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

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Our History – PART 3



Great programs for
green schools

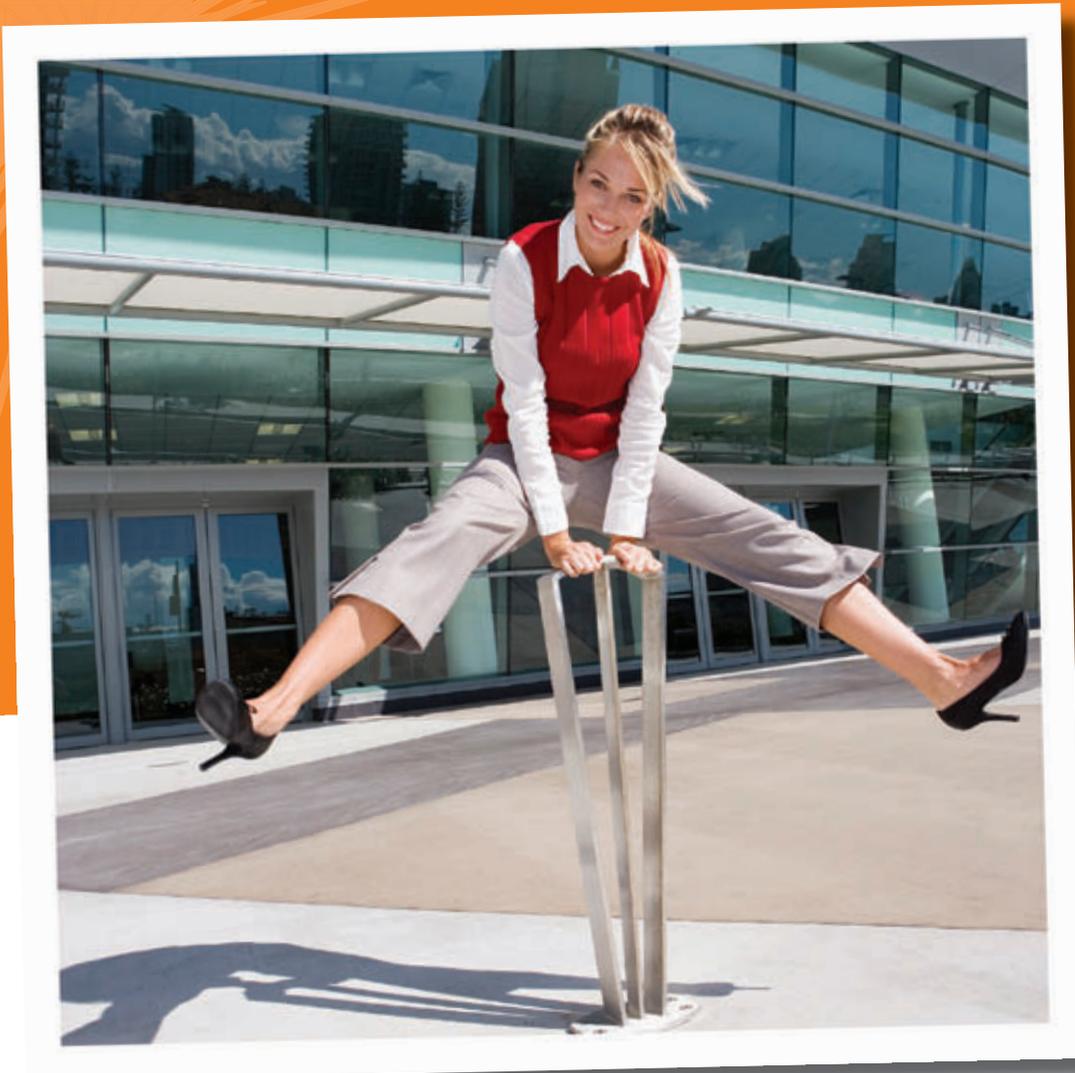
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A Passion for Politics

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Web of Life /
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On our cover: Susan Fraser's students at New Liskeard Public School. Photo: Doug Fraser.

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International Reading Association's 52nd Annual Convention **LITERACY WITHOUT BOUNDARIES** Metro Toronto Convention Centre • Toronto, May 13–17, 2007

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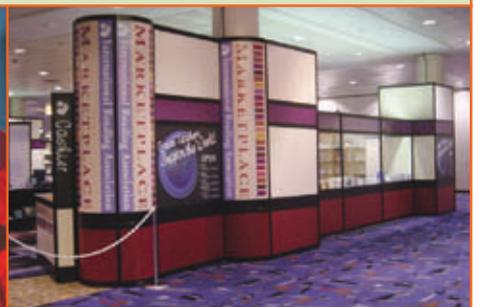
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This first issue of 2007 focuses on the environment. Delegates at the 2005 Annual Meeting voted to make care and protection of the environment one of ETFO's priorities. Since that time an executive task force has been looking at what ETFO can do to improve its environmental record.

One result is that the federation will work with the Tree Canada Foundation to make its Representative Council meetings carbon neutral (page 6). The Task Force will investigate other possible actions as it continues its work.

Some fear that in our schools environmental concerns have taken a back seat as a result of the emphasis on literacy and numeracy. However, many teachers and schools know that this need not be the case. Todd McIntosh argues for the need for environmental literacy and shows how experience at an outdoor centre improves both literacy and citizenship for his students (page 16).

In our October issue we presented the recipients of ETFO's awards for community activism. Among them was Ian Naisbitt, formerly a teacher at Concord School in Greater Essex. Although Naisbitt has retired, the school has continued its focus on environmental activism. It has been designated an Earth School by the SEEDS foundation, for having completed more than 1,000 environmental projects. Even more accomplished is Alma School in Upper Grand, which has completed 2,000 environmental projects and has been named an Earth II School. The challenges in keeping these projects going are described by Catherine Cocchio on page 12.

The Ontario North East Board has made its commitment to science and environmental education concrete, having built a unique science room at New Liskeard Public School. On page 14, Susan Fraser outlines how a dedicated facility improves teaching and learning.

Also in this issue we present Part 3 of Barbara Richter's history of elementary teachers' federations. A highlight of this installment, which covers the period from 1950 to 1980, is the photographs of the massive teacher protest that took place in 1973.

2007 is a provincial election year. Some ETFO members believe that a politically involved teacher is a better teacher. On page 9, Vivian McCaffrey profiles members who have taken their concern for education beyond the classroom.

Finally, ETFO plans to be active in the lead-up to the provincial election, hoping to influence decision-making that affects your everyday working life. The general secretary's column outlines the federation's position (page 5).

Your federation is a busy place, working to improve your ability to deliver high-quality educational experiences to your students.


JOHANNA BRAND



FROM THE PRESIDENT

Just Say “No!”

EMILY NOBLE

President, ETFO

ETFO has never supported the standardized tests administered by the Education Quality and Accountability Office (EQAO). Your federation has been speaking out against them from the time the tests were first introduced.

Our message to the government has been clear: teachers know best how to assess the learning of the whole student. An assessment by a child’s teacher, not a score on a provincial test, is the best report card a parent can get.

As teachers we know that classroom assessment is a valuable tool for improving student learning. It is at the heart of good teaching and student learning. EQAO tests provide an artificial benchmark. They are a political tool that promotes the distorted view that large-scale testing is the only reliable measure of student achievement.

It is the unintended outcomes of the tests that are most distressing. Every teacher can tell you at least one story of the impact of test stress on both students and parents. While the ranking of students and schools has been a boon to the real estate industry, it has had a more sobering impact on many communities already challenged to deal with socioeconomic stress. The current frenzy to increase literacy and numeracy scores, while well intentioned, will ultimately lead to a narrowing of the curriculum and a lessening of opportunity for our students.

We appreciate the recent changes to the EQAO tests, made in response to lobbying by parents, ETFO, and others. Grade 3 and 6 assessments are no longer timed tests. They are now half as long as they once were, and are administered later in the school year. Schools receive the test results earlier in the subsequent school year, making them slightly more useful as diagnostic tools. The EQAO reports include more contextual data, and the agency itself has lobbied newspapers not to publish school rankings.

Nevertheless, we are more convinced each year that the funds spent on the testing infrastructure – the costs of creating, administering, and marking the tests – would be better spent supporting students and teachers in the classroom.

As it does every year, EQAO will soon be advertising for people to mark its tests. Your federation does not want you to become involved. Your participation as a marker lends credibility to the testing regime and all that it implies. It undermines the teaching profession and reinforces the notion that teachers cannot be relied on to do their jobs and properly assess their own students. It suggests that the shortcomings of Ontario’s education system lie at the feet of teachers rather than being the result of the roller coaster of government ideology and funding.

We are calling on all of our members to help us relay the message to government that standardized testing wastes precious classroom time and scarce resources.

When the EQAO issues its advertisement for markers elementary teachers should just say “No!”



FROM THE GENERAL SECRETARY

Actions Speak Louder Than Words

GENE LEWIS

General Secretary, ETFO

EVERY year the president and general secretary of ETFO go to Queen's Park to make a presentation to the Finance and Economic Affairs Committee. Our goal is to influence government decisions prior to the release of the school grants later in the spring.

This year, once again we will take the same message. That we still have to do so is in itself an indication that our message has not been heard. We are hopeful that it will get through to the decision-makers this time.

The importance of education in a child's early years is well understood. The skills and knowledge a child acquires in elementary school lay the foundation for a lifetime of educational success and personal fulfillment. There has been a growing recognition of the importance of early learning and, to its credit, the current government has responded by working to lower class sizes in the Primary grades. The government has also put in place a plan to improve student outcomes in high school. What happens to students in grades 4 to 8 appears somehow to be less critical.

Historically, elementary pupils have been at a disadvantage when it comes to government funding. The per-pupil grant for elementary students is significantly less than that provided for secondary students. This gap continues even though the government acknowledges the importance of elementary education.

ETFO members want their students treated with the same respect shown to students in secondary school. All students, no matter what their grade level, deserve a quality public education. Watch for a campaign highlighting the gap in funding for elementary students in the next few weeks.

The funding gap needs to be addressed in the next provincial budget. It will be a critical issue as parents and teachers determine how to mark their ballot in the provincial election that will be held in October.

We watched with interest when Premier Dalton McGuinty went to Ottawa to seek more federal dollars for Ontario. He spoke of the \$13 billion funding gap. We applaud the premier for his efforts on behalf of Ontario citizens. The government must address an equally unfair funding gap that exists within its own education system.

It's time to close the gap. ETFO members work hard to improve student success in elementary schools all across the province. The gap in funding and respect that has limited their success and the potential of their students must be rectified now.

■ MPPs reception

Members of ETFO’s executive committee met with MPPs from all three political parties at a reception hosted by ETFO at the Ontario Legislature. The event gives Ontario politicians an opportunity to meet with the executive and to hear first-hand the federation’s concerns about education issues.

Shown with President Emily Noble (right) are First Vice-President David Clegg, General Secretary Gene Lewis, and Minister of Education Kathleen Wynne.



December 6 is the day that commemorates the lives of 14 women students killed at École Polytechnique in Montreal in 1989. NDP leader Howard Hampton joined Linda-Beth Marr (Keewatin-Patricia) at the St. Patrick subway station in Toronto to sell buttons to raise money for the December 6th Fund. Canvassers included members Sirkku Mel-drum (Durham) and Liz Kay (Limestone) who, with Marr, were at ETFO working on an anti-violence curriculum. Along with ETFO executive and staff, they raised close to \$1,000 to help provide interest-free loans to women trying to leave abusive situations. For more information go to dec6fund.ca.

■ ETFO joins in the protest against cuts

Federal funding cuts mainly to women’s programs last fall continue to create controversy. ETFO President Emily Noble was one of many Canadian leaders who wrote to Prime Minister Stephen Harper and to Status of Women Minister Bev Oda, protesting the cuts to budgets of such groups as the National Child Care Coalition, women’s shelters and transition houses, Status of Women Canada, and the Court Challenges program. By December many other groups had also written to Harper, including the members of the Nobel Women’s Initiative – six women who are recipients of the Nobel Peace Prize. To date, despite a sizeable budget surplus, the government has not reversed the cuts.

■ ETFO joins the fight against global warming

ETFO is the first teachers’ union in Canada to host a carbon-neutral event.

This spring the Tree Canada Foundation will plant 166 trees that, during the next 10 years, will offset the 3.22 tonnes of carbon released as a result of the travel, accommodation, and energy used to hold the February Representative Council meeting.

Only noninvasive, native trees will be planted in appropriate sites. No herbicides will be used and a 60 percent survival will be achieved.

Tree Canada, a charitable organization, works to encourage Canadians to plant and care for trees to reduce the harmful environmental effects of carbon dioxide emissions.

The ETFO executive has made a commitment that all future Representative Council meetings will be carbon neutral.



Alia Hogben, executive director of the Canadian Council of Muslim Women, was selected as one of the women featured in the “Great Canadian Women” poster. She was one of three women nominated by the Limestone Teacher Local. All three were honoured by the local in January at an event attended by directors and representatives of Kingston-area women’s shelters and crisis centres; MPP John Gerretsen; ETFO Vice-President Barb Burkett; Ken Gee, president of the Limestone Occasional Teacher Local; and the Limestone Teacher Local executive.



■ Aboriginal Day

The storytelling tent is a key feature of Aboriginal Education Day, an event that ETFO cosponsors with the Ontario Teachers’ Federation. Support also comes from Indian and Northern Affairs Canada, and the Rogers Centre. Aboriginal Education Day, held this year on November 24, is part of the Aboriginal Festival. It recognizes the contribution of First Nations people to the rich mosaic of Canada through story, art, music and dance. Members of the Aboriginal Education Standing Committee organize ETFO’s involvement. Curriculum resources produced by ETFO members can be found at etfo.ca.



The Perfect Purse: Financial Management for Women is a popular conference that provides women members with an opportunity to increase their financial management skills. The 150 women who attended the conference in December considered such topics as investment, retirement and estate planning; the Ontario Teachers’ Pension Plan; creating a personal financial plan; and the role of women in the economy.

👉 Women in Politics 👈

TORONTO: APRIL 19 – 20

A conference for women members interested in political activism, be it managing campaigns or running for elected office.

- Guest speakers, expert panellists, and workshops on how to run an election campaign.
- Opportunity to network with politically active women from across the province.

Organized with the assistance of Equal Voice, a multipartisan action group dedicated to increasing the political presence of women.

For more information go to etfo.ca>**calendar** or contact Vivian McCaffrey, Mary Morison or Kathleen Loftus at provincial office.

■ ETFO Members Honoured

Gayle Corbin a teacher at Central Public School in Renfrew, and Kamla Rambaran, of McMurrich Junior Public School, Toronto, were two of 15 educators nationwide who received certificates of excellence as part of the Prime Minister's Teaching Awards.



Gayle Corbin



Kamla Rambaran

Both ETFO members began teaching in 2000. Corbin, who was nominated by a colleague, makes extensive use of technology in her teaching. Rambaran, nominated by a parent, runs several after-school clubs, including a documentary and film-making club.

The awards recognize the efforts of teachers "who better equip their students with the skills needed to meet the challenges of a 21st century society and economy." Each recipient's school receives \$5000 for professional development, teaching tools, or resources.

Catherine B. Mackay, Victoria Park Elementary School, Toronto, was recognized with an award of merit, one of 50 Canadian teachers so honoured. MacKay is a literacy specialist who has been teaching for 30 years. She was nominated by a parent. Her school received a \$1,000 honorarium.



Catherine B. Mackay

For more information about the awards go to pma-ppm.gc.ca.

■ Coalition Speaks Out on Media Violence



ETFO is part of a coalition made up of trustee, parent, teacher federation, principal and student organizations working to develop effective strategies to deal with violence in the media. ETFO President Emily Noble participated in a news conference calling attention to the issue.

"As educators, we can help students become more aware of the negative impacts of media violence by teaching them the skills involved in critical literacy," Noble said. The coalition is creating media literacy resources for kindergarten to grade 12 students.

The coalition is recommending, among other things, that the federal government amend the incitement of hatred laws to provide protection to girls and women and that the provincial government establish an age-based classification system for music recordings similar to that in effect for films and video games.



■ Leadership

Think on Your Feet provides communications training for women aspiring to local leadership positions, particularly in collective bargaining. The course is held twice each year. For information about the April session, go to etfo.ca.

More experienced local leaders who will participate in the 2008 round of bargaining attended a two-day conference to hone their skills and enhance their knowledge. Almost 200 members from across the province took part in **Building for Tomorrow, The Next Generation**, now in its fourth year. Labour lawyer Howard Goldblatt was the featured presenter.

■ by Vivian McCaffrey

A Passion for Politics

With a provincial election scheduled for October 2007, ETFO members across Ontario will soon be planning how to support their chosen political party or how to campaign on issues. Is political involvement important for teachers? Here are four ETFO members who think it's critical.

For some ETFO members, political awareness, if not activism, is an integral part of teaching.

Nancy Kilgour believes that “teachers are responsible for doing whatever we can to ensure our students have every opportunity to succeed. ... Seeing children who are hungry, tired, or neglected because of their socioeconomic circumstances is a powerful motivator to get involved politically.”

Velma Morgan argues that being politically aware is the best defence against regressive policies that affect teachers and society as a whole. “If we are aware or involved when we feel strongly about an issue, then government will know that we are not apathetic and will take our concerns into consideration,” she says.

The Days of Action campaign during the early years of the Harris government was a galvanizing experience for Paul Dewar. “It opened our eyes to other issues and cultivated consciousness within the teaching profession about having a positive impact, not just at home, but around the world.” He cites the plight of African children suffering from HIV/AIDS as an example.



Paul Dewar, former vice-president of the **Ottawa-Carleton Teacher Local**, became the NDP MP for Ottawa Centre in January 2006. Dewar learned about politics literally at his mother's knee. He was just nine years old when he supported his mother Marion's successful bid to become an Ottawa city councillor. In the first of many campaigns he worked in the campaign office and distributed leaflets. Marion Dewar was elected to City Council five times. She also ran provincially and federally. The first election campaign Paul worked on that didn't involve his mother was managed by his brother. “I saw the dedication the candidate brought to social justice. It was very inspiring.”



Nancy Kilgour, president of the **Near North Teacher Local**, is also president of the Nipissing Provincial Liberal Association. She became a trustee with the Nipissing board in 1988 because she wanted to have a say in her children's education. “I felt that it was important to balance the voices of retirees and business people with those of parents and young women.” After one term, Kilgour returned to university to acquire teacher qualifications. In 2002, convinced that working on the ground was the only way to effect real change, she worked on the campaign of the Liberal who ran in the by-election to replace the retiring Mike Harris. Her candidate lost by four votes. In 2003 Kilgour was the canvass cochair on MPP Monique Smith's successful campaign.

.....
Vivian McCaffrey is ETFO's government relations officer.

A Passion for Politics

From his vantage point as a new MP, Dewar also sees the opportunity for more women to become involved in politics. “Teaching is a good training ground for politics. If we’re going to make a difference in improving the representation of women in politics, it makes sense that the change will come in part from professions like teaching that are predominately female.”

Political involvement enhances classroom work

Kari Lowry understands the opportunity she has to motivate her students about their potential as future citizens: “When I taught grade 8 history I wanted my students to realize that it was regular citizens who made Canada what it is today.”

Velma Morgan also feels passionately about the need to make students aware: “By educating the next generation about the democratic process and the importance of being civically engaged, voter turnout and participation in the overall political process will increase.”

“My political involvement has helped clarify for me those things that are really worth fighting for,” Nancy Kilgour says. It also helps her understand how decisions are made: “Even programs such as Reading Recovery, which have been so successful for many children, can become political footballs and maintaining them may require political lobbying.”

Paul Dewar says, “My interest in international issues animated the classroom. I brought in international speakers and had students participate in Project Love and exchange correspondence with students in other countries so that they would better understand each other.” He believes that political involvement for teachers “is as important as learning new teaching methods. It means you are learning and participating in issues. You can’t separate politics from being a teacher.” 



Kari Lowry (Upper Grand) is a primary teacher, president of the Guelph Provincial Liberal Association, and a member of the ETFO Political Action Committee. Lowry owes her political activism to the policies of the Mike Harris government. In fall of 1997, as a first-year teacher, she was thrust into the two-week teacher protest against Bill 160. The subsequent years of funding cuts and declining teacher morale led her to join the campaign of Liberal candidate Liz Sandals, then an Upper Grand trustee. When the Liberals won, Lowry, as a member of the riding association, participated in roundtable discussions with cabinet ministers, including then Education Minister Gerard Kennedy. “I felt incredibly empowered when I had the opportunity to share my concerns directly with the minister.”



Velma Morgan (Elementary Teachers of Toronto) is now a senior policy advisor to the minister of Children and Youth Services. She got hooked on politics when her grade 9 science teacher suggested that she volunteer to work in a provincial candidate’s campaign. That involvement led to her election as class president and treasurer of the student council and numerous municipal, provincial, and federal campaigns across Ontario. As a new teacher, Morgan served on a number of ETT committees and ETFO’s Anti-Racist Education Committee. In 2003 her local released her to support her involvement in the successful campaign of Mary Anne Chambers.

A Passion for Politics

From the Classroom to the Council Chamber

Fourteen ETFO members ran for office in the November municipal elections; seven were successful.



Joe Cimino (Rainbow) is a resource teacher and teacher in charge. Soon after he started teaching in 1993 he became a local federation negotiator and executive member. He views running for elected office as the natural progression of his many years of working with a variety of community-based organizations. Joe was elected councillor representing Ward 1 in the City of Greater Sudbury.



Cynthia Lemon (Bluewater) began teaching in 1983 and recently accepted a position as a vice-principal. She served as local federation president from 1997 to 2003. Starting in 2000 she served on the ETFO provincial executive for five years, including two years as vice-president. She was elected councillor for the Municipality of Meaford.



Lee Mason (Algoma), a grade 5/6 teacher, has taught since 1997. He was an ETFO steward and a local federation executive member. As a new councillor for Echo Bay Township, he is eager to make a contribution to his hometown's economic development and sustainability.



Warren Maycock (Upper Grand) a Primary teacher, has been politically active since he was a teenager. He has been involved in campaigns at all levels of government. Between 2000 and 2006 he served two terms as municipal councillor. In November he was elected deputy mayor for the Town of Orangeville.



Russ Thompson (Rainbow) is a grade 8 teacher with 10 years' experience who has also been a school steward. Growing up in a politically active household, studying political science at university, and a desire to make a difference in his community all contributed to his interest in seeking public office. First elected in 1994, he has been re-elected three times and represents Ward 7 in the City of Greater Sudbury.



Sharon Tibbs (Rainy River) retired in December after 21 years as a library assistant and speech and language assistant. She was re-elected as councillor for the Town of Fort Frances, a position she held from 1981 to 2003. Sharon views her position as councillor as the natural extension of her long history of community involvement.



Pam Wolf (Waterloo Region), a grade 8 teacher, with 30 years in the classroom, has been a steward, chair of her local's Status of Women Committee, and the local's representative on the Waterloo District Labour Council. In 1999 ETFO released her to work for a provincial candidate. In 2000 she was part of the ETFO delegation in the World March of Women. Both experiences motivated her to run as an NDP candidate in the 2000 federal and the 2003 provincial elections. In November she was elected as councillor for the City of Cambridge.

The following ETFO members were also candidates for municipal council in the November elections:

- Hyacinth Chatterton, Town of Arnprior**
- Ann Hoggarth, City of Barrie**
- Cameron Holmstrom, City of Peterborough**
- Marcia Knockleby, Town of Petawawa**
- Rick Moffitt, Regional Municipality of Kitchener-Waterloo**
- Dave Patterson, City of Belleville**
- Donna Reid, City of Cambridge**

Growing Up Green

by Catherine A. Cocchio

Every year students and staff look forward to watching the atrium at Alma School come alive with green as several varieties of trees sprout from seeds planted by students. The Upper Grand school stands proudly among three Ontario schools that fly an Earth II banner.

forest of over 600,000 trees would currently be growing coast to coast.

More impressive than imagining such a gigantic canopy of green is the idea that a new generation of teachers and students appears to be taking up the challenge. Protecting the legacy left behind by former students and retired teachers, junior environmentalists continue to embrace old projects while building a vision of their own.

Like growing trees, achieving such ambitious milestones takes time. Only a select few reach the top. "It took Alma 10 years to reach Earth II. There were many, many projects along the way," said Sarah-Jane Olszewski, Alma's kindergarten teacher/librarian.

There are challenges

Staff turnover was one of the school's biggest challenges. "We reached Green status with 250 projects in 1992. Gord Black was the driving force behind achieving Earth status, until he retired. Then Lee Wilson took up the challenge of leading us to Earth II status," said Olszewski. Wilson has now also retired.

"We try to live up to our Earth II by remembering the "little" things like asking staff and parents to 'lug a mug' instead of using Styrofoam. We want to pick it up again, but new teachers, programs, and ideas keep us busy," Olszewski said.

Alma's principal, Randal Wagner, supports his school's focus on the environment. "I don't think the goal is to become an Earth School. I think the aim should be to become environmentally friendly because it's the right thing for a school community to do. If the Earth School designation becomes part of that, then that's great. In future, I think we'll try to do a number of small projects as we work toward Earth III."

The grade 6 class will plant one of the trees it raised from seed as part of their graduation ceremony this spring, a lasting legacy of their formative years at Alma.



Photo - Ian Eastmure

Alma School participates in the SEEDS Foundation Green Schools project, first introduced to Canadian schools 30 years ago.

Designed to encourage students to be environmentally responsible and take personal action at school and with their families, the Green Schools Program recognizes schools for completing environmental projects, anywhere from 20 projects for Bronze to 3,000 for Earth III status.

To date, only one school in Canada has reached Earth III, while the number of Earth II schools with 2,000 projects recently rose to 11. There are 244 Earth I schools.

Tree planting is one such project. Once they are hardy enough, Alma's seedlings will be taken to a local nursery to mature for future planting in the community.

If a single tree had been planted for each Green Schools project completed in the past 30 years, a

Catherine Cocchio is president of the Greater Essex Occasional Teacher Local and a freelance writer.



Photo - Catherine Cocchio



Photo - Catherine Cocchio



Photo - Ian Eastmure

Grade 3 teacher Ian Eastmure took advantage of carryover opportunities by having his class write thank you letters to land owners who allowed tree planting on their property. “There’s lots of carryover between what we do outdoors and what we study in the classroom. We link with core curriculum in science, math, and language.”

Other schools across the province following Alma’s example note similar problems with staff turnover, but find that once a school is hooked on the program advancing toward the next goal is a wonderful way to encourage a sense of pride.

Perseverance pays off

Concord Public School in Windsor reached Earth I status about three years ago under the leadership of recently retired teacher Ian Naisbitt. (Naisbitt received 2006 ETFO Humanitarian Award for a Non-member.)

As grade 6 teacher and environmental club leader, Dave Vial does his best to take up where Naisbitt left off, with tree planting and recycling as a focus. He hopes one day to have a tree nursery for students to grow trees from seed for transplant in the community, similar to Alma’s project.

“Essex County doesn’t have very many trees to alleviate our poor air quality. Our senior students watched *An Inconvenient Truth*, the Al Gore documentary about global warming. They now have a deeper understanding how their tree planting can help make a difference,” commented Vial.

“Concord is branded environmentally friendly,” said principal Ken Adams. “We’re working toward 2,000 projects because there aren’t many schools that have done that.”

The Greater Essex County District School Board is in the second phase of participating in Eco Schools.* This initiative, launched in 2006, helped the board lower its utility costs and includes everything from improving its buildings to turning off lights and computers at the end of the day. “Our focus on saving energy by turning off lights and computers is now shifting to reducing waste materials. Everyone from JK to grade 8 participates,” Adams said.

About to be twinned with neighbouring Princess Anne Elementary in a new building, Concord won’t have to leave its accomplishments behind. It is fifth in a series of theme-based schools the board is constructing.

“Both Princess Anne and Concord have a history of environmental and healthy living activism. The environment is one of the themes under consideration for the new school. Part of what we’re looking at is incorporating cutting-edge conservation into the building itself,” said GECDSD Director Mary Jean Gallagher.

If the new school’s construction does incorporate energy-saving measures and experiments with such things as a green roof, the combined student body could be on its way to achieving Earth II ahead of schedule. ♡

Some of Alma School’s environmental projects

- planting trees
- building birdhouses
- bake sales to adopt endangered species,
- composting
- recycling
- litterless lunch days
- SEEDS bird tally family project
- energy home scavenger hunt
- making paper
- outings to nature centres and animal sanctuaries
- garbage Pitch-In days
- making snowmen with food for birds and animals

* For information about the Eco Schools program go to ecoschools.tdsb.on.ca.



Photo - Ian Eastmure



Photo - Catherine Cocchio

Bearded Dragons and Bananas

■ by Susan Fraser



Photos by Doug Fraser



Beginning at a very early age, children demonstrate an innate curiosity about and love for nature. Young children are fascinated by living things, great and small, and enjoy being out-of-doors in natural settings. The “ideal” environment for teaching about living things and the environment is one in which student interest is piqued and remains that way, rich resources are at hand, and both the required time and teacher expertise are available.

A unique opportunity to create just such an “ideal” environment occurred at New Liskeard Public School in 2005 with the opening of a new dedicated Primary/Junior natural science room. The Ontario North East District School Board has invested heavily over the last three years in *hands-on learning* for its science programs. When reviewing the needs of our school, the board felt that this kind of science lab would enhance our ability (we are the board’s largest elementary school) to offer a top-notch program.

Auspiciously, the architect for the project, Barry Martin, was keenly interested in science education and wanted to create something special. During the design phase in 2004, I was asked for input concerning the specific layout of the room and the stocking of the new science facility.

The science classroom measures a little over 10m x 10m with an attached solarium measuring 4m x 10m. The classroom has a lab countertop along one wall with four sinks and glass-door cabinets above. There are numerous display cases, two computers, and many aquariums and

terrariums. The solarium has high-intensity grow lights, a potting bench, numerous plant stands, and a large basin sink.

A dedicated space

All grade 1 to 6 classes come to me, as the Primary/Junior science teacher, for science. This teaching and room assignment enables our school to concentrate all of our science resources into one place. For our students it means that science is permanently on display – not something that is “pulled out of a box”. A dedicated science room has the advantage of allowing students (and teachers!) to set up experiments and leave them running if we need extra time. All materials are close at hand; extra sinks make clean-up easier. Living resources enhance many of the life science strands. Students can watch our plants and animals grow day by day, and year by year. In the case of spring butterflies and our fire-bellied toads, students have witnessed the completion of entire life cycles – from eggs to adults.

Our science facility is home to a large collection of living specimens. On entering the room for the first time, students’ faces light up! They are confronted by our bearded dragon lizard, Buffy the Cricket Slayer; Charlie, the dramatic chameleon; our resident turtle, fire-bellied toads, salamanders, and numerous colourful fish. The display cabinets showcase tropical butterflies, exotic insects, and replica dolphin, gorilla, and dinosaur skulls. Going into the solarium, stu-

Susan Fraser teaches at New Liskeard Public School, Ontario North East District School Board.



dents find well over 30 plant species including banana, fig, palms, and coffee, numerous ferns and cacti, and a towering bird of paradise.

Beyond goldfish

The children's response to our science facility has been wonderful: I receive a steady stream of questions and information about any and all activities and changes they observe. Feeding time is always special: it is *never* routine when, in the blink of an eye, our chameleon extends his 25-centimetre-long tongue to capture a cricket. They are thrilled that we have our own banana plant! They have seen our bird of paradise plant grow from a modest height of just under a metre to a towering giant with its huge leaves pressing against the three-metre-high ceiling of the solarium. Students realize that although plants may not move they are not boring. In fact, the plants are almost as popular as the animals: when allowed to use free time many students request time in the solarium.

Interacting with unusual species makes the students feel as if they are part of something very special: this is not an ordinary "goldfish" sort of experience! Each species tells a story that the students can learn from and relate to, whether it is locating its origin on a world map, or making comparisons to a similar or related species that lives in our own bioregion. The simple routine of personally witnessing the diversity of living organisms establishes interest and concern for the natural world, and fosters stewardship of the environment.

Their experiences in the science room have prompted students to bring in their own specimens and relate stories of their own adventures in nature – a fossil they found or a salamander they saw on a camping trip. I must admit that I smile a bit nervously when they say: "I have *something* in this box my uncle said I could bring to school."

Organisms don't have to be alive to generate strong interest. A wide assortment of specimens, including scorpions, tarantulas, and sea horses, are available in clear acrylic blocks. These student-friendly blocks are indestructible and excellent to use with magnifying glasses.

Student safety in the room has not been a significant issue. All of our plants are typical houseplant varieties and seeds used for planting are pesticide free and safe. Furred and feathered animals such as dogs, cats, and parrots can raise serious allergy concerns but the skin of reptiles and amphibians does not trigger a similar response. Similarly, fish aquaria do not pose a significant health concern as long as students look but don't touch.

There is little doubt that children are interested in science and willing and able to learn. We can foster their interest and enhance their learning opportunities by providing rich classroom environments. Living organisms and hands-on specimens are among the most dramatic and engaging additions you can make. However, you don't need a room full of creatures: consider adding a single aquarium or terrarium and one or two healthy living plants to your classroom and obtaining interesting specimens.

Ask for support from your principal and board. If you are willing to put the effort into enhancing student learning, you deserve their support. ♥



These stories about environmental education were featured in previous issues of *Voice*:

- Kramer, Judy, and Carina van Heyst. "Out & About – An Environmental Unit for Grades 3 and 4." Winter 2001.
- Stonehouse-Kish, Marietta. "A School Yard Restoration Project." Fall 2001.
- Telfer, Cory. "Provincial Parks Bring Life to Learning." Summer 2003.
- Armstrong, Audrey. "Teaching and Learning with Monarch Butterflies." Summer 2005.



Environment Curriculum Resources – yours for the asking

The Toronto District School Board's EcoSchools program has extensive curriculum materials available on its website: ecoschools.tdsb.on.ca

- *GRASP: A tool for developing ecological literacy through rich performance tasks*
- *Conservation of Energy: Inquiry Activities for Kids (Teacher's Resource)*
- *The Toronto Wind Turbine: Virtual Tour for Kids (Teacher's Resource)*

The SEEDS Foundation sponsors the Green Schools program and offers an Interactive Energy Literacy series. Available at seedsfoundation.ca.

Greenlearning.ca is a project of the Pembina Institute developed to bring accurate and engaging educational materials to students, teachers, and parents.

Re-energy.ca is a renewable energy and sustainable transportation education website that provides teachers with downloadable teaching materials. Students can build small-scale models of wind turbines, solar cars, and more.

The Sierra Club of Canada offers free environmental education material. Its 70-minute workshops use games to teach the students about issues from climate change to waste reduction. Available without charge at ontario.sierraclub.ca/ottawa/education.php.

The Canadian Wildlife Federation offers *Project Wild* at wildeducation.org

The Council of Outdoor Educators of Ontario publishes *Pathways Journal* at coeo.org

Environmental Education Ontario offers *Greening the Way Ontario Learns: A Public Strategic Plan for the Advancement of Environmental Literacy* at eeon.org.

The Ontario Society for Environmental Education at osee.org



Going Outside to

Every year I take my grade 6 class to my childhood playground – not the metal monkey bars, swings, or asphalt tarmac that most children think of as a “playground” but the open fields, streams, and forests near Shelburne, Ontario where I spent countless hours exploring, climbing trees, collecting tadpoles, and building forts.

It was in this carefree world, devoid of adult intervention, that I discovered a sense of freedom and belonging and where my appreciation and love for the outdoors began. The trees, the soil, the water, and the air were my textbooks. From them I learned that in nature everything is interconnected.

With many outdoor centres on the losing end of the battle for resources, perhaps it's time to think about how we can teach our children one of the most important literacy skills – environmental literacy! It is an almost impossible task to develop the connection with the environment if students are confined within a traditional classroom.

For me, environmental literacy is much more than an academic understanding of the environment and its role in sustaining life on earth. It is about engaging students so they question established truths. It's about helping them make informed decisions about the environment as well as about their own health.

.....
Todd McIntosh teaches at École Rawlinson Community School, Toronto District School Board.



■ by **Todd McIntosh**

Create Tomorrow's Engaged Citizen

Today, 82 percent of Canadian children under 12 live in an urban area.¹ Most have little or no experience of life in a rural setting. Canadians have some of the highest Internet usage rates in the world, according to world-renowned Canadian scientist David Suzuki.² He reported on research that shows “per capita visits to national parks (mainly in the USA) have been declining for nearly 20 years – largely as a result of increased time spent watching television and movies, playing video games and surfing the web.”³ The researchers concluded, “We may be seeing evidence of a fundamental shift away from people’s appreciation of nature biophilia,⁴ to videophilia ... the new human tendency to focus on sedentary activities involving electronic media.”

A unique experience

The relationships and interactions between living things and their natural environment were things that I had the privilege of studying without even knowing I had signed up for the course. For me, it was just part of growing up in a rural setting. But for most of my students, it is a three-day “crash” course that happens only once in their time in elementary school.

The Sheldon Valley Outdoor Education Cen-

tre is one of five residential outdoor education centres the Toronto District School Board operates. These centres provide a unique opportunity for inner-city children. Nestled amidst rolling hills 15 km west of Alliston, Sheldon comprises 79 hectares of diverse field, stream, and forest habitats.

For many of my students, a trip to Sheldon is not only their first time away from home but also their first time outside the city. Some are so excited that they begin right away taking pictures to capture every minute of the trip, using up all their film by the time we get to Sheldon. Many

Photos by **Tod McIntosh** and **Michelle Larivière**





are shocked to find they'll be spending three days without access to telephones, television, video games or the Internet!

Upon arrival at Sheldon the immediate surroundings and the displays of wildlife and artifacts quickly awaken students' interest and awareness of the environment. Students learn about responsibility, sharing, management, and civics. Individual responsibilities include making beds and cleaning the main building. Group responsibilities include setting and clearing the table. After a meal students carefully measure the compost, recycling, and garbage: their challenge is to create less garbage than groups that have come before.

Hands-on learning

The farm and its animals are an integral part of the learning at Sheldon. Students learn to clean stalls and tend to livestock. They are often aghast that farm life involves shovelling animal waste but they get over the smells before long and really enjoy the physical work. Direct engagement with the environment and hands-on activities help students develop informed opinions, which in turn shape their attitudes and values.

An example of this is an activity called "Web of Life." Students take on the role of an herbivore, omnivore, or carnivore. They must locate food and water sources, while at the same time avoiding natural enemies, disease, and disaster. (See the curriculum insert for a description of the game.) This activity provides students with an increased understanding of the food chain and of the interdependency of all living creatures.

Outdoor learning is not just for students; teachers also benefit. Tom Puk, a professor at Lakehead University, conducted a study that

showed 71 percent of Ontario elementary school teachers believed their students were ecologically illiterate. About one third of teachers said they themselves did not know enough about ecology and almost all wanted more professional development in the area.⁵

Because onsite experts lead most of the programs at the Sheldon Centre, classroom teachers get the time to step back and observe. I've observed my students at length while learning what they learn. I've also participated in such activities as crossing a cable bridge with them. It's been my experience that students are thrilled to see their teacher outside the regular classroom, learning and doing the same things they are.

I've also seen students who struggle academically excel in activities like "Web of Life" because it focuses on different kinds of intelligences than classroom learning does. This kind of active learning has a long-lasting impact. It always amazes me when visiting graduates remember in-depth moments from the three-days they spent at Sheldon.

It is exciting to know that many of my students will experience, for the first time, what I experienced as a young boy – the wonders and beauty of a rural setting. When I look up into a night sky with my students and see the stars or hear the call of an owl it's as if I've stepped back into my childhood. I feel as if I've taken them back to my childhood home.

In a recent interview Ontario Environmental Commissioner Gordon Miller asked: "How can we transform our economy and society so that we can respond to the environmental challenges that are facing us if we raise a generation of ecologically illiterate children?"⁶

It's something we all need to think about. Teachers can make a difference by understanding the values of environmental literacy. An "outdoor" education can help create a better-informed and more engaged citizen. **V**

Notes

1. Colombo, John Robert, ed. *Canadian Global Almanac*, Toronto: Macmillan Canada, 1998.
2. Suzuki, David. "Reality TV the closest some children get to reality." *Science Matters*, July 28, 2006. Available at davidssuzuki.org
3. The original research can be found in Pergams, Oliver R.W., and Patricia A. Zaradic. "Is love of nature in the US becoming love of electronic media?" *Journal of Environmental Management* 80.4 (2006), 387-93
4. Quoted in Suzuki, "Reality TV."
5. *Toronto Star*, October 10, 2006.
6. *Toronto Star*, October 10, 2006.

Web of Life

■ by Todd McIntosh and Michelle Larivière

Overview – In this role-play, the herbivore, omnivore, and carnivore must survive by locating food and water sources while avoiding predators, disease, disaster, and hunters.

Duration: 1 – 2 hours

Expectations: Grade 6 Science
– Diversity of Living Things

- demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things
- investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation)

Student Goals:

- gain a better understanding about how different species are interconnected
- describe the effects of human development of land areas on plants and animals
- recognize that loss of habitat is a critical problem facing wildlife

Prior Knowledge:

- Ask the students what they know about the “Web of Life.”
- Allow students time to reflect and discuss their personal experiences relating to the “Web of Life.”

- Ask students to define the meaning of the word “habitat.”
- Encourage students think about examples in their neighbourhood, community, or beyond to understand that loss of habitat is a critical problem. For example, when land is paved over for a shopping centre or housing development, small animals lose their sources of water, food and shelter.

Key Vocabulary: Web of Life, habitat, food chain, herbivore, carnivore, omnivore, predator, prey, disease, natural disaster, consequences

Materials:

- pinnies (4 or 5 different colours to clearly distinguish each player and their roles)
- security clips or key rings (to hold the pipe cleaners)
- pipe cleaners (lives) cut into thirds to be twisted onto the rings – be sure to use 3 different colours to identify the wildlife (i.e., herbivore is green to match the pinnies)
- diagram of food chain (colour-coded to match the pinnies)
- rubber stamps and ink pad (plant and water sources)
- rubber chickens (hunter’s weapon)

Setting:

- classroom (introduction/explanation and debriefing)

- large outdoor area, preferably with places to hide (role-play)

How To Play:

- Prior to beginning the activity, the teacher gives each student one of the following roles: herbivore, carnivore, omnivore, natural disaster, disease, water and food sources, hunter. (See table below.)
- The students wear coloured pinnies that clearly distinguish their roles. For example: green pinnies for herbivores, blue for omnivores, red for carnivores, yellow for disease and disaster, etc.
- The students are given a clip/key ring to hold their coloured pipe cleaners, each of which represents one “life.” The colour of the pipe cleaners should correspond to the colour of the pinnies depending on the role that the student plays.
- One to two students are given the role of water and food sources. These students will mark the hands of the players using the ink stamps when they are approached by the players.
- The groups are dispersed at gradual intervals. The herbivores are the first to start, followed by the omnivores, carnivores, disease and natural disaster. The water and food sources are stationed in separate locations on the playing field. The hunter(s) may enter the game at any time to kill their prey.



- In addition to lives (pipe cleaners), the omnivores, carnivores and herbivores must obtain a minimum number of food and water sources. (See table below.)
- When players are tagged by one of their enemies, they must surrender one “life.” All tagging is done silently, with a one-hand tap on the shoulder of the prey.
- The game ends when the teacher blows the whistle. Activity follow-up occurs in the classroom.

Note: Students are role-playing and should observe the following animal-like behaviours:

- **SILENCE – no human behaviour such as talking**
- **SOLO – travel on your own**
- **SENSES – use your senses of sight and sound to catch prey and hide from predators**
- **STEALTH – combination of the above plus being sneaky**
- **SAFETY – stay within game boundaries and follow the rules**

Description of Roles:

- The herbivore is at the bottom of the chain and is unable to take lives from others. The herbivore can only hide from its many enemies. The herbivore must also obtain food and water sources to survive.
- The omnivore needs to avoid all except the herbivore, from which it can take lives. The omnivore must also obtain food and water sources to survive.
- The carnivore is a predator to the herbivore and omnivore. The carnivore needs to avoid disease, disaster, and the hunter(s). The carnivore must also obtain food and water sources to survive.
- Disease and disaster can take lives from the carnivore, omnivore, and herbivore.
- One to two students who remain stationary in two separate locations play the water and food sources. When approached by a player, they use the ink stamps to mark the hands of the players.

- The hunter(s) is the only player who can make loud noises such as “BANG.” They can tag or throw their rubber chicken (weapon) at any of the animals to obtain one of their lives.

Extensions:

- Play this game more than once and reassign roles
- Through class discussion have students share their reflections of the different roles
- Have students write from the perspective of the animal that they were role-playing during simulation (e.g., herbivore)
- Have students name the wildlife they think would survive or perish in areas that have been harmed by human development
- Students may research about an animal and present the information in a unique manner, for example, someone who was an omnivore may choose the brown bear
- Students may research about areas in Ontario that have been protected from human development such as the Oak Ridges Moraine

Sample Class Assignment of Animals: (based on 24 students)

# of Players	Lives at Start	Food to Find	Water to Find
2 Carnivores	3	9	3
4 Omnivores	4	6	3
* Herbivores	6	4	2
1 Disease	0	0	0
1 Disaster	0	0	0
2 Water/Plant Source	0	0	0

* All remaining students will be assigned the role of herbivore

Assessment Strategies:

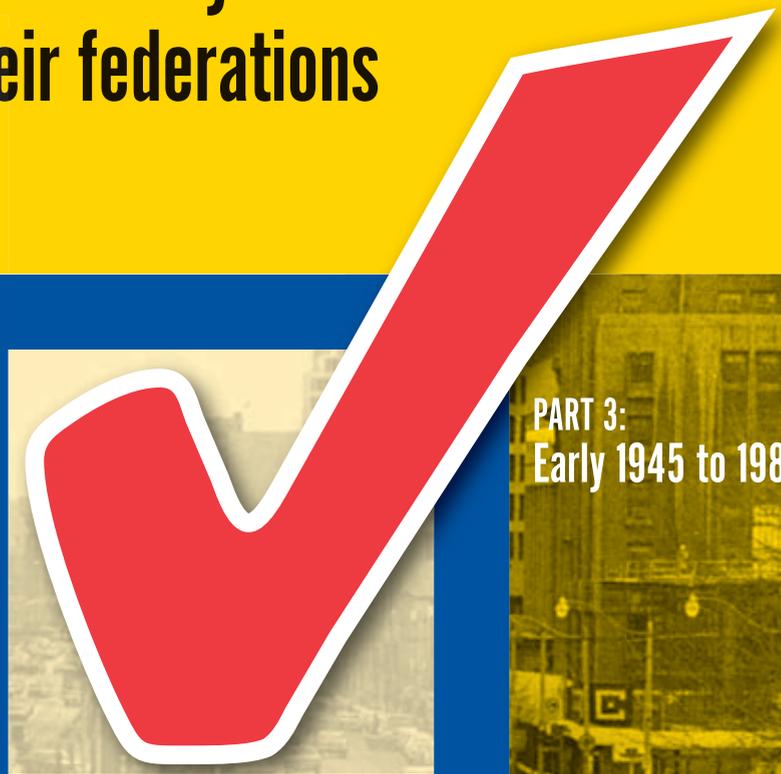
- Self-assessment, peer-evaluation, rubrics, checklists
- Journal and procedural writing.

Continues on page 23, after the History insert

It's Elementary

by Barbara Richter

A brief history of Ontario's public elementary teachers and their federations



PART 3:
Early 1945 to 1980



Barbara Richter recently retired after spending 36 years as a staff officer at ETFO and its predecessor organization, the Federation of Women Teachers' Associations of Ontario.

Previous page: Teachers rally at the Ontario Legislature.
December 18, 1973. Photo: CP Images



Toronto District School Board Sesquicentennial Museum and Archives



FWTAO professional development conference, 1968. Clara Thomas Archives, York University



It's Elementary

The postwar landscape

The teacher federations survived a recession, a depression, and two world wars. They emerged from the war years with their existence and their memberships guaranteed by the 1944 *Teaching Profession Act*. The new Act boosted federation membership: overnight FWTAO membership jumped to 12,500 from 5,300¹ and that of OPSMTF to 3,400 from about 1,600² members. OTF and the five affiliates became effective lobby groups with government and formidable advocates for teachers with school boards and the public.

With wartime restrictions lifted, the federations could resume action on their key issues – raising the status of the profession and improving the economic conditions of teachers. Women teachers were also seeking equal pay with their male colleagues.

When school opened in September 1947 Ontario's elementary schools were short over 1,000 teachers. Classrooms were bursting: students had to share desks and learning materials. Boards scrambled to find teachers. Married women, sent home after the war, were called back. The postwar baby boom brought both challenges and opportunities. In 1945-46 there were 436,709 public elementary school students in Ontario. Ten years later there were 643,951, an increase of almost 50 per cent.³

The push for professionalism

The federations believed the teacher shortage provided an opportunity to improve salaries to encourage people to enter or return to teaching. Both FWTAO and OPSMTF worked to enhance teacher professionalism. They encouraged members to improve their qualifications and to adhere to the code of professional ethics outlined in the *Teaching Profession Act*.

They endorsed higher standards for teacher education and a university degree for all teachers.

In a crushing blow to the federations' efforts, the government responded by lowering standards for entrance to the profession and issuing letters of permission to people with no or incomplete teaching qualifications.⁴ In 1952 the government again lowered standards, to give a temporary certificate to a grade 12 graduate who completed a six-week summer course.

Faced with an increasing number of members with little or no training, and in an effort to maintain standards, both federations developed their first in-service programs. FWTAO organized conferences and workshops, developed recommended reading lists, and encouraged its local associations to offer professional development opportunities.⁵ OPSMTF, recognizing its members were mostly Intermediate-grade teachers, vice-principals, and principals, offered summer courses in school supervision, administration,

and effective practices for Intermediate classrooms.⁶ From these humble beginnings both federations developed extensive professional development departments.

The fight for equal pay

One of the reasons women teachers had organized was to improve their economic conditions. Economic downturns, global conflict, and general social mores delayed their fight, but in 1945 the FWTAO annual meeting endorsed the concepts of equal pay and equal opportunity for advancement for both men and women teachers. They took the issue to the OTF, believing its endorsement and that of the affiliates would give more clout to their efforts.

A revolutionary concept for its day, this move met with considerable opposition. The work of men, no matter what the field of endeavour, was considered more important and was better paid. In elementary schools, teaching the Intermediate grades, where men predominated, was considered more important than teaching the early years, where women were the majority. Fewer men than women entered teaching and boards offered higher salaries to attract them. Society viewed men as breadwinners who deserved higher salaries whether or not they actually had families.

The equal pay resolution met with “spirited discussion” when it came to the OTF in February 1946.⁷ It was sent to the affiliates for study, was referred to the educational finance and resolutions committees, and finally passed at the December 1946 meeting with the following wording:

*That the OTF favour the policy of equal opportunity and equal pay for equal qualifications and responsibilities as between men and women in the schools of Ontario.*⁸

A number of women’s groups, including the FWTAO, joined together to lobby the government to pass equal pay legislation. In 1951, five years after teachers had endorsed the concept, the Ontario government passed the *Fair Remuneration for Female Employees Act*, legislating equal pay.

But in spite of OTF policy and provincial legislation, many school boards, and even some local men’s groups, were cool to the idea of equal pay and to bargaining jointly with the women teachers.⁹ While salary schedules gradually eliminated disparities in pay, boards circumvented the principles of equal pay by offering sports and supervision allowances or even marriage bonuses to their male teachers. It took another 20 years to phase out these inequities.

The push for better salaries

The federations’ codes of ethics said teachers shouldn’t accept salaries below an established minimum, usually coinciding with the level of provincial grant. In 1947 it was “unprofessional” to accept a starting salary below \$1,500. In 1954 accepting less than \$2,400 was considered “unethical.”¹⁰ The federations offered to help teachers achieve these salaries, but with over 6,000 school boards, some with only a single one-room school, it was a difficult task.

To address disparities in salaries – between men and women, urban and rural, and north and south – the federations gradually developed a new approach to bargaining. They moved away from the concept of pay deter-

In ETFO Today...

ETFO continues to provide a wide variety of quality professional learning opportunities designed to meet the needs and interests of new and experienced teachers: workshops, book clubs, credit courses, conferences, online programs, summer academy, and AQ and principals’ courses. Some focus on specific academic subjects, grade levels, or issues like special education and classroom management. Others enhance teachers’ leadership skills, or deal with societal issues such as body image and global education. Still other workshops reflect the needs of a changing student and teacher population. They deal with such topics as antiracism education, Aboriginal issues, homophobia and heterosexism, media awareness, and deconstructing bias and prejudice in schools. ETFO’s resource on new teacher induction has been a model for many programs.

ETFO conducts research, and in cooperation with other education partners publishes documents on educational and social issues.

ETFO members and staff influence education policy through their work on Ministry of Education committees and the minister’s partnership tables, as well as their work with other affiliates and education stakeholders.

The Formation of QECO

Consistent evaluation of qualifications was essential to make salary grids effective. To accomplish this the four affiliates representing elementary teachers created the Qualifications Evaluation Council of Ontario (QECO) in the late 1960s. QECO issued its first statement in 1971. ETFO members can access QECO services at any time.



It's Elementary



1973 Queen's Park rally. Clara Thomas Archives, York University



December 18, 1973. Clara Thomas Archives, York University



Ottawa, December 18, 1973. CP Images

mined by gender or grade level, to salary schedules based on qualifications, years of experience, and additional responsibility. This gradually developed into a grid with minimum and maximum pay and annual increments in each of seven categories. Additional allowances recognized the increased responsibilities of principals, vice-principals, consultants, and other positions.

Salary schedules served a number of purposes. They eliminated individual bargaining, underbidding, and divisions based on gender or grade taught. A series of increments recognized teacher experience and also provided an incentive to stay with a board. The federations assumed that pay linked to qualifications would encourage members to take courses and would attract a high calibre of teacher, thus improving the profession's image.

These were the very early years of collective bargaining. Salaries, benefits, accumulation of sick leave, and leave plans were the high-priority items. Although the federations had the legal right to represent members, teachers were excluded from the provisions of the *Labour Relations Act* so boards were not required to bargain with teacher federations. Many teachers resisted the salary schedule because they thought they would fare better on their own.

Nevertheless, FWTAO and OPSMTF gradually developed a system of joint bargaining and procedures to deal with difficult bargaining situations. They created the "grey letter," similar to the current "pink listing," to put pressure on boards to settle. Without legal bargaining rights or the right to strike, the only legal way teachers could withdraw services and sanction a

board was to stage mass resignations in December or August. This was a risky tactic, one the federations did not use lightly.

From 1945 to 1955 teacher salaries improved significantly. The average wage increased by almost 90 percent for men and 130 percent for women. Women made significant progress on equal pay: in 1945, their salaries were about 67 percent of men's; by 1954, the percentage had risen to 82.4.¹¹

During the next several years both federations developed bargaining departments whose staff travelled the province training local teachers on salary committees or economic policy committees (forerunners of today's bargaining committees) how to negotiate.

In the postwar period the provincial government consolidated school boards, ending in 1969 with the creation of county, city, and regional boards. As a result, federation members worked for 79, not 6,000, employers. Action on true *collective* bargaining could begin.

Married women bring new priorities

Most boards forced women to resign when they married. During the war years many married women had returned to work as temporary employees. They were expected to leave at war's end and go back to homemaking. In 1945-46 some 1,700 teachers didn't return to the classroom; 1,000 of them were married women – some of them newly married during the year.¹²

However, the baby boom and the resulting increase in enrollments, as well as the general postwar teacher shortage created opportunities for women teachers not available to women in other occupations. Believing it to be a short-term measure, school boards reluctantly hired married women as “special staff” at lower pay on temporary contracts that they renewed annually and could terminate on short notice, especially if they found teachers they considered more desirable. And often they considered even 17-year old men with only a six-week summer course more desirable than more qualified married women.¹³

When women teachers on permanent staff married, their contracts also became temporary so that, the boards claimed, they could leave when family responsibility demanded, or if they became pregnant at inconvenient times. But the boards' motives were called into question when one board changed the contract status of a woman who had taught for 30 years and was married just two years before she became eligible for a pension.¹⁴

Married women also faced criticism from colleagues and communities who questioned how they could be successful teachers if their loyalties were divided between home and school. Many colleagues thought married women were working for “pin money” and would hold back the demand for higher salaries.¹⁵ Many married women teachers were restrained in their militancy by the fact that children in school, families in the community, and their husbands' jobs meant they couldn't threaten to move to a distant school or board for a higher salary. Because of either prejudice or jealousy, many people resented two-income families. In smaller communities, a woman thought to be too assertive about getting a higher salary could put her husband's employment in jeopardy.¹⁶

But married women were in the work force to stay¹⁷ and their numbers

In ETFO Today...

ETFO continues to advocate for parents. The federation is still fighting for adequate and accessible child care and works with the Ontario Coalition for Better Child Care and the Child Care Advocacy Association of Canada to lobby for a national child care program. During Campaign 200, the bargaining campaign for the 2004-2008 collective agreements, ETFO successfully negotiated improvements to paid leave plans and salary top-up during parental leaves, leaves for family medical care and compassionate care, and protection against communicable diseases, such as Fifth Disease.

FWTAAO – OPMSTF Salary Schedule

Approved by Annual Meeting 1965

Category Years of exp.	A3 Degree + 3 yrs. study	A Basic Cert. + Degree	D Basic Teaching Cert.
10	11,500	10,000	6,100
9	11,100	9,600	6,000
8	10,700	9,200	5,900
7	10,300	8,800	5,800
6	9,900	8,400	5,700
5	9,500	8,000	5,600
4	9,000	7,500	5,200
3	8,500	7,000	4,800
2	8,000	6,500	4,400
1	7,500	6,000	4,000
0	7,000	5,500	3,600
Inc.	500 x 5 400 x 5	500 x 5 400 x 5	400 x 5 100 x 5

Allowances:

Principal	\$ 250 per room
Vice-Principal	\$ 50 per room
Supervisor	Minimum of \$ 800
Assistant Supervisor	Minimum of \$ 400
Consultants, etc.	Minimum of \$ 400

Source: FWTAO Newsletter, 1965-66; No. 5

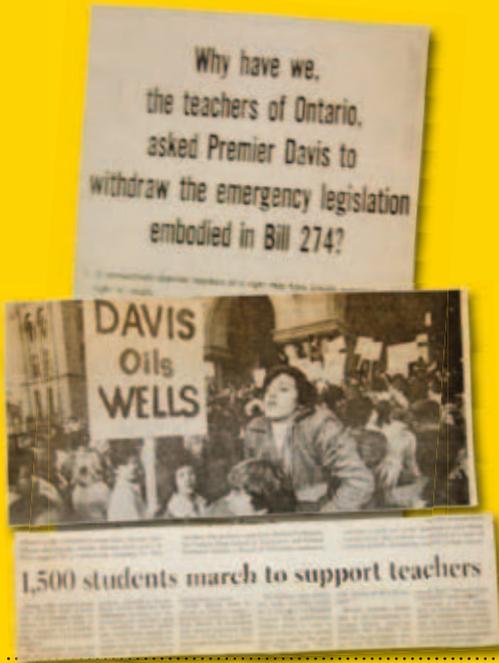
grew so that they comprised some two thirds of the FWTAO membership by 1968.¹⁸ Their presence created new bargaining priorities: not only equal employment status but also maternity and parental leaves. In 1954, pressed by FWTAO, OTF passed policies about maternity leave and the employment of married women.¹⁹

These policies were far ahead of their time. In 1970 the *Women's Equal Opportunity Act* guaranteed 17 weeks of maternity leave for any woman employed for at least one year and 11 weeks. It also barred discrimination based on sex or marital status in hiring, firing, training, and promotion. By this time, the federations had already negotiated maternity leave into most of their agreements.

School boards refused to accept that the legislation applied to women teachers and lobbied the provincial government to exclude them from



It's Elementary



Ontario Teachers' Federation advertisement, 1973. Toronto District School Board Sesquicentennial Museum and Archives



Peel Elementary Teachers' Strike, 1979. At left, author Barbara Richter. FWTAO photo.



Peel Elementary Teachers' Strike, 1979. FWTAO photo.

the maternity leave provisions. Despite the legislative guarantees, federation vigilance was needed for years to ensure teachers knew their legal rights and took full advantage of them.

Over the years the federations continued to negotiate such improvements to parental leaves as accumulation of seniority and increment, board-paid benefit plans, paid leave, and paternity leave. Provincial legislation has been amended periodically to incorporate negotiated improvements.

The rise of teacher militancy

The social movements of the 1960s and 1970s brought increased awareness of individual and collective rights and responsibilities. Many people took a critical look at themselves and their role in shaping their world. The contraceptive pill revolutionized family planning and women's ability to combine family with career. Feminism's second wave was building as women realized equality meant more than having the right to vote. The

1971 *Report of the Royal Commission on the Status of Women* outlined the need for action on women's rights in Canada. The American civil rights movement shone a spotlight on the devastating effects of prejudice. The antiwar movement prompted citizens to look at all authority with a new and critical eye. The publication of Rachel Carson's book *Silent Spring* marked the awakening of the environmental movement.

At the same time, society cast a critical eye on the education system. *Living and Learning*, a 1968 report of a provincial government royal commission into education, told educators that focusing on the 3Rs was not enough: they had to teach the whole child using a variety of new methods, including individualized instruction. The report's recommendations were implemented swiftly, without consultation, and with limited resources for teachers.

The provincial government centralized control of education. In 1969 it consolidated school boards. One-room schools were closed and staff and students moved into new larger schools. Board consolidation improved the general situation for teachers, but large modern schools also created irritants such as more paperwork and less autonomy.

Consolidation brought with it new structures for FWTAO and OPSMTE, with local associations and districts eventually conforming to the new school board boundaries. Now less isolated, teachers had colleagues close at hand with whom to share ideas and concerns. They could call on local presidents and negotiating committees and could organize to take action on issues.

Consolidation was costly and by 1970 the provincial government had imposed expenditure ceilings, giving school boards that had overspent time to get their finances under control. Boards responded by increasing

class sizes; firing teachers and hiring teaching assistants; cancelling special education and ESL programs; replacing teacher librarians with technicians, and junior kindergarten teachers with early childhood education graduates; and giving one principal two or more schools to administer.

At the same time schools and teachers were expected to do more: new topics such as sex education, values education, and environmental concerns were added to the curriculum without sufficient training or supports for teachers.

These factors converged to create a new teacher militancy soon reflected in bargaining. The years of quiet self-sacrifice were over. Teachers demanded a decent wage and more control over their working conditions. They wanted smaller classes, relief from ever-increasing paperwork and supervision, and a say in what they taught and how. They wanted quality education for their students and quality of life for themselves.

December 18, 1973

Teachers' demands for better working conditions were resisted strongly by school boards, which believed these issues were the sole right of management. The new teacher bargaining stance led to an increased number of impasses, more visible now that boards were larger. A concerned provincial government appointed the Committee of Inquiry into Negotiation Procedures Concerning Elementary and Secondary Schools of Ontario, known as the Reville Committee for the retired judge who chaired it. Teachers dubbed its 1972 report "The Reviled Report."²⁰

The committee's recommendations gave power decisively to school boards. It turned the tide for teachers and even the meekest now demanded free collective bargaining, the right to negotiate any term or condition of employment, and the right to strike.

Action came sooner than most expected. In the fall of 1973, 17 local bargaining units from OECTA and OSSTF reached an impasse in negotiations and teachers submitted letters of resignation effective December 31, potentially leaving some 180,000 students without teachers when schools reopened in January. Reacting swiftly, the government tabled two pieces of legislation by December 10. Bill 274 changed the effective date of the resignations to August 31, and Bill 275, bargaining legislation, mandated compulsory arbitration while excluding the right to strike.

The federations quickly organized protests. FWTAO and OPSMTF supported the other federations, contacting more than 3,000 elementary schools by phone and telegram. On December 18, 1973, 80,000 of the province's 105,000 teachers left their classrooms. Some 30,000 attended a rally at Maple Leaf Gardens in Toronto then marched to Queen's Park. One favourite story about the protest is that the minister of education and the premier knew they were defeated when, from their office windows, they saw busloads of nuns, OECTA members, joining the protesters. They withdrew the legislation within days.

Bill 100 – teachers get bargaining legislation

It took another two years of consultation before the government passed the *School Boards' and Teachers' Negotiations Act*, in 1975. Bill 100, the first bargaining legislation for teachers, was considered very progressive for its time.

During the consultation, boards argued that only salary and benefits should be negotiable, leaving everything else for management to decide. They also opposed the right to strike. The federations lobbied for full or open scope bargaining: anything put on the table would be negotiable. Teachers won this right. They also won the right to strike, which came with the proviso that principals and vice-principals, still federation members then, would have to remain on duty in the schools during any sanction.

For the first time in their long history, teachers had the statutory right to bargain and boards had to negotiate with them in good faith. Old agreements, some only five or six pages, eventually became lengthy documents outlining

Wage Controls - 1975

Wage and price controls – the first imposed in Canada in peacetime – applied to the public sector and to private companies with 500 or more employees. Meant to control double-digit inflation rates, they controlled wages more effectively than prices, limiting the increases of some 4 million Canadian workers to 10, 8 and 6 percent in each of three years. Controls were phased out in 1978. FWTAO and OPSTMF helped local negotiators get strong collective agreements, and helped them formulate arguments when they appeared at the Wage and Price Control Tribunal.

Annual Salaries, 1960¹

Teachers \$3,961
Business proprietors \$5,462
Dentists \$10,662
Doctors \$15,264

Annual Salaries, 1976²

Elementary teachers (female) \$15,165
Elementary teachers (male) \$19,337
Supermarket cashiers \$10,186
Steelworkers \$14,252
University professors \$27,000

1. "Dear Teacher," Federation of Women Teachers' Associations of Ontario, 1978, p. 34
2. "Dear Teacher," p. 47

the rights and responsibilities of both parties. Teachers gradually won agreement on provisions covering such issues as class size, preparation and supervision time, length of the school day, grievance procedures, just cause and human rights clauses, leave plans, and much more.

From boom to bust – the teacher surplus

The baby boom ended by the mid-1960s and there followed years of declining enrolments. In 1971 elementary school enrolments dropped by almost 9,000 students. For the first time since the Dirty Thirties teacher college graduates couldn't find jobs. Elementary teachers faced layoffs and redundancy. For the most part, school boards followed the principle of seniority, but in the absence of collective agreement protections there were many abuses.

Teachers who had always received satisfactory evaluations suddenly got poor reports and faced termination. New hires were told to sign letters of resignation when they signed contracts so boards could say they had no redundancy at year's end. Some administrators created a cadre of "protected programs" that really protected selected teachers rather than the programs. Many married women were pressured to resign or to go part-time to save jobs for others. Women who had left the profession when they started families (before there was statutory maternity leave) either could not find jobs or were locked into part-time positions. Between 1971 and 1978 the number of elementary teachers declined by 5,500; however, the number of men went up by 10 percent while the number of women declined by 5 percent.²¹

The federations worked to reverse teacher attrition by negotiating collective agreement provisions, some of which are still key today. These included:

- Pupil-teacher ratios to keep boards from declaring unjustifiable surpluses
- Seniority and redundancy procedures with objective, impersonal criteria to identify who would be laid off
- Job-sharing clauses, seniority protection for part-time teachers, deferred salary leave plans, early retirement incentives, and other creative solutions.

Today elementary schools face another period of declining enrolment. The 2006 ETFO Annual Meeting voted in favour of negotiating job-sharing language into current collective agreements.

Conclusion

The federations were leaders in seeking improvements in salaries and working conditions for their members that eventually became standard practice and provincial law. Today's teachers continue to benefit from those protections.

But their struggle was by no means over. In the next two decades, women would seek equal opportunity for promotion; the federations would take a hard look at their grid structures in response to provincial pay equity legislation; equity-seeking groups would begin to make their voices heard; and the federations would battle Bob Rae's Social Contract and Mike Harris's Common Sense Revolution.

Notes

1. Gaskell, Sandra, "The Problems and Professionalism of Women Elementary Public School Teachers in Ontario, 1944-1954." Doctor of Education Thesis, Toronto: OISE, University of Toronto, 1989, p. 41.
2. Hopkins, R.A. *The Long March*. Toronto: Baxter Publishing, 1969, pp. 120,155.
3. Gaskell, p.24.
4. Gaskell, p. 156. In the immediate postwar period almost 6 percent of the province's elementary teachers operated on letters of permission.
5. Labatt, Mary, *Always a Journey*, Federation of Women Teachers' Associations of Ontario, 1993, p. 61.
6. Hopkins, p. 206.
7. Labatt, p. 47.
8. *Educational Courier*, February 1947.
9. Hopkins, p. 209.
10. Hopkins, p. 182.
11. Gaskell, p. 134.
12. Gaskell, p. 22.
13. Gaskell, pp. 69-71.
14. Gaskell, p. 204.
15. Gaskell, p. 146.
16. Gaskell, p. 203.
17. Gaskell, p. 33. By 1951 about one third of women teachers were married.
18. Labatt, p. 126.
19. *FWTFO Bulletin*, February 1954.
20. It recommended: local negotiations with teachers forming their own bargaining committees but boards able to hire professional negotiators; principals were encouraged to negotiate separately from the teachers; the scope of negotiations was limited to compensation; the establishment of a Professional Research Bureau to collate and disseminate data; the establishment of an adjudicative tribunal, appointed and paid by the government to make final and binding decisions in the event of an impasse in negotiations.
21. Labatt, pp. 232-39.

La toile de la vie

■ par Todd McIntosh et Michelle Larivière

Surviv – Dans ce jeu de rôle, l'herbivore, l'omnivore et le carnivore doivent survivre en repérant les sources de nourriture et d'eau tout en évitant leurs ennemis naturels : les prédateurs, les maladies, les catastrophes naturelles et les chasseurs.

Durée : 1 à 2 heures

Attentes : Sciences, 6e année – La diversité des organismes

- Démontrer sa compréhension de l'utilité des systèmes de classification pour expliquer la biodiversité et les liens entre organismes.
- Étudier les systèmes de classification, ainsi que certains processus vitaux communs à tous les animaux (p. ex., la croissance, la reproduction, le mouvement, la réaction et l'adaptation).

Objectifs des élèves :

- Mieux comprendre les liens entre les différentes espèces.
- Décrire les effets de l'exploitation des terres par l'humain sur la végétation et les animaux.
- Reconnaître que la perte d'habitat est un problème crucial pour les animaux sauvages.

Connaissances préalables :

- Demander aux élèves ce qu'ils savent de « la toile de la vie ».
- Demander aux élèves de réfléchir et de partager leurs expériences personnelles de « la toile de la vie ».

- Demander aux élèves de définir le sens du mot « habitat ».
- Encourager les élèves à trouver des exemples dans leur quartier, leur communauté, ou ailleurs afin qu'ils comprennent mieux que la perte d'habitat est un grave problème. Par exemple, quand la terre est pavée afin de préparer le terrain pour un centre commercial ou un ensemble résidentiel, les petits animaux perdent leurs sources d'eau et de nourriture et leurs abris.

Vocabulaire clé : toile de la vie, habitat, chaîne alimentaire, herbivore, carnivore, omnivore, prédateur, proie, maladie, catastrophe naturelle, conséquences

Matériel :

- épinglettes (4 ou 5 de couleurs différentes pour clairement distinguer chaque joueur et leurs rôles)
- pinces ou porte-clés (pour tenir les chenillettes)
- chenillettes (vies) sectionnées en trois à enrouler sur les porte-clés. S'assurer d'utiliser 3 couleurs différentes pour identifier le type d'animal sauvage (par exemple : l'herbivore est vert comme l'épinglette)
- diagramme de la chaîne alimentaire (les couleurs correspondent aux épinglettes)
- timbres de caoutchouc et tampon encreur (sources de végétation et d'eau)
- poulets de caoutchouc (l'arme du chasseur)

Cadre :

- a salle de classe (introduction/explication et discussion après le jeu)
- une grande aire à l'extérieur, préférablement avec des coins pour se cacher (jeu de rôle)

Déroulement du jeu :

- Avant de commencer, l'enseignant attribue un des rôles suivants à chaque élève : l'herbivore, le carnivore, l'omnivore, la catastrophe naturelle, les maladies, les sources d'eau et nourriture, le chasseur. (voir le tableau ci-dessous)
- Les élèves portent les épinglettes colorées qui distinguent clairement leurs rôles. Par exemple : les épinglettes vertes pour les herbivores, les bleues pour les omnivores, les rouges pour les carnivores, les jaunes pour les maladies et les catastrophes naturelles, etc.
- Les élèves reçoivent une pince/porte-clés pour tenir leurs chenillettes, chacune représentant une « vie ». La couleur des chenillettes doit correspondre aux couleurs des épinglettes, selon le rôle joué par l'élève.
- Le rôle des sources d'eau et de nourriture est attribué à un ou deux élèves. À l'aide des timbres de caoutchouc, ces élèves marqueront la main des joueurs qui les approcheront.
- Les groupes sont dispersés graduellement. Les herbivores sont les premiers à commencer, suivis des

omnivores, des carnivores, des maladies et des catastrophes naturelles. Les sources d'eau et de nourriture sont postées dans des emplacements distincts sur le terrain de jeu. Les élèves ayant le rôle de chasseur peuvent intervenir à tout moment pour tuer leur proie.

- En plus des vies (chenillettes), les omnivores, les carnivores et les herbivores doivent aussi obtenir un nombre minimum de sources de nourriture et d'eau. (voir le tableau ci-dessous)
- Les joueurs doivent rendre une « vie » lorsqu'un de leurs ennemis les touche, geste fait en silence, en donnant une légère tape à l'épaule de la proie.
- Le jeu prend fin quand l'enseignant donne un coup de sifflet. Le reste de l'activité se déroule dans la salle de classe.

À noter : Les élèves jouent un jeu de rôle et doivent adopter les comportements animaux suivants :

- **SILENCE – aucun comportement humain tel que parler**
- **SOLO – on se déplace seul**
- **SENS – on utilise ses yeux et ses oreilles pour attraper la proie et éviter les prédateurs**

- **DISCRÉTION – une combinaison des points ci-dessus, en plus d'un côté furtif**
- **SÉCURITÉ – respecter les limites du jeu et suivre les règles**

- Le jeu prend fin quand l'enseignant donne un coup de sifflet. La suite de l'activité a lieu dans la salle de classe.

Description des rôles :

- L'herbivore est au bas de la chaîne et est incapable de prendre des vies aux autres joueurs. L'herbivore peut seulement se cacher de ses nombreux ennemis. L'herbivore doit aussi trouver des sources de nourriture et d'eau afin de survivre.
- L'omnivore doit éviter tous les autres sauf l'herbivore, à qui il peut prendre des vies. L'omnivore doit aussi trouver des sources de nourriture et d'eau afin de survivre.
- Le carnivore est un prédateur pour l'herbivore et l'omnivore. Le carnivore doit éviter les maladies, les catastrophes naturelles et les chasseurs. Le carnivore doit aussi trouver des sources de nourriture et d'eau afin de survivre.
- Les maladies et les catastrophes naturelles peuvent coûter des vies au carnivore, à l'omnivore et à l'herbivore.

- Un à deux élèves joue le rôle des sources d'eau et de nourriture. Ils demeurent postés dans deux emplacements distincts pendant le jeu. Lorsqu'ils sont approchés par un joueur, ils utilisent les timbres d'encre pour marquer sa main.
- Les chasseurs sont les seuls joueurs qui peuvent faire beaucoup de bruit tels que « BANG ». Ils peuvent toucher n'importe quel animal ou lui lancer leur poulet de caoutchouc (l'arme) pour obtenir une de leurs vies.

Variations :

- Rejouez le jeu en réattribuant les rôles.
- En classe, demandez aux élèves de commenter les différents rôles.
- Demandez aux élèves de décrire par écrit le point de vue de l'animal qu'ils ont joué pendant la simulation, p. ex. l'herbivore.
- Demandez aux élèves de nommer quels animaux sauvages survivraient ou périraient, d'après eux, dans les secteurs ayant été altérés par le développement humain.
- Les élèves peuvent préparer un projet sur un animal et présenter l'information de façon originale; par exemple, un élève ayant joué le rôle d'omnivore pourrait choisir de faire un projet sur l'ours brun.
- Les élèves peuvent faire une recherche sur les secteurs en Ontario ayant été protégés contre le développement humain tel que la moraine d'Oak Ridges.

Stratégies d'évaluation :

- Auto-évaluation, évaluation par les pairs, rubriques, listes de vérification
- Journal et écriture procédurale.

Exemple des rôles d'animaux attribués dans une classe

(en fonction de 24 élèves)

Nbre de joueurs	Vies au début	Nourriture à trouver	Eau à trouver
2 Carnivores	3	9	3
4 Omnivores	4	6	3
* Herbivores	6	4	2
1 Maladie	0	0	0
1 Désastre	0	0	0
2 Eau/Nourriture	0	0	0

* Tous les autres élèves joueront le rôle d'un herbivore

Confronting racism in the classroom

“Educators must begin to understand their students through the lens of race as a salient point in their myriad identities.”

GEORGE J. SEFA DEI¹

■ by **Kalpana Makan**

In many schools across Ontario, teachers celebrate diversity by using multicultural themes in their classrooms and by holding multicultural days and evenings that include a celebration of the collective differences. While this is important as a starting point for equity work, there is a need to go further and deal head on with systemic and institutional bias, and the Eurocentric concepts in the curriculum, in our schools, and in society at large. Doing so requires an antiracist approach.

The limits of multicultural education

Multicultural education is about recognizing and celebrating differences (i.e., heritage luncheons). Unfortunately, multicultural education has been diluted into something that applies mainly to dress, dances, and dinners. This type of emphasis casts a focus that emphasizes differences and promotes the acceptance of “tolerance”: the idea that “they” and “those people” do things differently from “us Canadians.” It does not promote inclusion or antiracism. Effective multicultural education should emphasize similarity as well as differences.

When educators begin to use multicultural education as a tool to incorporate and promote discussions around the way people live, learn, and believe, the discourse becomes valuable and satisfying for those involved. By focusing on our commonalities, such as our basic human qualities, we are able to move towards dealing with the tougher issues of race and racial discrimination.

Broadening the educational approach

Multicultural education promotes the understanding that, despite our differences as human beings, we share common traits and beliefs. Antiracist education acknowledges these similarities but states that the difference in the manner in which we are treated, as a result of race and ethnicity, is pervasive in society and often unjust.

A person’s race and ethnicity must be acknowledged when discussing and teaching anti-racist education. It is important to have discussions around what it is like to be Black, Asian, Indian, or Native Canadian with staff, students and communities. Students’ perceptions around how people are treated are generally honest and in many cases more accurate than those of adults. Acknowledging that people are treated differently because of their race and ethnicity allows students, teachers, and communities to engage in a dialogue on why this occurs. It is important to acknowledge this different treatment and then discuss what is involved in responding to it.²

George Dei states, “Anti racist education is proactive educational practice intended to address all forms of racism and the intersections of social difference (race, class, gender, sexuality, and disability).”³

Simply put, the focus of antiracist education is to deal directly with the narrow Eurocentric approach in the curriculum, teaching practices, and assessment of students from diverse cultural, religious, and ethnic backgrounds.

Kalpana Makan is an executive assistant in Equity and Women’s Services.

Antiracist education and educators focus on the importance of challenging racism at all levels – personal, cultural, and institutional. Through the creation of an environment that fosters a dialogue around issues of race and racism, students begin to acquire the tools they need to recognize and understand the various forms of racism and oppression. This enables them to deal with these issues in a positive manner when they confront them.

The everyday classroom

Here are some suggestions for incorporating an antiracist approach in your classroom:

- Avoid “one-shot” days that promote a cultural group or holiday. Incorporate, for example, Black/African history into everyday teaching; discuss the achievements of Black/African inventors, scientists and leaders in all aspects of the curriculum.
- Promote the achievements of all people in society. For example, when teaching history/social studies discuss the contributions of Chinese Canadians to the railway system; or discuss the idea that the view of Louis Riel as leader /hero or a traitor/rebel depends on what lens one is using.
- Provide students with the historical background that shows why certain groups are/were treated differently; for example, why the Chinese paid a head tax, and why others were denied access to Canada. Encourage skills that require students to think critically about bias and inequity.
- Provide examples of the changes we, as a nation, have made to incorporate and respect our ancestries from around the world. Examples are the acknowledged apology to Japanese Canadians and to our First Nations people for the abuses suffered in residential schools.
- Encourage critical thinking/analysis when choosing literature, films and newsprint. Ask students to look at the depiction of race and ethnicity in magazines. Discuss the use of language when the media relays a story or event. Examples are the use of the terms “tribal warfare” and “ethnic cleansing” to describe crises in Africa and Europe.

I have often been asked if a teacher can combine multicultural and antiracist education into everyday teaching and the answer is yes. Combining them allows students, parents, and communities to come together and celebrate cultural traditions and still uncover the reality that discrimination and racism exist for racial minorities in society. By creating a classroom where open and honest dialogue can occur we provide a voice for our students, who often believe they do not have one. ♥

Resources:

- We're Erasing Prejudice for Good* – ETFO curriculum package, available from shopETFO.
- Respecting Cultures and Honouring Differences* – available from shopETFO. metisnation.org/news/rielanday/2005/home.html
- un.org/cyberschoolbus/iderd/

Notes

1. Dei, George J. Sefa, “Challenges for Anti-Racist Educators in Ontario Today, *Orbit Magazine* 33(3), 2003.
2. Dei, p. 2.
3. Dei, p. 2.

www.etfoequitynetwork.org

ETFO's Equity Network

Registered members have access to discussion forums to share thoughts, ideas, and opinions with colleagues throughout Ontario. The network provides a wide variety of information and resources about equity issues integral to social justice including:

- Lesbian, gay, bisexual, transgender issues
- Disability issues
- Aboriginal issues
- Racial minority issues
- Standing committee member area
- Local equity committee member area (including Status of Women Committees)

Daily Physical Activity for Every Child in Your School

■ by Darren Cooper

For decades, physical education (PE) or gym class has been an important part of Ontario's curriculum and a daily or weekly occurrence for thousands of elementary school students throughout the province. PE gives children an opportunity to be physically active, develop skills, and have fun while at the same time combatting rising childhood obesity rates.

Although most PE teachers or community recreation leaders would never think of preventing students from participating because their eyes or hair were the wrong colour or because they were wearing the wrong brand of running shoes, there are a growing number of boys and girls left on the sidelines because they use a wheelchair or a white cane, or because they have difficulty processing or following instructions.

Those who take the time to seek out resources and incorporate inclusive strategies into their programs often discover that living with a disability doesn't mean a lack of talent or competitiveness.

What does inclusive physical education mean? And what does the concept look like? In a recent study, David A. Fitzpatrick¹ defined inclusive physical education as "an approach to teaching that makes this subject accessible to all students of ability and disability, no matter their skill and fitness types or levels."

There are four key areas to consider when adapting any athletic or recreational activity.

- **Movement** – What are some alternatives or substitutes for the movement involved? (Propelling, crawling, rolling, etc.)
- **Environment** – When you are adapting the gym or playing area, consider what methods students can use to navigate the space. (Walking/running with a partner, walking/running with an assistive device, etc.)
- **Equipment** – How can you adapt the equipment so that every student can participate? (Sound, texture, colour, weight, fabric, etc.)
- **Rules and Instructions** – How can you adapt the rules and instructions so that every participant understands them fully? (Eye contact, visual cues, simple language, gradual progression from easy to complex, etc.)

Teachers may recognize the need and importance of promoting inclusion but struggle to find adequate resources to help them incorporate appropriate practices or strategies. Two useful resources can help.

- The Active Living Alliance for Canadians with a Disability has introduced the "Moving to Inclusion" program, which provides how-to manuals, laminated activity cards, and interactive adapted equipment. Delivered in one-, three-, and six-hour workshops, this program can make it easier to ensure that students with disabilities are being included. Contact the Active Living Alliance at ala.ca.
- For accessible playgrounds consult the "Playability Toolkit" produced by the Ontario Parks Association. This bilingual resource shows clearly and concisely how to make slides, swings, sandboxes, and other playground equipment inclusive and accessible. To find out more visit their website at opassoc.on.ca.

With some thought and creativity, any game or activity and most playground equipment can be adapted so that all children can enjoy the benefits and fun of your physical education program. **V**

.....
Darren Cooper is an executive assistant in Equity and Women's Services.

1. Fitzpatrick, D.A. (1977). "Inclusive physical education: Teachers make it happen." *Canadian Association for Health, Physical Education, Recreation and Dance Journal*, 63(3), pp. 4-9

The Power of Partnership

■ by Jan Moxey

What happens when a teachers' union decides to investigate a complex societal issue such as eating disorders? They create a web that connects researchers, community organizations, schools, teachers and their students. They make change.

The ETFO Body Image Project *Reflections of Me* is an example of how ETFO reaches out to partners to find current research and strategies to shape best practices for teachers.

ETFO launched the Body Image Project in 2004. There has been enthusiastic response from boards, schools, teachers, and the media. Teachers in 60 schools have learned how to use the project.

ETFO began the Body Image Project because members told us about their concerns that girls as young as kindergarten age were showing an increase in behaviours such as restrictive eating.



Teachers in Sudbury were trained to use the body image curriculum by Maureen Flynn, (back left) and Heather Jessop (back right).

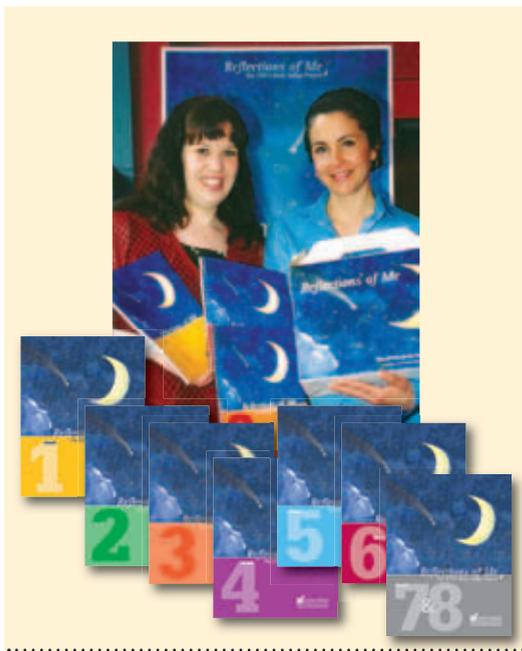
The research literature validated these concerns. Dr. June Larkin from the Institute of Women's Studies and Gender Studies, University of Toronto, and Dr. Carla Rice from the Regional Women's College Health Centre worked with us to compile research related to body image and self-esteem. This shaped the materials created for the project.

More recent research has confirmed those initial concerns, showing that girls indicate body dissatisfaction at many different stages of their lives. It is now the norm for females of all ages to be unhappy with their bodies.¹ A Canadian study of elementary school girls found that these fears are actually disproportionate to the girls' actual healthy weight.² In other words, it is to be expected that elementary girls of healthy weight will be unhappy with their bodies.

Boys are also at risk

OISE/UT professor Dr. Lorayne Dunlop-Robertson worked with ETFO to conduct feedback interviews at the schools where the project was tested. She conducted further research to respond to the interview findings, which confirmed what we knew about girls and revealed more about boys' perceptions of their bodies. Interestingly, researchers are indicating that body image is a significant issue for boys also, but it is more evident in adolescence than at younger ages.³ However, as is the case for girls, both thin and overweight boys have body image issues.

Dissatisfaction with their bodies appears to be connected to boys' ideas about masculinity and sports. Recent research indicates that boys feel the social pressures to be thin, muscular, and tall. Research that shows the Barbie shape occurs naturally in only one out of 100,000 women, and the masculine ideal is becoming equally unattainable. Research also shows that



Heather Jessop and Rachelle North were two of the authors of ETFO's body image curriculum.

Jan Moxey is an executive assistant in Professional Services.

male models in popular magazines have gained on average 27 pounds of muscle over the past 25 years while losing 12 pounds of fat.⁴ Researchers caution that many boys do not realize that this muscular ideal can only be acquired through the use of anabolic steroids.⁵

The pursuit of the unrealistic ideal body has risks for both boys and girls. For example, dieting is risky because it is strongly associated with the later development of eating disorders, the third most prevalent chronic illness among North American adolescents. In the short term, dieting is not only ineffective for both adolescent boys and girls, it actually leads to weight gain.⁶

Not all adolescent boys enjoy school sports. Those who do not see themselves as “the ideal” or those who are late developers are less likely to participate, which affects their life-long pursuit of physical activity and their overall health. As well, boys with low body-based self-esteem are significantly more likely to suffer depression and to be bullied at school. Both boys and girls with low self-esteem are at risk in this regard.

Working with community partners

ETFO worked in partnership with the National Eating Disorder Information Centre (NEDIC) to develop curriculum resources (K-8), a parent-teacher video, and parent support materials for the Body Image Project. NEDIC director Merryl Bear, a key participant in the project steering committee, continues to be an active partner, working as a facilitator at ETFO’s training sessions. Her background, expertise, and commitment have provided us with dynamic and thought-provoking sessions. The NEDIC publications we use in our training sessions give teachers an understanding about the health and weight preoccupations among students of every size.

This year ETFO is NEDIC’s partner in presenting their conference *Body Image and Self-Esteem – Beyond the Shades of Grey*. Conference participants will have an opportunity to learn from and exchange ideas with leading-edge international educators, activists, and practitioners in education, public health, and sport and fitness. ETFO is sponsoring some member

registrations. Check our website, *etfo.ca*, and the steward mailing to find out how ETFO can support your attendance at this dynamic international event.

Other partners who have influenced and supported our work throughout the project are:

- AboutFace, an association that supports families of children with facial differences
- Dr. Gail McVey, associate scientist, Population Health Sciences, Hospital for Sick Children Research Institute, and assistant professor of public health sciences, University of Toronto
- Toronto Public Health dietitians and nutrition department
- Carolyn Mayeur, executive director, Danielle’s Place, an eating disorder support and resource centre.

ETFO members have been active participants as well. They have written curriculum materials, participated in video productions, learned how to be school facilitators, and trained their colleagues.

A teacher who participated in the school training at Chester Le Public School in Toronto summed up the experience this way: “We had the privilege of becoming a pilot school for ETFO’s Body Image Project, and we have felt the direct impact of their work within our school, as well as our community, ever since. It has enabled us to grow and learn about a topic that has been silenced for far too long.”

We thank all of our partners because they have enabled ETFO to make a difference in the lives of children and their families. We could never have accomplished this alone. ♥

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5. Stout & Wiggins Frame (2004).
6. McVey, Tweed & Blackmore (2004a).

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I Wish I Had Known!

■ **by Dave Kendall** Every day in schools across this province, teachers are told to do things and to take on responsibilities that they are not required to do by law. Many times the directions they get are based solely on an ambiguous interpretation of a specific section of the *Education Act*. Here are two examples of myths that some administrators put forward.

MYTH: *The principal said that by law I must accept direction to be on duty 30 minutes prior to the start of classes to supervise bus students and that I must remain at school for 30 minutes after classes end for the day.*

Regulation 298 of the *Education Act* outlines a number of rules dealing with the school day. Section 20(d) specifically states teachers must be in the school building at least 15 minutes before the start of the instructional day and five minutes prior to the start of classes for the afternoon. Sections 3(7) and 11(3)(e) stipulate that the school building and the playground must be open and available to students from 15 minutes before classes begin to 15 minutes after classes finish for the day.

The simple response is that there is no law that requires this teacher to accept this principal's direction unless supervisory duties have specifically been assigned.

Further, the current collective agreement restricts the ability of principals to assign any supervision duties, except in emergency situations, unless these duties are specifically part of the supervision schedule approved by the school supervision committee and the joint union/board supervision committee.

The more complicated response is that teachers, by their voluntary (just how voluntary is arguable!) participation in these activities have essentially created a circumstance that has formed part of the obligation of service. We have carried out these responsibilities for so many decades that it's difficult to now say no. This is explained further in the following example.

MYTH: *By law, the principal can call staff meetings as often as once per week and they can last for up to three hours per meeting.*

Teachers continue to be pressured, intimidated, threatened, and ultimately disciplined over the issue of attendance at staff meetings.

The *Education Act* specifically sets out the length of the instructional program and the minimum length of time classroom teachers must be assigned to provide instruction. However, it does not set any clear maximum number of hours for either students or teachers, except that the instructional program must normally fit into the nine-hour period between 8:00 a.m. and 5:00 p.m.

The reality is that the *Education Act* does empower a board and its principals to prescribe teachers' duties and to require teachers to carry out instructional programs assigned to them. The collective agreement gives the board the power to manage the affairs of the board in all aspects and to formulate and publish reasonable rules unless the collective agreement expressly restricts them. Our collective agreements set maximum times for instruction and supervision, and minimum periods for lunch and preparation time.

Dave Kendall is coordinator of Protective Services.

The courts and various arbitrators have ruled that certain teacher duties could be implied as a result of practice, or where it is reasonable to do so. They have also ruled that duties that are voluntarily assumed may become mandatory: when carried out over a period of time they become part of the obligations of service. However, the courts say that standards of reasonableness must apply when an employer requires duties that are not expressly spelled out in the collective agreement. In one particular case, the arbitrator ruled that it was appropriate for a board to insist that teachers attend parent-teacher interviews after school hours because teachers had done so for a long time.

The only way to deal with this is to make sure collective agreements address the issue expressly. Many of our collective agreements have begun to do so. To be effective, the language must address the number of regular and other staff meetings held during the school year, the kinds of meetings that are mandatory or voluntary (regular, divisional, team, etc.), the timing and the length of each meeting. Interestingly enough, many of our secondary colleagues experience situations of “early closing” on staff meeting days. One has to wonder where elementary teachers made the wrong turn in the road!

Summary

Elementary teachers are torn between the need to provide for students and the need to reduce workload. The Ministry of Education and school boards have only made this situation worse with their continued efforts to introduce new programs, new tests, and additional commitments for teachers. If you haven’t noticed yet, overload has arrived and in many cases has reached well beyond what is reasonable.

Because some boards and principals push the limits, sometimes blatantly disregarding reasonableness, members are pushing back and more and more of them are demanding that the federation address these working conditions in negotiations.

The only way to address increasing workload is to ensure that collective agreements contain language about such working conditions as staff meetings, about when teachers must be in the school, and about the kind and number of after-school and weekend functions we are compelled to attend.

To begin to remedy workplace overload every member should:

- Respond to the next local bargaining survey
- List issues like staff meetings, supervision, and other working conditions as priorities
- Respond to the principal, the board, and the local union leadership each time a new demand is added to the program
- Speak out to boards, principals, and to our local union leadership that enough is enough
- Be willing to take a strong stand, up to and including strike action to back up your demands.

The success of education and the health of our membership demand such action now! We need working conditions that let us do what is important – teaching children! ♥



Training for Leaders in Ontario schools

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In partnership with

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 300 Harry Walker Pathway South, Newmarket

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In partnership with

Bluewater District School Board
Meaford Community School
 186 Cook Street, Meaford

Daily: July 3-6; 9-13



In partnership with

Upper Grand District School Board
Parkinson Centennial Public School
 120 Lawrence Avenue, Orangeville

Daily: July 9-13; 16-20

For details and application forms go to etfo.ca; or contact Joanne Languay at provincial office; jlanguay@etfo.org.

Celebrating 100 years of studies in education at the University of Toronto 1907-2007

The 100th Anniversary

During 2007 the Ontario Institute for Studies in Education of the University of Toronto will host the 100th anniversary of studies in education at the University. The OISE community, which includes faculty, staff, students, alumni and friends, as well as members of the University of Toronto and broader communities, will gather together to participate.

The Centennial Book

The Centennial Book, titled *Inspiring Education: Celebrating 100 Years of Studies in Education at the University of Toronto*, retraces the origins of OISE and its antecedents through pictures and stories. Priced at \$24, the book will be available to order online (www.100years.oise.utoronto.ca), in the Education Commons (main floor library) at OISE, 252 Bloor St. W. and at the University of Toronto Bookstore. 10 percent of book sales will go towards The Centennial Legacy Scholarships, to support students in need and to continue the tradition of excellence in education for the next 100 years.

The Centennial Lecture Series

Friday, March 23, 2007
Dean's Graduate Student Research Conference
Education Commons, OISE
Speaker, Professor Jonathan Jansen
Faculty of Education, University of Pretoria,
South Africa

November 2007 – date to be confirmed
2007 Jackson Lecture
Speaker, Professor Rosemary Tannock
Canada Research Chair, Special Education and
Adaptive Technology
OISE and Hospital for Sick Children

The Centennial Celebration Party

On Saturday, November 17, 2007 at the Royal Ontario Museum, OISE will host an anniversary party as a wrap-up to the full year of centennial celebrations.

The Centennial Archival Project

OISE showcases its remarkable heritage in a series of archival displays including photographs and artifacts from the past. These will be located in the Education Commons (main floor library) of OISE.

January to February 2007: *Students; Inspiring Alumni*
March to April 2007: *Our Research;*
Pioneering Women
May to August 2007: *Curriculum; Buildings*
September to November 2007:
OISE around the World

The Centennial Open House and Reunion Saturday, May 5, 2007

OISE will open its doors to alumni, retired faculty and staff, the University and our community neighbours to showcase research initiatives in each department and to reconnect alumni with former professors and classmates. Departmental open house events will be held throughout the afternoon beginning at 1 pm, followed by a wine and cheese reception at 4 pm.

Teacher Recognition Program Convocation June 2007

OISE will celebrate elementary and secondary school teachers in conjunction with the June 2007 Convocation. Designed to recognize teachers who have had a profound impact on students, the program builds on the idea that educators “stand on the shoulders of great teachers who came before” them.

Get involved. We'd like you to be a part of the 100th Anniversary celebration.

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Pension Survey Planned for April

■ by Hilda Watkins



In April some of you will be asked to take part in a survey about your preferences should there be another shortfall in the Ontario Teachers' Pension Plan (OTPP).

The OTPP, OTF and the Government of Ontario have hired a polling firm to conduct this survey of Plan members to seek their input on possible future Plan changes. The discussions that concluded last year around the contribution increases included an agreement to conduct a membership survey and an expert review of the assumptions.

Over the last decade, our demographics have changed significantly. Currently, just over half – 51 per cent – of the Plan membership has 10 years or less experience in the Ontario Teachers' Pension Plan. These members likely have little first-hand knowledge of what inflation can mean for financial stability. I will

always remember the shock and horror that I felt as a young teacher when I learned that some of our retired members depended on funds from their federation to supplement their monthly pension cheques. Unfortunately, those retirees did not qualify for indexation as today's members do.

It is critical for Plan members to be informed when they are surveyed. For that reason OTF launched a communications initiative to make members aware of their entitlements and the changes to their Plan.

OTF unveiled its pension communication strategy in November at a meeting of all of the presidents of the affiliated teacher federations. It is a rare occasion that OTF calls such a meet-

ing. However, given the recent changes to your pension plan contribution rates, OTF felt a pension education program for all members was essential.

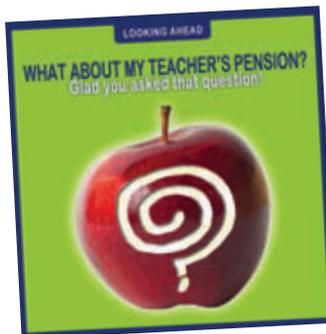
Presidents attending the November meeting received copies of OTF's CD and booklet that deal with pension issues. In December each local received enough copies for every school in their region. Hopefully, you have had an opportunity to view the CD *Looking Ahead – What About My Teacher's Pension?* If you have not had access to this resource, please contact your school steward or local president.

Negotiating changes to the pension plan consumed a good deal of OTF's energy last year. These changes were necessary because the law requires that a valuation filed with the Financial Services Commission of Ontario (FSCO) demonstrates a fully funded pension plan. In other words, the

Plan's assets must match or exceed the liabilities. The 2005 valuation was balanced by revising the assumptions and increasing the contributions of members and the government.

The first scheduled increase of 2 percent went into effect on January 1. The next increase of 0.3 percent will occur January 1, 2008, and the final increase of 0.8 percent will go into effect January 1, 2009. The amount of this final increase depends on a financial review of the Plan in 2008.

I know that your lives are extremely hectic but I urge each of you to find the time in your busy schedules to avail yourselves of the *Looking Ahead* CD and handbook. Both can be downloaded from the OTF website otffeo.on.ca. ✓



Hilda Watkins, ETFO's table officer at OTF, is the 2006-2007 OTF president.

Sustainability and Environmental Education: What are the links and why are they important?



■ by **Winston Carter**

We know that having a sustainable future relies on teaching today's youth about ecological processes and our interactions with the environment. We want young people to become environmental stewards and we want such action to be grounded in sound knowledge.

CTF supports this approach and hosts *Green Street*, a program that provides opportunities to actively engage students and teachers in environmental learning and sustainability education. The initiative links schools in Canada to reputable environmental education organizations across the country. It delivers credible, accessible, and affordable programs that are relevant to students' concerns and are linked to curriculum. These programs encourage a sense of personal responsibility for the environment, foster a commitment to sustainable living, and promote an enduring dedication to environmental stewardship.

Green Street has become a standard of excellence for high-quality environmental education programs. Each qualified *Green Street* program is subjected to a rigorous standards test based on benchmarks that have been developed for excellence in environmental learning and sustainability (ELS). The standards fall into three main categories: themes; goals and objectives of environmental learning and sustainability; and the actual pedagogy or practice of ELS. A program that meets all or most of these standards receives the *Green Street* Seal of Excellence and is considered worthy of meeting the needs of teachers and students. This year, *Green Street* is subsidizing 2,400 classroom or school-based programs across the country. In Ontario, 20 programs are being offered, including:

- *Green Kids Inc.*, an environmental education theatre performance for elementary schools. Three actors create environmental awareness in a fun and engaging manner,

linking environmental issues to the daily lives of children.

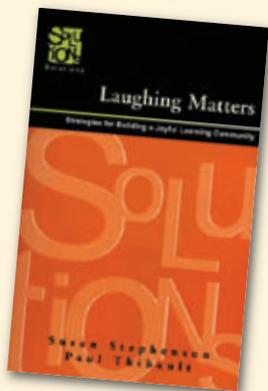
- Earth Day Canada's *EcoKids*, a national program for K to grade 9 students that empowers youth with knowledge and hands-on activities to increase their awareness and encourage their community involvement. Curriculum links are to language, math, practical and applied arts, science, social studies, and geography.
- Evergreen offers the *School Ground Greening* program at the elementary level. Students and teachers can transform their barren school grounds into natural environments using native species of trees, shrubs and heritage berries and vegetables.
- Trout Unlimited offers *Yellow Fish Road*, a hands-on environmental project for youth to help decrease water pollution in their community. The program includes painting yellow fish symbols next to storm drains and the distribution of fish-shaped brochures to nearby households.

CTF encourages teachers and students to become part of this nationwide community of practice called *Green Street*. The resources and programs are fun, engaging, and effective in fostering appreciation for the many values and perspectives surrounding environmental issues and solutions.

Take a virtual stroll down *Green Street* at green-street.ca and discover how today's youth can become engaged citizens in our collective sustainable future.

Note: *Green Street* is funded by the J. W. McConnell Family Foundation, a private family foundation that funds initiatives of national significance as well as major projects in the arts and in environmental education. ♡

.....
Winston Carter is president of the Canadian Teachers' Federation.



Laughing Matters

Susan Stephenson and Paul Thibault
Bloomington IL: Solution Tree (National Educational Service), 2006
130 pages; \$14.50

Reviewed by **Paula Marengur**

Laughing Matters, an easy professional read for teachers and administrators, is a great reminder to all of us, to use humour whenever we can to make learning and working fun.

The authors provide suggestions about incorporating laughter into our lessons, announcements, and assemblies. They suggest funny ideas for bulletin boards and classroom decorations and remind us to laugh at ourselves whenever possible. Why let someone else have all the fun?

Laughing Matters also reminds administrators that teachers work together better if they too enjoy what they are doing, and get their quota of laughs per day. Stephenson and Thibault provide suggestions about how to accomplish this. If teachers are having fun, they will carry that

feeling into the classroom. After all, laughter is contagious!

In order to really be able to recommend this book, I wanted to try one of the suggestions myself. I purchased Captain Goodbook, a puppet that became my library assistant. She likes to read – of course – good books to primary classes. The students love her and there is often a long reserve list for the books she has read to them.

When students have read a book, they can complete a review for the Captain. Once a month the names of those who do so are entered into a draw. The winners' reviews and pictures of them with the Captain are put on display. The response has been overwhelming.

So, do I think that adding more humour to teaching library skills, literacy and research lessons has helped? Absolutely! Do I think reading *Laughing Matters* was worthwhile? Absolutely!

.....
Paula Marengur (née Raspberry – with a maiden name like that, you have to be able to laugh at yourself!) is a teacher-librarian at Tecumseth Beeton Public School, Simcoe County District School Board.



Rainbows in the Dark

Jan Coates
illustrated by Alice Priestley
Toronto: Second Story Press, 2005
23 pages; \$14.95

Reviewed by **Lisa Perrin**

Rainbows in the Dark is a delightfully written and colourfully illustrated book that would appeal to young children as a read-aloud. One of the topics it addresses is visual impairment and the special relationship between people and their guide dogs.

Abby is a somewhat precocious young girl who is annoyed she has to once again visit a used clothing store with her mother. Her foul mood is brightened with the arrival of a laughing, sunglasses-wearing woman and her dog. When Abby points out that dogs are not allowed in the store, the woman, Joanna, good-naturedly tells her that Charlie is a working dog who helps her see.

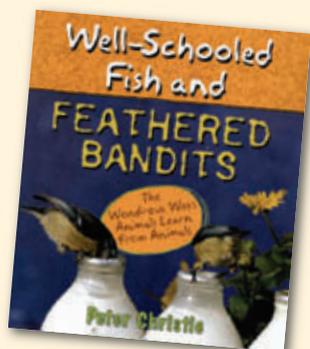
Joanna helps Abby find a dress-up outfit. The little girl is transformed when they discover many beautiful colours as they rummage through the goods. Joanna gives Abby and her mother tickets to a special

performance at which they learn that their new friend is a gifted cellist who makes a rainbow of colour with her music.

A quote from Helen Keller, "When we do the best we can, we never know what miracle is wrought in our life, or in the life of another," aptly sums up the lesson that can be shared in a discussion with students about character, talents, relationships, community and overcoming difficulties.

I would give this book a five-star rating because of the appealing way it addresses differences and helps young children understand that everyone can help contribute in one way or another to make the world a beautiful place.

.....
Lisa Perrin is a teacher-librarian at Portage View Public School, Simcoe County District School Board.



Well-Schooled Fish and Feathered Bandits

Peter Christie
Toronto: Annick Press, 2006
48 pages; \$9.95

Reviewed by **Cory Woodrow**

As a grade 6 teacher, I find students are fascinated by how animals adapt to their environment. But, I often struggle to find enough real-life examples that will capture their attention, and yet be clear enough for them to understand and take meaning from.

Well-Schooled Fish and Feathered Bandits helps solve this problem. It is a colourful, well-researched text that brings challenging concepts to life for Junior learners. This resource supports the Junior science and technology curriculum: Habitats and Communities in grade 4, and Diversity of Living Things in grade 6.

Peter Christie examines the complexity of social learning in the animal world, outlines its impact on animal life, and highlights some of the adaptations animals make to meet their needs. This helps students understand our connections with other

life forms and how we all learn from each other.

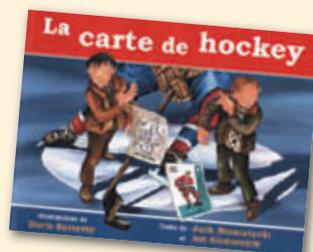
Christie writes concisely, using examples that really capture student interest. For example, he explains the sophisticated habits of orangutans, describing how they use bundled leaves to make dolls, which they take to bed. There are many unique cases of social adaptation: crows can make tools out of leaf cuttings and chimpanzees use rocks to crack nuts.

The book is organized into short chapters with catchy titles, such as "The Inspector Gadget of Crows," that will appeal to the Junior reader. Chapters address food, fear, mating, tool making, communication, and more.

There are an abundance of examples from the animal world to supplement science lessons and inspire research projects. Text boxes and colourful photographs expand and highlight main ideas. There are suggestions for further reading, a selected bibliography, and an index to support readers. Unfortunately the book has no glossary, which would be useful for Junior readers.

This resource could also be used as a read-aloud and to emphasize teaching points in lessons.

.....
Cory Woodrow is a grade 5/6 teacher at King George VI Public School, Lambton Kent District School Board.



La carte de hockey

Jack Siemiatycki et Avi Slodovnick
Illustrations : Doris Barrette
Montréal : Les Éditions Homard, 2002

Nous allons à la mer

Jane Barclay
Illustration : Doris Barrette
Montréal : Les Éditions Homard, 2002

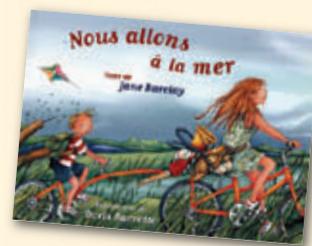
Critique par **Roger Gagnon**

Il s'agit de livres comportant des illustrations accompagnées de textes.

La carte de hockey traite d'enfants qui misent leurs cartes de hockey; quant à *Nous allons à la mer*, une sœur et son frère vont à la mer pour la journée.

Les sujets abordés sont de la vie de tous les jours. De plus, dans *La carte de hockey*, le plus grand joueur de hockey des Canadiens, Maurice Richard, aide de jeunes garçons à gagner la partie.

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Dans *Nous allons à la mer*, le texte est «Ma sœur m'emmène en voyage...» et l'illustration montre une sœur avec une valise et un sac de plage bien rempli. Elle tient la main de son frère, qui a en main son sceau et sa pelle, et tous deux sont prêts à partir.

J'ai trouvé seulement deux mots, qui pour moi, ne sont pas courants, mais néanmoins, le message de l'auteur est facile à comprendre dans les deux situations.

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.....
Roger Gagnon enseigne à l'école Cundles Heights, du Conseil scolaire du Comté de district de Simcoe. Le hockey ayant toujours été central dans toutes les facettes de sa vie, il continue de jouer au hockey et est aussi entraîneur.

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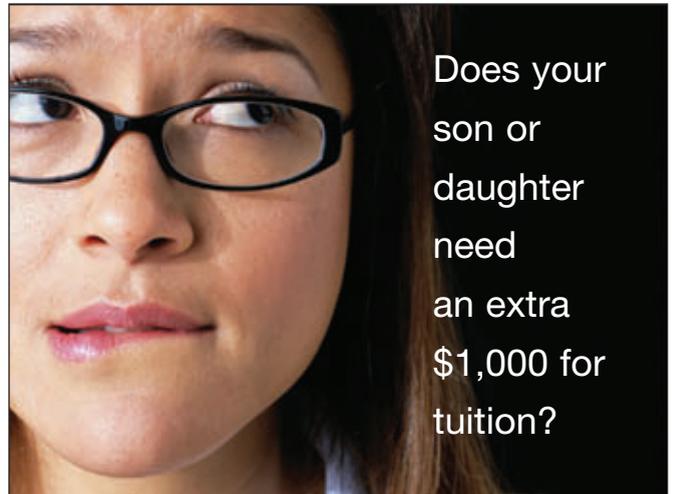
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Teachers' Trivia

TRIVIA Trail

■ by Peter Harrison

All you need for this game are six cards numbered 1 to 6 and six counters marked A,I,I,R,T and V. Shuffle and deal out the cards face-up in a circle, choose a card and place any one of the counters on it. If you choose 5, for example, move five places clockwise and place the second counter on that card. If that is 2, say, move clockwise two places (i.e., the next card but one) and place the third counter there and so on.

If you can repeat the process until all the counters have been placed on different cards, you win. If you are forced to place more than one counter on a card, you lose. I have just won with an 'I' on card 4 and the 'A' placed last. My counters spell TRIVIA clockwise.

What are the numbers in order under TRIVIA ?

.....

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, at the address on the masthead. For each puzzle three winners will be drawn from all the correct entries received by April 2, 2007.

.....

Answer to our last puzzles:

The answer to **What a Difference** is **945618327**.

The winners are: **Colin Bridges, Joan de Demeter, Megan Steinman.**

The answer to **Either Way** is "**race car.**" Because the puzzle asked for a "word" to fit the blank space we accepted both "race car" and "**palindrome.**"

The winners are: **Peter Harrison, Cheryl Kramer, Judy Stoner.**

Congratulations!

Ms. Covers' Mysterious Manner

■ by Dorit Leo

Can you find the word in this story which contains all the bolded letters in scrambled form.

A **tiny mist** always hovers,
Above the home of Ms. Lizzie Covers.
There's no denying or defying,
Events taking place have been mystifying.

Like the day I spied a mysterious man,
Deliver this heavy, enormous **tin** can.
He pushed and struggled for an hour or more,
To **fit** the tin through Ms. Covers' front door.

Was some creature **in** there with a big furry claw?
Spooked and suspicious, I called out the law.
Their **timing** was swift; they arrived with great speed.
The police even knew of Ms. Covers' strange deeds.

"Open this door, it's staff Sergeant **Gin**.
We need to know what's stuffed in the tin."
There was no response, so he banged with his **fi**st:
"You must open this door, right now, I insist!"

Ms. Covers appeared, then whispered, "Come in,
But why do you act like I've committed a **sin**?"
"It's just routine", the Sergeant replied,
Then burst the tin open to look inside.

"Thank you, Ms. Covers, we'll be on our way,
These contents seem odd, but I guess they're okay."
"You could have just read this **sign**, Sergeant Gin,"
Responded Ms. Covers with a wide, smirky grin.

"It's stamped in large print, right here on the tin,
'Ten thousand sweet **figs** contained herein.'
They arrived today – a "Special Delivery
A **gift** from my friends in Naples, Italy."

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calendar

March 26 - 28, Toronto

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March 29 - 31, Toronto

Languages Rock! les langues, ça rock!

Ontario Modern Language Teachers' Association Conference
Feature speaker: Roch Carrier.
Contact: Lise Moore, 905-315-7877 or go to omlta.org.

March 30 - 31, Toronto

The Face of Adolescent Learning Conference

Elementary Teachers' Federation of Ontario
Hilton Toronto Airport Hotel
Contact: Ruth Dawson, 416-962-3836, rdawson@etfo.org

April 19 - 21, Toronto

Inner City: Strength in Diversity! Advocating for the Future!

Toronto District School Board National Inner City Conference
Feature Speaker: Stephen Lewis.
Metro Toronto Convention Centre
Contact: Lori Abbott, 416-397-3225 or go to www.tdsb.on.ca/communications/newsrelease/2006/february/february_1.htm

April 22 - 24, Ottawa

Capitalize on Opportunities

Ontario Cooperative Education Association Conference. Westin Hotel
Contact: Sandra Walton, 613-596-8211 or go to oceca.on.ca.

April 26 - 28, Toronto

LOOKING BACK...MOVING FORWARD – OADE: 1957 – 2007

50th Anniversary conference, Ontario Association for Developmental Education
Famous People Players Theatre
Information: oade.ca.

April 28 - 29, Peterborough

Be the Change You Wish To See

Ontario Society for Environmental Education Conference
Camp Kawartha. Information: osee.org

May 3 - 5, Barrie

Building Bonds '007

Ontario Association for Mathematics Education Annual Mathematics Conference
Georgian College.
Contact: Greg Clarke, register@oame2007.ca or go to oame.on.ca/main/index1.php.

May 4 - 6, Ottawa

Education for Social Justice:

From the margin to the mainstream

Canadian Federation of Teachers
Featuring: Romeo Dallaire, Mary Gordon, Tom Jackson and more
Ottawa Marriott Hotel
Information and registration at: ctf-fce.ca

May 5 - 8, St. Catharines

A Thing of Beauty Is a Joy Forever

Ontario Student Classics Conference, Ontario Classical Association
Brock University
Information: classicsconference.org.

May 11 - 12, Oshawa

ICT Conference

ETFO's information and communication technology conference
Contact: Jennifer Mitchell, jmitchell@etfo.org
Information and registration at etfo.ca/calendar.

May 12, Toronto

Annual Reading Research Conference 2007

International Reading Association
Feature Speaker: Donald J. Leu.
Information and registration at reading.org or call 1-800-336-7323.

May 13 - 17, Toronto

52nd Annual Convention International Reading Association

Information and registration at reading.org.

May 14 - 15, Kingston

Connecting for Success

Getting Our Heads Together 2007 – Ontario Guidance Leadership Association
St. Lawrence College, Kingston Campus
Contact: Steve Kearns at kearnss@limestone.ca.

May 22 - June 29, Toronto

Women's Human Rights: Building a Peaceful World in an Era of Globalization

Women's Human Rights Education in the Age of the Market: Challenges & Visions: May 22 - June 8. Women's Human Rights Education: Instruments and Activism: June 11 - 29
International Human Rights Education Institute, Centre for Women's Studies in Education, University of Toronto
Information: 416-923-6641 ext. 2204 or humanrights@oise.utoronto.ca or go to www1.oise.utoronto.ca/cwse/humanrights_07.htm.

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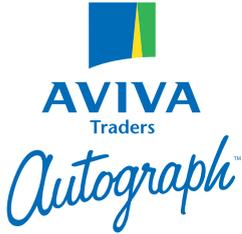
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