The 11 pages of reproducibles are designed for a combination of teacher, student and parent use.

Ms. Phenix has written a resource guide that provides details of a balanced and rich literacy program. It will be of value to new teachers to use as a guide to organizing their reading program, and also to experienced teachers as a self-check of the essential components of effective reading instruction. This book should be referred to at least once each year as a reminder of what is valued in the reading/thinking classroom.

"Even for children who read willingly, the time spent in class is very short. We use this time as best we can to model the process, teach the skills and give children as much practice as we can. However, this will never be enough to build fluent readers. We also need to foster a love of reading, so that children will become lifelong readers." *The Reading Teacher's Handbook* helps us do exactly that.



Phenix, J. *The Reading Teacher's Handbook*. Pembroke Publishers. Toronto. 2002.

Cory Telfer is a grade 6 teacher with the Lambton Kent DSB. Cathy Telfer recently retired as co-ordinator of special education with the Lambton Kent DSB.

Science Resource

The adage "good things come in small packages" is perfect for one of nature's most unusual yet charming creatures.

Hummingbirds: A Beginner's Guide supports science units for the grade 4 Life Systems unit on Habitats and Communities and the grade 6 Matter and Material unit on The Properties of Air and Characteristics. However, the book will be enjoyed by any junior-age student interested in nature. The text is interspersed with stunning, full-colour photographs that complement the information.

Aziz traces how hummingbirds have evolved by adapting their bills, eyes, feathers and habits to local environments. Of special interest is the mutually beneficial "bill-in-blossom" relationship that has evolved between hummingbirds and flowers.

Hummers use innovative construction solutions to build nests designed to incubate eggs and shelter their young. As with many bird families, all the responsibility for nesting and caring for the young is left to the female. Aziz uses experiments and studies to help explain why hummingbirds prefer red flowers, and how they are able to locate their seasonal homes with pinpoint accuracy.

Although hummingbirds have always intrigued us, this species continues to face problems as a result of destructive human actions. Aziz teaches us how to increase the hummingbird's chance of survival while simultaneously enjoying their playful antics.

Current websites listed at the back of the book encourage hummingbird enthusiasts to learn more about these delightful birds.



Aziz, Laurel. *Hummingbirds: A Beginner's Guide*. Firefly Books. Toronto. 2002.

Margaret Merkley teaches grade 3 with the Limestone DSB.

Computer Activities

In *Computer Activities for the Co-operative Classroom*, authors Linda Schwartz and Kathlene Willing have combined ideas, activities and curriculum for the experienced and novice computer teacher. This book includes practical suggestions, often differentiated by grade levels, as well as tips and advice on how to integrate computer and information technology into the elementary (kindergarten – grade 6) classroom.

This book focuses on the tools needed to have a fully integrated classroom with computers used in multiple subject areas. Its chapters deal with current issues such as learning co-operatively with computers, assessment and evaluation, how and where keyboarding fits into the classroom picture, how information technology integrates into different grade levels, co-operative unit planning and integrating the Internet with the curriculum. Each chapter is full of activities and possibilities that easily transfer to the classroom. Where specific software is suggested, it is cross-platform software (Windows or Mac) and almost all is Ministry-licensed in Ontario.

Schwartz and Willing, both long-time classroom teachers, break down the teaching of information technology into easy-to-use parts no matter what the classroom setup. Labs, mini-labs or single machines in the classroom do not matter with the practical ideas in their book. They offer ideas for the “reluctant” computer teacher to the experienced. The chapter on assessment focuses on rubrics and portfolios, again with excellent, practical examples.

Computer Activities for the Co-operative Classroom is a definite help to all teachers who integrate computers into their elementary classroom and is highly recommended. It would be even better if it included information for teachers of grades 7 and 8.



Schwartz, Linda, and Willing, Kathlene. *Computer Activities for the Co-operative Classroom*. Pembroke Publishers. Toronto. 2002.

Wayne Rockel is an information technology teacher with the Hamilton-Wentworth DSB.

Teen Survival Guide

The Courage to Change: A Teen Survival Guide is a glossy, soft-cover book that was compiled by the award-winning journalist Brenda Zosky Proulx. It contains a mix of stories, poems and black and white photographs from teen authors involved with Leave Out Violence (L.O.V.E.), a Canadian grassroots organization. The powerful voice of the youth who speak out as victims or perpetrators of violence is troubling but real. Their writing explores their experience and reactions to the conflicts and violence with which all today's teens seem to be familiar.

My grade 8's have been spared many of the experiences described in the chapters on gangs, sexual abuse and drugs, but they found it easy to relate to the prose written about self-image, bullying and racism. For me, the true test of the book's worth was apparent in one of the reviews my students gave when I offered it to them as an additional resource during a poetry unit: “I liked that all of the sections cover how teens feel and what a teen's life is like.” My student reviewers rated the book between an eight to a ten out of ten, and all of them would definitely recommend it to a friend. The nature of some of the topics makes

the books most appropriate for high school readers, although some as young as grade 7 would be able to relate to the issues discussed.

Understanding the nature and consequences of conflict is one way to empower adolescents who are growing up in these increasingly troubled times. Providing our students with access to this book is also an easy way to help L.O.V.E. fight against youth violence in Canada.



Compiled by Brenda Zosky Proulx. *The Courage to Change: A Teen Survival Guide*. Second Story Press. Toronto. 2001. \$19.95.

Maura Ross is an intermediate division teacher with the Simcoe County DSB and a Ph.D. student at OISE/University of Toronto.

COLLECTIVE BARGAINING

“ I recommend that: to foster stability in the education sector, the Ministry of Education allocate funds to school boards in the current school year (2002-2003) for the current round of collective bargaining with teaching and support staff,” Dr. Rozanski said.

In December, Dr. Mordechai Rozanski released the report of the Education Equality Task Force, 2002. In that report, Dr. Rozanski’s second of 33 recommendations addressed staff compensation, clearly an indication that he felt the matter was urgent.

“I recommend that to foster stability in the education sector, the Ministry of Education allocate funds to school boards in the current school year (2002-2003) for the current round of collective bargaining with teaching and support staff,” Dr. Rozanski said.

Within days, the government had responded by announcing \$340 million for salaries and benefits this school year. This is the same amount that Hugh Mackenzie, director of research with the United Steelworkers of America, had said would be required to bring salary increases in the education sector into line with those in other areas of Ontario’s public service.

Seen another way, each teacher and education worker should expect at the very least a 3 per cent salary increase this year. Dr. Rozanski was quite clear that, excluding the \$340 million for salaries, the government still owes Ontario’s schools \$1.08 billion for updating the benchmark costs of all components of the funding formula (the Foundation Grant, the Special Purpose Grants, and the Pupil Accommodation Grants) to reflect costs through August 2003. Funding that reflects these updated benchmark costs should be phased in over a maximum of three years, starting in 2003-2004, he said. Once again, Dr. Rozanski’s figures come close to matching the over \$2 billion ETFO and others say the government has stripped from the education budget since 1995.

While ETFO is cautiously optimistic that the new money for salaries could make negotiations somewhat less difficult, only the most naïve would suggest that boards will

simply hand over any increase to salary without a struggle. Boards will continue to put forward innumerable reasons why the money is not available. ETFO’s local negotiators will have to press hard to ensure this money reaches our members.

As a result of the Rozanski report and the government’s subsequent response, ETFO will bargain vigorously for one-year agreements only. Given that there is no funding formula in place for next year, it makes little sense to go beyond the 2002-2003 period. For those locals who already have agreements in place for 2002-2003, ETFO will seek to re-open them in order to ensure that all members are properly compensated.

Every member can help by supporting their local bargaining team. For example, on December 9, 2002, ETFO members in Durham voted 91.5 per cent vote in favour of strike action. The board received a clear message that the elementary teachers support their bargaining team and are prepared to do what is necessary to achieve a fair collective agreement. Durham teachers began working to rule on January 22. In addition, strike votes are scheduled for Toronto and York Region during January. Visit www.etfo.ca and click on “collective bargaining” to check the current status of negotiations in these locals and in your own ETFO local.

Collective Bargaining Conference

All ETFO locals were represented at ETFO’s Collective Bargaining Conference – *From the Past, To the Present . . . For the Future*, held November 29-30 in Toronto. Keynote speakers Howard Goldblatt, Sean Dewart and Cynthia Petersen from the legal firm of Sack, Goldblatt, Mitchell, told participants “How to Take on the System and Win!” A series of workshops addressed the fundamentals of bargaining the best possible collective agreements.



Staff of ETFO's Collective Bargaining Services are

Bill Getty, Coordinator
Susan Ansara
Christine Brown (on leave during 2003)
Celia Harte (on secondment to ETFO)
David Kendall
Bill Martin
Jim McMahon
Margaret Taylor
Harold Vigoda
Jim White



PHOTOS: BRIAN PICKELL

Participants at ETFO's Collective Bargaining Conference, held November 29-30 in Toronto, returned to their locals even more determined to negotiate the best possible salaries, benefits and working conditions for members.

FOCUS ON EQUITY

Women's Services Brochure

Bound into the middle of this issue of *Voice* is a brochure detailing ETFO's services to women members. Inserting the brochure into *Voice* is a cost-effective way of ensuring it reaches all those who are interested in the wide range of programs and services offered by the federation.

Support the Women's Future Fund

Founded in 1996, the Women's Future Fund (WFF) is the first and only women's group in Canada working to support women's organizations across the country.

The WFF had its beginnings in 1991 when 18 women's organizations met in Ottawa to discuss the impact of government cutbacks on national women's organizations and programs. The conference explored new and alternative ways of achieving financial stability and improved organizational development. As a result of these discussions, the WFF was established to

- pool our resources;
- fundraise strategically and collaboratively; and
- pursue collective fundraising models.

Shortly afterwards, a number of women's organizations undertook to study the feasibility of collaborative fundraising. In 1995, the *Report of the National Project on Sharing Resources: Developing Models of Collective Fundraising for National Women's and Girl's Organizations* was released. The study found that collaborative fundraising was needed, that there was support for it and that national women's groups had the ability to create it. The study also found that workplace giving was the best way to raise money collaboratively.

Since that time, the fund has raised thousands of dollars for its member organizations, which are:

- Accéd Foundation,
- Canadian Association of Elizabeth Fry Societies,

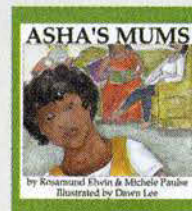
- Canadian Research Institute for the Advancement of Women,
- Canadian Women's Foundation,
- The Women's Legal Education and Action Fund,
- Media Images of Women Educational Society,
- National Action Committee on the Status of Women Trust,
- National Association of Women and the Law Charitable Trust for Research and Education, and
- National Congress of Black Women Foundation.

ETFO actively supports the Women's Future Fund and urges locals to do the same. Call your local president, or call Kathleen Loftus at provincial office, for information on making a difference through workplace giving. For more information, or to make a direct donation, contact the

Women's Future Fund
c/o the Canadian Women's Foundation,
133 Richmond Street West, Suite 504,
Toronto, ON M5H 2L3. Tel: 416-516-5500
Email: wffinfo@web.ca
Visit: www.womensfuturefund.com



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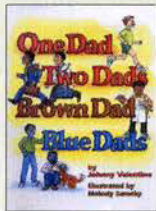


Supreme Court Resolves Book Banning Case

On December 20, the Supreme Court of Canada handed down its judgement on whether three children's

books should be approved for use in a British Columbia school district. The panel of nine judges (two of whom dissented) remanded the question to the Surrey District School Board to be considered according to the criteria laid out in the board's own regulation, the

curriculum guidelines and the broad principles of tolerance and non-



sectarianism underlying the School Act. This decision sends a clear message to school boards across Canada that they must adhere to the principles of a publicly

funded education system, whose purpose is to serve the needs of all within it. It vindicates British Columbia teachers Murray Warren and James Chamberlain, parent Diane Willcott, student Baline Cook and Rosamund Elwin, author of *Asha's Mums*, who, at considerable financial and emotional expense, took the case to the highest level. ETFO was pleased to be an intervener in the case.

This has been a long-drawn-out story that began in 1997 when three children's books (*Belinda's Bouquet*, *Asha's Mums* and *One Dad, Two Dads, Brown Dad, Blue Dads*) were submitted to the Surrey District School Board by James Chamberlain, a kindergarten teacher. Chamberlain sought approval of the books for use in kindergarten and grade 1 as resources for the personal planning curriculum. The books feature children who have two moms or two dads.



The parents from Chamberlain's classroom read the books and made a presentation to the school board in

favour of using them. However, the board refused to allow the books to be used anywhere in the district because some parents complained that their religious beliefs would be offended by acknowledging in the classroom that there are children who have same-gender parents.

A see-saw legal battle followed that saw courtroom victories for both sides. The issue was finally heard before the Supreme Court of Canada and resolved in favour of the teachers, parent and author.

Murray Warren and his life partner employed the lawyer in this case. To date, their legal bills amount to several hundred thousand dollars, for which the petitioners are personally liable. The board has spent more than \$760,000 to keep these books out of classrooms. Fundraising efforts have taken an enormous amount of time and energy, yet are still short in excess of \$200,000. Following this decision, some costs will be recovered from the school board and other groups opposing the books.

Any financial assistance to help pay for this litigation would be much appreciated. Donations are not tax-deductible due to the political nature of this case.

Cheques may be made payable to the "GALE BC" and sent to Gay and Lesbian Educators of British Columbia, Stop the Book Ban, Box 93678, Nelson Park P.O., Vancouver, British Columbia, V6E 4L7. Visit www.galebc.org or the Supreme Court of Canada website for more information on the judgment: www.scc-csc.gc.ca.

Mark These Dates

Here are some important dates for the rest of this school year. These events occur at the same time every year.

February – Black History Month

18 Heritage Day

March

8 International Women's Day

20 Journée internationale de la Francophonie

21 International Day for the Elimination of Racial Discrimination

21-28 Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination.

April

7 World Health Day

17 Equality Day

22 Earth Day

28 Day of Mourning for Persons Killed or Injured in the Workplace

May Asian Heritage Month

15 International Day of Families

21-24 Aboriginal Awareness Week

22 International Day for Biological Diversity

26 to June 1 National Access Awareness Week

June Lesbian and Gay Pride Events

2-8 Canadian Environment Day

5 World Environment Day

21 National Aboriginal Day

23 Fête nationale du Québec

29 Toronto Pride Day

For more information, visit the Government of Canada, Canadian Heritage Calendar at www.pch.gc.ca/pc-ch/calen/2002 and the United Nations at www.un.org/events.

Staff of ETFO's Equity and Women's Services

Service Area are **KATHLEEN LOFTUS**,

CO-ORDINATOR; **JOHN GUINEY**,

SHERRY RAMRATTAN SMITH,

SHARON O'HALLORAN, **CAROL ZAVITZ**.

References

Elwin, Rosamund; Paule, Michele. *Asha's Mums*.

Women's Press. Toronto. 2000.

Newman, Leslie. *Belinda's Bouquet*. Alyson Publications. Boston. 1991. Out of print.

Valentine, Johnny. *One Dad, Two Dads, Brown Dad, Blue Dads*. Alyson Publications. Boston. 1994. Out of print.

Ontario College of Teachers Election of Governing Council

MAKE YOUR VOTE COUNT

The Ontario Teachers' Federation (OTF) has endorsed 12 candidates for election to the Ontario College of Teachers (OCT) governing council; five of the candidates are members of ETFO. The Ontario English Catholic Teachers' Association (OECTA) has four members. L' Association des enseignantes et des enseignants franco-ontariens (AEFO) has three members.

The election will be conducted on-line between March 3 and April 14, 2003.

Because the Ontario Secondary School Teachers' Federation (OSSTF) did not submit any candidate names to OTF, OTF is endorsing candidates in only six of the seven system positions. ETFO members may or may not choose to vote for the English public secondary position.

OTF-endorsed candidates
Regional candidates – vote for one only. Your OCT ballot will list only your regional candidate.

Region 1 Northwest
Donald Cattani

Region 2 Northeast
Paul Brazeau*

Region 3 Southeast
Gordon Hough*

Region 4 Southcentral
Nancy Hutcheson*

Region 5 Southwest
Suzanne De Froy

Region 6 Central
Elizabeth Papadopoulos*

System positions – Vote for all system positions

English Public Board
Elementary Hilda Watkins*

English Public Board
Secondary OSSTF did not submit a name to OTF

English Catholic Board
Elementary Rosemary Fontaine

English Catholic Board
Secondary Harry Mulvale

French Catholic Board
Elementary Marilyn Laframboise

French Catholic Board
Secondary Pierrette Nadeau

French Public Board
Bernard Adam

*Members of ETFO

Election Calendar

January – March 2003

ETFO members register in the Members' Area on the OCT website.

- Locate your OCT registration number and your social insurance number. Your registration number is on your OCT membership card, or find it on the public register page at www.oct.on.ca.
- Because your OCT registration number is on this public registry, your SIN number, which the OCT already has on file, is used to confirm your identity. The system is very secure and uses the

same encryption as the banks.

- Once you enter your registration number and SIN, click on "Log In." A new page will appear. This requires a password, a secret question and an answer to the question.
- Enter your password, secret question and answer, click on "Submit." You are now in the 'Members' Area' where voting ballots will be posted.
- An optional section asks members for their e-mail addresses. Do not comply. Do not give the OCT more information than is necessary to vote.
- Visit www.etfo.ca for more information about the OTF-sponsored candidates and the election process.

March 3, 2002

- Voting begins.
- Spend as little time as possible on the OCT website by visiting www.etfo.ca and following ETFO's hotlink to the OCT registration page. Because you have registered, you will now have to provide only your password, secret question and answer. Click on "Submit" and enter the Members' Area.

- Election ballots for eligible voters will be posted in the Members' Area.
- Every ETFO member can vote for eight candidates – the candidate in the region in which they live as well as the candidates in all seven system positions. Your OCT electronic ballot will list the names of all those for whom you can vote.

April 14, 2003

- Voting ends.

April 16, 2003

- Election results posted at www.etfo.ca.

OTF, ETFO, OECTA and AEFO are working together to elect the OTF-endorsed candidates. Reference materials for members, including bookmarks listing the OTF candidates, will be in the schools shortly. Keep the bookmark handy. Refer to it when you register and when you vote for your seven OTF-endorsed candidates.

For more information on the election to the Ontario College of Teachers governing council, call Wendy Matthews at provincial office or visit www.etfo.ca.



Joining a committee is one of the many ways you can make your voice heard and help to build your federation.

Celebrating ETFO's Standing Committees

The Elementary Teachers' Federation of Ontario (ETFO) has standing committees, all of which are seeking active, committed participants. Joining a committee is one of the many ways you can make your voice heard, influence the actions of the federation and have an enjoyable experience working with other ETFO members in an area that interests you all.

Applicants for standing committees are reviewed by the Selection Committee for Standing Committees, which then recommends applicants to the executive for approval. The Selection Committee is chaired by Kathy Clarke, vice-president. The Section Committee is elected at the Representative Council, and membership is open to members of the Representative Council only.

Generally, all standing committees have five members and an assigned staff officer. All committees also have an executive member with whom to liaise. Members may sit on the committee for two consecutive two-year terms. Committees meet twice in Toronto and hold one teleconference. All expenses related to participation on committees are paid by provincial office.

Other Organization Committees

ETFO also appoints representatives to standing committees of other organizations.

Committees seeking members are

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

Contact Ruth Behnke, ETFO's first vice-president, for more information.

Committee applications will be mailed to ETFO stewards in February and are also available at www.etfo.ca. Completed applications must be received at provincial office by early April.

For more information on ETFO's standing committees, ask your ETFO steward for the 2002-2003 ETFO Reference Book. Contact Kathy Clarke, vice-president, or Nancy Collinson, administrative officer, at provincial office.

TOP TO BOTTOM:
Human Rights Committee; International Assistance Committee; Occupational Health and Safety Committee.



PHOTOS: CHARLOTTE MORGAN



OTF REPORT

Phyllis Benedict, President, OTF

The Ontario College of Teachers (OCT) was founded in 1996. Since its inception, OTF has advocated the teachers' position that OCT is not a truly self-regulatory body because teachers do not hold the majority of positions on the governing council. Out of a council of 34 people, only 14 are classroom teachers. As OTF continues to make this point and lobbies the government and opposition parties, we have continued to work to ensure that teachers have the best possible representation under the current conditions and regulations.

To this end, since the first elections to the governing council, OTF has encouraged teachers to offer themselves to serve in these positions. We have then promoted these teachers to their colleagues as OTF-sponsored candidates. We gather information on the candidates and share that information across the province. This activity has always been done as a joint OTF/Affiliate project.

The record of this method of getting good teacher representation has been excellent. It has been the OTF-sponsored candidates who have pressed the teacher perspective on issues such as fee increases, the professional learning program and discipline hearings.

Early in 2003, there is another election for the governing council. In the fall of this year, OTF began its process for identifying candidates for the election.

For more than a year now, the Ontario Secondary School Teachers' Federation (OSSTF) has declined repeated invitations to return to OTF executive meetings or to participate in any OTF activities. Notwithstanding this stance, the OTF executive asked the secretary-treasurer to once again invite OSSTF to join their teacher colleagues in putting together a list of OTF-sponsored candidates.

The president of OSSTF sent me a letter to say his organization was not interested in being part of a list of OTF-sponsored candidates. In his letter he said, "I am writing on behalf of the provincial executive to officially inform you that OSSTF will not be participating in the OTF campaign regarding elections to the College of Teachers' governing council because of our ongoing fee dispute."

At its October meeting, the OTF executive decided to proceed with its plan to promote a list of OTF-sponsored candidates. At the December meeting, the executive approved the names of those candidates.

This time, the entire election is being conducted on-line. In order to vote, you must also register on-line. I urge you to visit the college website at www.oct.on.ca and register to vote.

Since we, as teachers, have so few seats on the governing council, it is important for teachers to exercise their right to vote. I urge you to vote for the OTF-sponsored candidates.

PHYLLIS BENEDICT is the President of the Ontario Teachers' Federation, Past-President of ETFO and ETFO's Table Officer.

The complete list of OTF-sponsored candidates can be found on page 36 of this issue of Voice.



OTIP RAEO

Do you have a son or daughter considering post-secondary education this year?

They may be eligible to receive an academic bursary from OTIP.

Twelve applicants (six male and six female) will be randomly chosen to receive a \$1,000 academic bursary. Only children or dependents of OTIP insured members are eligible.

Academic Bursary Program

To obtain a copy of the application form and the regulations for the OTIP Academic Bursary Program, please visit our Web site at www.otip.com or call 1-800-267-6847, extension 508.

Applications will be accepted until June 15, 2003.

TEACHERS INSTITUTE ON CANADIAN PARLIAMENTARY DEMOCRACY 2-7 NOVEMBER 2003 PARLIAMENT HILL, OTTAWA

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- A registration fee of \$300 is payable upon selection.
- The program covers travel costs, accommodation and most meals.



For more information or an application form, please visit the Parliamentary Internet site at www.parl.gc.ca (About Parliament) or call the Library of Parliament's Information Service at **(613) 992-4793** within the national capital region or toll free at **1-866-599-4999**.

Completed applications must be post-marked no later than 30 April 2003.

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One of the downsides of the all-consuming nature of teaching is that we do not have time to ask maybe the most important question of all: "What is the purpose of a public education system?"



CTF REPORT

Doug Willard, President, CTF

"Am I getting my points across? Are they paying attention? Do I need to say something to the one who has his head on the desk? Do I let the two at the back keep talking or do I interrupt?"

A thousand a day. That is a conservative estimate of the number of decisions a teacher makes in a single day.

When you walk down the hallway of your school and see two students talking, you assess their body language, the tone and nature of their discussion. You have to decide "Should I take part? Is someone in danger? Do I need to intervene? or Should I just ignore it?"

When a student asks a question in your classroom, you think "Why did they ask that question? How does it relate to what is being taught? Are they trying to be difficult or do they really need to know something? Is there actually a different question implied by the stated question?"

As you scan your classroom, you are constantly reading the room and asking yourself "Am I getting my points across? Are they paying attention? Do I need to say something to the one who has their head on the desk? Do I let the two at the back keep talking or do I interrupt?"

None of the above examples include the obvious decisions like "What should I include in my lesson? What approach should I take in presenting the lesson? How do I assess what the students are learning?"

These decisions are made at such a rapid rate that there is no time for considering options or reflecting on the value of the decisions. Is it any wonder that teachers are tired at the end of the day!

One of the downsides of the all-consuming nature of teaching is that we do not have time to ask maybe the most important question of all "What is the purpose of a public education system?"

At CTF's Annual General Meeting in July, 2002, Rex Murphy offered the following comment "Teaching is many, many things but it is central to the idea of a human being and in our modern world, it is central to the very functioning of a society. Teaching, learning and schools are not the ornaments of what we do, they are the very engine, moral and intellectual, of who we are and how we came to be."

Rex Murphy was reminding us of the primary importance of teaching. It is through teaching and developing an educated mind that students move forward towards fulfilling their vast potential as human beings.

Being exposed to the great ideas and concepts that we have accumulated throughout the centuries of human civilization, learning to evaluate these concepts, creating new knowledge and experiencing the power and liberty of a new idea is the greatest gift we can give our children. It is those children who embrace learning and know the benefits of an educated mind who will, as adults, continue to build society. This is how teaching provides a lasting legacy for future generations.

Education is too complex to be described by a test score. It is bigger than any job that might result from getting an education. It is too important to suffer from a lack of resources. It demands that teachers speak more often about the importance of their profession.



Events

February 12-14 | Toronto

ETFO WOMEN'S CONFERENCE

And Still We Rise

CONTACT: Kathleen Loftus

Tel: 416-962-3836/

1-888-838-3836

FAX: 416-642-2424

EMAIL: kloftus@etfo.org

www.etfo.org

February 20 | Mississauga

ONTARIO ASSOCIATION OF JUNIOR EDUCATORS GENERAL MEETING

Meeting the Diverse Needs of the Junior Child

For further information:

CONTACT: Deb Duncan Peacock

TEL: 519-570-0003, ext. 4278

www.oaje.org

March 21-22 | Renfrew

ETFO REGIONAL PD LITERACY CONFERENCE

CONTACT: Colleen Lee

TEL: 416-962-3836/

1-888-838-3836

EMAIL: clee@etfo.org

www.etfo.org

March 28-29 | Niagara-on-the-Lake

TAKE FIVE II

For members with system-wide responsibilities

CONTACT: Jan Moxey

TEL: 416-962-3836/

1-888-838-3836

EMAIL: jmoxey@etfo.org

www.etfo.org

April 3-6 | Toronto

ETFO FIRST NATIONS AND RACIALIZED WOMEN LEADERSHIP EXPERIENCE

Registration fee

CONTACT:

Sherry Ramrattan Smith

TEL: 416-962-3836/

1-888-838-3836

FAX: 416-642-2424

EMAIL: ssmith@etfo.org

www.etfo.ca

April 4-6 | Oakville

ONTARIO FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

Annual General Meeting & Conference

CONTACT: Yvonne Milwain,

Conference Co-Chair

TEL: 519-756-5145

FAX: 519-756-6724

EMAIL: info@ofhsa.on.ca

April 5 | Toronto

THE INTERNATIONAL DYSLEXIA ASSOCIATION, ONTARIO REGIONAL GROUP

Presents research-based approaches to assessing and teaching students with reading and writing disabilities

CONTACT: Evelyn Reiss

MESSAGE: 416-716-9296

EMAIL: idaorg@aol.com

April 7 | Richmond Hill

R.I.S.E - EQUITY CONFERENCE

York Region District School Board. For more information:

CONTACT: Pauline Beder

TEL: 905-727-0022 ext. 2423

EMAIL:

Pauline.beder@yrdsb.edu.on.ca

www.yrdsb.edu.on.ca

April 11-12 | Toronto

ONTARIO ASSOCIATION OF JUNIOR EDUCATORS ANNUAL CONFERENCE

Discover the Junior Child

For further information

CONTACT: Deb Duncan Peacock

TEL: 519-570-0003, ext. 4278

www.oaje.org

June 26-29 | Ottawa

INTERNATIONAL FORUM ON CANADIAN CHILDREN'S LITERATURE

National Library of Canada

For more information see

www.nlc-bnc.ca/forum

ETFO's Principal's Qualification Program 2003-2004

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

Partnership with Limestone DSB - Part I (Kingston)

Saturday, June 14, 2003;

Mondays to Fridays: July 7-11;

July 14-18, 2003

Part II (Kingston)

Friday evenings and weekends of: January 16-18, 2004; February 20-22, 2004; March 26, 27, 28, 2004; April 23, 24, 25, 2004.

Partnership with Halton DSB

Part II (Oakville)

Saturdays: March 22; April 5, 26; May 24, 2003. Tuesday evenings: March 25; April 1, 8, 15, 29; May 6, 13 & 27; June 3, 2003.

Part I (Oakville)

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

Part II (Oakville)

Saturdays: March 20; April 3;

May 1; June 5, 2004.

Tuesday evenings: March 23, 30;

April 13, 20; May 4, 11, 18; June 8,

15, 2004.

Partnership with Bluewater DSB

Part I (Meaford)

Tuesday to Friday: August 5-8;

Monday to Friday: August 11-15,

2003.

Part II (Owen Sound)

Friday evenings and weekends of:

January 9, 10, 11, 2004; February

6, 7, 8, 2004; March 26, 27, 28,

2004; April 23, 24, 25, 2004.

Partnership with York

Region DSB - Part II (Aurora)

Saturdays: March 22; April 5, 26;

May 24, 2003. Tuesday evenings:

March 25; April 1, 8, 15, 29; May

6, 13, 27; June 3, 2003.

For more information and

application forms, visit

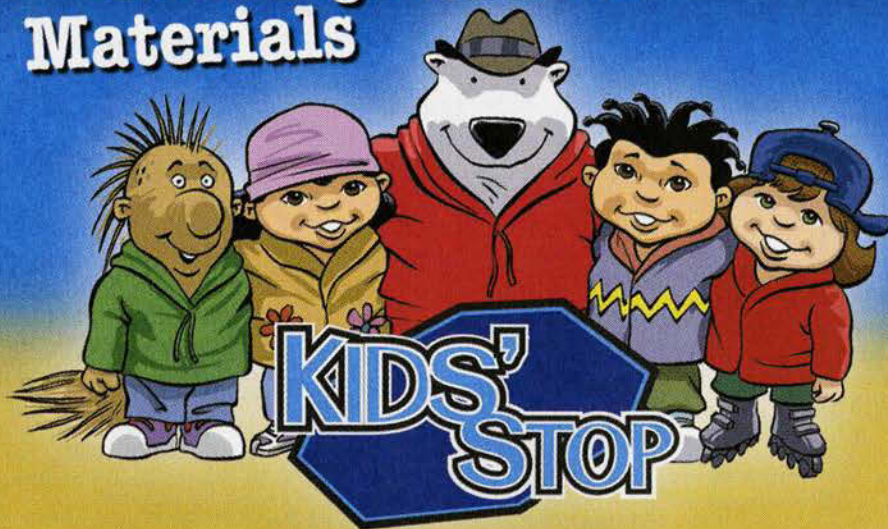
www.etfo.ca. Contact

Colleen Lee at the provincial

office, clee@etfo.org

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

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Toronto Teacher, re: MITS workshop: *Songwriting...Who Me?*



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Professional couple seeking two bedroom house or apartment in Toronto. July 7 to August 24. Please EMAIL: bigfer@frontiernet.net.

For display advertisement rates, please contact Jennifer Stewart at etfo's provincial office **416-962-3836/1-888-838-3836** or EMAIL: jstewart@etfo.org



Classifieds

Come join the Huntsman Marine Science Center's Summer Institute in St. Andrews By-the-Sea. This hands-on course introduces teachers to the wonders of the marine environment. For more information contact Tracey Dean tdean@huntsmanmarine.ca or check the Education section of our website www.huntsmanmarine.ca.

Cuban Cultural Tour - MARCH BREAK. This unique and very enjoyable tour offers five days in Havana with behind the scene visits relating to music, arts, film, museums, a children's theatre program and more. A translator is with the group at all times. The last two nights are spent at a Veradero Beach all-inclusive hotel. For info **CALL:** 416-964-1133 or visit www.leadingedgeseminars.org

Explore Toronto's Historic Museums. Enrich your history, geography, social studies, science and technology, language, and arts programs. Many affordable options available. See our ad. page 44 ETFO Voice Fall 2002. **CALL:** 416-396-2819/ 1-800-724-6420 or visit www.toronto.ca/culture.

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structure and parts of speech. Cost: \$25.00. **CONTACT:** www.orc.ca/~jmarkle, 519-655-3335 or jmarkle@orc.ca

Help! Help! Help! A First! Balanced remedial programs for reading and language arts. K-12. www.kidsed.org

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Nova Scotia near Lunenburg 3-bedroom homes for weekly rentals. Off-season \$550. High-season \$900. Information and pictures available: <http://members.rogers.com/rickandbevjones> or **CALL:** 613-521-7869

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TRAVELLING DIGITS

I've noticed that my wife's passport number has the same ten digits as mine but not in the same order.

Mine however, is not only an exact multiple of hers and an exact multiple of each integer below 19, but is also an exact multiple of a prime number whose digits sum to 19.

What is my passport number ?

Teachers' Trivia

A draw will be held on March 21 of all correct answers to "Travelling Digits" received by that date. Five winners will receive an ETFO logo item. Correct answer (with explanation) and names of the winners will be published in the spring issue.

Send your answers to Charlotte Morgan at provincial office. Fax to **416-642-2424**. Email cmorgan@etfo.org. Regular mail to Charlotte Morgan at the address on the masthead.

Answer to "In Puzzleland" (Voice, Fall 2002) - 33449. Detailed answer available on request from Charlotte Morgan (cmorgan@etfo.org)

Congratulations to the following winners of "In Puzzleland" (Fall, 2002): Murray Coutts, Richard Greer, Laurene Hayman, Melanie Rieveley, Fionnuala Sparling.

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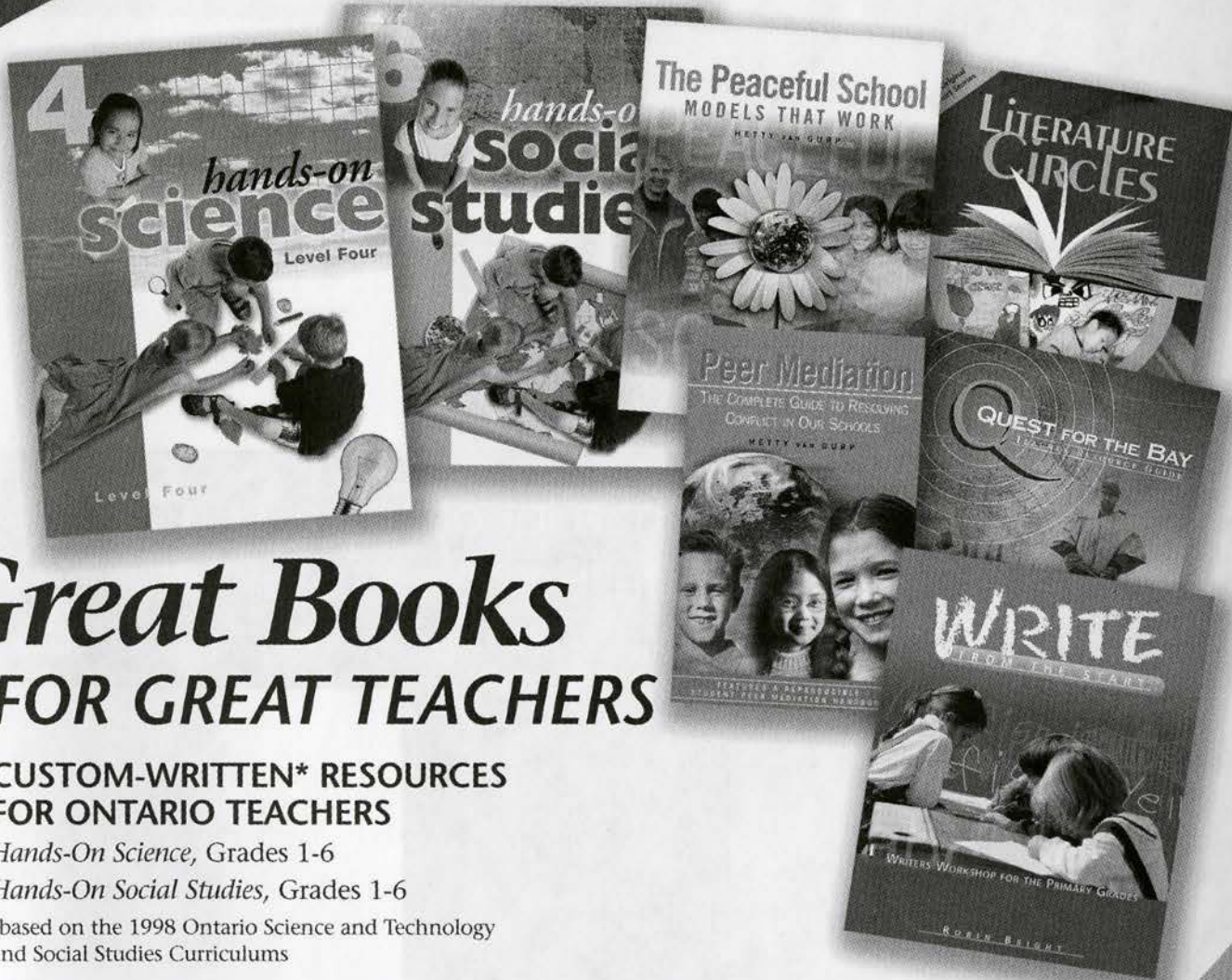
ETFO Annual Meeting Deadlines

ETFO's 2003 Annual Meeting will be held August 11-14 in Toronto. Nominations from members wishing to serve as Parliamentarians, Deputy Parliamentarians, Assistants or Poll Clerks must be received at provincial office by March 1, 2003.

Nominations from members seeking election to the provincial executive must be received at provincial office by March 15, 2003. This applies only to those who wish their campaign platform included in the Annual Meeting Booklet.

For more information on elections, see the ETFO Reference Book - Bylaw III: Elections. For more information on these positions, contact your local president.

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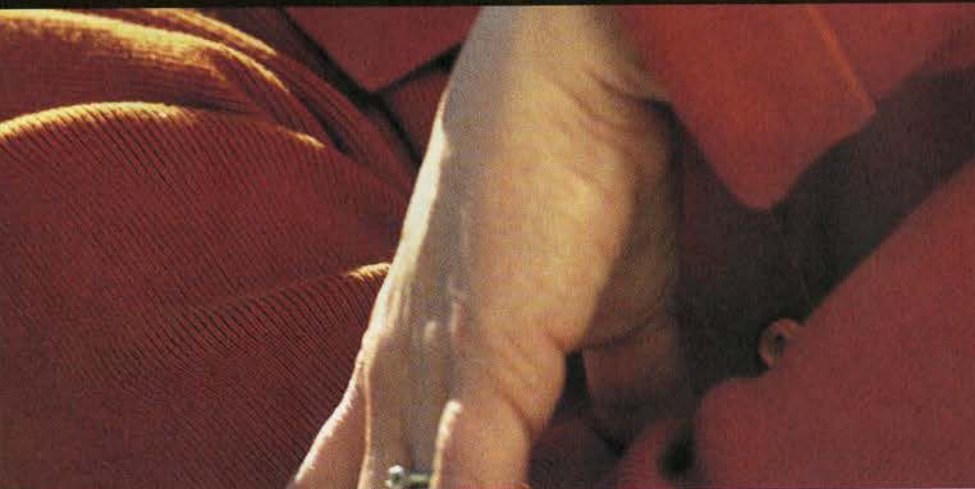


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