

Voice

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

Summer 2006
Vol. 8 • No. 4



X, Y, Boom! Generations at Work

.....
No More Couch Potatoes

CURRICULUM INSERT

Getting a move on



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CURRICULUM INSERT

Getting a move on



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On our cover: Generational change. Annabelle Harten, 98, a former president of the Federation of Women Teachers of Ontario and honorary life member, talks to grade 1 and 2 students taught by her youngest grandchild, Trina Spina at Queen Elizabeth School in Sault St. Marie. Photo: R.J. Frost, Sault Star.



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The resignation this spring of Education Minister Gerard Kennedy was the first change in education ministers this government has made. In her column (page 4) President Emily Noble welcomes the new minister, Sandra Pupatello.

Although Gerard Kennedy has left his policy initiatives are still very much with us.

One of these is the requirement that come September all students would have to take part in 20 minutes of physical activity each day. This will require changes in schedules and approaches in some classrooms.

Fortunately there are members whose schools are leading the way in providing students with many different kinds of activities. One of these is Queen Elizabeth II School in Chatham. (See page 19.)

The curriculum insert in this issue is designed to help you with the new physical activity requirements. ETFO member Kara Smith is also a member of Ophea (the Ontario Physical and Health Education Association), a non-profit organization devoted to improving the physical health and well-being of children and youth. She provides guidelines, some model activities, and resources for classroom teachers just starting a physical activity program.

Education minister Gerard Kennedy recognized the important role teachers play in the lives of children. In one of his last acts as minister, Kennedy made available to teacher federations funds to enhance professional development activities. In his column the General Secretary outlines the funding ETFO has received for programs that will focus on the early years and on helping teachers meet the educational needs of children living in poverty.

ETFO members are continually growing and developing as teachers. But the Federation is also changing – an increasing proportion of members are teachers in their first 10 years. This is not surprising given that the Baby Boomer generation is now at retirement age. Those Boomers choosing to stay on the job for the time being, are working with much younger colleagues whose approach to their lives and to the profession may be quite different.

In "X,Y, Boom!" (page 14) ETFO staff member Barbara Richter outlines how generational differences can affect relationships in the staff room and in the school. This topic was the theme of Barbara's popular workshop *X,Y, Boom! – When generations collide*.

Barbara is a Boomer who is retiring. Thanks, Barbara, for making this research available to all members, and best wishes for relaxation, fun, and happiness in the years ahead.

The rest of us can look forward to the summer break as a time to rest and rejuvenate. For members interested in professional rejuvenation – part of the provincial funding the Federation received will be used to provide double the number of workshops in this year's Summer Academy. Check out the enhanced offerings at etfo.ca ► Professional Development. Also check out ETFO's Professional Resources Catalogue provided as a pullout in this issue.

Happy summer.


 JOHANNA BRAND



President Noble on the picket line with members of the Near North Occasional Teacher Local.

FROM THE PRESIDENT

College governance must be truly democratic

EMILY NOBLE

President, ETFO

Our new education minister Sandra Pupatello is someone I've had the honour of working with in the past. At her invitation ETFO became a sponsor of *Finding Common Ground*, a conference on domestic violence that was another step in educating the public and the professional community about domestic violence.

I have had several occasions to meet with the Minister since she took office and I am looking forward to continuing the positive relationship we forged with the former minister, Gerard Kennedy. Kennedy spearheaded the revival of public education in Ontario creating an atmosphere where public education and teachers began once more to be appreciated and valued. We wish him well in his quest to become leader of the federal Liberal party.

Nevertheless, despite the positive relationships we have forged there are challenges to be addressed. One of those challenges is Bill 78, the education omnibus bill.

There are provisions in the Bill that we support: the increase in professional activity days and the new teacher induction program are two examples. But there are also provisions that cause us serious concern.

A major issue is that Bill 78 shifts a number of aspects of education policy from statutory to regulatory control. The government's rationale is to provide flexibility with a greater ability to respond to issues quickly. We are concerned with the loss of accountability and transparency that goes hand in hand with this kind of shift. If this Bill passes without amendment, changes in important working and learning conditions – such as class size and professional activity days – can be put in place without debate in the legislature. The flexibility it gives this government can be used by future governments that do not share a commitment to public education and want to erode the improvements

that have been achieved.

The reforms to the Ontario College of Teachers to make it a truly self-governing body are another concern. As Hilda Watkins points out in her column (page 36) this was a Liberal promise prior to the 2003 election. She enumerates a number of the problems the Bill creates. On the positive side, the Bill increases the number of elected members on the governing council by six, thus giving teachers a one vote majority. Other proposals in the Bill undermine this improvement.

The government proposes to exclude a significant portion of College members. This includes occasional teachers who don't work a minimum of 20 days in the year prior to the election and teachers on leaves – such as maternity leave or leave to work as members of teacher federation locals.

Local federation leaders are particularly targeted. The implication is that they will not serve in the public interest, as governing council members are mandated to do. There is no evidence to support this notion and it is offensive to our members.

ETFO will be working hard to ensure that the College is governed by a truly democratic body representing the teaching profession. (For details, see page 40.)

Despite these challenges we have had an interesting and fruitful year. ETFO made significant contributions to education here at home, nationally and internationally. Winston Carter outlines some of those in his column (page 37). I particularly want to take this opportunity to recognize your provincial Executive who join me in supporting initiatives to improve education here and abroad, and those members who will take the spirit of ETFO excellence to their colleagues in developing countries this summer.

We have much to be proud of. We bargain to protect your wages and working conditions, but we also care about your rights as citizens of the world.

Enjoy your summer!



FROM THE GENERAL SECRETARY

Professional Development in a New Era

GENE LEWIS

General Secretary, ETFO

Gene Lewis with children at PROMEB (see p.7)

Throughout the 1990s – particularly during the Harris-Eves years of government – we were forced as a federation to spend our energies on trying to preserve public education. We fought cutbacks in spending and a destructive education policy that affected not only the working lives of our members but the chance of success for our students.

The election of the Liberals in 2003 changed the outlook for teachers and students. This government appreciates public education and the people whose work is critical to student success. Nevertheless it has had to meet the challenge of rebuilding public education and restoring the confidence of the public in the education system.

That work is not complete. There is much to be done. However, what the government has done is show its willingness to treat teachers as partners in public education. Federation leaders and staff are pleased to find themselves working with a government that solicits our ideas and expertise. We may not always agree, but we are being consulted and are able to discuss our concerns.

More evidence of the government's commitment to improving the quality of education and the working conditions of teachers and education workers emerged this spring when it made available funds for teacher professional development that will be administered by the Federation.

ETFO received \$700,000 for professional programs for teachers of the early years. (JK/SK summer institutes will be offered in six locations this summer. Teachers can register on-line on our website, *etfo.ca*.) We have received another

\$7.2 million to fund, over the next two years, professional development programs to assist teachers to improve education outcomes for students whose educational success is limited by their socio-economic circumstances.

We know that, on average, students from middle-and upper-income families do better at school and are more likely to succeed. To cite an obvious example, students who come to school hungry cannot learn well.

However, we believe that poverty should not be destiny and we will use these funds to improve our members' ability to help children living in poverty to succeed at school.

We know this can be done. There are many examples of strategies and programs that help such children achieve. The funding we are administering will allow our members to learn how to use those approaches and put in place those programs.

This is an exciting time in education. This is the kind of partnership we have sought. It creates opportunities for you as members to make a real difference in the lives of the students you teach – not just those who come to school 'bright eyed and bushy tailed' but also those who are harder to reach and harder to teach.

There are increased opportunities for professional learning as a result of this partnership – beginning with expanded ETFO Summer Academy offerings this year. Watch for your chance to be part of this exciting initiative.

■ Equality day



Education Minister Sandra Pupatello was the guest speaker ETFO's Equality Day celebration. Sponsored jointly by ETFO and the Women's Future Fund, the day commemorates the enshrining of equality rights in the Canadian Charter of Rights and Freedoms in 1985. One of WFF's newest member groups is the National Eating Disorder Information Centre. Executive director Meryl Bear described the organization's efforts to promote healthy body image among women and girls.



■ The best place for grade 7 and 8 students is in an elementary school

Some school boards have started moving grade 7 and 8 students into high schools in order to keep up the student numbers in those schools. ETFO believes – and research shows – that young adolescent learners do better in elementary schools. Boards are thinking about dollars not the well being of students. A new ETFO pamphlet explains the Federation's position. It's available on our website, etfo.ca.

■ Men in education

Justin Trudeau was the keynote speaker at ETFO's conference on male teachers. More than 250 participants also heard from education researchers studying the importance of men in elementary education. Look for a full report on the conference in the Fall 06 issue of *Voice*.



■ ETFO supports national child care campaign



Keira Heineck (*centre*), the executive director of the Ontario Coalition for Better Childcare (OCBC), spoke to presidents and delegates at the May representative council meeting about the national campaign for a universal child care program. ETFO is actively supporting the national Code Blue Campaign (see the General Secretary's column in the Spring 06 edition of *Voice*).

In a significant collaboration, ETFO, the Ontario Public School Boards' Association, the Canadian Teachers' Federation, the Ontario Secondary School Teachers' Federation, and the Ontario Federation of Home and School Associations signed a joint news release on May 2, the day of the federal budget. Educators, parents and trustees expressed their dismay that the Stephen Harper government is abandoning the federal provincial agreements signed last year. The agreement with Ontario would have created 25,000 new child care spaces in this province. To sign the Code Blue petition go to, childcareontario.org.

■ ETFO helps colleagues in Peru



Proyecto de Mejoramiento en Educación Básica de Piura (PROMEB) works with teachers, schools, and about 9000 children in Piura, Peru an impoverished area north of Lima. Schools there have few or no resources. Illiteracy rates are high. Teachers walk three to five hours to reach the schools and lack housing to stay in during the week.

The PROMEB project began a literacy campaign and a festival for children and parents so that they could read and write stories and produce their own books to use as classroom resources. ETFO has donated \$14,000 to the project. In March President Emily Noble and General Secretary Gene Lewis had an opportunity to visit the project.

For Spanish language information see promeb-piura.org.pe.



■ Bargaining skills for women

Twenty-two members attended the “Negotiating skills for women workshop” held at the ETFO provincial office in April. Statistics on participation in ETFO programs have consistently shown that women are underrepresented in collective bargaining. The workshop was designed to address this imbalance by helping women hone their negotiating skills and encourage their increased participation in bargaining. Participants included members who are early childhood educators, teachers and occasional teachers. Coming into the workshop they had varying degrees of expertise. They participated in theoretical and hands on learning, including a bargaining simulation.

Grand Erie Bargaining Success

Grand Erie ETFO and the district school board have agreed that effective next September all teachers will be employed on either a 0.5 or a 1.0 basis.

As a result 48 teachers who had less than half-time assignments – some as low as 0.01 – will have their teaching time increased to 0.5 and 59 teachers with assignments between 0.5 and 0.99 will have full-time status.

This move is clearly advantageous to ETFO members. As well, the local demonstrated that the board will save a significant amount of money. Grand Erie teachers will further benefit by having the full 200 minutes of preparation time in September 2007 as opposed to the negotiated start date of September 2008.



■ Connecting with new teachers

ETFO regularly provides conferences and workshops for beginning teachers, that is teachers in their first five years. In April 70 teachers attended Connect 2006 in Sudbury. It was presented by ETFO in partnership with the Rainbow Teacher Local, the Rainbow Occasional Teacher Local and the Rainbow District School Board. Workshops included presentations on techniques for classroom management, core French teaching strategies, software licensed by the Ministry of Education, and daily physical education.

■ Summer of Hope

The challenge issued by the Simcoe County Teacher local (see Spring 06 issue of *Voice*) has been taken up by three locals. Grand Erie, Upper Grand and York Region teacher locals have voted to support Lieutenant Governor James Bartleman's Aboriginal literacy program. As well the York Region Local challenged its school board to make a matching donation, which the board did, bringing the total donation from York Region to \$5,000. For more information on the camps go to lt.gov.on.ca.



Correction: In the January federal election Maret Sadem-Thompson ran for the NDP in Oshawa-Whitby, the second time she has done so. We inadvertently left her name off the list of ETFO members who ran for office in that election.

■ Global action week



More than 100 million children around the world don't have a chance to go to school. The United Nations estimates that to give every child an elementary education, the world would need 15 million additional teachers. Global Action Week April 24–30 draws attention to the lack of educational opportunities for children around the world. It is a project of the Campaign for Global Education, Education International, and the Canadian Teachers' Federation. As part of the campaign, federation leaders, including ETFO President Emily Noble, spoke with Canadian members of parliament and senators to alert them to the needs of children and teachers around the world.

■ Michelle Muir – Champion poet



ETFO member Michelle Muir (aka Nuff Said) is the winner of CBC Radio's Canada-wide Poetry Face-Off Competition 2006. Muir has been a teacher with the Peel District School Board for the last 12 years and currently teaches grade 4 in Mississauga. Her goal is to promote literacy, cultural awareness, and empowerment through spoken word. Michelle's company "Nuff Said," provides shows put on by Michelle's storytelling alter ego "Auntie Michie." Michelle has performed on professional and non-professional stages in Toronto and New York. She is currently writing and working to compile her poetry and children's stories. She has also lectured on numerous occasions at York University and the University of Toronto.

ETFO Award Winners 2005-2006

ETFO is proud to announce the winners of its awards and honours for this year. Award winners will be honoured at the 2006 annual meeting. Congratulations to recipients and thanks to all those who submitted applications.

NAME OF AWARD	WINNER	LOCAL
Anti-Bias Curriculum Development Award	Robyn Turgeon	Thames Valley Teacher Local
Arts and Culture Award	Marie Arcangeletti	Algoma Teacher Local
Curriculum Development Award – WP	Adrianna Knight and Karen Blackwell	Halton Teacher Local
Multi-Media Award – WP	Pat Van Benthem	Halton Teacher Local
Science & Technology	Alice Assor-Chandler	Halton Teacher Local
Writer's Award – Published	Martha Attema	Near North Teacher Local
Writer's Award – Unpublished	Wendy Brathwaite	Elementary Teachers of Toronto
Writer's Award – WP – Published	Rina Singh	York Region Teacher Local
Health and Safety Activist	Sharlene Smith	Lakehead Teacher Local
Local Leadership	Dave Patterson	Hastings-Prince Edward Teacher Local
Local Website	Deb Wells & Allan Hasketh	Limestone Teacher Local
Newsletter Editor's – multi-sheet	Kim Pearson & Jo Anne Chapman-Beauvais	Waterloo OT Local
Occasional Teacher of the Year	Beverly Ferlatte	Upper Canada OT Local
Women Working in Social Activism on Behalf of Women and Children	Kaysandra Curtis	Windsor parent and literacy activist
Humanitarian Award – ETFO Member	Ellen Chambers-Picard	Lakehead Teacher Local
Humanitarian Award – Non-ETFO Member	Ian Naisbitt	Little River Enhancement Group, Windsor

■ Kaleidoscope 2006



Humourist and *Toronto Star* columnist Linwood Barclay was the keynote speaker at ETFO's kaleidoscope conference. A strong advocate for teachers (and the husband of one) he entertained participants with stories that reflected the humour and poignancy of life in the classroom. Seventy ETFO members attended the conference which included workshops on collective bargaining, use of technology in effective communication and effective strategies for handling student assessment. Shown with Linwood Barclay are ETFO President Emily Noble and Karen Chow, a participant in the collective bargaining mentoring program who introduced Barclay to the audience.



Peel workshops tackle cultural barriers



■ by **Vitusha Oberoi**

Classroom noise, chit chat with superiors, students working in groups – these are among the challenges that teachers from other countries face when they step into a North American school.

“It basically boils down to the cultural differences between where our internationally trained members taught originally and the transition to teaching here,” says Shelly Jan, president of the Peel Elementary Occasional Teacher Local (PEOT).

The academic credentials of the teachers are good: they have their certification from the Ontario College of Teachers, but they have been trained for the classrooms of their countries of origin and not Ontario. “That’s where the breakdown is,” Jan says. “They are capable of doing the job academically but certain things need to be adjusted.”

To help bridge this gap the PEOT Local has launched a pilot project to help its internationally trained teacher members to adapt to Ontario classrooms.

The local is conducting workshops for teachers who are looking for guidance as they transfer their skills from their country of origin to Canada. Members hold monthly meetings, and in the presence of an experienced facilitator discuss the problems they face. They keep journals and share their experiences as they strive to come to grips with the cultural differences that challenge them in their profession here.

Jan decided to focus on the special needs of these teachers after she realized that their teaching credentials were being questioned because

of cultural issues. “I would get calls from principals about the classroom management abilities or communication skills of the teachers. I felt it was not fair to our members because what we needed to do was deal with these cultural issues.

“The board is not cutting enough slack for their adjustment and the teachers themselves don’t know what to expect when they come into the classrooms in Canada,” Jan says.

Veena Navgiri, a half-time ESL teacher, says that a crucial issue faced by internationally trained teachers in the initial stages relates to the amount of freedom enjoyed by students in the class. Navgiri is from Gujarat, India and was a university professor before migrating to Canada. Her class of 80 students used to be focused, would never challenge her, and above all, was mostly quiet.

“In India, we always want our students to keep quiet while we do the teaching. I never had to think about discipline or classroom management. When I started teaching here, I would get anxious if the noise levels in my class rose,” she says.

Navgiri says with experience and discussing the problem with her colleagues, she has learned to adjust to her new classrooms. “These workshops have helped me realize that I am not alone and other teachers also face a similar problem.”

“The concept of group work in the classroom was new to me,” says Charulata Joshi, originally from Mumbai. “How do I know any learning is going on? How do you monitor that the children are on task? The issue of who controls the classroom also baffled her. “In India, the classes are teacher-oriented. Here, the classes are more interactive.”

While the English language in itself was not a problem, nuances and phrases peculiar to Canada definitely were. “I usually come across a number of Indian children in my classroom. I find that they do not always pronounce their names the Indian way and correct me on this,” Joshi said.

The informality of North America is another stumbling block for the teachers, who have a culture of treating their superiors as authority figures – distant and aloof. They hesitate to be on first-name terms with their principal, won’t approach her on discipline issues until and unless they are pushed to the wall, and won’t exchange small talk. “I see other teachers discussing the weather with the principal. I want to do the same but I don’t know how,” says one of the workshop members.

The problems are many but Jan and facilitator Prem Pillay, a retired teacher who taught in South Africa before moving to Canada, make sure that they do not overwhelm. They offer advice and encouragement. “It takes you wanting to learn and not isolate yourselves in your own little groups,” says Jan. **V**

Vitusha Oberoi is a former ETFO staff member and is a freelance writer.

Mentoring: an inside look at Federation work



■ by Karen Chow

The ETFO protective services mentorship program has provided me with an incredible insight into the broader scope of the work of the Federation beyond the activities in individual locals.

The program began as a pilot three years ago and has been offered each year since. It gives individual members, including those in under-represented groups, an opportunity to work with provincial staff to improve their understanding of the federation and the work that it does, to acquire skills, and to experience first hand what it's like to be a staff officer. ETFO protective services executive staff volunteer their time to mentor the participants.

I am an occasional teacher local chief negotiator, one of six participants in the program this year. Some participants were released officers in their local, while others were classroom teachers. All have been involved to some extent in their ETFO local.

At the beginning mentors met with us (we were often referred to as mentees) to brainstorm some of the possible outcomes we'd like to achieve. Each participant chose three personal learning goals. For one participant, it meant experiencing a day in the life of a professional relations services staff officer as they counselled members. Another participant, a local released officer, was able to increase her knowledge of health and safety. I wanted exposure to equity issues in the

Federation, and an increased knowledge of how different workshops and conferences are organized and facilitated.

Participants work with provincial staff in at least seven situations related to their goals. As a participant, some of my experiences included:

- Working with a provincial staff officer who coordinated a workshop for a northern local that involved co-operation between the local, provincial staff and the local school board. I shadowed her as she facilitated the workshop, and spoke with her about the preparation for the event.
- Participating in a meeting of the human rights provincial standing committee. This experience encouraged me to apply for a position on other provincial standing committees next year.
- Shadowing a protective services staff officer at a collective bargaining regional conference. This experience showed me how flexible staff officers must be, as one presenter was unable to attend and the staff officer had to step in.

In retrospect, this program increased my leadership skills and knowledge on a provincial level regarding the work of the Federation. This will prove invaluable in my future activities in the ETFO. As one of my colleagues in the program noted, this is a perfect opportunity to fill in the gaps in your own learning and experiences so that you can better serve your members in which ever role you choose to play, whether at the local or provincial level. ♥

...this is a perfect opportunity to fill in the gaps in your own learning and experiences in the local so that you can better serve your members...

Karen Chow is the chief negotiator for the Hasting-Prince Edwards Occasional Teacher Local.



I have always believed that to be an effective leader I needed to focus on a few simple but fundamental things – integrity, communication, living up to my commitments, and last, but certainly not least, ensuring that my actions would always speak louder than my words.

■ by **Sam Hammond**

The opportunities and rewards of a leadership role

Leadership opportunities exist at every turn. To be a leader you simply need to step forward and take advantage of one of those opportunities.

If you have taken part in your school decision-making process, organized a professional development program, been a mentor, developed partnerships with the community, or simply asked a question that no one else would ask you have already seized an opportunity and taken on a leadership role.

Over the past two decades I have had many diverse, challenging and rewarding leadership opportunities. They have been valuable professional and personal growth experiences. I have always believed that to be an effective leader I needed to focus on a few simple but fundamental things – integrity, communication, living up to my commitments, and last, but certainly not least, ensuring that my actions would always speak louder than my words.

There were times when I found myself in a leadership role as a result of a crisis or unexpected event, like the social contract crisis in the early 90s or our province-wide political protest in 1997. However, in most cases, I made a conscious decision to step forward as when I ran for the positions of chief negotiator-grievance officer in Hamilton-Wentworth, ETFO executive member or ETFO vice-president.

Since August 2004 I have been extremely fortunate to serve as ETFO vice-president, a leadership role that has been challenging, rewarding and extremely humbling all at the same time. It is a very dynamic role with a myriad of responsibilities. These are set out in our constitution and are reviewed and assigned annually by the ETFO executive and/or the president.

Last year my immediate responsibilities included the ETFO public relations portfolio; liaison to a number of labour and social justice and equity organizations; serving on OFL, CLC, and OTF committees; representing the membership on the OTF Board of Governors; and acting as the executive liaison to eight ETFO standing committees.

During 2004–2005 I was also responsible for publishing *Minding Your Business*, an executive summary of each ETFO executive meeting. I also took great pride last year in serving as a member of the ETFO administrative, personnel, hiring, and executive appeals committees.

This year my responsibilities are largely the same except that I am now responsible for the ETFO political action portfolio. Fulfilling the duties of this portfolio requires a great deal of organization and planning, and working very closely with a number of ETFO executive staff. This portfolio will become extremely active and interesting as we move closer to the municipal elections in the fall of 2006 and the provincial election scheduled for 2007.

Equally important is ensuring that as an elected member of the ETFO leadership team I am listening to, and advocating for, members in everything that I do. As a union leader, whether I am addressing a gathering of new teachers, meeting with an MPP, or visiting members in schools in various locals, I am always representing some 70,000 teachers, occasional teachers, and educational support staff professionals.

It is an honour and a privilege to serve as ETFO vice-president. The sense of pride that results when I know my actions have had a positive effect on the lives of our members makes every minute of every day worthwhile. ♥

Member service at the heart of leadership

■ by **Barbara Burkett**



On August 17, 2005, the delegates to the ETFO annual meeting elected their provincial executive for the 2005–2007 term and my life changed.

I was elected to the position of vice-president female. Leadership in ETFO is challenging and personally enriching.

My involvement in federation began with my first year of teaching at Moosonee Public School in 1979. That involvement included work as school steward, committee member, vice-president and president in the Ontario North East local. It also included involvement on various provincial committees, participation in the World March of Women in New York in 2000, and most recently, four years on the provincial executive.

In that position it was exciting to help shape and support the positive direction of Campaign 200. That campaign was supported by the groundbreaking framework agreement negotiated with the provincial government and allowed us to take our organization giant steps forward, creating far-reaching enhancements in our members' working lives. I was proud to be part of it.

This year, it has been equally exciting to go out to the occasional teacher locals to address strike vote and ratification meetings, as we work to enhance the profile, salaries, and working conditions of our occasional teacher members.

Member service is at the heart of my ETFO belief system. I bring that direct commitment to my new role. Leadership is often equated with decision-

making. I hold the best interest of each member in mind when I make decisions about member service, policy development and political action.

Leadership includes my work as chair of the selection committee for ETFO standing committees and my role as executive liaison for many of these vital committees. It also includes my work as chair of the executive task force struck to enact the new ETFO priority to promote the care and protection of the environment.

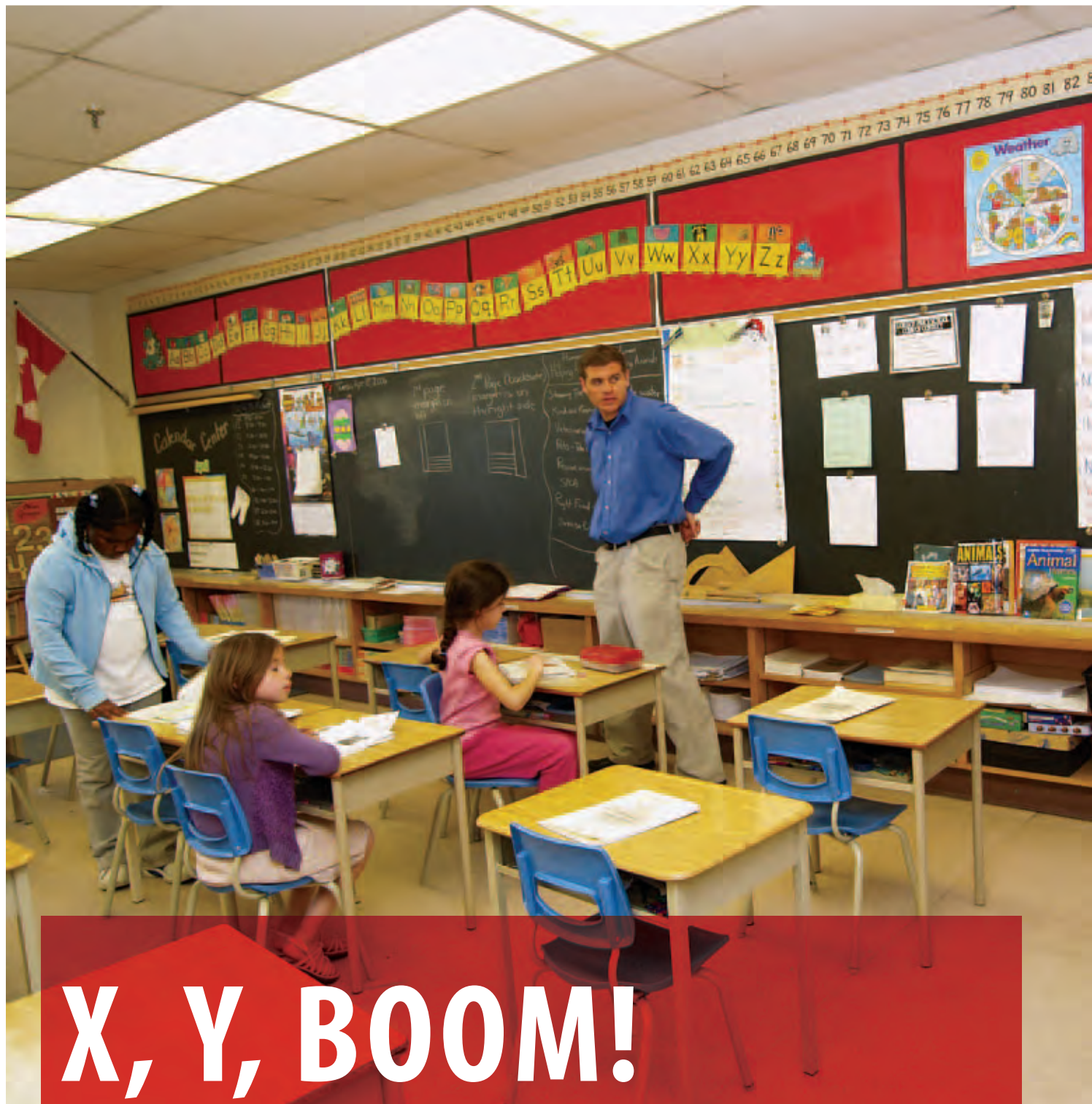
For me, leadership in ETFO also includes advocacy on issues of equity and social justice, and liaison work with other organizations. I serve as an OTF governor, and as a member of the OTF awards committee, the OFL women's committee, and the CLC task force on power generation.

As an ETFO leader, I am able to take the lead on issues of importance to members and to society. For example, we can create positive change as we work together to save the national child care program and to stop privatization and commercialization in schools.

I am always happy to visit in the locals. This fall, I had the positive experience of presenting new teacher workshops in many locals. At local events I learn more about issues of critical importance for members. Interaction with members fuels my enthusiasm.

ETFO is an organization of knowledgeable and caring professionals. Infused with a dedication to the principles of equity and social justice, to strong collective bargaining, to advocacy in the political arena, to member support and quality professional development; it is an organization in which we can take great pride. It is an honour to serve as vice-president. ♥

Member service is at the heart of my ETFO belief system. . . . I hold the best interest of each member in mind when I make decisions about member service, policy development, and political action.



X, Y, BOOM!

Generations at work

"Those young people just don't understand what we fought to achieve."

"Those experienced teachers just want to talk about 'the good old days.'"

That's the sound of generations colliding.



Photos - Anne de Haas

■ by **Barbara Richter**

Some researchers believe that people are defined as much by their times as by their parents or upbringing – perhaps more so. Regardless of differences in backgrounds members of the same age group share a common social environment that helps shape who they are and how they relate to their work, their colleagues, their families and their friends. Members of a generation experience the same historical events, technological advances and economic shifts. They worship the same heroes, listen to their own music and create their unique fashions.

Researchers have classified the four generations populating our workplaces and our unions according to the time period in which they were born: Traditionalists –1920 to 1943; Baby Boomers –1943 to 1960; Gen Xers –1960 to 1980; and Echo Boomers (Nexters, Millennials, Gen Y) –1980 to 2000.¹ Social scientists are scrambling to understand the impact of these generational divisions on our lives.

One thing is certain: generational differences can lead to conflict. Understanding the differences can lessen that conflict.

Traditionalists

Forged by two world wars, the Depression of the 1930s, and the Korean War in the early 1950s, Traditionalists were raised in long-established family structures: male breadwinner, mother at home. In their era, advanced technology meant rotary dial phones, radios, phonographs and movies with sound.

Traditionalists are hardworking and loyal – to their country, faith, institutions, employer and family. For them rules and duty come before pleasure. Respecting authority, they accept a hierarchical chain-of-command leadership style. They believe in “saving for a rainy day” – forgoing today’s pleasures for tomorrow’s security. They are the last generation to embrace this ethic.

When traditionalists became teachers, one-room schools dotted the province. Hired on individual contracts, they had little say about their wages or working conditions. Once married, women were forced to resign; if allowed to stay, they worked on temporary annual contracts. Rural teachers were expected to clean and maintain their classrooms. It was only during wartime, with men off fighting, that married women were allowed to work outside the home; in fact, they were encouraged to do so, to make up for the labour shortage.

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Boomers

Born after World War II, Baby Boomers are part of an enormous population bulge that, because of sheer numbers, had a significant social and economic impact from the outset. Between 1950 and 1951 enrolment in Ontario’s elementary schools jumped from 19,500 children to 42,000, then rose to 58,000 in 1952. As part of this big crowd, Boomers learned to be competitive but also collaborative. They had to compete for attention and recognition.

Raised by parents who fought “a war for freedom,” Boomers were instilled with a sense of mission. They would get a good education, achieve more than their parents had, and make the world a better place. They grew up in the years marked by the Cold War, the space race, the civil rights movement, the anti-Vietnam war movement, women’s liberation, the Pill, the sexual revolution and the beginnings of the environmental movement. They are the generation with a cause.

Boomers also experienced rapid technological change: TVs with several channels, transistor radios, hi-fi and stereo, touch-tone phones, and movies in Technicolor, 3-D and Cinemascope. At work there were hand calculators, photocopiers and mainframe computers. They were the first generation to be constantly exposed to mass advertising.

(1) These dates may vary depending on the individual researcher but the general trend is to define the generations in approximately 20-year segments. In addition to those who fall squarely within any of the generations, there are also those who were born somewhere between – sometimes know as “cuspers” because they span the characteristics two generations. The research used for this article is based on experiences in North America.

Boomers grew up in a society that was relatively affluent and rich in opportunity. They were optimistic; believing that all problems could and should be solved, they created the self-help industry.

The term *workaholic* belongs to them. Work is a source of personal fulfilment and a measure of their self-worth. Putting in extra hours is a sign of success. Their friends tend to be colleagues from work. For many the decision to retire will be difficult because they fear the accompanying isolation and loss of identity.

Boomers started teaching in the late 1960s, a time of great change in Ontario's education system. County-wide school boards were created, and new schools built. Women won the right to statutory pregnancy leave and the right to wear pantsuits to school. Teachers walked off their jobs for a day in December 1973 to protest unfair bargaining legislation and eventually won the right to bargain collectively and to strike. Collective agreements became legally binding contracts that outlined rights, benefits and working conditions.

Boomers, with their sense of mission and commitment to a cause, believe their efforts to improve teachers' working lives made the world a better place. They are very sensitive to scepticism about or criticism of these achievements.

Gen Xers

Gen Xers are pragmatic, adaptable, techno-literate and good at multitasking. They grew up dealing with change. The children of early Boomers, they have always been in the Boomers' shadow. Many were raised in single-parent families, or with both parents working, and are often described as the generation that raised itself. The term "latchkey kids" was coined for them.

Gen Xers are very comfortable with changing technology, having grown up with personal computers, video games, remote controls and TV with 200



channels. Defining events in their lives included the end of the Cold War, the Canadian Charter of Rights and Freedoms, free trade agreements, AIDS, economic uncertainty, increased drugs use and violence, and the faces of missing children on milk cartons.

Gen Xers are a sceptical generation – they need proof. They grew up seeing institutions and revered public figures wracked by scandal. As a result they respect competence and have more faith in themselves and their peer group than in external authority. They are loyal to their relationships but not necessarily to institutions. They are the first generation to date in groups.

Teachers who are Gen Xers work hard and spend cautiously, having begun their careers with heavy education debt loads. They know they are the first generation that may not surpass their parents economically.

Gen Xers also want balance: they are not prepared to sacrifice their health, marriages, relationships, and personal lives to career as their parents did. Freedom is their ultimate reward. They seek autonomy, a comfortable schedule, and time to spend with family and friends (who are generally not people from work).

Gen Xers started teaching in the mid-1980s, and prefer a casual and relaxed workplace. They see many Baby Boomer achievements – like protection for seniority – as an impediment rather than a protection against indiscriminate layoffs.

They have also experienced radical changes in the profession and in the workplace: the recession of the early 90s; the "social contract" imposed by

Bridging the generational divide

- Don't judge the actions or statements of others through your own generational lens. Don't make assumptions; ask for a discussion.
- Resolve that for one week you will not start any sentence with the phrase "If you had been there in ..."
- Ask seasoned staff members about their experiences in their early years of teaching.
- Seek out a colleague from another generation and discuss an issue facing education.
- Offer to help a younger colleague set up an activity for students. Ask an older colleague for suggestions.
- Cultural icons are *never* universal; they belong to a specific time and place. Don't assume your colleagues will recognize generational markers like Howdy Doody, Polkaroo, or Barney the Dinosaur.
- Suggest a staff discussion about generational differences.



the provincial NDP government; the subsequent election of a Conservative government that cut education funding; the creation of a professional regulatory body, the College of Teachers; school board amalgamations; the amalgamation of teachers' federations and the removal of principals as members of the federation; new curriculum and standardized testing.

Echo Boomers – a planned childhood

Now just beginning to enter the profession. Echo Boomers are the children of Gen Xers, younger Boomers, or Boomers who chose to have children later in life. Echos grew up in a time when there was an emphasis on child-rearing practices and the importance of the early years. Their parents planned their lives and were active participants in every aspect of it. They are the first generation to grow up with personal calendars and daytimers.

Echos were always welcomed into adult company. Their participation in family decision-making was encouraged and appreciated. They experienced a wide variety of family structures: two parents, single parents, same-sex parents and blended families. For them, diversity is a given.

Echo Boomers grew up in a world of email, the Internet and globalization. Some researchers believe that because of their early exposure to technology, the brains of Echos developed differently so as to make them super-efficient multi-taskers. Simultaneously text-messaging, listening to downloaded MP3 music files, writing an essay on *Hamlet*, clipping their toenails and tuning out nagging parents is all in a day's work.

Echo Boomers also grew up with increasing school violence, gangs, economic uncertainty, a shrinking middle class, an increase in poverty and homelessness and a war on terror. Nevertheless they are a confident generation: optimistic, flexible, street-smart, sociable and civic-minded. They enjoy working with other idealistic people. Some researchers say they display many of the early ideals of young Boomers (before they got jobs and credit cards), but are more practical in their approach. They are more likely to work for change within a system than to take to the streets against it.

On entering the workforce, Echo Boomers show a keen sense of participation and entitlement and may be quite surprised when their suggestions for workplace improvements aren't welcomed or acted upon. They respect

Regardless of differences in backgrounds, members of the same age group share a common social environment that helps shape who they are and how they relate to their work, their colleagues, their families and their friends.

authority but are not in awe of it, and will treat the receptionist and the company president with an equal amount of respect.

"Paying your dues" is an alien concept and Echos expect quick career advancement. They want meaningful work. Having grown up with attentive parents, video games and the Internet – all providing immediate feedback – they expect the workplace to deliver the same instant gratification. They expect respect. If they feel badly treated, they will broadcast their grievance to a worldwide network of peers at the click of a mouse.

Echo Boomers are entering the education workplace in a time of relative peace. Stories of the battles fought and gains made and lost seldom resonate with them. They are eager and enthusiastic about building the optimistic future they believe awaits them, and they waste little time and effort in reflecting on the past.

Like cultural and racial diversity, generational differences bring unique and valuable strengths and perspectives to the workplace and to the federation. By understanding, appreciating and building on it, we can enhance the potential of all to contribute to the profession and the federation. ♥

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No more couch potatoes



It's spring and the playground at Chatham's Queen Elizabeth II School is alive with the steady beat of jump ropes slapping the asphalt and the sounds of kids repeating age-old chants: "One potato, two potato, three potato, four..."

■ by Catherine A. Cocchio

Once infected with spring fever, students often struggle to maintain their focus on indoor learning. That is, unless they happen to attend a school like Queen Elizabeth II, where daily activity is part of every timetable. The school won the Ophea 2005 School Community Award.

The entire school focuses on promoting healthier lifestyles through increased physical activity and better nutrition. It is one of five schools piloting an *I Can Be Healthy* program sponsored by the local health unit and other community partners. As part of this focus, the school is reintroducing old-fashioned playground games. It is also replacing chips and pop sold outside the gym during nutrition breaks, with healthier choices including cheese, yogurt, ice cream, pickles, granola bars, chocolate milk and juice.

"Hammering home the idea of living healthier

lifestyles sums up the program in a nutshell," says physical education teacher, Dave Allin. "Anything that can get kids more active is beneficial. I'd definitely recommend the program to other schools."

Each class has two 40-minute physical education classes in its timetable. That and the comprehensive intramural program mean the gym is seldom quiet. Allin, one of the driving forces behind the Queen Elizabeth II program, coordinates an extensive list of intramural activities such as dodge ball, crab soccer, flag football, soccer, basketball, volleyball and floor hockey. He also oversees numerous school teams.

Classroom teachers wondered how they would squeeze the 20 minutes of daily activity mandated by the province into timetables already jammed with core subjects, EQAO test preparation, anti-

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There are not a lot of children complaining that they don't know what to do any more. Boys and girls play together.

No more couch potatoes

For this activity students find their own space between desks in the classroom. The only rule seems to be not to knock over any plants as they work up a sweat following their video leader. "Students are more attentive after activity. They're ready to settle and do some work at their books," observes Haddock.

"I think the activity makes us want to go outside and do more stuff like walk. After school I'd rather shoot hoops with friends than stay inside," notes Mathew Willder, who is in Haddock's class.

Primary division classes each use an empty classroom on indoor activity days to work out with two, 10-minute *Fit Kids* video clips. Following instructions on the exercise video tapes not only provides physical activity, but also helps develop listening skills needed for EQAO testing.

"We don't look at the exercise requirement as an inconvenience, but as a benefit to the whole day," remarks Grade 3 teacher, Sharron Myers.

Avery Case, one of her students, says he likes getting energized! "Sitting is hard work. Kids need to wiggle. I don't like being called a couch potato." Fellow student Alyssa Withington adds: "When I play school, I'm the gym teacher and we do exercises that build muscles and get ready to do sports. I like to skip, ride my bike, climb on the monkey bars and play grounder."

Kindergarten students get 10 minutes of exercise daily wherever it fits into their flexible schedule. Here, the biggest problem is controlling the excitement factor. According to JK teacher, Kristin Vandersluis, "It's easier to handle when there's an EA in the room."

Dave Allin observes that there are "two kids in particular with remarkable changes in body size from last year to this. Maybe it's just that they're growing, but there is positive change. The kids seem more in tune with their bodies and understand that change is possible."

"It would be interesting to look at data on office visits," comments Vice Principal, Byron Hodgson. "I suspect there are fewer issues on the yard, partly because of intramurals."

In the end, administrators won't need statistics to judge the success of the program. All they'll have to do is listen to students at play in the yard: "Five potato, six potato, COUCH POTATO NO MORE!" ♥

bullying programs, and a variety of health and safety lessons. But, notes Allin, "everything went pretty smoothly. Staff was receptive to time slots allotted to their classes for activity periods and worked their schedules around it."

Twice a week, on days when there are no regular phys. ed. classes, all three intermediate classes go outside together for 40 minutes just before the first nutrition break. (Queen Elizabeth II operates on balanced day).

Teachers join in, modelling sportsmanship while helping build school spirit. They try to vary activities, keeping at least three choices such as basketball, touch football and dodge ball available at once. Some days, they walk the perimeter of the yard, or follow a route through the neighbourhood.

"The fun factor is really important," comments Grade 8 teacher Matt Coatsworth. "One of the favourite games is dodge ball. Students keep score by the number of times they hit the teacher with the ball. It adds a special challenge to the game."

"Students are more productive in class. We have 40 minutes to do what we would otherwise accomplish in 60 minutes. We don't look at it as missing time from math, science or French so much as having more efficient time," Coatsworth points out.

Students themselves have noticed a change. "I used to play a lot of videos," said Aaron L'Ecuyer, a Grade 8 student leader. "Since I joined teams, I'd rather be outside when it's warm. In the winter I go to the Y. If I see someone standing alone, I try to ask them to join in or encourage them to do something like shoot hoops."

The kids do lots of things that don't necessarily involve skill or have a connection to a sport. Supervising teachers must constantly keep moving to avoid bouncing, rolling and flying balls of all sizes, turning ropes, and running or jumping children playing games like hopscotch, tag and grounder.

Principal Deanna Blain says that not all the activity has to be organized by adults. "Learning how to make their own games is important. We're painting games like hopscotch and four square on the asphalt. We're giving booklets with game suggestions to the staff so they can introduce the games to the children."

Grade 6 teacher, Beth Haddock has noticed that "There are not a lot of children complaining that they don't know what to do any more. Boys and girls play together." When bad weather prevented Haddock's class from going outside for their activity break, she introduced a Tae Bo video.

Getting a move on:

Putting your daily physical activity program in place

■ by Kara Smith

Daily physical activity – 20 minutes per day for all students – is the new rule in Ontario schools. To make this a positive experience for everyone, we as teachers need to work together and share great ideas and successful activities.

Combined with the resource materials released by the Ministry of Education, the daily physical activity mandate is a great first step toward ensuring a healthier generation of kids. It will contribute to the creation of a culture that promotes and supports active, healthy living in each school community.

Children love to move. Studies show daily physical activity improves students' memory, observation, problem-solving and decision-making, as well as significantly enhancing attitudes, discipline, behaviour and creativity.¹ It provides an outlet for the release of stress and extra energy.

Children who learn to participate in daily physical activity in a caring and supportive environment that also provides positive and successful experiences, will enjoy that activity. They are also more likely to continue participating in physical activities outside of school and go on to lead healthy, active lives as adults.

Here are the steps to putting your program in place:

Step 1: Familiarize yourself with the guidelines

The Ministry policy² stipulates that daily physical activity (DPA) must:

- Consist of at least 20 minutes of daily activity, which raises and maintains the heart rate for the physical activity period (It can consist of two 10-minute segments, but 10 minutes is the minimum time per session.)
- Be scheduled during instructional time (Not during lunch, recess or breaks.)

- Be provided on days when physical education is not scheduled
- Not replace physical education classes
- Include a warm-up and cool-down.

Classroom teachers, specialists and even school administrators can help lead the students in DPA. It can occur in a variety of locations including the classroom, multi-purpose rooms, outside and in the gymnasium.



Photos: Catherine Cocchio

Step 2: Consult the Ministry's resource guides

Daily Physical Activity in Schools, Grades 1 to 3, Grades 4 to 6 and Grades 7 and 8, are guides developed by teachers for teachers. They contain ready-to-use lesson plans. They also include steps and strategies to set up a quality program for all students, adaptations for students with special needs, and information on safety, scheduling, timetabling and maximum use of facilities.



Every Ontario elementary teacher and principal should have received a copy of the guide in March. Administration and Board guides were distributed shortly thereafter. English and French versions are also available on the Ministry of Education website, edu.gov.on.ca. Please see your administration if you have not yet received your guide.

Step 3: Think about safety

In addition to the common safety guidelines in the Ministry guides, staff members must also be aware of and adhere to safety guidelines and policies put in place by their boards. Be sure to consult your safety documents prior to starting your program. Be sure to consult your school administration or your school board's health and physical education contact if you have any specific concerns.

School boards are working on a variety of strategies to help schools implement DPA. Some boards are asking experi-

enced physical education teachers, or those with a keen interest, to serve as mentors for teachers who are leading a program for the first time. Other boards are planning in-service training and have distributed resources. Contact your board's health and physical education department for more details about local training and supports.

Step 4: Gather your resources

- Ophea's H&PE Curriculum Implementation Support Documents include lesson plans, daily physical activity ideas, and black line masters.
- **activ8** is a free, curriculum-based program with eight pre-planned lessons for each grade with physical activity challenges that engage all students. Visit activ8.org or call Ophea at 1-888-446-7432.
- **Ophea.net** provides activity ideas, programs and services, and articles.



- 1 J.J. Keays and K.R. Allison, "The Effects of Regular Moderate to Vigorous Physical Activity on Student Outcomes: A Review", *Canadian Journal of Public Health*, 86, no. 1, January/February 1995, p.64.
- 2 Memorandum 138, Daily Physical Activity is available on the Ministry website at edu.gov.on.ca/extra/eng/ppm/138.html



Space Mission

Division: Primary/Junior/Intermediate

Space: Limited to large space

Time: 10 or 20 minutes

Safety Considerations

Teachers should ensure that students have enough room to move safely. Remind students to be aware of others during the “mission.”

Warm Up (2–3 minutes)

The Wave: Students form a circle. The teacher or a student leader starts “the wave” by walking on the spot while the others stand still. Then the student to the right of the leader starts walking and the next student follows, creating a wave effect until everyone is walking on the spot. The leader then starts a new move such as jogging on the spot. Students continue to walk until the wave (the new move) reaches them – then they begin to jog. Continue in the same way with the leader introducing moves such as jumping, shoulder rolls, lunges, leg kicks and a variety of stretches.

Getting Active (15–16 minutes)

Demonstrate each command and accompanying action to begin. Instruct the students to scatter within the room.

As each command is called the students do the corresponding action (for 15 to 20 seconds) and change the action each time a new command is called.

Physical Activity Level: Moderate/Vigorous

Equipment: None

Command examples may include:

- Blast Off...jump up as high as possible using both legs
- Space Travel...jog around the space
- Man on the Moon...walk very slowly (zero gravity)
- Meteor Shower...hop on alternating legs
- Space Shuttle Passing...run on the spot
- Lunar Landing...run three steps and stop, run three steps and stop
- Comets Coming...run in a zigzag path
- Asteroid Alert...skip around the space
- The Rings of Saturn...groups of 3 – 6 form a circle and travel together
- Recreation Time...walk around the space
- Shooting Stars...star jumps
- Martians Moon Walking...walk in a creative way
- Red Alert...run to the nearest corner and do jumping jacks

Cool Down (2–3 minutes)

Students move around the activity area in groups of 2–4, playing follow the leader. One student leads the way in each group, taking their group through a variety of movements and directions, at a slower pace. Finish by leading, or having a student lead a stretching routine.

Notes for Teachers:

Space Mission is a fun activity for students and also a great opportunity for educators teaching the topic of space in the science/technology curriculum to activate student learning. Commands can be adapted to accommodate different facilities and varying abilities of students. Teachers may want to consider starting with only a few commands and then, as the students become more familiar with the routine, adding additional commands. You may need to adapt the above examples to accommodate the varying skills and abilities of the students. For sample stretches see the Ministry of Education’s *Daily Physical Activity in Schools: Teacher Resource Guide, Appendix C*.

Keep it Clean

Division: Primary

Space: Large space

Time: 20 minutes or two 10-minute segments

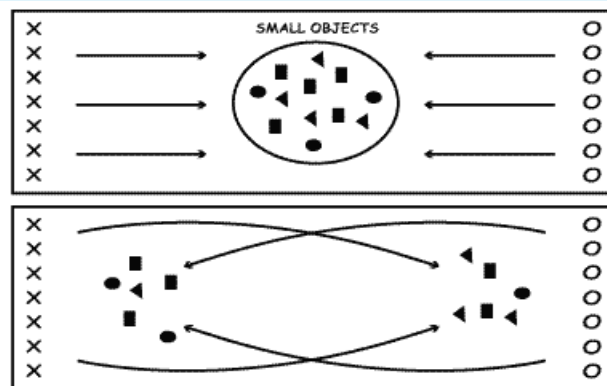
Physical Activity Level: Moderate/Vigorous

Equipment: Small balls or objects (math manipulatives or crunched up pieces of recycled paper)

Activity Description: *Keep it Clean* is a great activity to incorporate 20 minutes of daily physical activity during instructional time. This activity can also be a great way to introduce, reinforce and/or practice counting, grouping and/or sorting concepts for grades 1–3.

Overview: Teachers should ensure a safe pathway from wall to wall. Remind students to move safely and to avoid colliding with others in the corners. Allow for a warm-up (beginning with less vigorous movement and stretches) and cool down (ending with less vigorous movement and stretches):

- Divide the class into two groups.
- Place objects in the centre of the room.
- One group stands at the back of the room; the other at the front.



- On a signal, students walk quickly to the centre, pick up ONE object and return it to their end of the room.
- When all objects are gone from the centre, students can walk to the other side and take an object from the other side.
- Students work as quickly as they can to get as many objects on their side of the room.
- During the group assessment of their safe participation ask one of the teams to lead a stretching routine to cool down.

Variation: The teacher may challenge the class to move in different ways or to carry the objects in unique or creative ways. The teacher may also instruct the students to sort the materials they have collected on their side by colour, size and/or shape.



Adapted from Ophea, *H&PE Curriculum Support Documents*, 2000.

Alligators and everything else: a perspective on the school yard

■ by Derek Hulse



To hear some school administrators tell it, there is no more dangerous place on earth than the yard of their local school. It's surprising that teachers are not given a suit of armor to wear – under the bright orange vest, mind you – while on duty. Granted, every administrator will also explain that his/her school is “unique” and requires “special consideration” to deal with its multitude of issues, especially supervision time.

Creating a supervision schedule that meets the needs of a particular school, no matter how unique, is not only necessary but possible.

Every public school board in Ontario has agreed to collective agreement language that limits teachers' supervision time. In addition, by agreeing to this language the boards have assumed a shared responsibility for implementing these supervision limits.

Now is the time to look for solutions not excuses. The process used to find solutions often determines the outcome.

When administrators work cooperatively with staff – the norm throughout the province – two things happen:

1. Supervision schedules are created that meet the collective agreement requirements and provide for student safety at no extra cost.
2. An atmosphere of mutual respect is created that improves every aspect of the learning environment.

On the other hand, when administrators use an autocratic decision-making model there are often two quite different outcomes:

1. The disputed supervision schedule becomes part of the mediation/grievance/arbitration process.
2. The animosity created eventually poisons relationships and results in an “us versus them” mentality that does nothing to improve the learning environment.

A portrait of the cooperative approach

The days of the school administrator having the final say on the supervision issue are over: collective agreements clearly state that joint decision-making has to take place. Teachers have an equal voice on the school supervision committee and must be given equal opportunity to have input into the process and the final product.

A cooperative approach should include the following:

- Meeting dates that allow everyone to be involved while respecting other aspects of their lives
- Provision of all information required
- Ground rules that acknowledge every

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The process for resolving supervision time issues is fair and recognizes a new era in board-union relationships, an era of equality and shared problem-solving.

member of the committee has an equal voice

- A willingness to listen to the ideas of others and the courage to attempt creative solutions.

With this type of approach the parties can work towards the common goal of meeting the collective agreement requirements while maintaining student safety.

What next?

As a result of the 2004 – 2008 round of collective bargaining all locals have collective agreement language that limits teachers' supervision time.

In all but one local, the upper limit for supervision for the 2006 – 2007 school year is 100 minutes per week (or per five instructional days).

In addition, all but one collective agreement provides that boards must "make every reasonable effort" to ensure that no teacher performs more than 80 minutes of supervision per week (or per five instructional days).

To achieve the 80-minute limit, committees

may need to look at new ways of performing supervision. The following suggestions may help:

- Use teams and rotating schedules so that less desirable duties are shared
- Use walkie-talkies during yard supervision to improve communication
- Combine as many classes as possible for lunch supervision
- Review bus loading and unloading procedures to minimize waiting time at the end of the day and between multiple bus runs
- Use yards efficiently and possibly close down some sections
- Institute a peer-helper or conflict manager program using older students
- Modify bell times to reduce length of time before school
- Reallocate existing funds to hire lunchroom assistants to supervise during lunch/nutrition breaks
- Maximize the use of non-teaching adults to provide supervision.

This list of suggestions is by no means exhaustive. Each school will determine what can work for it.

HELP! We're stuck

Teachers in a school may, after much deliberation, determine that they have no further ways to reduce supervision time. That may very well be true; however, this does not mean that supervision time can't be reduced but only that those teachers have run out of workable ideas.

Teachers who find themselves in this situation are responsible for referring the matter to their local ETFO office. Teachers do not have the authority to agree to working conditions that are different from those outlined in the collective agreement. This is acknowledged in the collective agreement language regarding board-union supervision committees.

The greater knowledge and experience of board-union committee members may help them find alternative solutions to supervision issues.

If the committee can't find a resolution, then supervision schedules still not meeting the requirements of the collective agreement may be forwarded to the newly-formed Provincial Stability Commission. Established as part of the provincial framework, the Stability Commission will serve as a problem-solving body to help deal with supervision issues.

The process for resolving supervision time issues is fair and recognizes a new era in board-union relationships, an era of equality and shared problem-solving.

A better future

The working conditions, specifically supervision, that were bargained in the last round of negotiations are only real if they are implemented.

Everyone involved in public elementary education wants to see the best possible learning environment for students. That can only happen when all of the stakeholders work cooperatively.

As teachers, we must make sure that we are doing our part. ♥



Creating an accessible built environment

■ by **Christine Brown**

Universal design (UD), sometimes called barrier-free design, is the notion that the built environment should be accessible to everyone – young and old, shoe user and wheelchair user, left-and right-handed, immigrant and native-born, sick and healthy, well-rested and bone-tired.

Universal design
is seamless,
unobtrusive and
front-end loaded.
... It sidesteps
the stigma that
unfortunately
still attaches to
so many adaptive
devices.

UD should not be confused with the often costly retrofitting that we apply to our dwellings and public buildings when legislative requirements, good conscience or fear of litigation prompts us to do so. Instead, UD is seamless, unobtrusive and front-end loaded. The beauty of UD lies in its invisibility. It sidesteps the stigma that unfortunately still attaches to so many adaptive devices.

UD is literally just outside your door – in the form of curb cuts, those smooth dips in the sidewalk that occur at intersections and other locations. Curb cuts make public spaces accessible to those who use mobility devices, of course. But they also aid the parent with a stroller, the delivery person with a hand-truck, the kid with a skateboard, and the weary teacher with a sore knee and a load of groceries on her way home at day's end.

The wide hallways of many older schools – many of them built before the term “universal design” was coined – not only accommodate small feet and large wheels together, but also facilitate quick building evacuation. Ironically, it was the very width of those halls that the Harris-era funding formula penalized as “non-classroom” space.

The automatic door openers and Braille-equipped elevators we encounter so frequently are now things we take for granted. So too are levers in place of twist-taps in washrooms – a

design feature which aids the very young and the arthritic, but is also more hygienic.

But we can expand our thinking about design far beyond this. Clear, consistent signage makes public spaces more useable for people with dyslexia. It can also help those whose brains – through fatigue or stress – are not processing complex information. Universal captioning in movie theatres – whether traditional titles or rear-window captioning – would assist the deaf, but also those learning a new language. And there is no good reason why desks and countertops should not be manufactured with a built-in capacity for multiple height adjustments. Even for those who are standing up there are ergonomic advantages in lowering surfaces for such things as meal preparation.

The concept of UD has been around for a while. But it was codified nearly 10 years ago into seven now widely accepted principles developed by a team of designers, researchers and engineers: equitable use; flexibility in use; simple and intuitive use; perceptible information; tolerance for error; low physical effort; size and space for approach and use.

UD is a design philosophy that assumes that there is no such thing as able-bodied or disabled, capable or incapable. There are merely six billion different capabilities, and we are ingenious enough as a species to create an environment that accommodates them all. ♥

Christine Brown is an ETFO research officer with an interest in disability issues.

ETFO Advocacy:



■ by **Carol Zavitz**

Eliminating violence against women has always been one strong focus of ETFO's advocacy work. Our key partner in this work is Education Wife Assault (EWA). Last year EWA celebrated 25 years of activism, outreach and education related to violence against women. In 2005 the Ontario Teachers' Federation awarded Education Wife Assault the Greer Award, recognizing EWA's outstanding service in Ontario.

Our partnership with EWA has enabled ETFO to provide our *Breaking the Silence* women's program. It has offered workshops on violence against women every year since 1999. In recognition that men need to be actively involved in this struggle we have developed a new workshop: *Breaking the Silence: Men and Women Working Together to End Violence Against Women*. We are working with EWA and with Counterpoint, a feminist, non-profit organization that provides counselling and educational services to assaulted women and abusive men.

.....
Carol Zavitz is an ETFO staff member in Equity and Women's Services.

This year, ETFO has deepened our partnership with Education Wife Assault, engaging in a project sponsored by the Ontario Women's Directorate as part of their *Promoting Healthy Equal Relationships program*. In this project, we are expanding and diversifying the *Breaking the Silence* program, creating a variety of resources for use by educators, students, parents and community members. ETFO members are hard at work writing curriculum materials for use in elementary classroom and designing workshops for grade 7 and 8 girls' conferences, focused on promoting healthy, equal, violence-free relationships.

Eliminating Violence Against Women

Ontario's Domestic Violence Action Plan

ETFO has also provided support for a major conference on reducing domestic violence, *Finding Common Ground*, hosted by the Ontario government in November 2005. The conference was a key component of the government's four-year, \$66 million Domestic Violence Action Plan. Another conference is planned for 2006, and ETFO plans once again to be there and to provide support.

Ontario's Domestic Violence Action Plan encompasses a variety of expert training panels focused on different sectors of the community.

December 6: National Day of Remembrance and Action on Violence Against Women

Every year ETFO and ETFO members participate in events organized around the province to remember the murder of 14 young women in Montreal on December 6, 1989.

ETFO staff and members fundraise on behalf of the December 6 Fund, an organization that provides interest-free loans to women fleeing abuse.



Advocacy: funding for women's shelters

On Dec. 6, 2005 the Canadian Labour Congress (CLC) initiated a post-card campaign called *Freedom and Equality for Women*. One of three key demands in the campaign, which ETFO co-sponsored, was for "core funding for women's organizations and services, like shelters, which ensure that abused women and their children have a safe place to go."

Donations to women's crisis centres

This year and every year, ETFO donates \$40,000 to women's crisis centres across Ontario: in 2004–2005, 56 such centres received funding. ETFO locals also support women's shelters and crisis centres in their communities through fundraising events, donations, and providing school supplies for students living in shelters.

Advocacy: Sisters in Spirit

The Native Women's Association of Canada (NWAC) is leading a campaign to establish the Sisters in Spirit Fund. The systematic killing of indigenous women in Canada, particularly those who are young and impoverished, has been well

documented, including in a report by Amnesty International. On International Women's Day in 2005, ETFO President Emily Noble wrote to the federal Minister of Public Safety and Emergency Preparedness promoting the establishment of a \$10 million fund for research and education related to violence against Aboriginal women. ♥



For more information visit these websites

Education Wife Assault: womanabuseprevention.com

Counterpoint: eurowrc.org

Ontario Women's Directorate:

citizenship.gov.on.ca/owd/index.html

Ontario Domestic Violence Action Plan:

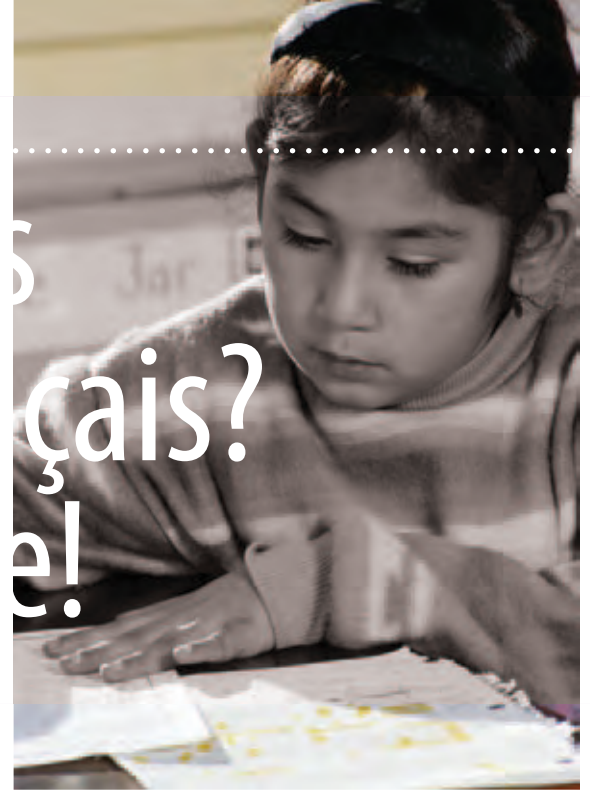
citizenship.gov.on.ca/owd/english/preventing/dvap.pdf

December 6 Fund of Toronto: dec6fund.ca

Canadian Labour Congress:

canadianlabour.ca/index.php/women_statement/813

Sisters in Spirit: sistersinspirit.ca



■ par André Charlebois

Quelle journée occupée! L'école est finie... on va chercher les enfants chez la gardienne, après l'école... il est 18 h 30... on fait le souper... on mange... on discute des événements de la journée... et maintenant, le moment tant attendu : le temps des devoirs... et un devoir en français en plus!

Pour plusieurs familles dont les enfants étudient le français langue seconde, faire des devoirs en français représente un obstacle majeur. Les difficultés sont nombreuses :

1. Les parents ne parlent pas français ou possèdent une connaissance minime de la langue;
2. Les enfants n'ont pas les ressources nécessaires à la maison pour effectuer le travail;
3. Les ressources disponibles au foyer sont souvent désuètes ou trop difficiles pour les enfants qui sont dans un programme de français de base.

Il en résulte trop souvent des situations de stress pour les enfants et les parents; enfin, toute la famille ressent la pression du devoir non accompli.

Quelques suggestions pratiques

Plus que jamais, les enfants participent à bon nombre d'activités sociales et sportives après les heures de classe. Celles-ci s'avèrent importantes et nécessaires afin d'élargir les horizons et les intérêts des élèves. Les quelques suggestions suivantes visent à aider l'enseignante et l'enseignant de français langue seconde qui encourage ses élèves à parfaire leurs connaissances du français.

Pour les élèves du programme de français de base

Le document *The Ontario Curriculum, French as a Second Language : Core French, Grades 4 to 8* énonce clairement le but de ce programme : "... offers students ... the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people."

Les suggestions se basent donc sur cet énoncé du ministère de l'Éducation.

1. On invite les élèves à regarder **une émission de télévision** en français, à Radio-Canada, à TFO ou aux réseaux TVA, TQS ou RDS, si ceux-ci sont disponibles dans la région. On peut cibler une émission précise, selon l'âge des élèves. Pour les élèves plus âgés, certaines émissions de musique à Musique Plus peuvent s'avérer amusantes et convenables.
2. Écouter **une station radiophonique** en français pendant 20 à 30 minutes, trois soirs par semaine. Radio-Canada est toujours disponible, alors que dans certaines régions, on peut capter des stations des réseaux Énergie ou Rock Détente. Certaines stations de radio communautaire offrent une variété

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

de styles de musique qui pourraient intéresser les élèves. La programmation de la plupart des stations radiophoniques peut également être écoutée sur Internet.

3. Avec l'approbation des parents et de la direction de l'école, l'enseignante ou l'enseignant de français langue seconde peut créer **une liste de correspondance téléphonique** pour les élèves de la classe. Ainsi, selon un horaire fixe et partagé avec les parents et les élèves, un élève téléphone à un compagnon de sa classe et les deux partagent une courte conversation en français, selon un modèle fourni par l'enseignante ou l'enseignant lors du cours de français.
4. Si **un club de devoirs** existe à l'école, on peut inviter un élève de français langue seconde du niveau secondaire à passer un certain temps à aider les élèves plus jeunes. Ce bénévolat peut ainsi aider l'élève du niveau secondaire à accumuler les heures requises par son programme de bénévolat obligatoire.
5. On peut communiquer avec la **bibliothèque municipale** afin de l'encourager à se procurer des livres, des disques audionumériques ou des vidéos en français. Souvent, les bibliothécaires apprécient recevoir des requêtes de la communauté afin d'acquérir ce qui comble certains besoins. Par exemple, la maison d'édition Presse Commerce offre la possibilité de se procurer bon nombre de revues mensuelles à prix modique.
6. Il est toujours fort intéressant et enrichissant pour les élèves d'avoir la possibilité de participer à **un programme d'échanges**. Plusieurs organismes tels que la SEVEC offrent leurs services afin d'organiser des échanges entre groupes scolaires situés partout au Canada.

Pour les élèves des programmes d'immersion française ou du programme intensif

Le ministère de l'Éducation de l'Ontario est très clair dans l'énoncé des objectifs de ces programmes. Le document *The Ontario Curriculum, French as a Second Language, Extended French, Grades 4 – 8, French Immersion, Grades 1 – 8* nous rappelle que l'objectif est “to provide

students with the skills they need to communicate in a second language and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy.”

En plus des suggestions énumérées précédemment, il devient encore plus important pour les élèves de ces programmes de parfaire leur connaissance de la langue en la pratiquant à l'extérieur de l'école.

1. On s'assure que le devoir fait à la maison est **un prolongement** du travail commencé à l'école. L'élève possède donc les connaissances et les habiletés adéquates pour mener à bien la tâche. Le travail en études sociales ou en histoire et en géographie peut être un projet de recherche à compléter, sans nécessairement avoir besoin d'acquérir de nouvelles connaissances. Le devoir de mathématiques consiste à compléter les problèmes commencés en classe. Pour sa part, le devoir de sciences vise à préparer un rapport scientifique à la suite d'une expérience faite en classe.
2. On encourage les élèves à inverser les rôles et à devenir **des enseignants de français** langue seconde auprès de leurs parents ou de leurs tuteurs. Cela va de pair avec l'énoncé du ministère qui encourage les parents à s'impliquer dans l'apprentissage du français de leur enfant.

Comment transformer les devoirs en apprentissage?

Le mot *devoir* possède une connotation de quelque chose qui doit être fait, mais tel n'est pas le cas, comme le sait bien tout enseignant et toute enseignante. Lorsqu'une enseignante ou un enseignant réussit à éveiller chez ses élèves ce sentiment d'apprentissage continu, de vouloir devenir un apprenant qui désire apprendre continuellement, les devoirs n'ont plus besoin d'être imposés.

L'élève prend pleinement la responsabilité de son apprentissage et souhaite parfaire ses connaissances. Les devoirs deviennent donc un plaisir d'apprendre et de profiter des avantages qui lui sont fournis. Sans être une partie de plaisir, l'apprentissage du français devrait être un des moments agréables de la journée d'un élève.

Et l'apprentissage du français devient un autre plaisir du cerveau! **V**

Sharing Personal Information With Students – When is it just ‘Too Much Information’?

A grade 5 teacher was leading his class in a study of the novel *Island of the Blue Dolphins* when they came across the word ‘faggot,’ meaning, in this case, a bundle of twigs. The class snickered and there were some asides. “Some people would be offended to hear you say that,” the teacher remarked. “As a gay male I am offended.”

Was this teacher acting professionally?

■ by Jerry DeQuetteville and Sharon O’Halloran

Education Act Duties and Responsibilities

Section 264 of the *Education Act* describes your duty to provide moral leadership this way: “to inculcate by precept and example respect for religion and the principles of Judaeo-Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues.”

This may seem like a tall order, out of step with our multicultural, modern society, but the spirit of these obligations remains. The law is meant to reinforce your instrumental role in the moral guidance of vulnerable young people both in your teaching and in the example you set.

When examining whether or not a disclosure of personal information is appropriate the employer would often look at four factors: your motivation, the age of the students, the type of information shared and the local community.

Motivation

A teacher who is going through a difficult divorce and shares the details with students could face an allegation of inappropriate professional activity. This person may need to talk about the situation with somebody but there are other more appropriate supports.

However, the motivation may be educational. A teacher who overheard a student being teased for being in a single parent family, could say: “I’m a single parent; it is not my child’s fault. What you said to X is hurtful.” This should be interpreted as relevant self-disclosure. However, the employer might question the extent of the disclosure if the teacher dwelt on the issue.

Jerry DeQuetteville and Sharon O’Halloran are ETFO staff in Professional Relations.

Age of Students

Many people believe that children should be protected from certain issues and information until they are the right age. As educators we understand that children develop differently so rigid rules are inappropriate.

We also know that within reason, parents should make decisions about what is appropriate for their children. However, in the public education system we deal with issues that some parents will feel are never appropriate. They have tried hard to prevent teachers from using materials such as those that deal with same-sex partnerships or diverse family structures.

The Ontario curriculum, the Ontario College of Teachers’ standards of the teaching profession, and the competencies set out in the teacher performance appraisal process require teachers to teach for diversity to ensure that all students feel they are represented in the classroom. It is the board’s responsibility to deal with parent objections and to support staff in carrying out their duties.

Generally, sensitive information should not be shared with children in the early years. Many boards have developed specific guidelines for dealing with sensitive issues in the classroom. Teachers should be aware of and comply with them.

Information with Students Information'?

Youthful indiscretions

Disclosure about youthful indiscretions are problematic even in the context of a teachable moment. For example, parents might consider it inappropriate for a teacher to disclose a teenage conviction for theft. Parents could construe this as indirect encouragement by the teacher who is a role model. In this case the employer would likely take the position that the disclosure was contrary to the teacher's duties as set out in the *Education Act*.

Community Values

News that a teacher is undergoing a sex-change procedure might be more controversial in a small community than in urban Toronto. Community values should not force teachers to hide their identities. ETFO expects that the rights of teachers under the *Ontario Human Rights Code*, the collective agreement, and board policies would be upheld.

The Ontario Human Rights Code

The *Ontario Human Rights Code* protects you from discrimination or from harassment in employment on these prohibited grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, family status or disability. (See *Voice* Spring 05 and Winter 06 for more on this topic.)

You have the right to be free from discrimination or harassment based on the prohibited grounds. A teacher who tells her students she is Aboriginal could file a complaint against them if they harassed her as a result. This type of bullying should be addressed in accordance with board policies. If there are no policies, ask your board for guidance.

Call PRS for more information and confidential counselling if you wish to discuss this further: 416-962-3836 or 1-888-838-3836.

Disclosure of sexual orientation or same sex partnership status

A student, naturally curious, may ask about a partner or a photo on your desk. You need not be afraid to tell the truth.


At ETFO we believe that everyone has the right to her or his identity, and the right to be free from discrimination and harassment. Disclosure of sexual orientation or same-sex partnership status is the same as a disclosure about any other aspect of identity.

However, such disclosure might cause some reaction, depending on the school, the community, and school board practices and policies. Those who perceive the disclosure of sexual orientation or same-sex partners to be "promotion of a gay lifestyle" will fear and misunderstand it. As well, there still are double standards about what is and is not appropriate. It is unlikely that anyone would protest if a teacher told her class she was marrying her male boyfriend.

It is important to ensure that personal disclosure is firmly rooted in the "teachable moment" and situated in the context of a classroom discussion about bullying and discrimination. It should be appropriate to the age of students and the curriculum. It should be motivated by the spirit of the legal and professional obligations to promote acceptance and respect. (For one teacher's story see "Knowledge is Power" in the Spring 05 issue of *Voice*.)

The grade 5 teacher? His employer thought he had violated his professional responsibilities and disciplined him. ETFO challenged the board, and won. We based our objection on the fact that the teacher had responded in an appropriate way to an expression of bigotry by students. It was a teachable moment – and he was teaching for diversity.

Remember:

- Do not attempt to be overly friendly with students, to pry into their personal or family lives.
- Never share your personal troubles or problems. You are in a position of power and must refrain from using the teacher-student relationship to satisfy a particular need. A student should never be used as a confidant, advisor or friend. To do so constitutes a clear boundary violation.
- Sharing intimate information with students can be regarded as a deliberate attempt to create a situation of intimacy for improper purposes.
- When in doubt, consult: speak to a colleague with more experience, find expertise at your school board, contact your ETFO local or PRS at provincial office.
- If the employer does not support your legal and human rights ETFO would explore the avenues available under the collective agreement, local harassment policies or the Human Rights Code, and launch a legal challenge if warranted. 

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Reforming the College of Teachers — half measures are not acceptable



■ by **Hilda Watkins**

No other professional college has a governing body with such a slim majority of members of the profession.

... No other professional college has a public interest committee.

The Liberal party campaigned on the platform of revitalizing the Ontario College of Teachers. Indeed, Liberal politicians seemed to comprehend the teachers' dilemma — that teachers could only support and respect the College if it were truly a self-regulatory professional body.

This spring the government introduced Bill 78, the *Education Statute Law Amendment Act* (Student Performance). The Bill addresses a wide variety of issues. Particularly significant for OTF — and of grave concern — are the proposed changes to the governance of the College. The new law proposes to:

- Increase in the number of elected classroom teachers to 23 from 17
- Create a public interest committee
- Give the College responsibility to determine, through regulation, who is eligible to be elected and what constitutes a conflict of interest
- Shorten the maximum term of office to six consecutive years from 10 years
- Introduce an oath of office.

Although the legislation affords teachers six additional seats on the governing council, this equates to a simple majority of one. (Other council positions include 14 government appointees, and one from each of the designated groups — principal, supervisory officer, private school representative and faculty representative.) No other professional college has a governing body with such a slim majority of members.

The proposed public interest committee would be comprised of people who are not members of the College. They would be government appointees who would provide advice relating to the duty of the governing council and its members to serve and protect the public interest. This committee seems redundant given that the mandate of the governing council, since its inception, has been to serve and protect the public interest. Further, the existence of such a committee could be potentially costly and the teachers of Ontario would have to bear this expense. Additionally, no other professional college has a public interest committee.

The proposed eligibility requirements are punitive and excessive. Teachers would not be allowed sit on the governing council if they were employed, elected or appointed at either the provincial or local level by any teachers' federation. Such language has the potential to disenfranchise any member who participates as a delegate at an annual general meeting or serves on a provincial or a local committee. Indeed, even local committee members who liaise with crisis centres could be deemed ineligible.

Equally distasteful is the language around the definition of a teacher that could potentially make teachers on maternity and other leaves, as well as occasional teachers, ineligible to stand for election to OCT.

The six-year limit on the term of elected councilors will hamper the acquisition of experience and the smooth transition between those who are experienced and those new to the council.

OTF and the affiliates have a short time frame in which to address the difficulties inherent in Bill 78. In particular, the issue of eligibility must be resolved prior to the election of the fourth council, which is scheduled to begin on September 5. ♥

Hilda Watkins is the OTF Table Officer for ETFO.

ETFO contributions to CTF recognized



■ by **Winston Carter**

The insight and vision of your President Emily Noble – a member of our executive committee – has contributed greatly to the depth and scope of our discussions.

As I look back over the past year, what becomes apparent is ETFO's vital role at the heart of so many of activities here at CTF. I want to express our heartfelt thanks for your contributions throughout the past school year.

The insight and vision of your President Emily Noble – a member of our executive committee – has contributed greatly to the depth and scope of our discussions.

Last October when the British Columbia government took draconian measures to try and break the BC Teachers' Federation, CTF established the BC Teachers Hardship Fund. ETFO made a generous contribution. CTF member organizations and affiliates donated over \$1 million that helped nearly 2,000 BC teachers make ends meet. (See ctf-fce.ca for the full report on the fund.)

ETFO has helped us move forward on various fronts during the year: compiling data for our national survey on commercialism in Canadian schools (jointly organized by CTF with the Canadian Centre for Policy Alternatives and the Quebec-based CSQ-FSE); mobilizing members for a lobby of MPs on copyright issues; contributing to our national conference on inclusive schools; and overseeing the design of this year's World Teachers' Day poster.

CTF, with the exceptional support of ETFO and other member organizations, continues to be a leader within the international education community. One of these activities, Global Action Week, is an annual world event to raise awareness about the fact that over 100 million children around the world are without any schooling. ETFO played a key role in reminding the newly elected federal government of its commitment to meet the United Nations' millennium developmental goals.

On April 25, members of the CTF board of directors discussed these issues with their respective federal MPs and senators. Colin Greene, a member of the executive board of Education International and former president of the Caribbean Union of Teachers, was the guest speaker at the event CTF organized.

Through its *Project Overseas* program CTF provides practical assistance to countries around the world. Since 1999, 42 ETFO members have volunteered their time and skills to improve teacher performance and school management in developing countries. Canadian advisors work with partners to enhance professional capacity and organizational skills.

Next month, the federation is sponsoring these ETFO participants in Project Overseas:


Carol Peterson	– Ghana
Allyson Taché	– Team Leader to Guinée
Leyla Kfoury	– Nigeria
Barbara Moran	– Nigeria
Anita Dhawan	– Sierra Leone
Adrianna Knight	– Uganda
Yasmin Khan	– Mongolia
Michael Gill	– Dominica
Donna Howey	– Guyana
Owen Smith	– St. Vincent
Allison Stroffman	– St. Vincent
Dolores Sullivan	– St. Vincent

We wish you good luck and thank you. Through your efforts, you have helped improve the working conditions for teachers and the learning conditions for all students in the future.

On behalf of your colleagues across the country, we thank ETFO and its members for your support and involvement in our common journey forward to ensure that quality public education becomes a reality for all.

Enjoy your summer. ♥

Winston Carter is President of the Canadian Teachers' Federation.



Final article in a 3-part series.

Our schools for sale?

“On the importance of education generally we may remark, it is as necessary as the light – it should be as common as water, and as free as air.”

Egerton Ryerson, 1829.

These activities can and do change the nature of our public education system. Here are some of potential impacts:

- **Inequity:** The amount of money schools raise ranges from a low of \$180 to a high of \$250,000 per year. Generally, schools in wealthier neighbourhoods can raise more money.
- **What is – and is not – funded:** An increasing number of items defined as “frills,” fall outside of government funding including playground equipment, field trips, and even some classroom and learning resources. This is less of a problem for schools in wealthy neighbourhoods that can raise funds and provide a richer variety of experiences for students.
- **Competition for funding:** Programs and schools relying on private donors may all be competing for the same sources of funds. How does this detract time and energy from other activities?
- **Lack of educational quality control:** Who ensures that the curriculum/classroom materials provided by corporate sources are unbiased, complete, and accurate?
- **Targeted funding:** When private interests decide which schools or programs are more “worthy” of support, they are making decisions about programming that ought to be made by schools and school boards.
- **Requirements for receiving funding:** Some private corporations or organizations may require advertising or the use of specific curriculum or other materials.
- **Instability of funding:** Many private sources of funding do not make commitments to provide resources over an extended period. As parents and corporations go through challenging economic conditions, support for public education may not be as attractive or feasible.

Many of these issues go to the purpose of our public education system. Whose interests are being served and who is left out of the discussions and decisions?

How do we provide support for public education if our governments won’t provide it? We need to reaffirm the purpose of public education – to benefit not just individuals, but our communities and our whole society. ♥

■ by **Pat McAdie**

Equity and universal accessibility are two of the objectives of our public education system. Yet these goals can be undermined by the increasing commercialism in our schools.

The national survey on commercialism¹ that I wrote about in previous issues of *Voice* identified the ways in which private money funds activities and programs in public schools. The survey looked at the extent of fundraising (see *Voice* Winter 06) and the extent to which corporations have a presence in our schools (see *Voice* Spring 06). Topping up public school budgets with private fundraising and other sources of private money has been described as providing a private school education within our public system, particularly in wealthy neighbourhoods.

Pat McAdie is an ETFO research officer.

1 This survey was conducted by the Canadian Teachers’ Federation, the Canadian Centre for Policy Alternatives, and the Fédération des syndicats de l’enseignement.



Beginnings: Stories of Canada's Past

Edited by **Ann Walsh**

Vancouver: Ronsdale Press,
2001

228 pgs., \$12.95

Reviewed by **Adrienne Johnson**

Beginnings is a collection of stories about young people from Canada's past who did something for the first time.

These gripping stories have both factual and fictional, male and female main characters. The young characters tell their own powerful stories. Extensive historical notes provide context for each story.

They include the story of the youngest person – an eight year old boy! – to be imprisoned in the Kingston Penitentiary, and the story of the young woman who went against her father's wishes so she could participate in the first election in which women could vote.

Much has been written in Canadian history about the last spike in the Canadian Pacific Railroad. Laura Morgan tells the story of "The First Spike." Another

story of Aboriginal origin, "Gift of the Old Wives," describes how a few Cree women elders sacrificed their lives to save their people from a battle to death with the Blackfoot tribe.

This book would be a great read-a-loud, and fits well with many aspects of the grade 7 and 8 history curriculum. *Beginnings* could inspire young people to further investigate the colourful history of Canada.

My only hesitation in not assigning five stars to this collection of stories is that there are several 'suggestive' references that I would edit out if I were reading the stories aloud to younger children.

Adrienne Johnson is a former teacher-librarian who is now the special education advisory committee liaison for the Toronto District School Board.



Core Learning: Calculation Skills

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Vol 2 - Multiplication & Division,
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Vol 3 - Addition & Subtraction,
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Vol 4 - Multiplication & Division,
Advanced Level

Reviewed by **Wayne Rockel**

This set of four CDs is a great way to help students learn and reinforce basic calculation skills. Divided by operations and skill level, it works well not only with students needing extra support, but also helps extend basic numeration skills and higher level calculation skills for junior and intermediate students.

Right now, the software (which is easy to install and run) is available only for Windows® platforms. The interface is easy to master for students from about grades 2 or 3, and the teacher tracking tools are extremely simple to use. Questions can initially be set for a specific level of difficulty and, as mastery develops, the

questions get increasingly more challenging. Each section begins with a cheat sheet, or review, to help students understand the concepts it covers.

While the questions involve drills rather than problem solving, they allow for good review and consolidation of skills. It's a novel approach and allows all ages to easily understand and use it with enthusiasm. The section on money questions is enjoyable for students who like working through the questions both individually and in teams.

While not provincially licenced, a demo CD can be ordered online from Core Learning's website, core-learning.com. Considering the material covered in one program, the full programs are reasonably priced both for single workstations, five-packs and site licences.

Wayne Rockel teaches Grades 5-8 and Information Technology at Billy Green School in the Hamilton-Wentworth District School Board.



Jivin' Johnny's Let's Talk!

Midland, ON: J Johnny Press,
2004

112 pgs., \$17.95

Reviewed by **Jane Cliff**

Let's Talk! is a user-friendly classroom guide written by teacher/author Jivin' Johnny, also known as John Philips. The book contains interesting situations and stimulating questions that help students explore over 40 contemporary topics ranging from school, dating and honesty to work, war and the media.

The author provides an excellent overview of how to best organize a class for small and large group discussions, panel discussions, oral presentations and impromptu speeches, formal and informal debates, writing and projects.

The book is divided into thematic sections each of which contains authentic scenarios and questions that serve to stimulate conversations and enhance thinking capabilities.

The section called "Let's talk about Morality," describes the following scene: "While leaving a

crowded parking lot, you accidentally knock out someone's headlight. What would you do? What if somebody saw you? What if you were sure that nobody saw you? Suggest a situation – real or imagined—that involves a *moral decision*."

"Let's talk about Society" presents students with a situation in which their neighbourhood is asked to be home to a halfway house for recovering addicts. The questions that follow ask students to consider what a community is and who is included and excluded. Extended questions related to this scenario prompt students to think about how growing up in a slum or ghetto might affect one's life and outlook, or what it would be like to be homeless.

Let's Talk! is a highly accessible and relevant resource for teachers of grades 6–12. It is designed to build confident speakers and respectful listeners through a stimulating exchange of ideas, opinions and shared feelings. The discussion questions are perfect prompts for both drama and writing. Additionally, it marries well with all areas of the Ontario language curriculum.

.....
*Jane Cliff is a Grade 6 teacher
with Peel District School Board.*

Election of Members to the Ontario College of Teachers Governing Council

An election for members of the Ontario College of Teachers governing council will be held this fall. The term of office for elected members expires in November.

The governing council is the body that sets College policy. There are currently 31 members: 17 are elected and 14 are members of the public appointed by the provincial government. Teachers hold 14 positions.

As part of Bill 78, introduced in the spring, the government is proposing legislative amendments that will alter the way the OCT election is run and who will be eligible to run for office. It will also add six elected members to council and determine how these new positions will be allocated. We won't know the specifics until the legislation passes and the necessary changes to the regulations are made.

It has been suggested that the government may restrict, or prohibit altogether, the candidacies of anyone active in ETFO at the local or provincial level, of retired teachers, and of occasional teachers.

ETFO has significant concerns about these restrictions: we recognize the important role that the elected councillors play and we do not want to see that role weakened.

ETFO may endorse candidates who we feel will best represent the needs of Ontario's teachers. ETFO may also discourage members from participating in the elections if members who are active in the federation are prohibited from being candidates.

Watch for an all-member mailing at the end of August that will set out ETFO's position and recommendations.

If you are moving be sure to update your member records before the end of July. Go to etfo.ca and click on "Update your member records" in the Quicklinks menu.

The current timeline for College elections is:

June 24	Nominations open
July 14	Nominations close
September 5	Voting begins
October 24	Voting ends

- These timelines depend on when the legislation is passed and when the regulatory changes are filed.



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Monarch Teacher Network-Canada.

Information and registration at

www.monarchcanada.org or

email monarchteacher@msn.com

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Teachers' Trivia

Too few colours

■ by Peter Harrison

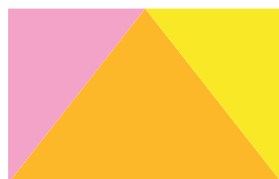
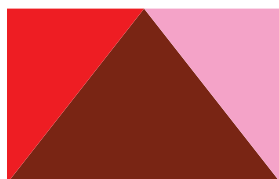
The students had been cutting out some equilateral triangles, each with 10-inch sides, from stiff cardboard. Each triangle was then painted in one of the colours: red, orange, yellow, green, blue, lilac or brown.

The Teacher then explained that, together, they would build a regular octahedron, a hollow shape which needed just eight of the triangles, suitably taped together, so that each triangle was securely fixed to the edges of three others. To make it as colourful as possible, the class agreed that they would use as many different colours as they had available.

When it was finished, the octahedron was passed round and everyone studied it intently from various different angles. Some of the students made pictures of the views they saw as follows:



When the octahedron was placed on a flat table and the triangle facing directly upwards at the top was green...



what was the colour of the triangle in contact with the table?

Send your answer to ETFOvoice@etfo.org with the word 'Trivia' in the subject line.

You may also mail your entry to Editor, ETFO Voice, to the address on the masthead. Three winners will be drawn from all the correct entries received by July 30, 2006.

The winners for "Meeting Deadlines" Trivia are:

Mary-Evelyn Lather, Heather Staines and Andrew Jamieson

Congratulations!



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Or contact: Jan Beaver, jbeaver@etfo.org; 416-962-3836 or 1-888-838-3836 ext. 2245



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