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 Elementary Teachers'
Federation of Ontario
Fédération des enseignantes et des
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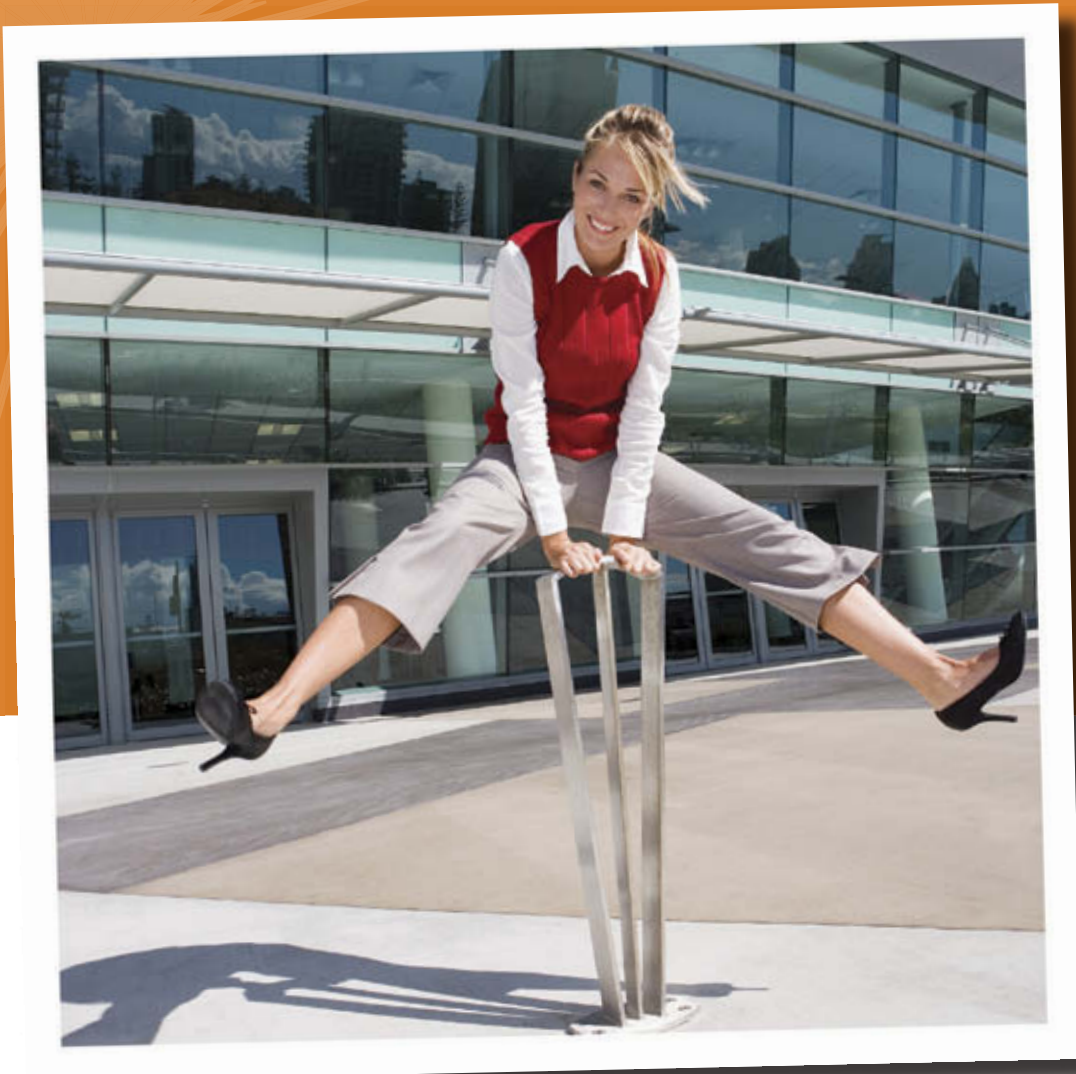
Our History
PART 4



It's

Elementary

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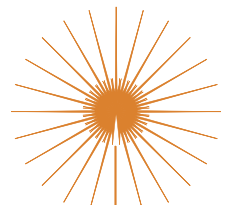


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On our cover: Ontario teachers rally against cuts to education in January 1996.



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This is the fifth and final issue of *Voice* for this publication year. The end of the school year brings with it some transitions and changes.

This is the last issue of *Voice* that will contain a president's column by Emily Noble. She will be stepping down from her role as ETFO president to take on new challenges as president of CTF. The president's column on page 4 outlines some of the achievements during her time on the provincial executive. Emily will not disappear from these pages altogether: she will continue to contribute a column as CTF president. Look for it in the October issue of *Voice*.

This issue of *Voice* also contains the fourth and final instalment of Barbara Richter's history of ETFO. This segment deals with the years leading up to the formation of ETFO in 1998. There are plans to pull all of the instalments together into a book containing additional detail and more photographs. Watch for it in the coming year.

Also be sure to take a look at our new and improved website etfo.ca. It has been redesigned and revamped to better serve your needs. An electronic newsletter will be a regular ETFO offering. You can sign up for it on the homepage of etfo.ca.

And, finally, the next issue of *Voice* will contain a new letters column. Details are outlined in the box below. I look forward to receiving your comments and ideas.

We have had a great deal of positive reaction to the special issue featuring various types of professional learning. ETFO members who had never written for the magazine before came forward and made invaluable contributions. Should you have an idea for an article for the magazine, please contact me at jbrand@etfo.org.

Enjoy your summer.

JOHANNA BRAND

WRITE TO VOICE

In October *Voice* will begin publishing readers' letters. Here are some guidelines for the Letters to the Editor column.

- Letters should be short and to the point (150-200 words) and should relate directly to articles in the magazine.
- Member letters have priority. Please provide contact information, including a telephone number and the board where you work, so that your submission can be verified before publication.

You may submit letters by email to jbrand@etfo.org with 'Letter to the Editor' in the subject line. You may also submit letters by mail or fax to The Editor, at the address and fax number on the masthead.



EMILY NOBLE
President, ETFO

FROM THE PRESIDENT

Saying Goodbye to ETFO

THIS will be my last column as ETFO president. I have served on the ETFO provincial executive for nine years, the last five years as your president. It has been a privilege and a joy to watch this organization evolve into the accomplished union that it is today.

Over these nine years we have faced some daunting challenges, and I am proud that in every instance the federation has prevailed.

The federation was formed in 1998, three years after Mike Harris and the Conservatives were elected.

Remember *Accountability Yes: Recertification No?* That slogan highlighted our opposition to the Professional Learning Program proposed by the Tories. This much-reviled initiative provided us with a great opportunity and taught us the most important lesson union members can ever learn: when we are united and believe in ourselves, there is no obstacle we cannot overcome. Today we are PLP free, and we all should feel very good about that.

The Tories also gave us the Ontario teacher qualifying test and the teacher performance appraisal. Happily today the OTQT is no more, and new more functional teacher evaluation procedures are replacing the Tories' vision of how the performance of teachers should be appraised.

We have made progress in our fight against the Ontario College of Teachers and its misguided ways; however, the college's report card still reads "Improvement needed."

When it came to power in 2003, the Liberal government undertook to repair the damage inflicted by the Conservatives. It has taken a while for us to begin to trust the new way of doing business and for them to understand us. Few would disagree that our members and our students have benefited greatly from the change in government.

With Gerard Kennedy as minister of education, and as a result of *Campaign 200*, we created the first-ever Provincial Framework, which brought us 200 minutes of preparation time, placed limits on supervision time, and established the Provincial Stability Commission to assist in implementing four-year collective agreements.

Campaign 200 was a defining moment. We took on a challenge that was controversial among our leadership and our members, and ultimately we achieved for every local what no local could have achieved on its own.

When we were challenged by our occasional teacher members to achieve similar gains for them, we came together, launched our campaign *There Is No Substitute for a Substitute Teacher*, and achieved our goals.

In 2006, in a precedent-setting move, the provincial government gave us over \$8 million to provide professional-growth programs for our members. With that funding we are enhancing the highly rated professional development programs for which we are known.

Another provincial election and the next round of bargaining are on the horizon, creating new challenges. An inexplicable funding gap remains (see the General Secretary's column), which devalues our work and short-changes our students. Meeting this challenge will require strong leadership and a strong sense of purpose, at both the local and provincial levels.

At ETFO we are leaders in every way: in our communications and political action; professional development, equity, social justice, and women's programs; member services; member protection; and collective bargaining.

I am proud of the benchmarks that this organization has set. Our members have benefited from good political leadership. We have had effective and principled executive members and dedicated local leadership teams. Our skilled, knowledgeable, and committed staff have played a key role in making us the leading teacher union in Canada.

The struggle to improve the personal and professional lives of our members is never-ending. The challenge and the reward are that we make a difference.



GENE LEWIS

General Secretary, ETFO

FROM THE GENERAL SECRETARY

Equal Funding for Elementary Education

In February ETFO launched the first stage of *Closing the Gap*, our campaign to achieve equitable funding for elementary education in this province. In the next several weeks, you will see Stage 2 of this campaign unfold, leading into October's provincial election.

The goal of our campaign is to draw attention to the significant gap in funding that exists in this province: the amount of provincial government funding provided for an elementary student is significantly lower than that provided for a secondary student. This gap continues in spite of the fact that research shows that a strong educational foundation in the early years is the basis for a lifetime of academic success.

Investment in elementary education has lifelong benefits for the individual child and for society as a whole. Recognizing this, the government made it a priority to reduce class sizes in junior kindergarten to grade 3 classes. While a few boards have not yet reached that target, most are well on the way to doing so and more than 90 percent of Primary classes have 23 pupils or fewer. Teachers who have fewer pupils have more opportunity to assist and give quality time to each student. In addition to the educational benefits students receive, smaller classes help reduce teacher workload and workplace stress.

The success of our last round of bargaining means that this fall the majority of public elementary teachers will have 200 minutes of preparation time a week. And the majority will spend no more than 80 minutes a week on supervision duties – well down from the amount of time they were required to spend supervising students three years ago. These changes too have had a positive impact on student success and teacher workload.

Clearly we have made gains in improving the working conditions for our members. But there is much to be done.

That there is a funding gap comes as a surprise to many. Our research shows that both teachers and parents are unaware of the significant difference in the funding for elementary education.

Teachers do know, though, that with enriched funding they could give their students more. Students would benefit from:

- Smaller class sizes in grades 4 to 8
- More specialist teachers providing physical and health education, music, drama, and art – programs that provide a well-rounded education for elementary students
- An increase in funding for teacher-librarians from the current formula of one for every 750 students
- Additional funding to increase the current allocation of one guidance teacher for every 5,000 students
- Design and technology and family studies programs, which are key to improving high school retention and graduation rates because they are particularly important for students at risk of dropping out and those who thrive with hands-on learning.

High-quality, well-funded public education is a cornerstone of democracy. It is society's equalizer. In Ontario's public education system, all students, regardless of their socio-economic background, should receive the support and assistance that they need to succeed.

As elementary teachers we know that the work we do is critical if the government is to achieve its goal of improved academic performance for all students and a reduced high school dropout rate.

We are looking to the McGuinty government to address the funding gap. We will make it a critical issue as parents and teachers head to the polls in October.



At its last meeting before the next provincial election, delegates attending ETFO's Representative Council heard from Education Minister Kathleen Wynne. Wynne outlined the Liberal government's improvements to education during its four years in office. Representatives of Fair Vote and Student Vote also made presentations. Representative Council brings together presidents and delegates from ETFO locals across the province.



Closing the Gap is ETFO's campaign for improved funding for elementary education. During the first phase of the campaign, the message highlighted the work teachers are doing to close the gap between student potential and student achievement. Magazine ads appeared in *Chatelaine*, *Maclean's*, *Canadian Living*, and *Today's Parent*, and 324 billboards went up around the province. The website *closethegap.ca* has received more than 110,000 hits since it was created on February 19. The next phase of the campaign will lead into the provincial election, to be held in October, and the 2008 round of collective bargaining.



ETFO's website, *etfo.ca* has undergone a major overhaul. The new site launched in May features multimedia components including webcasts, podcasts, and RSS feeds. You can sign up for ETFO's new e-newsletter on the homepage.



The first two sessions of ETFO's Union School were held in March and May. Fifty-eight local leaders from 49 locals are participating in this intensive three-part program to enhance their leadership skills, knowledge, and effectiveness. The program includes an online component, with participants working in home groups, having live chats and discussions, and completing assignments.



ETFO member Felicia Samuel (above) is shown making a speech during a campaign simulation at the first ever *Women in Politics* conference in April. The 100 participants heard from keynote speakers Maureen McTeer, a lawyer and wife of former prime minister Joe Clarke, and Dr. Sylvia Bashevkin, a University of Toronto political scientist. Panellists included elected politicians and party activists. The conference was a joint venture of ETFO and Equal Voice, an organization promoting women's participation in electoral politics.



Beyond the Presenter's Palette provided advanced training for members who wish to become ETFO curriculum workshop leaders. Participants learned about developing an effective voice and presentation style, and about strategies for audience engagement.



The Face of Adolescent Learning brought together 170 Intermediate teachers from across the province for lectures and workshops focused particularly on adolescent development and behaviour, and on areas of the curriculum where teachers often receive limited professional support. Garfield Gini-Newman (above), a lecturer at OISE, outlined what science now knows about the physiology of the adolescent brain and how it affects learning. Videos of the conference will be posted on the ETFO website, etfo.ca.

Earlier this year the **Avon Maitland Teacher Local** donated \$12,441 to charities. Local President Annie Dozois (right) presents a \$500 cheque to Michele Hansen, executive director of the Goderich Women's Shelter. The local also donated \$500 to Stratford's Emily Murphy Centre, which provides services and programs to abused women, and contributed \$11,441 to the ETFO Humanity Fund.



Have your say

Starting with the October 2007 issue, *Voice* will devote a space to readers' letters. Letters should be short and to the point (150–200 words) and should relate directly to articles in the magazine. See the Editor's Column on page 3 for additional details.

■ The 2006–07 Premier’s Awards for Teaching Excellence



Gretel Reid-Willis



Peggy Morris

Congratulations to these ETFO members who received awards:

Excellence in Numeracy

Gretel Reid-Willis

North Kipling Junior Middle School
Toronto DSB

Excellence in Special Needs

Peggy Morris

Broadview PS
Ottawa–Carleton DSB

Enterprise in Teaching

Kathy M. Elmer

Halton DSB

For more information about recipients go to <http://www.edu.gov.on.ca/eng/teachers/>



Math 4 Every 1, held in Kingston, was a joint venture of ETFO, the Limestone Teacher Local, the Limestone DSB, and Queen’s University. Parents and children were invited to the conference’s *Family Math Night*. Teachers used a professional development day and a personal day to learn the latest strategies and techniques for delivering an effective and engaging math program.



Almost 100 elementary teachers participated in *Understanding Differences with an Understanding Heart*, sponsored by ETFO, the Bluewater Teacher Local, and the Bluewater DSB. Juno Award winner Jack Grunsky performed with two local elementary choirs. Dr. Blye Frank, a professor at Dalhousie University, spoke about his equity research. Workshops offered practical ideas on creating inclusive classrooms and using the arts to celebrate diversity and learning.

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■ by Vivian McCaffrey

Liberals Hope Education Reforms Will Boost Re-election Chances

With only a few months to go before the next provincial election, ETFO members should use their assessment skills to evaluate the Liberal government's record and the platforms of all the political parties.

Education commitments figured prominently in the 2003 Liberal election platform, and the Liberals are hoping their achievements in education will play a key role in getting them re-elected. As the election draws nearer, they are doing their best to check off their 2003 election promises.

Teacher performance appraisals

In March 2007, the government issued regulations that reform the performance appraisal process for experienced teachers.

The New Teacher Induction Program (NTIP) introduced a year ago resulted from a lengthy consultation process by the government, in which ETFO was a participant. NTIP has streamlined the performance appraisal process for beginning teachers.

The process for experienced teachers will include the following components:

- a five-year cycle
- one appraisal in the evaluation year
- a two-category rating scale (satisfactory, unsatisfactory)
- one summative report form
- pre-observation and post-observation meetings
- fewer "look-fors"
- "look-fors" to be used as examples only
- a revised learning plan.

The teacher evaluation process no longer requires annual parent or student surveys. Teachers will simply be encouraged to include parent and student input when developing their annual learning plan.

School boards had the option of adopting the changes as early as April, but the changes must be in place by September 2007.

The Ministry of Education is now turning its attention to the evaluation process for principals and vice-principals.

Report cards

The ministry has finally responded to ETFO's long standing concerns about the provincial report card. Next fall, for the first reporting period, nine district school boards, including Rainbow, Limestone, and Peel, will be piloting an alternative method for reporting student progress.

The federation is optimistic that the pilot projects will lead to an improved reporting process. The changes should satisfy the need of parents to be informed about their child's progress and address workload issues for teachers.

Primary class-size cap

In March, Education Minister Kathleen Wynne announced that school boards could have an

Vivian McCaffrey is ETFO's government relations officer.

extra year, until fall 2008, to fully implement the class-size cap.

Some boards reported they were unable to make the class-size target for next year. Boards must receive ministry approval for an extension. ETFO locals will be monitoring the progress their boards make to ensure they don't unnecessarily delay full implementation of the cap.

The government has invested more than \$90 million annually since 2004–05 to reduce the size of Primary classes. An additional 1,200 teachers have been hired each year and school boards have received funding for more classrooms.

The government's goal is to have 90 percent of Primary classes meet the cap of 20 students and for no Primary class to have more than 23 students. The ministry's website reports that 65 percent of Primary classes have 20 students or fewer; 93 percent have 23 or fewer; and 3 percent have more than 25.

ETFO is conducting school-based surveys to compare our data with the ministry's and to monitor any potential increases in Junior and Intermediate class sizes. Although there are anecdotal examples of high Junior and Intermediate class sizes, our 2006–07 research indicates Junior and Intermediate class sizes are close to the required average of 25.

Safe schools

This spring the government finally introduced legislation to amend the "safe school provisions" of the *Education Act* that the previous Conservative government had adopted. The legislation replaces the "zero tolerance" philosophy toward antisocial behaviour with a progressive discipline approach. The changes are an important first step to addressing problematic student behaviour.

Once the legislation takes effect, teachers will no longer have the authority to suspend students

for a day. Principals will lose their power to expel students.

Except for severe infractions, the new bill replaces automatic suspensions and expulsions with a requirement for principals and school boards to consider the mitigating circumstances for a student's behaviour before taking disciplinary action. As of February 1, 2008 school boards will be required to provide programs for suspended and expelled students aimed at modifying negative behaviour and keeping students from dropping out. Bullying is being added as a behaviour for which students can be suspended.

For the new policy to work, the government will need to provide more resources to hire additional guidance teachers, behavioural counsellors, educational assistants, and board psychologists and social workers.

Revising the legislation has been a long process. ETFO has been lobbying for these changes since 2000, when the previous government downloaded the discipline responsibilities within the system. In December 2004, the government appointed a Safe Schools Action Team to review issues related to school safety and student discipline. The team, headed by MPP Liz Sandals, launched public consultations in November 2005 and submitted a report in June 2006

Education funding formula

The most challenging Liberal election promise was their commitment to "fix" the education funding formula. The Liberals have restored the level of funding cut by the previous government, but they have chosen to invest in new initiatives like class size rather than address some of the instances where the funding benchmarks fall far short of school boards' actual costs. School boards continue to struggle to balance their budgets. The growing trend of declining enrolment will place new pressures on boards.

Recent changes in education funding have also failed to address the historic differential in funding for elementary and secondary students. Closing this gap is key to providing elementary students with a balanced program and to addressing the working conditions of ETFO members.

Political party platforms

As this issue of *Voice* goes to print, none of the provincial political parties have released their election platforms. When they do, ETFO members should evaluate the platforms carefully to assess whether a party's commitments reflect their own views on what's best for public education and for the future direction of this province. **V**



The Grade 6 Heritage Project

■ by **Shawntelle Nesbitt**

As an anthropology graduate I have always enjoyed learning not only about other cultures but about my own as well. I was keenly interested in finding a way to pass that curiosity on to my own students in a way that engaged them in significant discussions about racism, tolerance, and identity.

I decided on a project I had learned about at R. F. Downey Public School in Peterborough, which was based on the book *Hana's Suitcase* by Karen Levine. This book became the foundation for a year-long heritage project.

.....
Shawntelle Nesbitt taught at Adelaide McLaughlin Public School in the Durham District School Board last year.



Hana's Suitcase is the story of Japanese teacher/curator Fumiko Ishioka who, urged on by her students, investigates the life of a young Jewish girl during World War II after she receives Hana's suitcase among a collection of articles sent from the Auschwitz concentration camp. I began by reading the story aloud to my class. I then asked my students to assemble their own suitcases that, like Hana's, would be based on their personal background and identity.

As a natural extension of our look at *Hana's Suitcase* and of our focus on tolerance and diversity, students completed assignments based on the countries we were studying: Sri Lanka, Hong Kong, Ukraine, and Scotland. These included many different kinds of writing: paragraphs, letters, journals, persuasive writing, and reports. Students wrote a paragraph about our school's namesake Adelaide McLaughlin and her contributions to our community. They also wrote a persuasive piece about Mahatma Gandhi, his accomplishments, and his nonviolent methods. Cooperative learning was an integral part of the project, and learning and social skills were consistently revisited and reinforced.

Art activities included family trees, flags, Ukrainian Easter eggs, Scottish baskets, time capsules, and the students' own "passports." We also hosted parents and community members as guest speakers for each country we reviewed.

One great thing about learning about other cultures is the food! Near the end of the year, students brought in a favourite family dish or one that originated from their ethnic background for



our cultural potluck. This occasion became the basis for the *Grade 6 Cultural Cookbook*.

The culminating activity of our project centred on our heritage suitcases. Students included amazing and incredible artifacts some of which dated from as far back as the 1800s! They then planned and managed our Heritage Suitcase Gallery Opening. Kerry Yates, my grade 6 teaching partner, and her students also took part.

It was clear that the students were incredibly proud of their work, cared a great deal about our presentation, and were extraordinarily eager to communicate with guests. The Grade 6 Heritage Project was theirs, and every one of my pupils was involved in every aspect of our presentation. We extended the opening for an extra hour to accommodate our many guests – parents, teachers, and members of the Oshawa community.

Joe deBruijn, former principal at Adelaide McLaughlin, attended the Gallery Opening, and commented, “You could see how much thought they had put into their suitcases and how much they enjoyed researching their families and going back into their family roots. The parents who came to see the display, I think every one of them was just astonished at all the hard work.” John Konecny, a fellow teacher and guest, called the project “a triumph of inclusion” and praised the “well-researched multimedia exhibition.”

The students’ enthusiasm was apparent also in their academic work. Many guests told me they found it extraordinary. Parent Lori Korkola Work noted that “the opening generated a lot of excitement in our neighbourhood. It was exciting for the

kids to participate and they felt incredibly proud. It was obvious that the kids cared a great deal about what they had done. All the students were quick to talk to people who they did not know and to volunteer information.”

Jennifer Langford felt it was wonderful that her daughter was excited about learning and researching her family history. She believed that not only had the project brought their family closer together, but that over the course of the year it had strengthened our classroom community as well.

After viewing our suitcases, a visitor from Oshawa’s Beth Zion Synagogue observed: “This is the most remarkable display I have ever seen. It makes everyone proud of their roots, their family, and their heritage – a powerful, poignant, heartfelt lesson for us all. This should be part of the grade 6 curriculum to teach what community, home, and family are all about!”

The Grade 6 Heritage Project gave students the opportunity to discover and tell their own stories and learn about those of others. In the end, the one reality that was especially highlighted and illuminated for each participant was this: Our similarities outweigh our differences. We all have varied and fascinating tales to tell and these are what ultimately connect us all.

Although this project was completed with grade 6 students, it could be attempted with all Junior grades. I do think, however, that grade 6 students are able to appreciate the scope of the project more fully. They can establish personal connections and make the links with their community and communities around the world. As teacher Chantal Garrett noted, grade 6 students have “a better understanding of the Holocaust, religious freedom, ethnocultural diversity, and basic human rights.”

A learning environment that embraces multiculturalism is more and more important for today’s students. When antiracist and diversity education is delivered in a way that engages learners and speaks to them at their level, they are eager to get involved. In my experience, once students have become engaged and start making those personal connections they begin to take ownership of their own learning, making many discoveries about themselves and developing an appreciation for the diverse and pluralistic nature of the world around them. ♥

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For a review of Hana’s Suitcase on Stage please go to page 36.



Participants in the project are: front row; Doug Van Duzen (mentor), Tamara Keith, Shirley Froman (mentor), Larry MacDonald (mentor), Nancy Parisi; 2nd row; Ingrid Carlaw, Donna Fullarton (mentor), Amanda Adamson, Tammy Clark (mentor), Lucy Burns (mentor), Lisa Ross, Donald Doyle; back row; Stephen South, Terri-Lyn Candlish, Helen Cambridge (mentor), Bridget Kurtz (mentor), Kelly Johnson, Lourdes Contes-Oro.

An Induction Program for Occasional Teachers

■ by Joanne Languay and Johanna Brand

The path to a permanent teaching job often winds through the challenges of occasional teaching.

Statistics show that most new teachers start as occasional teachers, and that many remain on an OT list for up to three years before acquiring their first permanent contract.¹

That's a long time and a lot of days of teaching without the benefit of the supports that new contract teachers get as part of the New Teacher Induction Program (NTIP).

Currently, only beginning teachers hired to a permanent contract are included in the Ministry of Education-funded program, which in effect excludes the majority of new teachers.²

A new pilot project aims to demonstrate that occasional teachers can and should be included in the NTIP. Its goal is to parallel, as much as possible, the induction supports provided to

permanent teachers. The project is the result of a partnership of ETFO, the Hamilton-Wentworth Elementary Occasional Teacher Local, the Hamilton-Wentworth District School Board (HWDSB), and the Ministry of Education.

It provides beginning teachers with orientation, mentoring by experienced teachers, and professional development. The project is focusing on Intermediate division teachers because most beginning OTs feel least comfortable accepting assignments in those grades.

"We know that supporting new teachers results in a higher level of competence and confidence," says Carol Scaini, principal of mentorship and leadership for the HWDSB. "We need to recognize that occasional teachers, as all new teachers, need to be given the conditions to succeed."

Joanne Languay is an executive assistant in ETFO's Professional Services Department. Johanna Brand is the editor of *Voice*.

The program begins with a full-day orientation session that provides new OTs with information about their local union and the board. During the school year, each new teacher meets with an experienced mentor on prearranged OT assignments. At its first meeting the team sets goals and creates a plan for the year. The partners decide together how to use their mentoring time.

New OTs take part in two professional development days that focus on classroom management, which is a key issue for these teachers. They attend sessions on résumé writing, ESL and equity, interview skills, daily physical activity (DPA), special needs students, and accepting an FSL OT assignment when you can't speak French.

Everyone benefits

There are many benefits for those involved in this project. Unlike many occasional teachers, these new teachers feel connected to their board, having received orientation and PD from board personnel. (They also have a board email address.) They feel strongly that the support they receive from their mentor is invaluable. Mentors also benefit from the relationship (see sidebar).

This project is already having an impact outside of Hamilton-Wentworth. Other occasional teacher local presidents are keen to put something in place for their members. "We are looking to the Hamilton-Wentworth pilot project and to the ministry for ideas and funding," says Terry Card, president of the Thames Valley OT Local. Diane Dewing, president of the Upper Canada OT Local adds that "the only way to ensure that no student gets left behind is to first ensure that no teacher is."

Rian McLaughlin, president of the Hamilton-Wentworth OT Local, lobbied to get the pilot underway in her local. "This project has created respect for the essential work that occasional teachers do and for their professionalism," she says. "All new teachers deserve this level of support – it can only serve students well." **V**

Notes

1 Ontario College of Teachers, "Transition to Teaching, 2006."

2 Ministry of Education, "New Teacher Induction Program: Induction Elements, 2006."

Practical advice pays off

For an occasional teacher every day is like the first day of school in September.

"You have to prove yourself every day," says Stephen South, a recent graduate and new occasional teacher. Knowing how to meet the challenges of a new class in an unfamiliar school is key to an occasional teacher's success.

His colleague Donald Doyle notes that being alone with a class is not something students experience during practice teaching. "You are in the experienced teacher's classroom and the teacher is there, so the kids aren't acting out, aren't testing you. It's an artificial situation."

Both new teachers count themselves lucky to be paired with mentors who can provide concrete advice about how to cope.

Doyle's mentor is long-time ETFO activist Doug Van Duzen. South's mentor is Shirley Froman. Both are experienced teachers who after their retirement have joined the ranks of OTs.

"Sharing what we know is part of the collegiality of being a teacher," Froman says. "It's a chance to do formally what we did informally before."

Both mentors say that classroom management is the single most important skill for an occasional teacher and that there are specific strategies they can learn – things like knowing how to ask a question, getting students involved in routines, and judging the classroom's emotional tone.

"I used to think I had to handle everything myself, and in a busy classroom I'd feel swamped," Doyle says. "Now I can handle the pace and feel more in control."

South admits that he used to feel he had to teach everything in the plan left for him. "Now I see that it's more important to make sure students get it. I can change the plan if I see things aren't working."

It's a level of confidence that students respond to. "Students can tell how a teacher feels, they can assess weakness pretty quickly," Van Duzen says.

After years in the classroom both mentors find that they are also learning new skills. "Older teachers learn about curriculum, what certain terms mean. New teachers learn about classroom management," says Froman.

Van Duzen notes that observing Doyle "makes me aware of areas in which I can improve. I watch Donald, see his expertise, and it is making me a better teacher after all these years."

All four teachers have experienced the difficulties OTs face when walking into a new school. "It can be lonely and isolating being an OT in some schools," South says. "It's important to find out where things are and introduce yourself to the other staff."

"Building relationships from the first moment you are in a school is critical," Van Duzen says. "Greeting students at the beginning of the day, connecting with them even if they're not in your class, can make a huge difference."

He was somewhat taken aback to find that as an OT in some schools he doesn't garner the same respect he once did. "Teachers and principals need to see OTs as professionals," he says, "and treat them the same way as they do permanent staff."

The Pervasive Threat of Declining Student Enrolment

■ by Dave Kendall

During the past four years there have been tremors and shockwaves across the education landscape, but for the most part educators, parents, administrators, and trustees have been lulled into passive acceptance. Most are oblivious to the devastation that is coming. Without immediate action, many educators' lives could be dramatically affected.

From the mid 1970s through to the mid 1980s, the seven boards that comprised Metropolitan Toronto experienced the impact and fallout of declining enrolment. "Pioneering" families left Toronto in droves searching for land and prosperity in Peel, Halton, York, and Durham. During that decade of declining enrolment, school boards like North York, for example, lost over 1,000 elementary teachers. The cumulative loss across Metropolitan Toronto was in the several thousands. For the most part, the Toronto job losses had little impact on the rest of the province. The boards bordering Toronto gained students and absorbed many of the redundant Toronto teachers.

In the 2003–04 school year, declining enrolment tremors began to grow into shockwaves that reached all corners of the province, although some areas (for example, Peel, Halton, York, Durham, Waterloo, and Greater Essex) were exceptions and continued to grow.

The second wave of declining student enrolment is now well under way, as shown in the table above. In the last four years, Ontario elementary school enrolment has declined by 35,623 students.

This second wave of decline is affecting 25 out of 31 boards. As during the 70s and 80s, certain factors have blurred our vision and dulled our concern. These include the Ministry of Education's initiative to reduce Primary class size, and ETFO's *Campaign 200*, which increased teachers' preparation time and the number of specialty teachers in schools. These developments have cushioned the devastating impact of declining student enrolment.

During this same period, our occasional teacher locals have witnessed these tremors first-hand. Faculties of education have continued to produce more graduates than the teaching market can absorb, and many new graduates have become occasional teachers. Initiatives like the 85 factor for

Dave Kendall is coordinator of ETFO's Protective Services department.

Declining student enrolment in Ontario elementary schools

2003	6,069
2004	9,916
2005	10,185
2006	9,453
Total	35,623

retirement and the expansion in the number of days retirees can teach swelled the ranks of occasional teachers for some years. Recent reductions in the number of days retirees can teach without a pension penalty have eased the situation; however, the number of graduates working as OTs continues to rise. Fortunately, several new ministry initiatives have created an expanding number of training situations for classroom teachers and thus increased opportunities for occasional teachers to work.

It is important to recognize that the ministry initiative on Primary class-size reduction and ETFO's *Campaign 200* to increase preparation time are to be fully implemented during the 2007–08 school year. After next year, programs that generate additional elementary teaching positions will not exist. Without attention and a major focus on our part, the tsunami of teacher job losses resulting from declining enrolment will be on our shores in the spring of 2008.

Demographic projections bring clarity to the issue. Ministry of Education statistics forecast that there will be an additional decline of 39,000 elementary students during the next five years. Statistics Canada information suggests that the number of children in the elementary age group will decline until 2021. There appears to be no barrier to absorb the pending tsunami at this time.



During the current school year, the Upper Canada District School Board terminated about 70 teachers' contracts. This same thing could easily happen next year in about 24 other school boards. Tremendous pressure to absorb as many teachers as they can will be applied to the six growing boards. Occasional teacher locals will face a dramatic makeover: their numbers will swell even more as job prospects for current members diminish, with redundant teachers assuming the bulk of long-term and daily work assignments.

Declining student enrolment will undoubtedly shape the bargaining goals for the next round of negotiations. The number one priority for everyone – teachers, school boards, parents, and the Ministry of Education

– should be to increase the number of teaching positions. This can be accomplished by addressing a number of major issues.

- By 2007–08, every elementary teacher will have achieved 200 minutes per week of preparation time. Our secondary colleagues have enjoyed 375 minutes per week for several years now.
- The class-size issue needs to be addressed for Junior and Intermediate grades.
- The number of split-grade classrooms continues to grow at a rapid pace.
- In secondary schools 20 students generate one teaching position, whereas in elementary it takes 24 students. Altering the elementary ratio to 23:1 would generate almost 6,000 more positions provincially. Imagine what parity with the secondary panel could accomplish.
- In recent years, specialty teachers for art, music, and physical education, and teacher-librarians have improved the quality of education for students and increased teacher numbers.

The challenge is before us. If we address these issues, we can change the impact of declining student enrolment, improve education for elementary students, and maintain the peace and stability that our students and teachers need. ♥

Have your say

Starting with the October 2007 issue, *Voice* will devote a space to readers' letters. Letters should be short and to the point (150–200 words) and should relate directly to articles in the magazine. See the Editor's Column on page 3 for additional details.



Leaders for Tomorrow

An intensive, year-long leadership development program for women members who self-identify as Aboriginal; racial minority; having a disability; and/or lesbian, bisexual, transgender.

.....
 Contact: Kathleen Loftus at provincial office, ext. 2244
 or visit ***etfo.ca***.

.....
 Registration deadline: June 25



Learning to Play, Playing to

■ by Allan Affleck

For the past six years I have been teaching at Jack Miner Public School, a small rural school located about 40 kilometres from Windsor. Our student body is quite culturally homogenous, and as teachers we are always looking for ways to introduce them to multiculturalism. I saw the Right To Play program as an outstanding opportunity for the students in my class to learn about various cultures and celebrate our differences.

Right To Play has created a new curriculum called *Learning to Play, Playing to Learn*, which combines playing, learning, and laughing to make Canadian children active, build character, and create engaged global citizens. The resource is available on the website righttoplay.com.

The Playbook and CD provide approximately 50 games that have been tested by professionals. They are practical, can be adjusted to fit any age or skill level, and have a crosscurricular focus.

This week my Junior physical education classes learned that while immunization is a normal part of life in Canada, some developing countries report measles as a leading cause of preventable death among children. After a lively discussion on viruses, my students played a game called Immunization Tag in which the viruses (ITs) try to tag children; however, if a child is holding one of the green balls (Vaccines) they are immune from being tagged.

More than just physical education and daily physical activity

The resource is not limited to physical education and daily physical activity (DPA). There are 16 lesson plans equipped with reproducible activity sheets that will help you fulfill curriculum expectations in social studies, science, and language arts. Earlier this year, student teachers from the University of Windsor Faculty of Education used the Playbook to teach about multiculturalism and talked about their own Pakistani and Indian heritages and backgrounds. They discussed some of the games that are played in their home countries and their similarity to the ones played by the children at Jack Miner Public School. The children were extremely motivated to learn more about other cultures and to play the games that are played around the globe.

Outside our classroom is a display that is called the Right to Play Wall of Fame. The children can earn a spot on the Wall of Fame in a couple of ways. In order to get their photo taken and placed on the wall, they must do something during phys. ed., DPA, or a recess game that epitomizes the spirit of fair play and good sportsmanship.

Allan Affleck is a Primary/Junior phys. ed. teacher at Jack Miner Public School and a member of the of the Greater Essex County District School Board's Daily Physical Activity Committee.



Learn

Right To Play Day

We are currently planning a Right To Play Day fundraiser. The Playbook describes it as “an opportunity to discuss the importance of sport and play, and to learn about games that other children play in some of the most disadvantaged areas of the world. [It] will also encourage children to think globally and act locally by incorporating a [fundraiser] – a chance for kids to help other kids.” Plans for the day are laid out in the CD.

For the teacher/organizer an advantage of a Right To Play Day fundraiser is that it can be offered on a scale that meets the needs of your class or school. Within minutes of deciding to implement a Right To Play Day I had the support of colleagues, administrators, parents, and students. The students in my homeroom class are eager to be Right To Play ambassadors and love the idea of having the power to help those less fortunate. After all, in the words of the Right To Play slogan, “When Children Play, the World Wins.” ♡

About Right To Play

Founded by four-time Olympic gold medallist Johann Olav Koss, Right To Play is an international humanitarian organization that uses the power of sport to change the lives of children in disadvantaged areas around the world.

As he travelled the world, Koss, a Norwegian speed skater, found that people everywhere loved sport. He was inspired to create an organization that builds on the love of sport and play to improve health and education and to build peace in disadvantaged communities.

Today Right To Play works in over 20 countries in Africa, Asia, and the Middle East, teaching life skills, conflict resolution, and health lessons, including HIV and AIDS prevention and the importance of immunization. Right To Play headquarters are in Toronto.

Koss appeals to other athletes who have benefited from sport to become Right To Play ambassadors and to help raise awareness and funding for Right To Play projects. Canadian ambassadors include hockey stars Wayne Gretzky and Joe Thornton, skier Beckie Scott, and speed skater Clara Hughes, who donated \$10,000 after winning a gold medal at the 2006 Turin Olympics.

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Ryerson University
(240 Jarvis Street, University Room)

For more information contact Jim Giles, ext. 2276
at provincial office; or go to etfo.ca.

Bum Basketball

Goals

- To understand the concept of inclusion
- To recognize that all children have the right to play sports and games
- To consider possible adaptations to games and sports that will enable a disabled child to participate; in this case a child without legs

Equipment

- Right To Play Red Ball or another ball, two wastepaper baskets
- space free of obstacles
- CD Story: Part 8, "Stormin' through Ethiopia"
- CD: "Ethiopia Fast Facts"
- CD: "Ethiopia *Finding Confidence* poem"

Rules

- Divide the class into teams and explain the rules.
- Explain that Bum Basketball is like basketball, but played sitting on the floor.
- The court size should be smaller than a regular court and the wastepaper baskets are set on tables or chairs.
- Students are not to use their legs to move around or to kick or pass the ball. Students may put the ball on their laps, but cannot grip it between their legs. This restriction encourages more passing of the ball.

Postgame Wrap-Up

Ask students: "Now that we have seen how a popular game like basketball can be adapted, do you think it's possible to modify all sports and games?"

Brainstorm how to adapt other popular games such as hockey, baseball and soccer; for instance, soccer for blind people. (Goalball is like soccer, but the balls have bells inside them.)

Overtime

Students try out their new games. The class could even host their own Paralympics games. Refer to "Hosting Your Own Sports Day" on the CD for ideas.

The game "Web of Life" featured in the February issue of *Voice* was originally created by Frank Glew in 1974 for the Waterloo Regional County School Board. For more information, please contact him at fsglew@kw.igs.net.

Les cyclistes handicapés de l'Éthiopie

Objectifs :

1. Comprendre la notion d'intégration sociale
2. Reconnaître que tous les enfants ont le droit de participer à des activités sportives
3. Trouver des façons d'adapter les activités sportives de manière à permettre aux enfants handicapés d'y participer

Équipement :

1. Récit sur CD « Les TICKS envahissent l'Éthiopie » : 8^e partie
2. CD : fiche documentaire sur l'Éthiopie
3. Poème sur CD : « J'ai repris confiance en moi »
4. Le ballon rouge Right To Play (ou un autre ballon de votre choix) et deux corbeilles à papier
5. Une aire de jeu

À vos marques! Prêts? Partez!

1. Divisez la classe en deux équipes et expliquez aux élèves les règlements du basket-ball au sol.
2. Ce jeu est semblable au basket-ball traditionnel, sauf que les joueurs sont assis au sol. Ces derniers n'ont pas le droit d'utiliser leurs jambes pour faire circuler, frapper ou passer le ballon. Par contre, ils peuvent le poser sur leurs genoux sans le serrer entre leurs jambes, contrainte qui encourage les joueurs à faire des passes. Le terrain de jeu doit être moins grand qu'un terrain traditionnel. Quant aux corbeilles à papier, elles doivent être posées sur des tables ou des chaises.

Retour sur le jeu

Croyez-vous qu'il serait possible d'adapter tous les sports? Cherchons de nouvelles façons d'adapter un autre sport populaire. Par exemple, pourrions-nous adapter le soccer à l'intention des personnes aveugles? Il existe un jeu qui ressemble au soccer : le goalball. Dans ce jeu, les ballons sont munis de clochettes.

Activité supplémentaire

N'hésitez pas à essayer de nouveaux jeux. Encouragez les élèves à organiser leurs propres jeux paralympiques. Inspirez-vous de la section « Organisez votre propre journée sportive » qui figure sur le CD.

It's Elementary

by Barbara Richter

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



PART 4:
Early 1980 to 1998



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.



It's Elementary

The 1980s – Decade of Equity



Although the 1960s and 1970s were the years of consciousness-raising, the rise of teacher militancy, and the beginnings of many social justice movements, it was during the 1980s that progress on equity issues was made in policy, legislation, union structure, and collective agreements.

In 1982 Canada got a constitution. Section 15, the main equality rights section of the Canadian Charter of Rights and Freedoms, came into effect on April 17, 1985. The Charter's enshrinement of women's rights was the result of intensive work by women's groups, including FWTAO, which helped organize the 1981 Women's Constitutional Conference to push for women's equality. FWTAO later gave startup support to the Women's Legal Education and Action Fund (LEAF), to ensure that women's rights were upheld.

Trade unions responded to the demand for equality in part by creating designated positions on their executives. The first labour organization in Canada to do so was the Ontario Federation of Labour, which in 1983 designated seats specifically for women on its executive. Other unions soon followed, and designated positions expanded to include visible minorities; Aboriginal Canadians; people living with disabilities; gay, lesbian, and transgendered persons; and youth.



Greater equality in schools

Amendments to the *Education Act* made education more accessible to students with special needs, giving them more opportunities and eventually removing labels like "trainable retarded" from the education vocabulary. Teacher federations supported the new opportunities but also demanded funding to back up the move toward integration of special needs students. They also made a renewed thrust in negotiating working conditions clauses to ensure that class sizes were appropriate and that teachers had the resources and the time to do their work effectively. At the beginning of the decade, only a handful of elementary agreements contained preparation-time language. By the end of the decade, and following the 1987 strike for preparation time in Metro Toronto, almost every teacher collective agreement had such provisions. ETFO's *Campaign 200* continued that initiative.

The federations fought for just-cause clauses prohibiting boards from firing teachers without just cause, and for protections against discrimination and sexual harassment. Paid pregnancy leave, a revolutionary concept at the time, became a major focus in bargaining.



Equal opportunity for women teachers

Although women elementary teachers succeeded in eliminating many discriminatory practices in the workplace, they soon faced another challenge – barriers to promotion.

Prior to the consolidation of school boards in 1969, about 26 percent of school principals were women, most working in small schools that closed with consolidation. By 1972 women's representation in the ranks of administration, already low in relation to their numbers in the profession, had plummeted to only 8.5 percent.¹ In 1980, although women made up two-thirds of the elementary teaching population, they held only 7 percent of principal and 20 percent of vice-principal positions.

One barrier to promotion was the new Principals' Course required by the Ministry of Education. Initially, only those already holding principal positions could take it. Later, boards selected applicants to attend. While board administrators encouraged many men teachers to apply, they overlooked all but a few women.

Boards insisted that their policy was to promote the best person, but women found this difficult to believe when one out of every five men was being promoted to principal or vice-principal compared with only one out of every 50 women.² Boards then said women didn't want promotions, but FWTAO surveys showed women were interested in promotions but were rarely encouraged to seek them.³

Surviving Restraints

It seems that no decade is without its challenges. The provincial *Inflation Restraint Act* of 1982 curtailed bargaining rights for 500,000 public sector employees including teachers. It removed the right to strike and the right to arbitration, extended collective agreements, and held salary settlements to a maximum of 9 percent for 1982–83 and 5 percent for the following year. The federations worked to get the best rulings possible for teachers and were partially successful when they launched a Charter of Rights and Freedoms challenge. While the court upheld the law's compensation restrictions, it struck down provisions curtailing bargaining and the right to strike on noncompensation items.

At the bargaining table, the federations pushed for nonmonetary clauses such as just cause, fair transfer, and promotion procedures. The federations also used this time to train teachers to become more visible and active in their communities through political action and public relations.

In ETFO Today...

When FWTAO and OPSTF created ETFO, the new constitution included guaranteed executive positions for women and dedicated funding for programs for women, amounting to 6 percent of the annual budget. In the years since, ETFO has developed strong equity and social justice programs, including women's programs, to meet its fundamental constitutional objective: "To foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity."¹

The programs also respect the spirit of the definition of equity adopted by the executive in October 1999:

ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups. Within this context ETFO defines equity as fairness achieved through proactive measures which result in equality for all."

An organization-wide consultation process led to a comprehensive policy on equity and social justice that was adopted by delegates to the 2003 Annual Meeting.²

ETFO has published award-winning curriculum documents giving classroom teachers tools to combat homophobia and other forms of bigotry and to promote healthy, equal relationships among children. ETFO programs encourage women from equity-seeking groups to become leaders in their union and to address violence against women. ETFO reaches out into the broader community by participating in CLC and OFL equity programs, supporting women's shelters across the province, and entering into partnerships with a variety of groups promoting equity and social justice.

1 ETFO constitution, Article 3, Objects, 3.4.

2 *Equity and Women's Services – 2004 Annual Report.*



It's Elementary



In 1980, after continued lobbying by FWTAO, the ministry finally changed the requirements for admission to the Principals' Course. Interested applicants could apply directly and not through their boards. A good indication of women's interest was the change in attendance: in 1975, only 18 percent of the participants were women; by 1984, four years after the restrictions were removed, 33 percent of participants were women.⁴

The FWTAO 1980 Annual Meeting made equal opportunity for women teachers a priority. It aimed to have affirmative action plans in place in school boards within five years. This did not mean the organization supported promoting unqualified people; it meant providing leadership training, identifying interested candidates, developing objective criteria for promotion, and ensuring a bias-free interview process. It also included numerical goals, timetables, and a method to measure success.

FWTAO developed a variety of support materials and held workshops for teachers and training programs for board administrators. The Ministry of Education encouraged boards to adopt employment equity measures and even provided incentive funding. Nevertheless, years of encouraging voluntary compliance did not produce results: women were still underrepresented in positions of additional responsibility, and by the end of the decade the government passed legislation requiring school boards to have employment equity plans in place for women. In 1996, the last year for which statistics were available (principals and vice-principals were removed from the federations in 1998), women held 60.4 percent of the vice-principal and 42 percent of the principal positions in the public elementary panel.⁵



Equal opportunity for equity-seeking groups

The push for equal opportunity for women was soon extended to include other groups. Ontario's population was diverse and becoming more so, but the makeup of the teaching staff in schools did not reflect this change. In the early 1990s, the Ontario government released the discussion paper *Working towards Equality* and announced an extensive consultation on the implementation of employment equity. Legislative guarantees would be extended to women, visible minorities, Aboriginal persons, and persons with disabilities. School boards would be required to apply the *Employment Equity Act* and to establish policies on antiracism and ethnocultural equity.

The legislation was short-lived; the Mike Harris government repealed the Act shortly after coming to power in 1995.

Pay equity

Equal-pay legislation required that people performing the same job be paid equally regardless of gender; however, it did not eliminate gender discrimination in employment. Certain jobs were considered women's





work and paid less. “Salesladies” earned less than “stock boys,” nurses’ aides less than orderlies, and clerical workers less than machine operators. The classic example was Queen’s Park switchboard operators, women who had more education and more skills than male parking lot attendants but who were paid considerably less. In the 1980s a female university graduate entering the workforce could expect to earn about as much as a male high school dropout.

The Ontario Liberal government passed the *Pay Equity Act* in 1988. It was designed to eliminate gender discrimination by comparing predominantly female job classes against predominantly male job classes on the basis of skill, effort, responsibility, and working conditions. Employers were required to redress wage imbalances. Teachers lobbied for the legislation and applauded its proclamation.

Many people thought teachers would see no immediate benefit from the Act. After all, grid structures were gender neutral, weren’t they? An examination of the salary differential between male and female public elementary teachers was an eye-opener. At the time the legislation came into effect, women elementary teachers were earning on average about 80 percent of what their male colleagues did. In part this occurred because there were fewer women in the higher-paying administrative jobs; it was also because women had more broken service before collective agreements provided maternity leaves and because more women taught part-time. But a significant portion of the disparity could be attributed to the prevalence of women in the non-degree categories. Only about 18 percent of public elementary teachers were in those categories, but 96 percent of them were women. There were many reasons for this but none had anything to do with skill, effort, responsibility, or working conditions. At the same time, 80 percent of the non-degree teachers in the secondary panel were men, all placed in the higher paying A1 category, as secondary had no non-degree categories.

Pension Plan

As a result of sustained pressure from the federations, teacher pensions continued to improve between 1980 and 2000. Pensions would be based on the best five years’ average salary, down from seven years. Common-law and same-sex partners would qualify for survivor pensions. In 1998, the 85 factor (age plus years of service totalling 85) was introduced as a temporary measure to encourage retirements; it later became permanent.

The federations also began to demand more say in managing the plan. In April 1989, during the provincial Liberal Party convention, over 20,000 OTF members demonstrated at Copps Coliseum in Hamilton, calling for an equal teacher-government management partnership. It was achieved in 1991.

FWTAO and OPSTF worked with local bargaining committees, trustee organizations, and individual boards to collapse the non-degree categories to achieve real pay equity for the teachers in them. The final pay equity settlement was reached in 1995 after lengthy negotiations and hearings before the Pay Equity Tribunal. While most collective agreements still have a single pre-degree category, the maximum rate reflects parity with category A1. It is estimated that implementation of the pay equity plans resulted in about \$43 million in additional wages to non-degree teachers, with individual increases ranging from \$3,000 to \$13,000 per year. The impact on their pensions would last a lifetime.

The pay equity struggle demonstrates how the federations have worked over the years to ensure teachers have the full benefit of laws that could assist them, as well as protection from laws that could have negative effects.

The 1990s –Decade of Turmoil

The Social Contract

In the fall of 1990, the Liberal government was defeated by the New Democratic Party led by Bob Rae. Early in their term, in addition to legislating employment equity, they put in place improved labour laws. Amendments to the *Employment Standards Act* created better maternity and parental leave provisions, enshrining in law many of the benefits teachers had negotiated over the years.

However, in April 1993 the government announced restraint measures to curb public sector spending and reduce the province’s deficit. Thus began the Social Contract. The government invited public sector unions and employers to negotiate a \$2 billion cut in the cost of public sector wages. The education portion of that cut was \$520 million.



It's Elementary

Teacher federations joined a coalition of almost 30 public sector unions to attempt to negotiate a concerted response with the government, but negotiations were unsuccessful and the unions walked away from the table on June 3.

The government response was swift: Bill 48, *The Social Contract Act*, passed by a slim majority on July 7. It forced cost-cutting measures on public sector organizations: municipalities, school boards, hospitals, and provincial departments and agencies. If the federations failed to negotiate alternative plans, teachers would be faced with up to 12 unpaid leave days (known as Rae Days). As well their salaries, already frozen, would

be further reduced by the cancellation of all increments and category changes. Staffing reductions of 4.75 percent loomed and boards would have wide powers to impose other cost-saving measures.

Faced with these pressures, the unions, including the federations, returned to intensive negotiations with the government in July and August. By bargaining a framework agreement, and using surplus money in the teachers' pension fund to offset cuts, the federations were able to reduce the number of Rae Days teachers faced. They also retained category changes and gained the ability to negotiate the return of lost increments. Most staffing reductions were accommodated through attrition.

About 30 percent of federation members were affected by the increment freeze which, over the course of the Social Contract period, would have meant the equivalent of one year's loss of salary for some members. Teacher federations recognized that it was unfair to have those teachers not earning the maximum bear such a larger portion of the cost reduction. They launched an aggressive bargaining campaign to restore lost increments and to place teachers in their rightful place on the grid. Although they were challenged further by the cuts made by the Conservatives when they came to power in 1995, the federations were eventually successful.

A new vision for education

Bob Rae's NDP government also sought to reform the education system. After 20 months of deliberation, research, and public hearings, in January 1995 it released *For the Love of Learning*, the 550-page report of the Royal Commission on Learning. The government response to the recommendations in the report included creation of the College of Teachers, the School Board Reduction Task Force, the Education Quality and Accountability Office and standardized testing, school councils, and much more. In June the NDP government was defeated, and it would be up to the Tories and their Common Sense Revolution to implement many of these initiatives.



Officers of FWTAO and OPSTF sign the agreement to create a new teacher federation, ETFO. They are (back row) Stan Korolnek, VP, OPSTF; Joan Wescott, executive director, FWTAO; Flo Keillor, VP, FWTAO; Gene Lewis, deputy general secretary, OPSTF; Sandra Gaskell, deputy executive director, FWTAO; (front row) Maret Sadem-Thompson, president, FWTAO; Phyllis Benedict, president, OPSTF; Dave Lennox, general secretary, OPSTF.

Countering the Common Sense Revolution

The Mike Harris government was elected in June 1995 on the promise to cut taxes, slash government spending, and eliminate the provincial deficit. Once elected, it hit fast, hard, and everywhere. The government cut social services, slashed health care, rescinded labour laws and other progressive legislation, merged cities and downloaded onto them the cost of many programs previously paid for by the province – highways, social housing, and welfare, for example. They generally made Ontario a meaner place to live.

The Tories deliberately manufactured a “crisis” in education, claiming the system was in decline, that education was costing more but producing poorer results, that boards were wasting money, and that there was too much “fat in the system.” Their “cure” cut \$2 billion from the education system. While they pretended to put more money into classrooms, the cuts reduced special education programs and programs like ESL, music, physical education, and many more. Support staff were fired, libraries were closed, class sizes increased, transportation, maintenance, and capital budgets were

cut. School buildings started to crumble.

The ministry introduced a radically new curriculum without providing supports, textbooks, or training. It reorganized school boards, providing little rationale for the new boundaries. It threatened to curtail collective bargaining rights. The government took the right to levy taxes away from school boards and placed education funding solely in the hands of the province.

Over their 80 years of existence, the federations had faced many challenges, but the breadth and speed of changes in education, all done without consultation, were unprecedented. Teachers found allies in other unions, parents, students, community activists, academics, social justice groups, and concerned citizens. Education became an important public issue.

While fighting board efforts to extract concessions from teachers at the local level, the federations also launched extensive public education programs, documenting the cuts and the harm to students. Local leaders met with their MPPs to try to influence political decisions and demonstrated outside their local constituency offices when they were not invited inside.

The federations and their members participated in the Days of Action, protests held in several cities across the province to demonstrate opposition to the cuts to education, health care, and social services. In spite of the fact that over 100,000 people joined the Hamilton protest, and over 200,000 demonstrated in Toronto, the government dismissed the protesters as members of “special interest groups” who did not speak for the average citizen.

In education the conflict reached crisis proportions with the introduction in the fall of 1997 of Bill 160, the *Education Quality Improvement Act*, which brought sweeping changes. When discussions with the government failed to produce amendments, the federations called on their members to engage in a political protest – a 10-day walkout that shut down schools across the province. The government’s attempt to get an injunction preventing it was unsuccessful.

Occasional Teachers

For many years the federations maintained that occasional teachers became fee-paying members of their respective federations when they had worked for 20 days. Boards accepted that interpretation until official bargaining legislation was introduced in 1975, excluding OTs from the new bargaining structures.

The Ontario Public Service Employees Union moved to organize occasional teachers under the *Ontario Labour Relations Act (OLRA)* and eventually succeeded in Toronto and Brant County. That pushed some federations into organizing, and in 1984 OPSTF became the bargaining agent for Kent County OTs. They signed their first contract in 1986. OPSTF began to organize education assistants in 1990. Eventually OPSTF became the bargaining agent for approximately 16,000 occasional teachers and education assistants.¹

In 1991, FWTAO launched a lawsuit on behalf of OTs who were denied the right to buy back time in the pension plan for absences following a period of occasional teaching, a right contract teachers had enjoyed for years. This was particularly punitive to women, many of whom had to take time away from teaching for maternity leave. The lawsuit took four years and ended in the Supreme Court, but FWTAO was ultimately successful in gaining millions of dollars in pension improvements for occasional teachers.

A positive provision of the 1998 *Education Quality Improvement Act*, Bill 160, was that it made occasional teachers members of the federations.

1 Charlotte Morgan. “Happy 75th Anniversary, OPSTF,” *OPSTF News*, February 1996, p. 11.



The court ruled the teachers' action was not an illegal strike under bargaining legislation and took no action to end the protest.

Although the protest ended with desired changes to the bill, teachers' actions created more interest in education than ever before: people who never discussed education issues were reading all 262 pages of Bill 160; previously hostile media personalities were writing supportive articles and editorials; parent groups emerged to take up the fight for quality education; labour organizations took on education issues like never before. Even though Bill 160 passed later that fall, the actions of teachers and their supportive partners helped to prevent even deeper cuts to education.

OPSMTF pushes for amalgamation

The original founders of the Ontario Public School Men Teachers' Federation (OPSMTF) created a separate men's federation only after they failed to convince women elementary teachers and secondary teachers to establish one teacher organization. However, they never abandoned their goal and over the years made several overtures to FWTAO to band together into one organization. The FWTAO, believing there were issues specific to women that were better addressed in their own organization, rebuffed these overtures.

The 1972 OPSMTF annual meeting voted to accept women as voluntary members. In 1982 it removed the word "Men" from its name and became the Ontario Public School Teachers' Federation (OPSTF).⁶

Unsuccessful in achieving amalgamation by mutual agreement, OPSTF turned to litigation and in 1984 voted to provide financial backing to members who challenged the OTF by-laws that

assigned membership to FWTAO and OPSTF. There followed a challenge under the equality provisions of the Charter in 1985 and a charge of discrimination under the Ontario Human Rights Code. While the Charter challenge was dismissed, a board of inquiry was struck to hear the case under the Code. In April 1994, the one-man board of inquiry deemed the OTF by-law violated the Code and gave OTF time to make necessary adjustments.

ETFO – The federation of the future

In 1995 FWTAO launched an extensive consultation with its members about creating a new federation. With those responses in hand, FWTAO entered into negotiations with OPSTF to create a new teacher organization. Delegates to the 1997 annual meetings of the two federations approved, in principle, the constitution and by-laws of the new organization and authorized their respective officers to sign an application to incorporate the new federation. The Elementary Teachers' Federation of Ontario was created in 1998.

Some final thoughts

Throughout their histories, the federations were always ahead of their times, looking for ways to improve conditions for elementary teachers and protect and advance their rights in good and in challenging times. They also took up the cause of public education and the interests of students.

The federations could not have accomplished what they did over the decades without the involvement and commitment of individual members. And they won't make progress in the future without member involvement. ETFO is your federation. Make the most of your membership. We hope this series of articles helped you find your place in your federation's history. Most importantly, we hope you find your place in its future.

Notes

1. Mary Labatt, *Always a Journey*, FWTAO, 1993, p. 270.
2. Labatt, p. 172.
3. Labatt, p. 130.
4. Labatt, p. 282.
5. *FWTAO Affirmative Action Report*, 1998, p. 3.
6. Charlotte Morgan, "Happy 75th Anniversary, OPSTF" in *OPSTF News*, February 1996, p. 10.

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Creating a Positive Classroom Environment

■ by Joanne Myers

Last year, during a panel discussion at an ETFO provincial conference, a colleague, Jason Johnston, said this about the Chicago Fire Department: “It spends approximately 80 percent of its entire budget each year on fire prevention. They have never had to use the entire 20 percent that is left on actually putting out fires.”

This made me think about our daily instructional programs. How much time do we spend effectively planning and teaching life lessons? And how much time do we spend putting out fires?

Barrie Bennett and Peter Smilanich in their book, *Classroom Management: A Thinking and Caring Approach*, say: “Rules: This is your one opportunity to set yourself up for a year of happiness or a year of grief – the decision is yours.”

With this in mind, I’d like to explore what we can do as classroom teachers to invest in the education of “fire prevention”: how carefully we set up our routines in September and the degree to which we ensure that students understand how and why the rules are essential in building a respectful class community.

Teach them what you want them to do

September should be about connecting with each of your students and discovering who they are, what they are interested in, and what kind of learning opportunities motivate them. It is the most influential time to establish your behavioural expectations so that they can be carried through consistently all year.

Simply listing the rules and reading them out loud together is not enough. Consider formal lessons for the behaviours you feel strongly about. Include in your lessons an introduction and an emotional hook so that the students feel motivated about the topic. The lesson body should develop a deeper understanding of the components of the rule or routine and explain the possible consequences. Always build student ownership into the lesson body and include students’ voices and input.

Finish up each lesson with a followup that encourages students to think about, discuss, and reflect upon the need for the rule in their classroom community. Provide them with opportunities to share their responses with peers and to actively discuss their own feelings and thoughts about the rule or routine.

.....
Joanne Myers is the divisional lead teacher and literacy special education resource teacher at Armitage Village School in the York Region District School Board.

AN EXAMPLE

We often place students in groups for a variety of activities and wonder why they have so much difficulty collaborating and completing the task together as assigned. If we expect our students to work effectively in groups, we must plan lessons about how to do that and provide meaningful opportunities for practice so that they make the necessary connections.

You could base a lesson on developing an understanding of the five components of cooperative learning. I call them “PIGS Face”: P–positive interdependence; I–individual accountability; G–group processing and goal setting; S–social skills; and, of course, face-to-face interaction.

Here are four suggested steps:

1. Read aloud an introduction based on a cooperative learning theme.

There are many fine pieces of children’s literature available that support collaboration and teamwork. Then introduce and discuss the “PIGS Face” components. Explain the importance of each one. I have explained these components to grade 1 students in language that they understand and relate to. Role playing and modelling also work well .

2. Integrate drama into the activity.

Our brains love analogies. Compare cooperative learning to components that are wired together in a piece of equipment. Put the students in groups of four or five and provide each group with the name of an everyday piece of technology: for example, microwave, iPod, oven, food processor, washing machine, computer, or printer. Direct the students to develop a presentation that demonstrates each part of the technology in working, sequenced order. Each child becomes a working part, connected and wired to all other parts. Ask students to include sound effects and motion to show their piece of technology in action. The students present as a team and the other students guess what they are.

3. Follow up with an art project.

Provide the students with guidelines for designing posters that advertise cooperative learning for the class. Discuss the components of successful advertising: jingles, slogans, and eye-catching creativity. Students should plan, design, and create colourful posters for the school and classroom in collaborative groups of two as the culminating activity for this lesson.

The posters can be laminated and posted. You and your students can refer to them throughout the year when they need reminders. One of my favourite posters was created by two of my grade 3 students. They used the theme of geese flying south in their V formation and emphasized that “if the geese can do it, then so can we!”

4. Link their learning to their lives outside the classroom.

Discussions about rules and routines at home and in the community are also effective in. Sorting similarities and differences between classroom, home, and community rules can be very powerful. This will support the students’ understanding of the meaning and need for structure.

Repeat for each expected behaviour

This type of lesson provides your students with emotional and physical engagement while instilling a deeper understanding of the concept of cooperative learning. Create one for each of the major rules/routines that you will be consistently reinforcing throughout the entire school year; for example, problem solving, social comprehension, and respect. You can use a variety of instructional strategies and your lessons can be cross-curricular.


Think about one of your first theme units in September being related to “All about Us” as opposed to “All about Me.” This theme will reinforce the idea that your students will be living together respectfully as a class family for the year. It will be an investment that lasts and will definitely assist you in “fire prevention.” This would be a great way to introduce such strategies as concept attainment, place mat, and cooperative learning.

Assess and embed

Assess these formal lessons to ensure that each student has developed a clear understanding of the rules and possible consequences. Mind maps can be a highly effective way for students to demonstrate their knowledge of the content and the connections they have made.

Once you have taught the foundation of your rules/routines thoroughly, and students have developed a deep understanding, you simply have to reinforce them throughout the rest of the year by naturally embedding them in to all that you do.

This commitment of time and thoughtful planning will definitely assist you in building a classroom environment based on the values and character traits that we want our students to demonstrate at school and in the community.

Plan to be positive, proactive, and perceptive. Look forward to your fresh start! 



Ben's Journey:

The Making of a Rising Star

■ by Susan Belluz

Susan Belluz has been a teacher with the Peel District School Board since 1975 and has taught students with specific learning disabilities, special reading classes, English as a second language/dialect to grades 1 to 8, junior kindergarten, senior kindergarten, literacy enhancement, and grade 1. She has presented numerous workshops and lectures. Contact her by email at susan.belluz@pdsb.com.

Ben arrived in September with a huge grin on his face. He was ready for grade 1! Ben was articulate and knowledgeable, an engaged learner. December rolled around and Ben had acquired a few sight words. He wanted to read, was excited to read, yet had along way to go. He was reading level 4 in *Alpha Kids*.

Ben is a student at Hawthorn Public School in the Peel District School Board in Mississauga. Some young, eager learners like Ben need extra support to meet with success. But teachers only have so many hands and minutes to devote to each student. ISSP (in-school support) teachers have heavy loads. The process of identifying students and getting them formally tested by school psychologists can be lengthy. To assist students like Ben we needed to do something more.

Our vision was to create a program tailored to the needs of our own school and our own students. Our cozy little “country school” in the city is home to 230 students from grades K to 8. We have one teacher per grade. Our EQAO scores are strong. Our allocations are .4 ESL, and .9 ISSP.

We are a mixed community. We have some ESL students, many families have two parents, and we are generally a middle- to upper-income community. We have parents who are genuinely interested in their child's academic success.

Ben's learning style is similar to that of a vast number of Primary students. He does not have a learning disability, and he has not been identified by the in-school review committee (ISRC). He does not need to be labelled and tested. What he needs is a structured presentation of the tools necessary to acquire appropriate reading decoding skills. I envisioned a program that would enhance Ben's learning curve with decoding and comprehension skills. This would not be a remedial program. It would provide him and other students with structured reading practice guided by mentors. Determining which students would benefit from the extra practice would be done informally by the classroom and the ISSP teacher.

We decided on the name “Rising Stars” and sought out members of the community to get involved in this undertaking. There is not a huge group of volunteers to draw from at Hawthorn Public School. Other than class trips, we have nine permanent volunteers who assist in classrooms once a week. We sought out mentors by sending home brochures and newsletters, making announcements in assemblies, and just spreading the word. Parents, grandparents, and older siblings in college responded. We asked mentors to donate one morning per week to work individually with students – four students per visit. Our goal was to have 10 permanent mentors and one “supply.”

It took three months to find, purchase, and catalogue materials, recruit volunteers, and have them attend a half-day workshop. It was fortunate that, during my investigative phase, Scholastic was introducing a new program, *Literacy Place Level 1*. We received funding (\$2500) from our supportive and generous parent council to buy this resource.

The most important aspect of the mentor workshop was teaching volunteers how to teach reading. I was determined that our mentors have all the tools necessary to enhance and enrich all students' reading skills. Some students arrive at school with a strong visual, sequential memory allowing



The most important aspect of the mentor workshop was teaching volunteers how to teach reading.

them to acquire vocabulary easily by sight. They see letters in a particular order, remember them, and can read the word consistently without needing to learn letter sounds. Many students do not come to school with these innate skills. They must be taught skill by skill.

We showed mentors a variety of decoding strategies. Students first need to recognize letter names, then letter sounds, and then the blends. They need to differentiate between b, d, and p. Tactile exercises are frequently successful in helping children acquire these spatial skills. We showed mentors how to have students trace a letter on a wire screen while sounding out the word. They also learned how to use Plasticene for a similar exercise. In my experience, this kind of multisensory approach really works.

Mentors also took part in auditory blending exercises and learned a variety of chants: Jean Malloch's *Chime In* tapes and David Booth's *Crackers and Crumbs* were helpful resources. Mentors emphasized one decoding strategy each week. That strategy was announced over the school's PA sys-

tem, reinforcing it for teachers and students.

We showed mentors individual student binders, and how to use reading logs and tracking sheets for books. The pace was relaxed: students spent a minimum of three days with each book. In addition to *Literacy Place* we also had *Alpha Kids* books available for additional practice.

Students in the program met with a mentor every day. To ensure they didn't always miss the same classroom period, we set up a rotating schedule that gave them a different time with the mentor each day. They worked at stations that we set up in the hallway. On the walls of the workstations we posted copies of initial consonants and blends, and of what the mentors were to do and say.

How successful was the *Rising Stars* program? Of the 10 students participating between March and June, four required no further intervention at the end of the term. My endearing student Ben went from a C to an A- in reading! He is now a confident and enthusiastic reader.

Our program requires time, energy, and organization. One teacher needs to be available to answer mentors' questions and orchestrate the program. Classroom teachers need to read their students' binders frequently and fill in comments to the mentors.

Rising Stars works! Just ask Ben. He is now in grade 2 and continues to be a successful, voracious reader. ♥



Returning to Work Following a Prolonged Medical Absence

■ *by* Professional Relations Services staff

Even the most seasoned educational worker can find it daunting to return to work after a prolonged medical leave. Depending on the length of your absence, you could face some significant challenges, including an unfamiliar curriculum, a new school, different colleagues, and/or a new teaching assignment. These circumstances, coupled possibly with a disability, can result in even the most experienced teacher feeling less than self-confident coming back to work.

Certainly it would be best if you could just walk in and pick up where you left off. For some members returning to work is relatively easy, and they may have few issues to deal with. For others the process is more complicated. In some cases, the school board may exercise its right to request medical documentation confirming that you are fit to return. The board may even request that you see their doctor before allowing you to come back, causing a delay in your return.

If you need accommodations

If you return to work with limitations and restrictions as a result of a medical condition, you may require accommodations. These could mean (but are not limited to) a gradual return to work, a temporary reassignment, a part-time schedule, restricted duties, or a combination of any of the above. To be accommodated you must provide medical documentation outlining your limitations and restrictions. This documentation must focus on your abilities, not dictate what position you should return to. It is up to the school board, in consultation with you and your ETFO local, to find a position that best satisfies the medical precautions. To ensure a smooth

process, you should work closely with your local union and/or provincial office, and ensure sufficient time to find a suitable position.

Remember that you are hired first and foremost as a teacher and that means being in the classroom with students. Returning to the classroom (preferably to the same assignment you held prior to the medical leave) will always be the first option investigated. If that is unsuccessful or if you are unable to do your former job, other options can be explored. The collective agreement sets out protocols and requirements for applying for and filling vacant positions. A medical accommodation is not your chance to jump the queue; rather it is the employer's legal obligation to find the assignment that best accommodates your disability and/or limitations.

Members with good professional relationships with their administrator may feel it is possible to personally negotiate a return-to-work plan or medical accommodation. This is not the way to proceed. While it is important to foster positive working relationships with others, you should involve the local in the process. Sometimes the process does not go well and you may have to file a grievance. With their experience in these issues,

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your union representatives can usually facilitate a better, faster outcome.

Understanding your colleague's situation

Do not confuse your colleague's need for a medical *accommodation* with a teaching assignment *preference*. It is only human nature to want to find that "perfect, stress-free" assignment such as working one on one with individual students, working with small groups of students, and the ever popular but nonexistent special assignment at the board office. Sometimes it may look as if your colleague is getting a plum assignment and has received special treatment. Remember that the request for a bona fide medical accommodation requires medical support.

Life has a way of just carrying on when a colleague is off on a medical leave. To help relieve your colleague's possible anxieties about returning to work, it is helpful to keep her or him involved in the day-to-day life of the school, if possible, by continuing to communicate. Sending local publications, school newsletters, announcements, notification of upcoming events, or emails, and/or making periodic phone calls will go a long way to making your colleague feel more comfortable and ready to take on the everyday challenges of being back in the classroom.

For further information about medical accommodations, go to etfo.ca and click on Professional Relations/PRS Matters; or call 416-962-3836 or 1-888-838-3836 and ask to speak to the PRS counsellor on duty. ♥

PROFESSIONAL RELATIONS SERVICES staff provide confidential advice and support to assist members. PRS staff deal with a wide variety of issues including the performance appraisal process, work-related conflict, College of Teachers investigations, human rights issues including harassment and discrimination, professional boundaries, and allegations. Call 1-888-838-3836 or 416-962-3836 Monday to Friday from 8 a.m. to 5 p.m. and ask to speak to the PRS officer on call.

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■ by Kathleen Loftus

Celebrating Pride

Many identify the Stonewall Riots as the beginning of political organization by the gay community in North America. In June 1969, the patrons of New York's Stonewall Bar, several of them persons of colour, rose up to protest police harassment, arrests, and humiliation. The first Pride march was held the following year to remember the Stonewall Riots. Since then, Pride celebrations have spread throughout the world.

Pride events may now include a variety of activities, often occurring throughout the month of June. They have a more celebratory atmosphere but still include educational and political aspects.

ETFO commitment to eliminating homophobia and heterosexism

One of the founding objectives of ETFO is “to foster a climate of social justice in Ontario and continue a leadership role in such areas as anti-poverty, non-violence and equity.”¹

ETFO demonstrates this commitment by advocating for individual members and through education and lobbying. ETFO resources addressing LGBT issues are used extensively provincially, nationally, and internationally by educators and organizations promoting equity. ♥

1 ETFO Constitution, Article III, section, 3.4

Suggested Pride activities:

- Participate in Pride events in your community and encourage colleagues to join you.
- Volunteer, through your local, to organize a Pride activity—for example, a booth, picnic, mall display.
- Celebrate Pride in your classroom and school (see *Voice*, Spring 2001, vol.3, no.3).

All year long:

- Address homophobia and heterosexism in your classroom. Organize, through ETFO, a workshop to encourage members to use *Imagine a World That Is Free from Fear*.
- Create a safe-space classroom, staffroom, and school; display the Positive Space poster.
- Form a Gay/Straight Alliance with teachers in your local.
- Check out ETFO resources and those of other organizations for more information.
- Speak out against homophobia and heterosexism.

Kathleen Loftus is an executive assistant in ETFO's Women's and Equity Services department.

This summary of annual meeting and executive motions passed since its founding in 1998 shows ETFO's commitment to LGBT issues.

1998

ETFO creates a women's sexual orientation focus group.

September 1999

ETFO distributes its antihomophobia pamphlet to all schools.

May 2000

ETFO distributes its Positive Space poster to schools; bilingual version created in 2004.

2000 Annual Meeting

The Lesbian, Gay, Bisexual, and Transgender Members Provincial Standing Committee is created.

February 2001

ETFO's participation in Gay Pride activities begins. (This marks the beginning of ETFO's annual booth and parade contingent at Toronto Pride.)

Training is developed for provincial and local executives addressing LGBT members' issues.

June 2001

The executive approves creation of a listserv to meet the unique needs of LGBT members.

2001 Annual Meeting

ETFO encourages school boards to purchase materials that reflect LGBT realities.

ETFO encourages locals to fund initiatives addressing homophobia and heterosexism.

ETFO develops *Responding to Homophobia and Heterosexism* to assist in addressing these issues in schools.

2002 Annual Meeting

A resolution encourages locals to include homophobia, heterosexism, and LGBT realities in steward training. *Homophobia and Heterosexism: Member Rights, Union Responsibilities* steward training module is developed.

June 2003

The executive creates the Rainbow Visions Award for materials that include LGBT realities.

2003 Annual Meeting

A resolution establishes the LGBT Incentive Fund of \$300 per local for addressing homophobia and heterosexism. *Imagine a World That Is Free from Fear* curriculum resource is developed.

February 2004

The executive decides that LGBT/equity issues must be included in new teacher training and materials and in all local executive training provided by ETFO.

2004 Annual Meeting

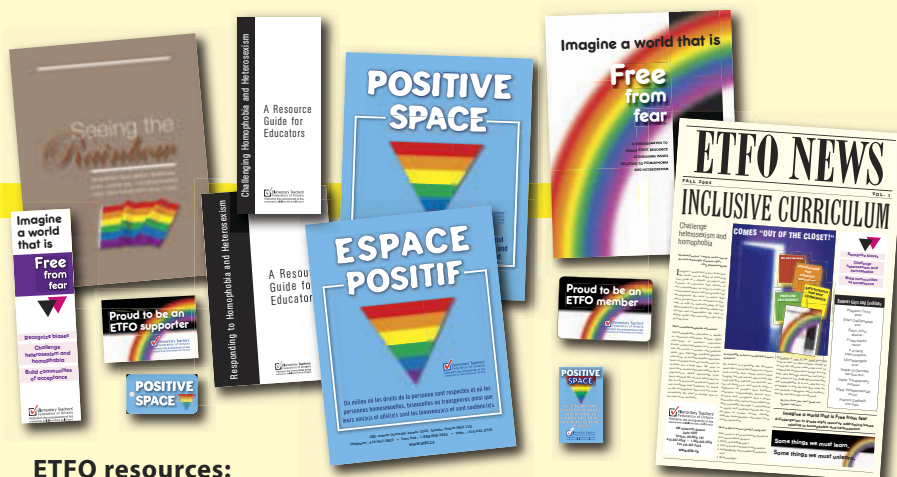
A resolution expands ETFO support for participation in Pride Week activities. (Pride events kits are provided to locals annually.)

February 2005

ETFO endorses the federal government's proposed same-sex civil marriage law and encourages locals to lobby MPs.

April 2007

ETFO supports a provincial private member's bill, Bill 186, *Toby's Act (Right to Be Free from Discrimination Because of Gender Identity)*.



ETFO resources:

- *Imagine a World That Is Free from Fear*, a kindergarten to grade 8 curriculum resource
- *Lesbian, Gay, Bisexual and Transgender Issues in Education Resource List*, available on etfo.ca.
- *Responding to Homophobia and Heterosexism* pamphlet
- *Challenging Homophobia and*

- Heterosexism* brochure
- *Seeing the Rainbow: Teachers Talk about Bisexual, Gay, Lesbian, Transgender, and Two-Spirited Realities*, published by ETFO and the Canadian Teachers' Federation; available from CTF.



The Rainbow Flag

The original Rainbow Flag first appeared in 1978 in the San Francisco Gay and Lesbian Freedom Day Parade, and soon became a widely known symbol of gay pride and diversity. Each colour in the flag has a specific meaning: red for life, orange for healing, yellow for sun, green for nature, blue for harmony, and violet for spirit.

Local Works to Create Global Awareness

■ by **Jacquie Chenier and Jackie Febers**

Members of the Halton ETFO local have helped develop a curriculum resource that teaches students about human rights in Afghanistan and here at home.

The project began when members of Canadians in Support of Afghan Women (CSAW) asked the Halton Status of Women and Human Rights committees to help adapt an Alberta curriculum unit called *Understanding Human Rights in Afghanistan – Canadian Students as Global Citizens*. After much discussion and editing, the unit now contains activities and curriculum expectations that meet Ontario standards.

The resource consists of a teacher resource booklet with many student activities, background information, activity cards, additional resources, and a PowerPoint presentation.

To test the unit, members of CSAW and four Halton teachers delivered a half-day workshop to 25 Halton teachers. The workshop generated much discussion as participants became aware of the losses the Afghans have suffered. Teachers then used the resource in their classrooms with students in grades 4 to 8.

The PowerPoint presentation displays powerful pictures of barren landscapes, destroyed buildings, and the citizens' desperate need for help to introduce such concepts as the human rights of children, refugees, landmines, peacekeeping, and global citizenship.

One of the hands-on activities asks the students to imagine that they have only 20 minutes to pack a backpack with the essentials needed to walk 300 kilometres to safety – a reality in Afghanistan. Novel-study activities include selected chapters from *The Breadwinner*, *Parvana's Journey*, and *Mud City* by Deborah Ellis.

After hearing how girls and women lost their rights, and after experiencing wearing a *burqa*, grade 4 students demonstrated their compassion



Top : Donna Hall-Clark, Krys Lyman, Sheri Ardell, Catherine Long

Bottom: Liz Watson, Jackie Febers, Jacquie Chenier, Linda Middaugh

Not pictured: Elizabeth Barnett

in a desire to do something to help. One grade 8 girl emotionally explained to her class that she is the last person to eat in her family, and only after she has cooked the meals. She also revealed that she is intended for an arranged marriage. Her teachers and classmates had previously had no idea of the kind of life she led here in Canada.

Another powerful activity involves fictitious characters whose lives are described on three cards, representing the periods before the Taliban took power, during Taliban rule, and today. Students learned that many people who had once enjoyed a good life are today struggling to survive.

When grade 7 students took part in this activity, a few received only two cards. One student bluntly asked, "Where is my other card?" They soon understood that the missing card represented a life cut short. Little further explanation was needed.

The success of our project with teachers and in the classroom indicated that we were indeed creating awareness among students and starting to turn them into global citizens. Among other things, students learned that their own human rights, unless protected, can be easily violated. They expressed interest in holding a fundraiser to send money to the children of Afghanistan or to help pay an Afghan teacher's yearly salary. ♥

For more information please contact the teachers who piloted this project: Jacquie Chenier (chenierj@hdsb.ca), Jackie Febers (febersj@hdsb.ca), Krys Lyman (lymank@hdsb.ca), and Elizabeth Barnett (barnette@hdsb.ca). We especially thank the members of CSAW: Donna Hall-Clark, Linda Middaugh, Sheri Ardell, and Liz Watson.

ETFO Helps Set Standards

■ by **Darren Cooper**

Members who self-identify as living and working with a disability – whether it is visible or nonvisible – are becoming more active in ETFO, and it is therefore important that our organization continues to raise awareness about issues of accessibility and inclusion.

One way in which we are doing so is through our involvement in developing standards for the *Accessibility for Ontarians with Disabilities Act (AODA)*.

The first legislation of its kind in Canada, *AODA* was passed into law in 2005. Its purpose is to develop, implement, and enforce accessibility standards with respect to goods, services, facilities, accommodation, employment, buildings, structures, and premises. Standards Development Committees (SDCs) will set a series of proposed targets for what needs to happen to reach this goal. The length of time to reach a specific target must be no more than five years. The Act will be fully implemented by January 1, 2025.

The Minister of Community and Social Services has identified five industries for which standards are to be developed: customer service, transportation, information and communications, employment, and the built environment. Once the public has had the opportunity to review the proposed standards, they are submitted to the minister for approval before being passed into law.

At this time, the proposed standard for customer service has been completed and the standard for transportation is in its final stages. The Information and Communication Standards Development Committee (ICSDC) is to begin writing its first draft over the next 12 to 18 months.

This standard, which will directly affect ETFO and its members, will address barriers in how information is developed and disseminated and

the methods by which messages are communicated. For example, the new ETFO website will play a key role in how information is distributed throughout our organization.


Among other things, the Information and Communications standard will identify specific features that will allow for increased website accessibility. Committee members will consult the W3C International Standards on Website Accessibility for guidance and support.

As ETFO's representative on the ICSDC, it is my responsibility to report on the committee's actions and the progress of the standard. In return, members have the opportunity to provide me with any concerns or questions they may have regarding the legislation or the standard.

Our involvement in the development of this standard is not the only disability initiative the provincial office is working on. Currently, Equity and Women's Services staff is in the process of developing teacher resources on inclusive education. A new equity workshop on disability issues to be launched in September will focus on visible and nonvisible disabilities and offer strategies for combatting physical, informational, and attitudinal barriers. In addition, the working group on accessible meeting spaces will release its report at the upcoming annual meeting. This document will outline strategies for creating inclusive and accessible meeting spaces at both the local and provincial levels.

For more information on the Accessibility Directorate of Ontario and the Accessibility for Ontarians with Disabilities Act, please visit the Ministry of Community and Social Services website at mcss.gov.on.ca

To access the W3C International Standards on Website Accessibility, visit w3.org/WAI.

For further details on ETFO's disability initiatives, contact me at dcooper@etfo.org. 

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

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A Time for Reflection



■ by **Winston Carter**

The Canadian Teachers' Federation provides a vast array of programs, services, and resources to educators in Canada and around the world. Our focus has always been on teachers and how we can best help them meet the many needs of the children entrusted to their care.

During my presidency the priorities of the CTF have served to guide me in my work both nationally and internationally. Now, as I conclude my presidency, I want to review these priorities and our accomplishments.

A national voice for teachers and public education

Presenting a strong collective voice for teachers at the national level helps to ensure continued funding for public education, and I have been proud to add my voice to this worthy cause. Networking and direct contact with parliamentarians contribute to the development of public policy on education and related social issues.

Working for fully funded public education

The CTF believes that publicly funded education, universally accessible and inclusive, is a societal responsibility.

Last year, the CTF, the Canadian Centre for Policy Alternatives, and the Fédération des syndicats de l'enseignement undertook a national survey to document the nature and extent of commercial activity in Canadian public schools.

Commercialism in Canadian Schools: Who's Calling the Shots? illustrated the degree to which private funding is replacing or supplementing public funding. The report – the first of its kind – garnered national media attention and revealed the startling shortcomings of provincial/territorial government funding for public education. (See *Voice*, Winter, Spring, and Summer 2006)

Supporting authentic assessment

Promoting authentic assessment as part of the optimal conditions for learning continues to be a

CTF priority. A 2004 CTF national poll indicated that parents preferred authentic teacher-made tests to standardized tests by a margin of two to one. In 2006, I debated the issue of “merit pay” for teachers, with a representative of the Fraser Institute on CTV Newsnet. I argued against the use of standardized testing results to determine a teacher’s “merit.”

Promoting diversity and equity

CTF's Services to Francophones program is centred on helping to build a strong publicly funded French-language education system in minority settings throughout Canada and on supporting the francophone teachers. The program is also on the leading edge of research to help identify the best conditions for successful teaching and learning in a francophone environment. An in-depth study of early childhood care and education services led to the development of *An Invitation to Success in French-Language Schools*, a kit designed to help educators nurture successful francophone students.

The CTF has always been a strong advocate for social justice in the education system. Last year the federation hosted a national conference on creating inclusive schools. This year's national conference examined the issue of social justice and the possibility of giving our schools and teacher organizations a social justice focus and remaking them into sites for social action.

As I close this chapter of my career, I am sincere in saying that I have been proud to serve the teachers of Canada as president of the CTF. The work of this organization is important and is best articulated in its vision: *Every child in Canada will have access to a strong, high-quality, publicly funded education system equal to or better than any other education system in the world.* This is what the CTF stands for and what it works towards, and as president, I am grateful to have had the opportunity to contribute toward reaching this goal. **V**

Winston Carter is president of the Canadian Teachers' Federation.

■ by **Lorraine Stewart**

Occasional teachers should be aware of a number of rules under the Ontario Teachers' Pension Plan (OTPP) that affect them differently from how other teachers are affected.



Pension Strategies for Occasional Teachers

Occasional and part-time teaching

The single most important factor in the calculation of your pension is your average salary. If a teacher mixes casual occasional teaching with part-time teaching, the credited service is added together and so is the salary earned. Mixing part-time and occasional teaching is a good thing for teachers early in their careers. However, teachers near retirement must be extremely careful: mixing part-time and occasional teaching can lower their average salary. An OT on a long-term assignment who is near retirement should also be cautious, because mixing a high long-term rate of pay with a lower casual rate will also result in a lower average salary.

Working after retirement

When you are receiving your pension there's a limit on the number of days you can work in any job in education.

- You can be employed in education for no more than 95 days (FTE) per school year for a maximum of three years (only years before September 2001 and/or after August 2006 count).
- After three years, you can work for 20 days (FTE) per school year.

Your pension will stop at the end of the month in which you exceed the limit, and your employer will begin deducting contributions. These limits don't apply if you are 69 years of age or over (yes, some members are).

.....
Lorraine Stewart is ETFO's pension specialist.

Immediate versus deferred pensions

The rules that apply to your pension are those that were in effect on the day that you made your last contribution. Some teachers confuse the effective date of retirement they state in their resignation letter to their board with the date on which they last contributed. It is the last contribution date that the plan uses to determine entitlements.

An immediate pension begins in the month after the one in which you made your last contribution. A deferred pension begins in any month after that.

Occasional teachers, like all other teachers, are entitled to begin receiving their pensions in any month of the year, provided they meet the minimum qualifications: age 50, 85 factor, or 35 years of credited service. The penalty for retiring before you have achieved the 85 factor is 2.5 percent per point for immediate pensions and 5 percent per point for deferred pensions.

To ensure the lower penalty, OTs who do not have their 85 factor and who are not 65 years old should make a pension contribution in the month before the one in which they begin their pensions.

Example:

Sally, an OT, last contributes to the plan in June. Over the summer holidays she turns 50, but she has not achieved her 85 factor. She could begin her pension in September, but it would be a deferred not an immediate pension because two months have elapsed. Her pension would be reduced by 5 per cent for each point she is below the 85 factor.

Sally should teach in September and go on pension in October. That way she is receiving an immediate pension and her early retirement penalty would be only 2.5 percent per point.

If Sally were 50 on June 30, she should begin her pension July 1. ✓

Only OTPP can answer your pension questions.
Contact them at 416-226-2700 or 1-800-668-0105.

OTF Works to Stabilize Pension Rates and Secure Benefits

■ by Hilda Watkins



In the spring, the Ontario Teachers' Pension Plan published its report to members. Highlights of the report included:

- the Plan's net assets – \$106 billion
- investment income for 2006 – \$12.3 billion
- the Plan's rate of return as compared with the fund's composite benchmark – 13.2 percent
- extra income as a result of this stellar performance – \$3.4 billion

Nevertheless, the January 2007 funding valuation showed a preliminary estimated shortfall of \$17.4 billion. A subsequent valuation was conducted using the revised rate of return assumptions as approved for the 2005 valuation. This revised 2007 valuation showed a \$3.6 billion funding shortfall. Both the initial and the revised 2007 valuations show \$11 billion of gains set aside in a smoothing account for future recognition.

January 1, 2008 is the date for the next valuation. By law the plan partners, OTF and the Ontario government, are compelled to file that valuation with the provincial regulator. Over the last several years, the historically low real return bond rate (RRB) has put considerable pressure

on Plan liabilities. OTF understands that when valuations are filed, liabilities cannot exceed assets. We must be able to guarantee the cost of future pensions. However, it is OTF's position that members should be able to realize both secure benefits and stable contribution rates. OTF believes that this can be achieved in a variety of ways. The Partners' Funding Management Policy has many built-in funding safeguards. The Plan has revised its asset mix investment policy to help secure pension benefits. Given the RRB's apparent volatility, adopting a less conservative valuation interest rate may help to stabilize contribution rates.

Currently, an international expert panel is analyzing the actuarial assumptions used in Plan valuations. In April 2007, OTF, the provincial government, and the OTPPB each made presentations to the expert panel. We expect the panel's report later this year. That report, along with Pollara's report on its survey of a large sample of Plan members (which is also now underway), will inform the decision-making of the Partners and the OTPPB as we enter into pension talks for 2008. ♥

This is my final article to you as OTF president. It has been a fruitful year. Among the issues resolved were the revisions to the teacher performance appraisal process and issues around Bill 52, the *Learning to 18 Act*. (You may recall our concerns with the language in this Bill as originally proposed were around equivalent learning and its potential for privatization.) We elected the first Governing Council of the Ontario College of Teachers, giving teachers a true majority. As well, the Ministry of Education provided OTF with funds, training, and resources for professional development and bullying prevention.

My year in office as your spokesperson has been a truly rewarding yet humbling experience. I thank you for the opportunity and I wish you a safe and rejuvenating summer holiday.

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



Hana's Suitcase on Stage

Karen Levine
Toronto: Second Story Press,
2002
\$18.95
175 pages

Reviewed by **Janet Houston**

How can a little girl, her life snuffed out by the Nazis at Auschwitz in late 1944, just before the end of World War II, bring us an essential message about humanity? How can a story woven as a result of an horrific world event focus our thinking on our capacity to do good, with the result that it becomes uplifting? How can our children and the wider population learn from a systematically evil genocide? Reading this book answers those questions.

Karen Levine made an award-winning documentary film about concentration camp victim Hana Brady, and in 2002 she published Hana's story. *Hana's Suitcase on Stage* narrates and presents the story of how the truths of Hana's life and death were discovered by a children's peace group in Japan, led by a determined and intuitive young teacher, Fumiko Ishioka.

In this volume, the play by Emil Sher is a companion piece to the narrative of Hana's life and times. The play brings Hana to us in a way that a factual narrative can't.

The story is true. Invention could not have produced a more powerful plot. I found myself rereading the clearly narrated story and very moving play.

As for curriculum applications, *Hana's Suitcase on Stage* supports discussion of writing genre, skills of inquiry, drama, reader's theatre, read-aloud, reading response, drawing inferences, literary devices such as irony, suspense, foreshadowing, and character development.

Openers abound for discussions of history, geography, dictatorship, racism, forced immigration, tolerance, globalization, and the peace movement.

Character education traits – courage, empathy, integrity, honesty, perseverance, to name a few – can be tracked through the story line. The big ideas of historical research, record-keeping, and education invite consideration.

Primary historical sources such as photographs, sketches, Auschwitz human inventory lists with stark checkmarks beside the names of those murdered provide evidentiary grounding for a story about survival of the human spirit and about learning personal lessons from the Holocaust.

This book should be in every school library and used in every school classroom from grade 5 up. This play deserves wide public performance.



Cultiver le goût de lire et d'écrire – Enseigner la lecture et l'écriture par une approche équilibrée

Ouvrage de Jocelyne Prenoveau
Chenelière Éducation, 2007
214 pages 35,95 \$

Révisé par **Susan Forrester**

Trouver des documents pédagogiques informatifs et agréables à lire n'est pas chose facile. Or, la passion de Jocelyne Prenoveau pour l'enseignement est si palpable dans tous les chapitres de ce guide que l'on a hâte d'avoir l'occasion de mettre ses conseils en pratique.

L'auteure, qui veut répondre aux besoins de ses élèves et leur « inculquer le plaisir de lire et d'écrire », met de côté les cahiers d'exercices et les remplace par des activités d'écriture et de lecture élaborées d'après des recherches.

Jocelyne Prenoveau offre des conseils et des idées pratiques visant à mettre au point une approche équilibrée dans les classes des écoles primaires. Le livre est structuré en quatre parties : la lecture, l'écriture, l'évaluation et l'organisation. Il est ponctué d'histoires que l'auteure

appelle « Tranches de vie » et qui relatent les expériences qu'elle a vécues avec ses élèves.

Vous souhaitez obtenir des conseils sur l'enseignement de la conscience phonologique, de la lecture partagée ou de l'écriture guidée? Vous aimeriez savoir comment aider les élèves qui ont de la difficulté à séparer les mots en écrivant?

Jocelyne Prenoveau répond à toutes ces questions et à bien d'autres. Elle a eu la chance de travailler en collaboration avec une collègue qui, comme elle, souhaitait apporter un renouveau à l'enseignement. Ensemble, elles ont « vu des élèves réussir là où ils avaient échoué auparavant ». Elles ont remarqué « le plaisir des enfants en lecture et en écriture » et, parallèlement, ont redécouvert leur « bonheur à enseigner ».

Quel beau cadeau!

.....
Susan Forrester est conseillère pédagogique au Trillium Lakelands District School Board.



My Mom Loves Me More than Sushi

Filomena Gomes
Toronto: Second Story Press
2006
\$14.95
24 pages

Reviewed by **Megan Nowiski**

My Mom Loves Me More than Sushi is a creative, educational, and simply fun book that exposes readers to foods from a variety of countries.

A young Canadian girl and her mother make different meals together in their kitchen. The girl describes the ingredients and some key steps in the preparation process of the foods. She then reminds the reader how her mother loves her more than each of the dishes they prepare together.

Each page includes a colourful illustration of the food they are discussing, along with a small flag and the name of the country that it originates from. The inside cover of the book has a world map that provides teachers with a quick reference and an opportunity to show students where these countries are located. Illustrator Ashley Spires also includes humorous pictures

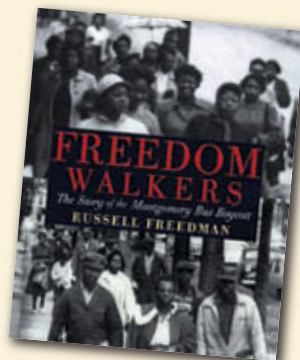
of the kitchen as the mother and daughter work together preparing the foods.

This book is a great addition to any Primary class for read-alouds or shared reading. Grade 2 teachers will find it particularly useful for the Traditions and Celebrations unit in social studies, as it "identifies food of various family cultures," a specific expectation in the Ontario curriculum.

When teaching with this book, you may wish to consider discussing stereotypes with your students and to clarify that not all citizens of a country may eat a particular food just because it originates from that country.

Overall I found the book enjoyable and look forward to adding it my "read-aloud" library this year.

.....
Megan Nowiski teaches grade 2 in the Ottawa-Carleton District School Board.



Freedom Walkers: The Story of the Montgomery Bus Boycott

Russell Freedman
New York: Holiday House
2006
\$25.95
112 pages

Reviewed by **Greg Harris**

Freedom Walkers takes the young reader to a time where sitting at the back of the bus was a bad thing. (Today most students wonder what the big deal is; they think of the back of the bus as the cool place to be.) Russell Freedman quickly sets the scene to describe racist conditions in the southern United States during the 1950s.

Readers are introduced to Jo Ann Robinson, Claudette Colvin, Rosa Parks, Martin Luther King, Jr., and other heroes who provide their accounts of the humiliation and of the frightening and degrading events that led to the bus boycott and to the eventual establishment of the Civil Rights and Voting Rights Acts in the United States.

Before I started reading, I thought this would just be another American history and I

wondered where the Canadian stories were. (My bias is showing.) However, I was wrong. This gripping page-turner is really about courage – inspiring lessons in human history. Ignorance, hate, and injustice are overcome by nonviolent resistance, as championed by Martin Luther King, Jr. and growing out of his reading of Mahatma Gandhi.

Young readers (grades 6 to 8) who haven't experienced racism or discrimination seem to find the events described in the book hard to fathom. Those who have had such experiences aren't so surprised. Obviously, both groups of students would benefit from thoughtful discussion of the book.

Freedom Walkers is an excellent selection for the elementary school library. It is written in a manner that promotes understanding by the younger audience. Prominent display and book talks would be beneficial for moving this book off the shelf. Character education traits of courage, integrity, and empathy could be covered during read-aloud sessions with late Junior and Intermediate grades. For teachers willing to take risks, *Freedom Walkers* could be a challenging yet very worthwhile selection for Intermediate literature circles.

.....
Greg Harris is a teacher-librarian at Prince of Wales Public School in the Simcoe County District School Board.



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Teachers' Trivia

■ by Colin Bridges

DE Code

Don texts "ABCG? – ABC" to Bron. Bron wants to reply "No!", so she flashes back "DC! – ABCD".

Don then receives another message from someone other than Bron. He can tell by the code that it isn't from her.

If their text message was "DHA. – ABCCD" was it sent from Sabby, Sally, Sonny, or Sunny?

Elemental Origins

When unscrambled, a word's letters are each used once only to form two words. One of those smaller elements (pun intended) is one of the four elements. The other is a common synonym for one of the remaining three elements.

If the original word emanates from cavalry on horseback days, what was it?

.....
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 two winners will be drawn from all the correct entries received by August 30, 2007.

Answer to our last puzzle:

TRIVIA Trail, the numbers in order under TRIVIA are 1,3,4,2,5,6
The winners:
Colin Bridges, Laurence Hayman, and Linda Taberner

The answer to Ms. Cover's Mysterious Manner is 'mystifying'.
The winners:
Kelly Bullock, Catherine Done, and Sandra Walsh

The winners are chosen by lottery.
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| Kevin Goode | Julie Van Opstal |
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N New titles available this year!

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The Globe and Mail	15 weeks	\$87.62	\$95.55
The Ottawa Sun	30 weeks	\$4.60	\$97.30
La Presse	13 weeks	\$54.34	\$80.94
Le Devoir	13 weeks	\$65.56	\$85.80
Le Droit	14 weeks	\$49.40	\$77.00
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Le Journal de Québec	52 weeks	\$169.00	\$299.00
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*National Post subscribers for 26 weeks or more will receive a \$35 Petro-Canada gift certificate (taxes included).

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N Business & Technology

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Inc.	18 iss.	\$18.59	\$107.82

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Macworld	12 iss. (1 yr.)	\$35.49	\$95.88
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J'Aime Lire	10 iss. (1 yr.)	\$36.95	\$79.50
Les Débrouillards	12 iss. (1 yr.)	\$35.95	\$53.40
Popi	12 iss. (1 yr.)	\$40.95	\$83.40

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Canadian Geographic	6 iss. (1 yr.)	\$24.95	\$41.70
Canadian Wildlife	5 iss. (1 yr.)	\$19.95	NA
Popular Science	12 iss. (1 yr.)	\$26.95	\$59.88
Géo	12 iss. (1 yr.)	\$67.00	\$119.40
La Recherche	11 iss. (1 yr.)	\$64.95	\$93.50
National Geographic (France)	12 iss. (1 yr.)	\$59.95	\$83.40
Québec Oiseaux	4 iss. (1 yr.)	\$15.95	\$19.80
Science & Vie	12 iss. (1 yr.)	\$69.95	\$71.40

N Sports & Health

Title	Frequency	Your low rate	Newsstand rate
Backpacker	9 iss. (1 yr.)	\$31.25	\$44.91
Boating	12 iss. (1 yr.)	\$25.50	\$71.88
Fitness	12 iss. (1 yr.)	\$22.20	\$54.00
Golf Digest	12 iss. (1 yr.)	\$31.50	\$71.88
Golf Magazine	12 iss. (1 yr.)	\$26.95	\$66.00
Men's Health Magazine	10 iss. (1 yr.)	\$29.50	\$59.90
Outdoor Canada	8 iss. (1 yr.)	\$19.95	\$39.60
Outdoor Life	12 iss. (1 yr.)	\$26.97	\$59.88
Powder	7 iss. (1 yr.)	\$20.95	\$41.93
Runner's World	12 iss. (1 yr.)	\$28.25	\$71.88
Sail	12 iss. (1 yr.)	\$25.53	\$71.88
Skateboarding	12 iss. (1 yr.)	\$41.97	\$59.88
Ski Canada	12 iss. (2 yrs)	\$26.14	\$60.40
SnowBoarder	8 iss. (1 yr.)	\$25.95	\$39.92
Sports Illustrated	28 iss.	\$25.00	\$139.72

(Others titles available in the Super Savings section)

N Fashion & Women

Title	Frequency	Your low rate	Newsstand rate
Allure	12 iss. (1 yr.)	\$36.95	\$47.88
Elle (EU)	12 iss. (1 yr.)	\$29.95	\$54.00
Essence	12 iss. (1 yr.)	\$47.66	\$59.88
Glamour	12 iss. (1 yr.)	\$39.95	\$59.88
GQ	12 iss. (1 yr.)	\$36.95	\$59.88
In Style	12 iss. (1 yr.)	\$37.00	\$71.88
Lucky	12 iss. (1 yr.)	\$31.95	\$47.88
Self	12 iss. (1 yr.)	\$27.95	\$54.00
Vanity Fair	12 iss. (1 yr.)	\$34.98	\$66.00
Vogue	12 iss. (1 yr.)	\$48.95	\$59.88
Woman's Day	17 iss.	\$26.95	\$64.43

(Others titles available in the Super Savings section)

N Arts • Culture & Miscellaneous

Title	Frequency	Your low rate	Newsstand rate
American Photo	6 iss. (1 yr.)	\$20.54	\$35.94
Aviation Week & Space Technology	26 iss.	\$52.83	\$156.00
Bon Appetit	12 iss. (1 yr.)	\$28.50	\$59.88
Canadian Living	12 iss. (1 yr.)	\$21.98	\$42.00
Entertainment Weekly	40 iss.	\$27.99	\$180.00
Flying	12 iss. (1 yr.)	\$22.95	\$71.88
Food & Wine	12 iss. (1 yr.)	\$25.33	\$54.00
Gourmet	12 iss. (1 yr.)	\$30.54	\$59.88
Men's Journal	12 iss. (1 yr.)	\$18.84	\$71.40
People	12 iss. (1 yr.)	\$39.48	\$71.88
Photo Life	6 iss. (1 yr.)	\$19.45	\$35.70
Popular Photography & Imaging	12 iss. (1 yr.)	\$19.99	\$66.00
Premiere (USA)	10 iss. (1 yr.)	\$17.73	\$55.00
Psychology Today	6 iss. (1 yr.)	\$16.96	\$35.94
Real Simple	12 iss. (1 yr.)	\$37.98	\$66.00
Rolling Stone	26 iss. (1 yr.)	\$21.06	\$128.70
Scrapbooks ETC	8 iss. (1 yr.)	\$22.20	\$63.92
Sound & Vision	10 iss. (1 yr.)	\$26.98	\$59.90
The Walrus	10 iss. (1 yr.)	\$20.00	\$59.50
Travel + Leisure	12 iss. (1 yr.)	\$25.33	\$66.00
Us Weekly Magazine	52 iss. (1 yr.)	\$69.95	\$249.08

SUPER Savings -15\$ or less

Title	Frequency	Your low rate	Newsstand rate
Le Monde de l'Auto	6 iss. (1 yr.)	\$11.50	\$35.70
Automag	6 iss. (1 yr.)	\$11.95	\$35.70
Madame	12 iss.	\$12.00	\$29.88
HomeMakers	12 iss.	\$12.00	\$29.88
Travel + Leisure-Golf	7 iss. (1 yr.)	\$12.00	\$38.50
Québec Inc.	6 iss. (1 yr.)	\$12.50	\$17.70
Elle Canada	12 iss. (1 yr.)	\$12.95	\$47.40
Le Monde du VTT	6 iss. (1 yr.)	\$13.04	\$35.70
ATV Trail Rider	6 iss. (1 yr.)	\$13.04	\$29.94
Harrowsmith Country Life	6 iss. (1 yr.)	\$14.95	\$51.00
Strut	6 iss.	\$13.90	\$29.70
Parents (USA)	12 iss. (1 yr.)	\$13.96	\$54.00
Ciel Variable	4 iss. (1 yr.)	\$14.95	\$28.00
Clin d'Œil	12 iss. (1 yr.)	\$14.95	\$52.20
Femme Plus	12 iss. (1 yr.)	\$14.95	\$51.00
MotoMag	6 iss. (1 yr.)	\$14.95	\$35.70
Québec Tuning	6 iss. (1 yr.)	\$14.95	\$35.70
Mon Chalet	6 iss. (1 yr.)	\$14.99	\$27.00
Commerce	12 iss. (1 yr.)	\$15.00	\$51.00
Decormag	10 iss. (1 yr.)	\$15.00	\$42.50
Flours, Plantes et Jardins	7 iss. (1 yr.)	\$15.00	\$27.65

calendar

October 1 - 5

International Walk to School Week

celebrates the many benefits of walking. Each year, millions of people around the world walk to school together— all hoping to create communities that are safe places to walk. Oct. 4 is Walk to School Day. More information at saferoutestoschool.ca.

Or contact Jacky Kennedy at 416- 488-7263; asrts@sympatico.ca.

October 4 - 5, Winnipeg, Manitoba

Widening Circles

Language and Literacy for All

International Federation for the Teaching of English.

ifte.net

Oct. 23 - Oct. 26, Denver

Failure Is Not an Option

Courageous Leadership for School Success: Best Practices Worldwide in Sustaining Learning Communities.

The HOPE Foundation International Conference featuring 2004 Nobel Peace Prize Winner Wangari Maathai.

For information contact Peter Brooks at 812-355-6000 or pbrooks@hopefoundation.org

October 26 - 28, Collingwood

Council of Ontario Drama and Dance Educators

Stepping into Character: Developing the Whole Child Through Drama and Dance

Feature Speaker: Avis Glaze.
Blue Mountain Resort.
Information at code.on.ca

November 5 - 6, Huntsville

3rd Annual National Character Education Conference

Keynote Speakers: Stephen Lewis, Dr. Michele Borba and Micah Jacobson
Pre-conference: Robin Sharma and Craig Kielburger. Deerhurst Resort.
ncec.ca

November 7 - 10, Chicago, IL

2007 NAEYC Annual Conference

National Association for the Education of Young Children
naeyc.org/conferences/

November 15 - 17, Toronto

Making Connections for a Sustainable Future The More We Know, The More They Grow

Annual conference of the Science Teachers' Association of Ontario
Doubletree International Plaza Hotel
stao.ca

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The following member of the Elementary Teachers' Federation of Ontario (ETFO) has been disciplined for contravention of the Elementary Teachers' Federation of Ontario (ETFO) *Code of Professional Conduct*, Articles 6.1.8, 6.2, 6.2.1.

The following penalty applies to the member listed below.

- Publication of the name of the member and the sanctions imposed by the ETFO Executive in a Federation document.

Disciplined Member – Elementary Teachers Of Toronto

Long, Martin

Check out our new updated website www.etfo.ca



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