

ETF0

DECEMBER 2009
VOL. 12 - NO. 2

Voice



Anticipating Full-Day Kindergarten

ETF0's bold new AQ plan

FOOD FOR THOUGHT.



In a time where conditions can change overnight, it's only natural to have a need for comfort.

That's why it's satisfying to rely on the sound, stable protection of the one insurer that truly understands the world of education: Teachers Life.

As a member-based organization, we don't ship earnings off to Bay Street or flash our

logo across the skyline; we'd rather invest in programs that promote education. You'll also be reassured to know Teachers Life is federally regulated and governed by the Insurance Companies Act.

Feed your need for security. Teachers Life: protection that's good for you.

Discover more at teacherslife.com or 1 866 620-LIFE (5433).

Optimum Insurance Protection at Affordable Prices

District Plans: Life • Disability • Health & Dental

Individual Plans: Life • Critical Illness

To receive your free copy of
"Solid. Strong. Supportive."
contact insuring@teacherslife.com



AQs that work with your life

You need courses that are affordable. But they also need to be credible and help you strive for excellence.

ETFQ AQ courses are current, practical and teacher-friendly.

Our courses fit with your busy schedule: find courses across Ontario or study online.



New!
Online courses
Coming in the spring

ETFQ  **AQ**

BY TEACHERS / FOR TEACHERS

www.etfo-aq.ca





Celebrating Success

The outstanding work of ETFO members and federation staff has been recognized in several different venues in the past few months.

- In June ETFO and contributors to *Voice* magazine won a number of awards at the annual meeting of the Canadian Education Press Association. “Golden Leaf” awards went to
 - Andrea Hertach, “Mozart for the iPod Generation” (Feb. 09)
 - Scott Tate, Vitusha Oberoi, “Exploring Traditional Ways Online” (April 09)
 - Patricia Munro, “Learning and Teaching in Uganda” (April 09)
 - Jeffery Robinson, Peter Dorfman, “Welcome to Canada” (Dec. 08)
 - Artifact Graphic Design, design of the June 2008 special issue, “Poverty and Learning”
 - Artifact Graphic Design, design of “Preparing Our Children for A Bright Future,” ETFO’s pamphlet on full-day kindergarten
 - “Kindergarten Matters,” ETFO’s DVD on full day kindergarten
 - Joan Littleford, Stephen Mau for “A Thousand Moments of Learning” the kindergarten website <http://1000moments.net>.
- ETFO’s documentary *One in Six* received an award at the 32nd annual Philadelphia International Film Festival (PhilaFilm) and was screened on opening night. The festival provides screening and distribution opportunities for independent film and video artists.
- Jane Smith and Nathan Toft, members of the Ottawa-Carleton Teacher Local, were among 15 Canadians honoured at Microsoft’s Worldwide Innovative Education Forum as “Innovative Teachers” for their work integrating technology into the classroom. Their article about their school podcast appeared in the April 2008 issue of *Voice*. You can find it at etfovoice.ca → Back Issues.
- Also notable is ETFO member Robert Vigars, who is featured in *A Game Plan For Life/The Power of Mentoring* by renowned coach John Wooden and Don Yaeger. Vigars, a member of the Thames Valley Teacher Local, has been a special education teacher for the past 15 years and has also coached basketball.

This kind of recognition gives us just one more reason to be merry this holiday season.

Best wishes for happy and relaxing winter holidays.

Johanna Brand
JOHANNA BRAND

ETFO Executive Members

President - **Sam Hammond**, Hamilton-Wentworth
 First Vice-President - **Susan Swackhammer**, Grand Erie
 Vice-President - **Hilda Watkins**, Greater Essex
 Vice-President - **Maureen Weinberger**, Halton
 OTF Table Officer - **Rian McLaughlin**,
 Hamilton-Wentworth Occasional Teachers
 Executive Members
Karen Brown, Elementary Teachers of Toronto
Adelina Cecchin, Greater Essex County
Doug Cook, Upper Grand
Diane Dewing, Upper Canada Occasional Teachers
Rachel Gencey, Durham
Mark Hachmer, Trillium Lakelands
Mike Lumb, Limestone
James McCormack, Waterloo Region
Deb St. Amant, Kawartha Pine Ridge

ETFO Voice

Johanna Brand - Editor
Gene Lewis - Business Manager
Adele Bertram - Advertising Sales
Artifact graphic design - Design

Contributors not otherwise credited:

Anne Holloway, Mary Morison, Marilies Rettig.

Member of the Canadian Association of Labour Media (CALM)
 and Canadian Education Press Association

Indexed in the Canadian Educational Index /
 Répertoire canadien sur l'éducation

ISSN: 1481-4072

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

Acceptance of an advertisement does not imply ETFO endorsement of the product or service. Advertising contracts are subject to cancellation if members complain.

Publications Mail Agreement no. 40070000.
 Return undeliverable Canadian addresses to:

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

480 University Avenue, Suite 1000
 Toronto, ON M5G 1V2
 Telephone: 416-962-3836 or 1-888-838-3836
 E-mail: etfovoice@etfo.org

www.etfo.ca

© ETFO 2009

Printed by Thistle Printing on 50% recycled stock, 25% post consumer content; 75% Canadian-produced pulp.

FEATURES

FROM THE PRESIDENT 4
Ontario's Courageous Step Forward

FROM THE GENERAL SECRETARY 5
Report cards: Can teachers be trusted to do the right thing?

Embracing Teacher-Directed Professional Learning



PROFESSIONAL SERVICES



Teaching and Learning in Guatemala - 25

Learning the ETFo/Drake Way - 26

DEBOUT! Guide National d'animation culturelle - 36

DEPARTMENTS:

LETTERS TO THE EDITOR 6

YOUR FEDERATION 7

QUEEN'S PARK UPDATE 10
Grading the Liberal government's education agenda

DISABILITIES ISSUES 20
Making ETFo's Annual Meeting Accessible to All

CURRICULUM INSERT 21
Successful Teaching in Combined Grades

COLLECTIVE BARGAINING 30

The Guardians in the House

EQUITY AND WOMEN'S SERVICES 32

Learn with Me – Creating a caring environment for professional growth

PROFESSIONAL RELATIONS SERVICES 34

Bill 157:
Keeping Our Kids Safe at School

OTF REPORT 39

OTF Advocates for You

CTF REPORT 40

Celebrating Teacher and Student Success

Reviews - 41

Trivia - 43

Calendar / Classifieds - 44

ON OUR COVER:

Kindergarten teacher **JANE VIENNEAU** is a member of the Algoma Teacher Local.

Photo: Rachele LaBrecque/CP Images



SAM HAMMOND
ETFO President

Ontario's Courageous Step Forward

The Ontario government took a courageous step in October when it announced that it would go ahead with full-day kindergarten. It's great news for children, parents, and for Ontario. And it is also great news for ETFO and for our members who teach kindergarten.

Ever since Premier Dalton McGuinty first promised full-day kindergarten during the 2007 election campaign, the federation has worked hard to ensure that kindergarten programs would be staffed by fully-certified teachers. The report of the Premier's early learning advisor was released in June; it proposed a staffing model that would have teachers in the classroom for only half a day.

ETFO's work since that report was released stressed the need for full-day kindergarten teachers. At the annual meeting ETFO released the results of a public opinion survey which showed that a qualified teacher in the classroom for the full day is what parents expect. Our editorial columns and letters to the editor were published in a number of newspapers across the province. We published advertisements and met with elected politicians and government officials at all levels to make sure they understood our position. We emphasized over and over again that from a pedagogical perspective full time teachers were the best option. Research and public opinion supported our position.

In the end the government agreed with us. The new programs will be staffed by a full-time teacher working with a full-time early childhood educator. The programs will be augmented by before- and after-school childcare that parents will pay for. The full program will roll out over five years, starting in 2010. It is expected that next year some 35,000 new kindergarten spaces will be created.

We commend the government for taking action on a new program and expanding the school system in challenging economic times.

Since the collapse of stock markets last year, governments around the world have focused on stimulus spending to kick start a recovery. There's no doubt that expanding early learning programs will have a positive stimulus effect. There will be additional teaching positions, expanded child care programs in schools, and renovation of classrooms to accommodate the new programs.

More importantly by enhancing the educational opportunity and outcomes for our children the new programs will enhance Ontario's competitive position in the years to come.

For our members who teach kindergarten this is an opportunity to give their students the full benefit of their knowledge and skills. They know that young students are ready to learn and will learn so much more when they have a full day at school. Many are looking forward to working with ECE-trained staff. I know that our members will approach that opportunity with creativity and professionalism.

We will all need to work creatively and professionally to address the practical issues that accompany the launch of a new program, especially given the tight timelines. District school boards had until the end of November to recommend to the ministry which schools should get the full day programs next year. There will be many other issues to resolve at the local level. ETFO research and collective bargaining staff are working hard with local leaders to ensure that collective agreement provisions are respected.

I am confident that by working together with ECE staff, school boards, and the ministry we can ensure that full-day early learning programs become a success story of which we can all be proud.



GENE LEWIS
ETFO General Secretary

Report Cards: Can teachers be trusted to do the right thing?

In the last round of collective bargaining ETFO negotiated a professional activity day that teachers would use to complete report cards. How teachers use that day has become an issue that exemplifies yet again that some boards do not respect the professionalism of elementary teachers.

The completion of report cards requires access to computers and to the report card software. Teachers have for some years suffered the frustrations of trying to fill out electronic report cards using inadequate computer systems. In some boards computer systems are incapable of handling the load: if all teachers were to attempt to access the reporting system at the same time, the system would crash. In other boards there are not enough computers in schools for all teachers to have access to them at the same time. Some boards have solved these system issues by allowing teachers to complete their report cards on their home computers thus relieving the stress on the system, relieving teacher frustration, and improving their effectiveness.

This seems like intelligent problem solving behaviour on the part of some administrators.

How then to explain the decision of some boards to force teachers to come into the school to complete report cards on their reporting and assessment PA day?

Previously teachers in some boards across the province had provisions in their collective agreements for reporting days. On those days classrooms were staffed by OTs and teachers worked at home to complete report cards. Those same boards are now requiring teachers to come into school to do this work. The reasons vary. One director has indicated that the public does not like to see empty parking lots at schools. Another has decided that teachers filling out report cards need to be supervised by principals. However, other boards, among

them the largest boards in the province, believe teachers don't need someone looking over their shoulder and can be trusted to fulfill their responsibilities even when they are not physically at school.

ETFO has worked hard to emphasize that elementary schools are professional worksites. Teachers need to be treated as professionals. This reporting situation is symptomatic of the need for change in the mindsets of some administrators in the elementary system.

At ETFO we know that teachers accept responsibility for their students in the broadest sense. They accept the responsibilities that come with their professional obligations. Treating teachers with the respect they deserve can only serve to enhance the whole school climate.

By now you will have completed your first report card. You will have a sense of how seriously your board took its obligation to have the hardware and software in place to support your work on report cards. You will also have a measure of the degree to which your board recognizes the professionalism of elementary teachers.

To: jbrand@etfo.org

Subject: Letters to the editor

Infection in Pregnancy: A member's story

In early February, I was about two months pregnant and became quite sick with what I thought was flu: I had joint pain and a rash on my lower arms and thighs. A couple of weeks later I learned that a student at our school had a confirmed case of Fifth Disease. I did not know if I was immune, so the following day I underwent tests to find out.

In early March my family physician confirmed that I had recently been exposed to Fifth Disease and that this could have occurred during my first trimester. She sent me for an ultrasound and all appeared normal with my developing baby.

I was advised by my midwives to have regular biweekly ultrasounds, and the first of these, at the end of March, indicated a possible problem. I was promptly referred to Mount Sinai Hospital's Fetal Medicine Unit, where further tests showed the baby might have anemia.

I was 20 weeks pregnant and had 24 hours to decide if I wanted to undergo an interuterine blood transfusion, a risky process. I decided to go ahead and the transfusion successfully raised the baby's hemoglobin level to normal levels.

My daughter was born in August and appears to be perfectly healthy. At nine months she will undergo tests to determine if she does have any neurological or central nervous system delays as a result of her exposure to Fifth Disease in utero.

Teachers planning to become pregnant need to be aware of the consequences of contracting Fifth Disease during pregnancy and should undergo testing to find out whether or not they are immune.

April Girard-Gregori, Member, Halton Teacher Local



The ETFO booklet *Infection in Pregnancy* is a valuable resource for members and can be purchased from shopETFO; go to shopetfo.etfo.ca → Publications.

Lorraine Kimsa Theatre for Young People

formerly Young Peoples Theatre

SEASON PARTNER

 Bank Financial Group

El Numero Uno

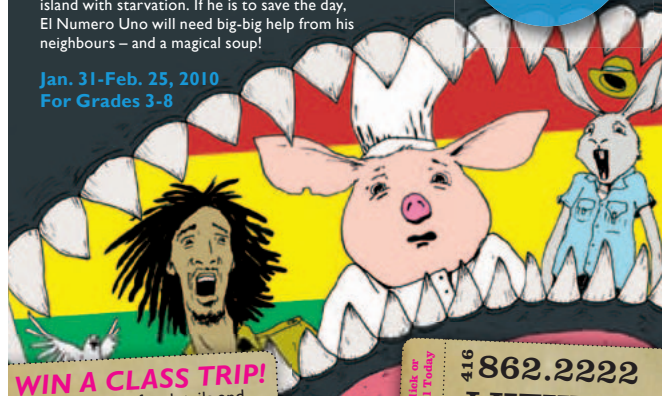
By Pam Mordecai

Directed by ahdri zhina mandiola

An original Caribbean tale about a little pig captured by two greedy Beasts who threaten his island with starvation. If he is to save the day, El Numero Uno will need big-big help from his neighbours – and a magical soup!

Jan. 31-Feb. 25, 2010
For Grades 3-8

Perfect for
Black
History/
Heritage
Month!



WIN A CLASS TRIP!

Visit lktyp.ca for details and quote code: **V101** when entering.

416 862.2222
LKTYP.CA

- Free Study Guides
- Student/Teacher Workshops
- Free Teacher Preview Evenings
- Professional Development

Every play we present has strong connections to the **NEW Ontario Arts Curriculum** and to **Character Development**.

Have you moved recently?

To avoid missing any issues of *Voice*, send ETFO your new address and contact information. Simply send an email to trecords@etfo.org and your information will be updated by staff.

You can also update your membership information by going to etfo.ca → **Quick Links** → **Update Member Information**.

YOUR FEDERATION

Representative Council

Representative Council brings together local leaders three times a year. In October First Vice-President **Susan Swackhammer** chaired the first meeting of 2009-10. Participants elected representatives to Representative Council committees: selection committee for standing committees, steering committee, and the ETFO budget committee.

Dr. David Williams, associate chief medical officer of health for Ontario, provided Representative Council delegates with an update on the status of preparations for the H1N1 flu pandemic. He outlined the infection prevention and control practices key in helping to prevent or reduce the spread of influenza, and he answered questions.

In anticipation of the province's announcement of its plans for full-day kindergarten ETFO **President Sam Hammond** outlined what the federation had done to focus attention on the need to have full-day programs staffed by certified teachers. Hammond said ETFO had developed a variety of publications (available online at etfo.ca) that provide information about the federation's position for members, the public and government. As well, he and ETFO staff had met with the Minister of Education and with senior staff in the Premier's office to deliver ETFO's message first-hand. He added: "I have also met with representatives of the ECE community ... I have also been very clear that we would welcome ECE personnel in kindergarten classrooms. However, I have made it very clear that their role is *not* equal to nor should it be considered a replacement for a qualified teacher."

When the province made its announcement later in October, full-time teachers were part of the plan.



Susan Swackhammer



Leadership



Craig Kielberger was the keynote speaker at the annual ETFO leadership conference. In 1995, when he was 12 years old, Kielberger founded Free the Children. This international development organization has built more than 500 schools that provide daily education to more than 50,000 children in marginalized regions worldwide. It has become the world's leading youth-driven charity.

In highlighting what teachers can do to motivate students, Kielberger spoke about the role one of his teachers played in supporting him when he wanted to take action on the issue of child labour. He is the author of *Free The Children* and the co-author of several bestsellers, including the recently released *The World Needs Your Kid: How to Raise Children Who Care and Contribute*.

The annual leadership conference provides leadership skills training in a variety of areas to ETFO local activists.

Leaders for Tomorrow

Twenty women members from diverse backgrounds are taking part in the sixth Leaders for Tomorrow program. The program is geared to those who commit to becoming active in their local or in the provincial federation. The participants take part in five face-to-face sessions that provide opportunities to learn about leadership from a variety of perspectives. Among the presenters at the opening session was **Dr. Avis Glaze**. She provided insights into the role of leaders and asked the participants to become the leaders they most admired and appreciated. She modelled leadership qualities that all participants said they strive to attain.



.....
Dr. Avis Glaze

Let's Talk About It

Gender violence continues to plague our society. Every minute of every day a woman or child in Canada is being sexually assaulted, according to the Canadian Research Institute for the Advancement of Women. *Let's Talk About It* is a step-by-step guide designed to help educators and federation leaders plan and organize conferences for boys and young men to educate them about healthy choices they can make for their own lives and relationships. The guide includes an overview of issues, conference planning ideas, resources, suggested topics for workshops and sample workshop activities. The guide is a joint project of ETFO and the White Ribbon Campaign. For more information visit whiteribbon.com.



Postcard campaign

Each year, women across the country commemorate the 14 young women who were killed on December 6, 1989, at the École Polytechnique in Montreal and all the other women who have died as a result of male violence. This year ETFO participated in a postcard campaign intended to pressure the federal government to take action to end violence against women. Every day between November 16 and December 6 participants sent a postcard to Prime Minister Stephen Harper highlighting an area of federal policy where meaningful action would increase women's safety, equality, and well-being (e.g., housing, employment insurance, social assistance, postsecondary education, childcare, etc.). The campaign was initiated by the Canadian Labour Congress (CLC).



The Simón Bolívar Youth Orchestra of Venezuela

In October ETFO funding made it possible for 600 elementary school students to attend a symphony concert given by the Orquesta Sinfónica Simón Bolívar of Venezuela. This 250-member youth orchestra was founded by José Abreu, who came to Toronto (with the orchestra) to receive the Glenn Gould prize. Orchestra membership gives children and youth from poor families an opportunity to train as classical musicians. For more information, visit fesnojiv.gob.ve.



Teachers Learning Together

Almost 200 ETFO members who participated in Teachers Learning Together met in Toronto in November to celebrate the conclusion of the project. During the 2008-09 school year these teachers worked in teams on an action research project focused on a mathematics topic. The

40 teams were supported with release time, resources, and guidance and facilitation by faculty from five Ontario faculties of education. At the concluding symposium, participants shared the results of their research. They also spent one day working with **Dr. Catherine Twomey Fosnot**, a professor of education at City College of New York and the director of Mathematics in the City. The project was made possible by professional learning funds provided by the Ministry of Education.



Curriculum writers

In recognition of the twentieth anniversary of the UN Declaration on the Rights of the Child, ETFO members **Daniela Lombardo**, **Adrianna Knight**, and **Michael Gill** have written lesson plans that teachers can use in the classroom. The lessons are available at etfo.ca → *Resources* → *ForTeachers*.



Grading the Liberal government's education agenda

BY VIVIAN MCCAFFREY

The Liberal government has passed the halfway mark of its second term. With less than two years before the next provincial election, will its record allow Premier Dalton McGuinty to retain his "Education Premier" moniker and secure re-election for a third term?

Education issues played a key role in past Liberal victories. In 2003, the party campaigned on restoring labour peace in education, undoing the Harris government's catastrophic cuts to school board budgets, and respecting teachers. In 2007, Progressive Conservative Party leader John Tory's proposal to fund faith-based schools gave the Liberals an issue to campaign against.

The current set of education policies working their way through Queen's Park is a mixed bag. ETFO has achieved some important gains and continues working to ensure the voices of educators are heard in the early stages of policy development.

FULL-DAY KINDERGARTEN

In October the government announced their plan for full-day kindergarten, which ETFO supports and worked hard to shape. The decision came almost two years after the appointment of Dr. Charles Pascal as the Early Learning Advisor and several months after the release of his report.

The Pascal report, released in June, presented a bold vision for children's services that went far beyond the original Liberal campaign promise

for full-day kindergarten. The recommendations reflected ETFO's key policies with the exception of the staffing model: Pascal proposed limiting teachers to a half-day in each kindergarten classroom.

In response, ETFO conducted a public opinion poll that reinforced what past research has shown: nine out of 10 Ontarians think it's important that full-day kindergarten programs be delivered by certified teachers. We also made the case that limiting teachers to a half-day would undermine their ability to effectively assess and report on student progress. Ultimately, the government agreed. Recently Education Minister Kathleen Wynne was asked by TVO television host Steve Paikin why the government went with a teacher-led staffing model. She replied that it was the best pedagogical model.

THE LIBERAL ACCOUNTABILITY AGENDA

When the Conservatives were in power (1995-2003), teacher federations were confronted by a series of simplistic policies implemented in the name of increasing accountability. These included provincewide student testing, teacher recertification, the teacher qualifying test, and the elimination of five professional activity days. The Liberal government repealed most of the Tory education policies that ETFO had lobbied against, but it has adopted its own accountability agenda, one that causes us some concern.

Nine out of 10 Ontarians think it's important that full-day kindergarten programs be delivered by certified teachers.

EQAO TESTING

The Liberals have made some positive changes to the EQAO tests, but the tests continue to make it difficult for teachers to provide a balanced curriculum that goes beyond the basic literacy and numeracy focus. ETFO has opposed the tests since their introduction. We have pointed to the original recommendations from the 1995 Royal Commission on Learning that called for a sample-based testing program designed to be a check on the system, not to evaluate individual students.

The government's unrealistic political objective of having 75 percent of students meet or exceed the Level 3 standard is creating pressure on schools. With the incessant push for classroom-based data, teachers don't have time to absorb the information and apply it to their teaching and assessment strategies.

The government is persisting with this emphasis at a time when other jurisdictions — like the United Kingdom and Alberta — are backing away and cancelling a major portion of their standardized tests. Ontario is also pursuing its policy in the face of growing criticism from the academic community and provincial parent organizations.

SCHOOL INFORMATION FINDER


The School Information Finder is an ill-conceived government website that profiles each school's EQAO results along with demographic data on income levels, parent education, and the number of immigrants living in the community. The website, launched in the spring, encourages school-by-school comparisons based on EQAO results and is another example of a skewed accountability agenda and a misuse of EQAO data. The organizations that form the minister's stakeholder consultation group, including all of the parent organizations, overwhelmingly oppose it.

LOCAL GOVERNANCE LEGISLATION

The latest accountability policy is Bill 177, the *Student Achievement and School Governance Act, 2009*. The bill proposes to clarify the responsibilities of school boards, trustees, board chairs, and directors of education. The intent appears reasonable but, if passed, the bill will give the government expanded regulatory power over boards. Of specific concern is a future regulation that may let the government take a board over if its students fail to meet certain achievement levels. While the Minister of Education insists this authority would be used only on rare occasions, it has the potential to seriously undermine local governance. Furthermore, future governments could use the authority in far different ways.

THE POSITIVE SIDE OF BUDGET PRESSURES

Given Ontario's financial deficit, the decision to proceed with full-day, everyday kindergarten was a bold and positive move. The program promises to boost student development and academic success over the longer term. This investment stands in contrast to the millions spent on the so-called accountability measures. In the context of limited resources, the time is ripe to cut back on these initiatives and focus on investing in programs that truly contribute to student learning.

The next provincial election will take place in the second year of the five-year roll out of the kindergarten program. The government is probably right in banking on this popular initiative to boost its re-election chances. If it were to reconsider its problematic accountability measures, it would stand a better chance of winning the support of educators and parents and of retaining the political capital it has earned with its earlier education reforms. 

VIVIAN MCCAFFREY is ETFO's government relations staff officer.



BY JOHANNA BRAND

Anticipating Full-Day Kindergarten

Students are ready for it and teachers are looking forward to it. Full-day everyday kindergarten will give Ontario children an important boost in learning, ETFO members who teach kindergarten say. And it will allow teachers to give their students the full benefit of their knowledge and skills.

In October the Ontario government announced that full-day, everyday kindergarten programs would roll out across the province starting next fall. The government has allocated \$200 million to the program in 2010-11 and \$300 million the following year. An estimated 35,000 spaces will be created for four- and five-year-olds in the first year.

.....
Jane Vienneau with children in her class.

EXISTING PROGRAMS

There are already more than 180 public elementary schools that have full-day, everyday kindergarten programs in various school districts around the province.

One such board is Algoma. ETFO member Jane Vienneau teaches in Echo Bay, a community about 30 kilometres east of Sault Ste. Marie. She has taught full-day SK classes for the past six years.

“It began as a pilot project,” Vienneau says, “and the board saw such great success they decided to continue it and offer it even though they were not funded for it.” The program is available at all schools that have enough students.

Vienneau’s program has always been play-based, an approach she learned as a student at Nipissing University. In this kind of program children learn academic concepts by spending time at activity centres such as water tables, drama and art centres, and sand tables. Vienneau sets up these centres to align with the curriculum concepts she is focusing on. It’s an approach supported by research into how children learn.

Those who think this is not real learning are misguided, Vienneau says; her students leave kindergarten ready for the challenges of grade 1. “Most are reading by the time they leave kindergarten,” she notes.

A full-day, everyday program benefits both students and teacher, Vienneau asserts: “The biggest difference is that children have more opportunities to consolidate their learning particularly in literacy and numeracy. They have time to practise at activity centres. We’re not always rushing; they’re more relaxed and so am I.”

STRUGGLING STUDENTS BENEFIT

Hundreds of kilometres farther south, Cindy Lum is looking forward to being able to teach a full-day, everyday kindergarten class again. She did so for four years at Lord Dufferin School in Toronto before the program was cut. Grade 1 teachers at the school really noticed the difference when the program was eliminated, Lum says: “Parents also commented on how much their kids got out of it, how much they learned. As a teacher you can bring so much more out of the children when you have them for the whole day.”

Lord Dufferin school is in a high-needs area. There are many low-income families living in the nearby Regent Park social housing community and a significant number of ESL students. Being in class all day, every day gave the children more time to adjust to school.

“Some kids have never been in day care or preschool, they come straight from the home. They have little social experience,” Lum says. “In the beginning some had difficulties.” But teachers adjusted the program to meet children’s needs and “they quickly adjusted” to school routines and expectations.

Students who don’t come from enriched home environments make huge gains in full-day, everyday programs, says Suzanne Mercier, a member of the Niagara Teacher Local. A full-day, everyday program allows teachers “to close that gap” between students from less advantaged situations and those who are more privileged. “By the end of the year, they are struggling a lot less,” Mercier says. Students who might not be able to identify the letters in their name at the start of the year leave her kindergarten reading at or above their appropriate level.

CHALLENGES

Class size and class composition will be important factors in the success of full-day programs, kindergarten teachers say. Provincial government funding will be based on an average class size of 26, with one full-time teacher and a full-time early childhood educator (ECE).

Space may be an issue in some schools. Teachers will have to be creative about how they use space to accommodate that number of children. And they will have to adjust to larger class sizes — kindergarten and primary grades are now capped at 20 students. “I did have as many as 25 when I was teaching full-day,” Lum says, “and I know how taxing that is, even with an assistant.” Vienneau



Photo: Rachele LaBrecque/CP Images

agrees: “With 24 children now, it’s a busy classroom.”

Mixing JK and SK students in the same class adds to the challenges. Those who teach split-grade kindergarten classrooms say the difference between the two groups of children is even more challenging than split grades with older age groups. JKs have

quite different needs, says Angèle Guénette, a North Bay teacher who teaches a class made up of 13 full-day everyday SK students and six half-time JK students. “The SKs know the routines, they’re ready to learn.” Mercier agrees. When she had an all-day everyday SK class, it “made a huge difference” in children’s learning.

WELCOMING ECE-TRAINED STAFF

All of the teachers look forward to working with ECE-trained staff. Some have already had that opportunity. Six years ago Jane Vienneau had an assistant who was studying ECE. “She had worked in child care for many years and came with a wealth of knowledge.” She hopes that the addition of an early childhood educator will also provide more flexibility in the kindergarten classroom and in how teachers work with students.

When she was teaching a full-day everyday kindergarten, Cindy Lum also had an assistant who was taking ECE training. “We worked together as a team; it worked very well,” Lum recalls. Suzanne Mercier took ECE training before going to university to get her teaching credentials, and later a master’s degree. The knowledge that ECE staff bring will be beneficial for children, she says. But there is no doubt in her mind that an ECE working alone would not be able to fill a teacher’s role.

Many issues will need to be resolved as the new program unfolds. The teachers interviewed for this article all have a number of additional qualification courses in their repertoire. ETFO has taken the lead in providing members who want to work with young children opportunities to enhance their professional knowledge. The website “A Thousand Moments of Learning” (<http://1000moments.net>) was created specifically for kindergarten teachers. ETFO is also offering the Kindergarten AQ course. For more information visit etfo-aq.ca or go to etfo.ca → Professional Development → AQ Courses. ✓



Cindy Lum and students at Lord Dufferin School in Toronto.

Embracing Teacher-Directed Professional Learning

BY TERRI HOWELL AND MARY SPRING

It's the third Wednesday of the month, almost 4 p.m. After a busy day at work teachers are heading out the door, to pursue their own learning. They converge at Spruce Glen Public School in Huntsville to share the fine art of teaching writing.

No administrator has insisted or suggested we be here. Our study group has been gathering regularly since the fall of 2007 to share a common interest in improving our own writing skills and our skills in teaching writing, an area where our students need improvement. Luckily, in mid-2007 we were the recipients of a Teacher Learning and Leadership Program (TLLP) grant from the Ministry of Education. It has allowed our group to spend time studying under some of the best teachers of writing in North America, to bring that learning into our classrooms and to other teachers, and ultimately to engage our students in rich writing experiences to improve their skills.

The two of us, both experienced teachers, initiated this group. We went to New York City in the summer of 2007 for a one-week course on the teaching of writing at Teachers College, Columbia University. Recognizing the value of collaboration, we came back eager to share all that we had learned.



Today, Libs Peca is leading the meeting and we are studying *Poetry: Powerful Thoughts in Tiny Packages* from *Units of Study for Primary Writing*. Libs has asked four of us read a short section of the book before the meeting, and share some of the learning tasks. Following the shared and guided practice, each of us must write independently to experience what our students experience we ask them to write. Some of us find it daunting; others less so. This writing will provide some of the mentor texts for our students the next time we teach poetry writing. We take time to discuss our work and share our learning and the implications for our children. Some of us discover that writing poetry isn't so hard after all. A student teacher who

has joined our group for the evening is amazed that writing poetry isn't mainly about writing different types of poetry.

The writing study group is made up of about 15 regular members, from student teachers to those nearing retirement, teaching JK to grade 8. There are also two literacy coaches, a literacy consultant, and a special education resource teacher.

In the summer of 2008, using the TLLP grant to cover registration costs, seven members of the group — ourselves, Libs Peca, Wendy Stephen, Debbie Holtby, Chris Lynd, and Jennifer Clark — travelled to New York to study writing under the guidance of Lucy Calkins, founder of the Teachers College Reading and Writing Project,



Summer Writing Institute at Columbia University, and author of countless books about teaching writing (readingandwritingproject.com).

One thousand teachers from nine different countries attended this 26th writing institute. We all attended Lucy's morning keynote address, but the rest of the day we worked with Calkins's staff developers in smaller specialist groups geared to the grade we taught or to the role we had within our board or school. At the end of each day, the seven of us, our heads full of new ideas, would gather in our residence room to debrief and share the writing we had done. "It was some of the most enriching I have ever had," said Wendy Stephen, after attending her first writing institute in 2008.

It is 4:45 and we try to be strict about ending our meetings at 5 o'clock so the parents in our group can get home. Libs asked Debbie to share what she did with a poetry unit in her grade 8 class. Debbie gathered ideas from her notes from the institute and other books. She has a wealth of student examples and the modelled writing from the mini lessons she taught, which we look at on the document camera. We discuss how we can adapt the lessons for the Junior grades, or even for Primary learners. We are all madly scrawling notes.

Not all of our writing groups are focused on studying a book; our topics are as varied as we are. We attempt to meet the group's needs, respecting the fact that not everyone went to New York City. For example, one focus of the Columbia University writer's workshop is conferencing with children about their writing — one on one or in small guided groups — and how to recognize quickly what students can do to improve their writing. We brought this new skill back to our study group by having each teacher bring a sample of student work, especially from students who were puzzling to them or who weren't progressing as they thought they should. We have also spent meetings watching videos and sharing books and techniques used by Calkins and her staff developers, who are engaged in perfecting the art of the student conference to improve writing. At other meetings, we have each brought a mentor text and explained how the text could be used in a mini lesson to teach a specific writing skill, and how to connect reading and writing within the literacy block.

In addition to the travel to New York City, the TLLP grant has given our group two other great benefits: we have purchased writing resources, such as mentor texts and books by Calkins and her staff developers; and we have been able to meet as grade teams to plan a year of writing that fits with our board and school goals and our new learning.

The TLLP grant comes with a few stipulations, including the collection of data. We did a pre and post teacher survey in October 2008 and May 2009, and found that there was a 30 percent increase in teachers who said they explicitly teach writing. As well, 49 percent more teachers use mentor texts to teach writing and 26 percent more use student conferencing. Based on that data, two areas of focus for this year are guided writing and working talk time into the writers' workshop before independent work begins.

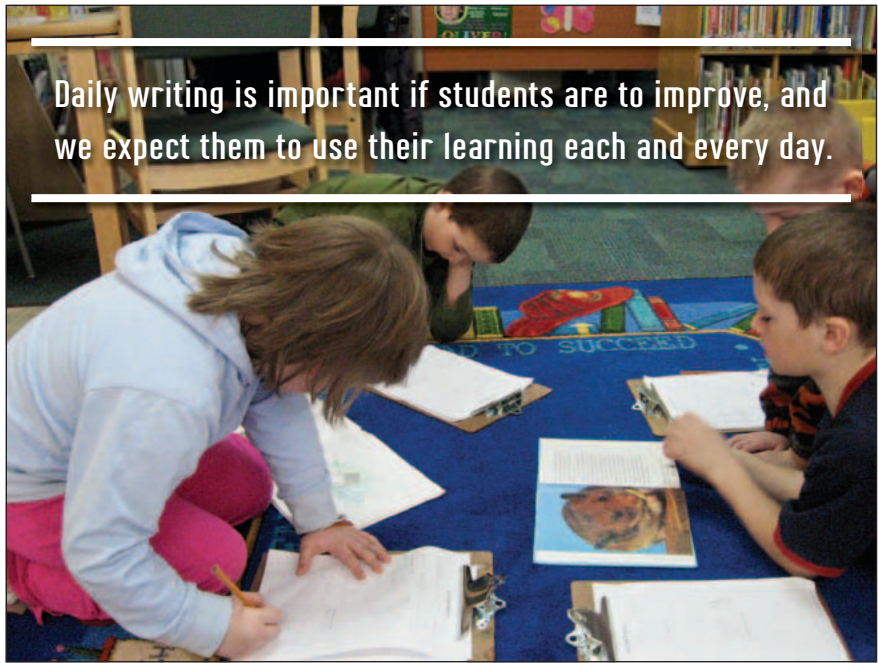
Changing students' attitudes toward writing was a major goal, and our student surveys in October 2008 and May 2009 showed students in kindergarten to grade 3 grew in all areas, including seeing themselves as good



writers (15 percent increase). More of them enjoy writing both at school (8 percent increase) and at home (15 percent increase), and more share their writing with others. However, we noted that there is still work to be done on changing attitudes, and this realization helped us prioritize our planning for the next year. It is worth noting that as students move from Primary to Junior grades their attitudes are changing: 40 percent more grade 4 to 8 students believe they are effective writers; 20 percent more say they enjoy writing at school.

The spinoffs from our group and the benefits of the TLLP grant have been many. We started small with representation from two schools. As word has spread, our group has grown to include teachers from five different area schools.

In our schools, there is discussion about teaching writing and an air of excitement about writing among students. We have a common “writing language” and use common tools, like special writers’ notebooks for our children. We have a common architecture



Daily writing is important if students are to improve, and we expect them to use their learning each and every day.

for teaching writing using a workshop approach. Daily writing is important if students are to improve, and we expect them to use their learning each and every day. We know that sharing student writing and critiquing each other is an important part of growth as a writer. We know that teachers must write and model writing for their students.

We use a First Class Conference to communicate and we have started a wiki to share our learning with a broader audience (*thewritersworkshop*.

wetpaint.com). Best of all, the TLLP has afforded us the opportunity to take charge of our own professional learning and we feel we have wisely invested the funds provided.

It is 5 o’clock and as we prepare to leave the meeting Shannon turns to Angela and says, “I’m changing my day plans for tomorrow . . .” ✓

.....
TERRI HOWELL and **MARY SPRING** are members of the Trillium Lakelands Teacher Local.



TLLP participants: (front row) Nancy Gibson, Bob Barton, Shannon Creasor, Mary Spring, Libs Peca, Kirsten Conner, Wendy Stephen; (back row) Scott Creasor, Greg Tripp, Debra Holtby, Terri Howell, Colleen Valliere, Angela Kajula.

Our School Drum:



Building Community and Relationships

BY JENNY PERT, MELISSA EWANCHUCK, AND MICHAEL BOOS

Driving down the TransCanada Highway from Thunder Bay to Sioux Lookout, Jenny Pert, a native language teacher at Sioux Mountain Public School, was approaching Ignace when she spotted a group of hunters skinning a moose. She stopped and told them she wanted to make a school drum and wondered if she could use their moose hide. Jenny's skills of persuasion and the hunters' act of generosity resulted in a gift of not just one, but two moose hides!

Back at school Jenny presented the idea of creating a school drum to the school staff. The timing could not have been better. ETFO had selected Sioux Mountain Public School to participate in the "Danny Schools" project. It provided funds and teacher release time to help schools develop and implement strategies to strengthen relationships in the school community and ultimately improve student learning.

Jenny and the "Danny" school team began their work by offering tobacco to many people in the community and asking local elders and community members for guidance in treating the

moose hides and making a large school drum. Local elders showed Jenny and her students how native peoples traditionally scraped the fleshy side of the moose hide and used ashes to create lye to loosen the coarse hair on the other side of the hide. During the fall, Elder Ralph Johnson worked with students in all of Jenny's native language classes at Sioux Mountain to model and share the teachings with them.

With the scraping process still unfinished, the colder temperatures of the approaching winter presented new challenges. Darren Lentz, a teacher at Queen Elizabeth High School, showed

the students how to scrape the frozen hair from the hide. The students showed pride and determination as they worked tirelessly, knowing they were getting closer to having their drum.

With the raw hide finished, Jenny again offered tobacco to a community Anishnaabe member, Victor Lyon, and asked him to help build the drum. Victor accepted and began building the drum while teaching students how to make individual drum sticks.

The drum was completed in four days. When Victor said the drum was ready to be feasted, a pow wow was planned. Invitations went out quickly to the community, while the school staff worked with students in every classroom to prepare hundreds of handmade gifts — including beautifully painted feathers — for the drum celebration.

The day of the pow wow was truly an historic event in Sioux Mountain.

As the beating of the drums began, and dancers wearing fancy shawls and jingle dresses came into the gymnasium for the Grand Entry, there were many who fought back tears of joy. It was an exciting moment as the following comments show:

“I was amazed at how many people showed up at the ceremony and pow wow... It was a very emotional time for me... I was overwhelmed with joy and happiness when we played the Grand Entry song.” (*Elder Victor Lyon*)

“It’s great to see the public school system honour and celebrate Aboriginal culture. The look of pride and the display of humility from the Aboriginal students as they danced in to the Grand Entry song was moving. This is an exciting time to be an Aboriginal student in the public school system.” (*Eleanor Skead, Aboriginal advisor for the Keewatin-Patricia DSB*)

The drum has had a far-reaching impact on our school, greater perhaps than any of us could have imagined. It has strengthened relationships in our school community:

“It is a comfortable feeling to have this wonderful gift in the school. The drum gives our staff and students the opportunity to learn more about themselves and to understand their path as they walk on the Mother Earth.” (*Teacher at Sioux Mountain*)


When asked about the impact of the drum on their own lives, many of our students expressed pride in their culture, while others said the drum has helped them cope with their personal challenges. A grade 7 student said that the drum “helps you heal your problems and all of the difficulties in your life that you’ve been through.” A grade 6 student said: “I feel great because lots of stuff has been going on at home, bad stuff. Now, since drumming, there are no more tears at home. I have been

asking the drum if it can help me at home and the drum has given me help and everything has changed.”

The sound of the drum continues to be with us every day at our school. Victor Lyon volunteers to drum with our students three days a week, while Jenny and the Intermediate girls gather around the drum for a healing circle at least twice each week. The drum is also an integral part of every native language class. It is not uncommon to see students in Jenny’s classes gathered around the drum, drumming, dancing or singing the “Eagle Song.”

“Since our school drum has arrived, and we have been using it, I have seen our children unite. I have seen respect come into our native language room and spread out into the school. I have witnessed individual healing around the drum. I have heard children teaching other children about the drum and how to be loving to it and others.” (*Teacher at Sioux Mountain*)

From the principal’s window the other day, we could see three boys in the kindergarten playground area who had taken a box and tipped it upside down on the ground. They each had a stick in one hand and were drumming on the box. Their faces bore an expression of real pride as they managed to keep the beat together. The heartbeat of the Mother Earth and the pride among our students are alive and well at Sioux Mountain Public School.

Gichi Miigwech to the Sioux Mountain Public School Community and to the ETFO Poverty and Education Project. 

.....
MELISSA EWANCHUCK, the lead teacher of the “Danny” project, and **JENNY PERT** are members of the Keewatin-Patricia Teacher Local. **MICHAEL BOOS** is principal of Sioux Mountain Public School.



It’s great to see the public school system honour and celebrate Aboriginal culture.



Making ETFO's Annual Meeting Accessible to All

BY CHRISTINE BROWN

At this time of year summer seems far away; but it is not too early to start thinking about ETFO's annual meeting. Next summer between August 16 and 19, over 500 delegates will gather in Toronto to make the decisions that will guide the organization for the following year. Most of these delegates are selected by their locals in the spring.

In the past few years, many unions have paid increasing attention to making their functions accessible to members with disabilities. ETFO, for example, has published a comprehensive guide called *Access Without Borders: Planning Accessible Meetings in the Local*.


Ideally, in an accessible meeting space the principles of universal design have been incorporated into the construction. Examples include doorways wide enough to accommodate wheelchairs and scooters, sinks that use levers instead of hard-to-turn handles, and equipment and other objects placed so that they can be accessed whether standing or seated. Unfortunately, few existing meeting spaces, especially those that can house a large number of participants, have been constructed according to the principles of universal design. However, often work-arounds can be implemented.

In the room where ETFO holds its annual meetings, seating is arranged in a way that allows space to manoeuvre for those using scooters or other mobility devices. A microphone is adjusted to wheelchair height. To accommodate members who lipread, delegates are reminded at the start of every meeting to keep their faces free

of obstructions so that they can be clearly seen. This advice is also incorporated into the training new delegates receive.

In addition to these broad measures, the delegate registration form contains a space where members can indicate accommodations they may require in order to be able to participate fully in the meeting. The internal process for providing accommodations is straightforward. Whenever a request comes in, provincial staff work with the member to try to meet the member's needs. An individual accommodation measure (whether in the workplace or in union meetings) can often be met in more than one way.

What kinds of accommodations have been implemented in past annual meetings? A small refrigerator might be provided in the room of a delegate whose medications are perishable. A delegate with a leg or foot injury, or a vascular condition, might receive a stool as a footrest. A delegate with a hearing impairment might be given headphones that provide a feed from the microphones, and a printed copy of a speech. A delegate with a back injury might be given a special chair.

If you are an ETFO member with a disability, you may have thought about trying to become a delegate to the annual meeting, but have been worried about potential barriers to your participation: many members have been facing barriers in their own workplaces for years. But your union takes every request for accommodation very seriously, as it should. The annual meeting is union democracy in action, and the choice is yours. 

.....
CHRISTINE BROWN is ETFO's coordinator of Protective Services.

Ideally, in an accessible meeting space the principles of universal design have been incorporated into the construction.

Learning Together

Successful teaching in combined grades

The contributing authors are: KEVIN GOODE, TERESA KINGSTON, JANET MILLAR GRANT, and LORELLIE MUNSON.

This curriculum insert is excerpted from *Learning Together, A Teacher's Guide to Combined Grades*. This new ETFO resource responds to the needs of members teaching split grades. The resource offers seven strategies for success and related practical supporting materials. One of them is presented here.



Creating an inclusive learning community in your classroom

When students come to a place where their ideas are valued, they are motivated to take risks and take responsibility for their own learning. When students are valued and encouraged to learn from one another they can work together and become critical thinkers, problem-solvers and ultimately become life-long learners.

The combined grade classroom is rooted in a learning community that includes everyone. It is an environment that combines rather than splits, is flexible rather than rigid, and values individual student learning more than lock-step, grade-specific content.

In an inclusive learning community, students are

- included and genuinely appreciated by both teacher and peers
- respected and celebrated for their diversity and differences
- valued for demonstrating good character and citizenship both in and out of the classroom
- actively involved in their own and others' learning
- motivated to succeed in a secure environment that thrives on positive reinforcement.

Build group norms: the big idea for all grades

At the beginning of the year establish group norms for the class so that every child will be comfortable and feel that he or she has something to contribute to the group.

Begin the discussion with two key questions:

- What do you need to feel comfortable in the classroom?
- What do you need to learn best?

Often during discussion, comments about small things such as desks and chairs being comfortable will arise. Then the students usually move on to more abstract ideas ... Note those comments that you can build on to establish group norms and build a community of learners. At the end of the session you might have list that looks like this:

- No put-downs, appreciation only
- Respect yourself, others, and things in the classroom
- Participate actively in the learning
- Respect a student's right to 'pass' if he or she is uncomfortable
- Listen actively to the teacher and to your classmates. (Gibbs, 2006)

CONSIDER

Decide what the learning community looks like

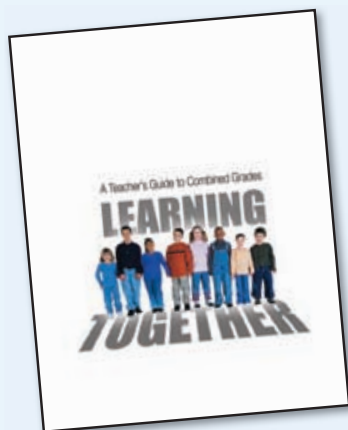
Use this discussion to build a classroom learning community which looks like this:

- Desks arranged in flexible, co-operative groups
- An established whole group meeting area
- Classroom-generated expectations that are clearly posted in the room
- Active participation and listening during whole and small group activities
- Students working together to achieve goals
- Teacher conferencing with students, both formally and informally, on a regular basis
- Classroom meetings to address situations where students feel uncomfortable or unsafe in the classroom.

Decide what the learning community sounds like

Use this discussion to build a classroom learning community which sounds like this:

- Positive dialogue and praise during student-student and student-teacher interactions
- Students using 'I' statements to share their feelings about a situation (i.e. "I feel like ...when ...")
- Taking turns without interruptions
- Positive comments like: *I like the way you...* and *I am wondering if...*



.....
You can order the book from shopETF0 by going to shopetfo.etfo.ca → Publications.

USE REFERENCE CHARTS

The combined grade teacher uses reference charts effectively to support the inclusive learning community. These reference charts are best created with the students during discussion.

The teacher writes the students' ideas as they discuss how they will develop their inclusive learning community.

During the discussion the teacher challenges the students to think of ways they can meet their goals. In a successful learning community, values are shared. Beliefs are common and expectations are clearly understood.

Charts like these, which have been co-operatively created, serve as reminders of the goals the class has set for itself.

What is a Friend?

A friend ...

- *is kind.*
- *is helpful.*
- *will work together to make things and accomplish things.*
- *is positive and shows appreciation.*
- *is flexible.*
- *doesn't use put-downs.*
- *makes us happy.*
- *does nice things for one another.*
- *plays with you.*
- *has a positive attitude, not negative.*
- *is always nice.*
- *stands up for you — using words, not actions.*
- *listens when you speak.*
- *is trustworthy with your secrets, your feelings and your things.*
- *tells the truth.*
- *is always honest.*
- *shares and cheers you up.*
- *makes you laugh.*
- *includes others.*
- *gives people chances and accepts them.*
- *takes turns deciding what to play.*



Our Grade 5/6 Agreement

1. *We will respect our classroom community and ourselves.*
2. *We will concentrate on listening with our eyes, our brains, and our hearts.*
3. *We will appreciate smiles and kind words.*
4. *We will respect other people's feelings.*
5. *We have the right to pass if we feel uncomfortable.*



CHECKLIST

PRIMARY

Create a Sense of Belonging

Classroom Setup

- Desks or tables arranged for groups of 4-6 students to encourage co-operative learning and team-building.
- Easy access to all classroom materials and bins to promote increased independence.
- 10 by 12 carpet for classroom meeting area, strategically placed near bulletin boards and shelves to display student examples and performance standards.
- 1 or 2 round tables, easily accessible to instructional materials, with 4-6 chairs to use for teacher guided practice.

Gathering Student Information

- Parent feedback forms, student interest surveys. Use facial expression pictures for early primary students to share their feelings about a series of questions and/or statements.
- Use multiple intelligences inventories, observations, and anecdotal notes.
- Collect student work samples in a portfolio.
- Collate all of this data onto a class profile sheet that can be inserted and regularly updated in your daybook.

Planning and Programming

- Place a strong emphasis team building, collaboration and working together.
- Establish simple, clear classroom norms and expectations (i.e., active participation, no put-downs, listening, respect).
- Expect every student to do their part to contribute to the classroom community.
- Model and reinforce classroom expectations, particularly during the first month.
- Conduct classroom meetings on the carpet to address common classroom problems or concerns.

INCLUSIVE LEARNING COMMUNITIES

— Lesson Plan Sample

Instructional Focus:

To establish classroom rules and routines that support learning

Introduction of Group Goals:

In advance of the lesson, identify some general categories of rules that would support positive interdependence in the classroom. Intend on making the rules up at the beginning of the year, with student input, and then together you can reinforce throughout the year.

Whole Group:

Students brainstorm rules that would help us all to learn together this year. The teacher records each separate idea on a separate post it. Students popcorn their ideas. Generate as long a list as possible, without making any judgments or suggestions at this time.

Teacher sticks the post-its on chart paper. Once all of the ideas are recorded, students, with teacher's assistance, clump all of the like rules together.

Try to narrow the clusters down to 5 at the most.

Small Group:

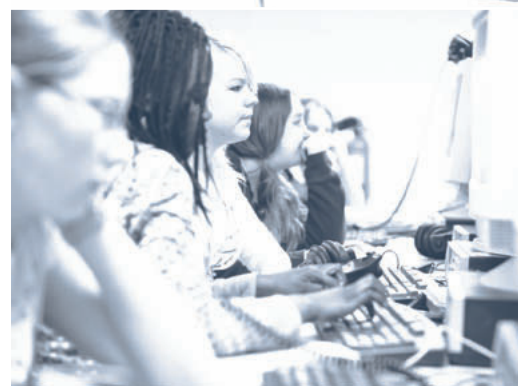
Using numbered heads, divide the students into groups of four. Give each group one cluster of post-its, and challenge them to create one short and succinct rule from their cluster.

Partners:

Again using numbered heads, have students within their groups of four break into pairs and together with their partner, have them discuss the rule that the group created to make sure that the rule is reasonable and can be applied consistently.

Discussion/Reflection:

Come back together as a whole group and have each group present their rule. Create a class chart of the new class rules.



Teaching and Learning in Guatemala

BY ROZ OWEN

During the 2009 March break, 11 elementary teachers travelled to Guatemala — a trip during which we would teach and learn. Most of us were members of the Simcoe County Teacher Local and most of us didn't know each other before going on the trip. Our destination was Santiago de Atitlan, where we would meet with local teachers for three days of class visits and workshops.

The Santiago de Atitlan area was devastated by mudslides a few years ago during Hurricane Stan. Homes were destroyed and many people were killed. Our group leader, Ann Berman, had been a volunteer there at that time and had made connections with the local school and with a Guatemalan social worker, Maria Elena del Valle, who helped her make arrangements for the trip. We travelled by plane, bus, boat, and finally in the back of a pickup truck to lodgings on the shore of Lake Atitlan, which is surrounded by volcanoes. Getting to the school involved a short and scenic walk along the shore where a group of local women could be seen doing laundry in the lake each morning.

For most this was the first experience volunteering in a non-English-speaking country, although many of us had previously delivered professional development sessions at home. The focus of the professional learning in Guatemala — teaching strategies and literacy — was decided on in consultation with Maria Elena, who was able to identify some areas of need. We brought with us many beautiful


Spanish and/or dual-language picture books and other learning materials to donate to the schools. We also brought shoes — Croc look-alikes — which Ann Berman knew would be much appreciated.

Attending the workshops were 11 teachers from the local school and 14 teachers who had travelled for five hours in the back of a pickup truck from Ixil, a remote mountain area. They took part in small and large group sessions focused on specific ways to use picture books in a comprehensive literacy program. We demonstrated ideas for drama, graphic organizers, written responses, word walls, shared reading, Q chart, song, and games. The schools had no children's books, so even reading a book aloud was a novelty. Two translators ably assisted in the delivery of the program. They were a very full and intense two days. The Guatemalan

teachers told us they were inspired by the workshops and were planning to try to implement some of the ideas.

Guatemala is a beautiful country. We stayed at the home of a retired couple who had taught in the local school for 35 years. On our second night there they held a fiesta in our honour, with a delicious meal and music. It was a memorable evening. We spent the remainder of the week visiting local sights in and around the colonial town of Antigua.

We came away from our time in Guatemala feeling enriched by our new experiences and thankful for the conditions in which we live and teach.

For more information contact Ann Berman, annberman@sympatico.ca, or Roz Owen, rozowen@gmail.com. 

.....
ROZ OWEN is a teacher-librarian and member of the Simcoe County Teacher Local.



.....
Canadian and Guatemalan teachers worked together for three days this summer.

Learning the ETFO/Drake Way



BY ELKE BAUMGARTNER, SANDRA HIMANN, AND ALI STICKLAND

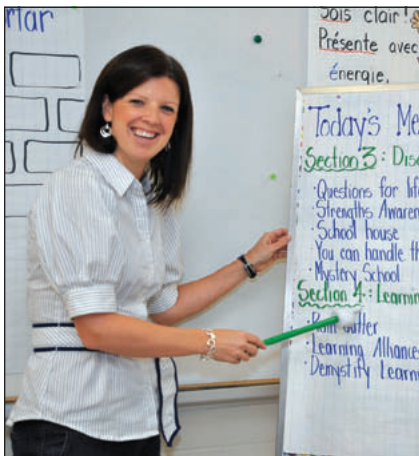
Professional learning matters. It reinforces what we know, teaches us what we strive to learn, and challenges us in unexpected ways. As instructors in the ETFO/Drake University credit course program, we not only deliver professional learning, we take part in it ourselves. For us it's a win-win situation.

ETFO and Drake University in Des Moines, Iowa maintain a partnership that allows ETFO members to take credit courses close to where they live. Founded in 1881, Drake University is ranked among the top American universities for educational quality and student achievement. Its 70-plus academic programs include a School of Education through which the courses are made possible.

Through the ongoing training that ETFO and Drake University provide,

we are all constantly learning. Each ETFO/Drake course is updated regularly and offers practical ideas based in current research. As instructors we learn new strategies and improve our own practice every time we are trained in a new course. We also get a first-hand look at how other instructors present the same content and benefit from their years of experience. When we teach, we benefit from the knowledge and experience of participants.

"Adult learners have many unique experiences to share in class discussions. Not only do the participants learn from the class, but so do I as an instructor," says Elke Baumgartner. Adult learners are more reflective and are there because they want to improve their professional practice. ETFO/Drake courses are not subject-specific but are focused on methodology that



Elke Baumgarten, Ali Stickland, and Sandra Himann teach credit courses in the Waterloo Region.

can be applied to any subject at any grade level. As a result, a teacher's skill base increases. As well, since the courses are offered in a relaxed environment, participants are more willing to practise the skills and strategies that make for good teaching. A true professional learning community develops.

We each followed a slightly different path in becoming ETFO/Drake instructors. "In teachers' college I experienced professors who were passionate about education. their knowledge and ability to teach captivated me. Their material was practical and fun... Like them I wanted to motivate teachers to become the best possible educators," says Ali Stickland. Sandra Himann got her start by organizing and presenting an ETFO math workshop for Junior teachers: "It was a great experience! From there, things snowballed and I've never


looked back." After getting her master's degree, Elke Baumgartner wanted to combine her love for teaching Intermediate French Immersion students with her desire to help other teachers become better educators.

Although 'golden' most days, instructing ETFO/Drake courses can be challenging. Adult learners, especially teachers, are a tough crowd. They know good teaching and are critical of other teachers. "I feel a pressure to be on," says Stickland. "Adult learners pick up on your mistakes and are cognizant of time." With their different learning styles, adult learners also require differentiation.

ETFO's relationship with Drake University provides significant leadership opportunities for members. "My

affiliation with ETFO and Drake University has provided important networking opportunities," says Stickland. "I have developed life-long personal and professional relationships. Becoming an ETFO/Drake instructor has allowed me to explore and expand my horizons."

When given the opportunity teachers will pursue the professional development that matters to them. ETFO/Drake courses are one of a number of professional learning opportunities and a good option.

You can find out more by going to etfocreditcourses.ca. 

SANDRA HIMANN, ALI STICKLAND, and ELKE BAUMGARTNER are members of the Waterloo Region Teacher Local.

ETF0 Online Additional Qualification Courses

Professional learning for the 21st century

BY JERRY DEQUETTEVILLE

The federation's executive took a bold step in September when it agreed to a plan for developing ETF0 online additional qualification (AQ) courses. While ETF0 has gained a reputation for the delivery of high-quality face-to-face AQ courses, we have never offered an AQ course totally online. This will change next year as we start to roll out the first of a series of online AQ courses.

ETF0 believes that courses should be available to as many members as possible. We have received many calls from members in regions where none of our face-to-face courses were being offered. They want access to the same professional supports as their peers. Our plan will address this need.

Geography is not the only consideration: members have a variety of reasons for wanting to engage in professional learning online. Online courses

- are flexible and convenient and still provide an exemplary professional learning experience
- make it easier to balance work, professional learning, and family responsibilities
- provide opportunities for shared collaborative learning
- allow participants to manage their own learning and accountability through self-management skills
- provide extended reflection time resulting in more meaningful learning
- provide excellent classroom resources that may be unavailable locally.

A recent Harvard Graduate School study reviewed teacher professional learning and noted that the "need for professional development that can fit with teachers' busy schedules, that draws on powerful resources often not available locally, and that can create an evolutionary path toward providing real-time, on-going, work-embedded support has stimulated the creation of teacher online professional development programs."¹

.....
JERRY DEQUETTEVILLE is ETF0's coordinator of Professional Services.

The executive recognized that it was time for ETF0 to provide these dynamic professional learning opportunities for members. The executive approved a plan for 50 online AQ courses to be developed over the next three years. This is a huge undertaking — likely the most significant move the organization has ever made in the area of professional learning.

This plan recognizes both the organization's desire to provide our members with the professional learning tools they want and our ability to take on such a bold initiative. Until now we did not have the capacity to provide online learning tools in a manner consistent with the "ETF0 edge."

ETF0 strives to make its AQ offerings a superior learning experience — giving them the ETF0 edge — by

- ensuring that AQ course developers embed ETF0 beliefs within the course
- having courses developed by educators who appreciate the realities of elementary classrooms
- developing course content that is practical, well-grounded in effective practice, and respects the balance between theory and practice
- respecting the work/life balance of teachers
- reviewing and updating courses regularly to ensure that activities, resources, and key concepts remain current.




Staff members working on this exciting project are committed to embedding the ETFO edge into each and every one of our online AQ courses.

Another important piece of the ETFO edge is that this superior learning experience costs 24 percent less than those offered by other providers. We are committed to providing these courses at a minimal cost; other providers may see AQs as a money-making opportunity.

Nevertheless, we recognize that some members would rather meet in a face-to-face setting and gain new knowledge and skills through personal interaction with their peers. Therefore we will continue to offer our current AQ courses in this format, in order to provide members with the choices they want in professional learning.

Our plan for online AQ courses will create numerous leadership opportunities for members. Over the next three years ETFO staff will be looking for writers, course developers, facilitators, and instructors. Be sure to visit our website, etfo-aq.ca, regularly for information about these new possibilities.

ETFO staff are working hard to move this bold idea towards reality. There is much to be done and timelines are tight. We are committed to the notion that all courses will have the ETFO edge that members value and will cost significantly less than those provided by others. Soon all members will have access to the famous ETFO edge with the click of a mouse.

For more information about ETFO professional course offerings, visit etfo-aq.ca. 

Endnotes

1. Chris Dede, Diane Jass Ketelhut, Pamela Whitehouse, Lisa Breit and Erin McCloskey, *A Research Agenda for Online Teacher Professional Development* (Cambridge, MA: Harvard Graduate School of Education, 2006), p. 7.

ETFO PRINCIPAL'S
PQP
 QUALIFICATION PROGRAM

Building Learning Communities: Improving Student Learning

NEW IN 2010!

All ETFO PQP Part I courses include the EQ-i™ instrument on emotional intelligence.

ETFO PQP PART I

Peel,

January 30 - April 8

(Thursday evenings and Saturdays)

Peel Teacher Local members can apply to their local for AQ course funding. Visit: www.etfopeel.com; or call 905-564-7233.

Toronto,

March 26 - May 8

(Friday evenings and Saturdays)

ETFO PQP PART II

Halton,

March 24 - May 26

(Wednesday evenings and Saturdays)

York Region,

March 23 - May 25

(Tuesday evenings and Saturdays)

York Region Teacher Local members are eligible for PD funding through their local. Visit: www.etfo-yr.on.ca; or call 905-727-7014.

For exact dates, details, and application forms go to etfo-aq.ca; or contact **Joanne Languay** at provincial office; jlanguay@etfo.org.

The Guardians in the House

BY CHRISTINE BROWN

The steward is an advocate, a communicator, a resource person, a help to colleagues in need, and a union leader.

The word *steward* comes from an Old English term meaning “house guardian.” It is a word with a long and honourable history within religious institutions, land management, the military, the transportation industry, and, of course, unions. In ETFO, it denotes the nearly 3,000 dedicated individuals who, despite their already hectic day jobs, take on the task of being the union’s voice in the workplace.

ETFo has an established network of stewards among its teacher, educational, and professional support personnel locals. The nature of occasional teaching means that a traditional stewards’ network is not really feasible, though over the years occasional teacher local executives have creatively devised alternative means to carry out the same function.

A COMPLEX ROLE

The steward’s role has evolved considerably in recent years. Prior to the formation of ETFo, the two predecessor organizations had designated contact individuals within each school. Their roles were limited, however, and did not include the kinds of advocacy functions that are part of the steward’s work today.

For a variety of reasons, including the changing labour relations environment in schools and the growing sophistication of collective agreements, a new kind of union representative was needed. From the very beginning of ETFo, this individual has been known as a steward, and

steward training and development have become an integral part of the union’s work. Throughout the year, locals hold regular stewards’ meetings, and some have even arranged release time for intensive steward training during the day.

The steward is an advocate, a communicator, a resource person, a help to colleagues in need, and a union leader. Most of the people occupying leadership roles at the provincial and local levels today were stewards (though the job title has varied) at one point in their professional lives.

Throughout the school year, both the provincial and the local ETFo offices send information to stewards on a wide range of topics, including collective bargaining and collective agreement monitoring, professional relations matters, professional development opportunities, political action campaigns, research and polling projects, and opportunities for supporting and engaging in equity and social justice initiatives.

HELPING YOU UPHOLD YOUR RIGHTS

Disseminating this information to the school staff is only a small part of the steward’s role. Key is the steward’s ability to assess what is happening in schools and to help ensure that your rights are being upheld — whether that is the right to be free from discrimination and harassment in your workplace, the right to grow professionally without having to sacrifice your home life, or the right to an environment that conforms to occupational health and safety laws.

Members faced with work-related issues can always call their local office or the provincial office, but many prefer to begin with their on-site colleague — the steward. She or he will always know how to access the help required whether the issue is a safety concern, a disability that requires a workplace accommodation, a matter involving a performance appraisal, an allegation of misconduct, or a conflict with a parent or school administrator.

Stewards monitor the implementation of collective agreements in each workplace. Their tenacity in this regard has meant not only that members are more aware of their rights, but also that many workplace situations are resolved without the need to file a grievance. For example, until four years ago supervision schedules in excess of 200 minutes per week were not uncommon. When universal caps on supervision time for teachers were negotiated in 2005, it was ETFO stewards who did the heavy lifting of monitoring and helping to implement the new supervision schedules.

Under the provisions of the current teacher collective agreements, your workplace steward is keeping an eye this year on the implementation of 210 minutes of preparation time over a five-day cycle, staff meetings that are limited to one per month and are no more than 75 minutes long, and the right of all teachers to determine the professional use of their own preparation time.

GATHERING AND DISSEMINATING INFORMATION

Monitoring these and other aspects of the agreements means that stewards must seek information not only from staff colleagues, but also from school administrators. Periodically, locals will request such data from their stewards to assist in their enforcement efforts. In the current school year, information from stewards on the explosion of ministry and board initiatives geared toward “boosting student achievement” (code for “raising


EQAO scores”) has helped locals curb the steadily increasing encroachment on teachers’ time.

Feedback from stewards about the application of collective agreements in schools is also a critical tool in building toward future negotiations. The information they gather about how schools *really* function is always used to good effect at the bargaining table.

Stewards are official representatives of ETFO, and play an integral role in carrying out the union’s activities, as is their right under the *Labour Relations Act*. Most school administrators understand this. There is always the odd exception. It is illegal for an employer to interfere in lawful activities unions carry out in their duty to represent their members. For a superintendent, school administrator, or any other management representative to do so would be to violate several sections of the *Labour Relations Act*.

Stewards do not, of course, seek information from principals about individual teacher performance appraisals. However, a steward seeking information from a principal about how preparation time or supervision time provisions in the collective agreement are being implemented in the school is engaging in a protected activity.

For all members, and not just for stewards, protection for lawful union activity also extends to exercising other rights under the collective agreement — including upholding one’s rights through the grievance procedure. Reprisals of any kind for exercising these rights are violations of the *Labour Relations Act*.

Someday your school steward will retire or move on to other challenges. When that day comes, please think about how important it is to fill that role. Stewards are ETFO’s frontline, the champions and defenders of members’ rights, the guardians you can count on. 

.....
CHRISTINE BROWN is ETFO’s coordinator of Protective Services.



Karen Pim, Shailesh Maharaj, Danielle Levesque, and Elliott Richards are stewards with the Elementary Teachers of Toronto Local.

Learn with Me

Creating a caring environment

BY SHERRY RAMRATTAN SMITH

How do we support one another in our endeavours to learn? Educational theorist Nel Noddings believes there is a need to approach learning as a community that is enriched by support and encouragement. However, it takes time to nurture and build relationships. It is also important to recognize that groups change and evolve and so should the strategies we use in the process. Discovering and trying out new ways to work together with respect can help us create safe and caring environments where professional and personal growth can occur.

Most of us are able to recognize the limitations of our knowledge. We are also keenly aware that building our knowledge can help us understand equity issues that are outside of our own experiences. But how do we support one another in accessing new knowledge? Our workdays are full; yet there remains an expectation that we make and take time to critically reflect on our practice, in an effort to improve our daily work. Critical reflection is often highlighted as one step toward change. However, without acquiring new knowledge, we can be left with limited options in moving toward our goals.

ETFO members embark on various ways to gain new knowledge. One way is through reading and discussing current research and another is by sharing our perspectives on issues through focused conversations. These strategies look to the collective and can help us challenge some of the limitations of individualistic thinking.

Several teachers recently decided to participate in a program to build their knowledge together. Marsha Jones, Darline Pomeroy, and Crystal Donato are part of the Kawartha Pine Ridge Teacher and Occasional Teacher Locals' joint equity and diversity committee. They share their thoughts about participating in an Equity and Women Services program.

Source

1. Nel Noddings, *Educating Moral People: A Caring Alternative to Character Education*, New York: Teachers College Press, 2002, p. 35.

“The pursuit of self-knowledge — knowledge of the self as an individual, as a male or female, as a member of a race and community, as part of a particular age group — blends easily into a study of relations with others. Part of learning to care for one’s self is a concomitant learning to care for others.”¹

for professional growth

Marsha Jones

"The equity and diversity committee of ETFO Kawartha Pine Ridge consists of both contract and occasional teachers. I was very quick to agree to participate in a professional learning community with this group of members who are committed to social justice issues.

"When we selected our event in preparation for application, I was confident that I could always improve my 'communication' skills. Though this was the descriptor used in the presentation flyer, I had never considered that I would learn about communicating with myself. I did manage to take some positive messages from the required reading. Our connections among the group began when we all questioned the theories presented.

"Prior to attending the face-to-face portion of the PLC, we had time to discuss the print material and, as an aside, to share our personal stories. Through these sessions and our time together in Toronto, we learned a great deal about each other's experiences, joys, and challenges. This has been helpful in creating a solid base for our equity work. Our committee has become a cohesive group that is willing to work to achieve ambitious goals for the betterment of groups of people within and beyond our community.

"In the climate in which we are living, individuals often hesitate to take on another responsibility. Though a commitment of time and effort was required, the strengthening of our relationships was well worth the energy expended. I would recommend that any group of colleagues participate in a similar opportunity."

.....
SHERRY RAMRATTAN SMITH is the coordinator of Equity and Women's Services at ETFO.

Darline Pomeroy

"For me, the participation in the recent PLC by members of our equity committee exceeded all of the original hopes that I held for the venture. Initially, as committee chair, I saw group participation as an opportunity to amplify and extend the learning that could potentially take place. I saw it as a method of using something that was unique and innovative to motivate members. I felt certain that building and strengthening relationships among committee members would have a direct impact on the commitment they would bring to the committee's equity work.

"The experience met these initial expectations and much, much more! The power of the collective and group dynamics had a huge impact on all aspects of this quest for knowledge. The phenomenal sharing that took place among the group members involved taking a risk and sharing innermost thoughts and personal experiences. The group ended up selecting a PLC and a text that few of the participants would have chosen independently. We met to discuss readings and communicated via e-mail during the PLC.

"We met again the evening prior having a full day of release time to conclude the PLC. The group stated unanimously that even before the next day's workshop we felt that the experience was successful, well beyond what any member might have anticipated. The committee is one of the most committed and dedicated that I have had an opportunity to work with and will no doubt take on new and valuable opportunities to extend themselves both in the knowledge and learning they acquire regarding equity issues and the commendable social justice initiatives we undertake together."

Crystal Donato

"I was fortunate to have the opportunity to learn in collaboration with other women from my local's equity committee. Attending the PLC on my own would have been a great learning experience; however, being able to share in it with colleagues who I got to know over the last couple of years was worth more than I could have ever imagined. The conversations we had deepened my learning. Together, we were able to go beyond the book we were reading and discuss in depth what it meant to us in our daily lives and in our classrooms. Without this support and these conversations, my learning experience would not have been as rich and I would not have gained as much from the experience. I am thankful to have had this opportunity."

Bill 157: Keeping Our Kids Safe

BY PRS STAFF

The latest government initiative to address violence in schools, Bill 157, the *Keeping Our Kids Safe at School Act*, will come into effect on February 1, 2010.

The legislation states that

- all school staff must report to the principal when they learn that students may have engaged in incidents for which they could be suspended or expelled
- the principal must inform parents of students harmed as a result of an incident for which a student perpetrator could be suspended or expelled
- staff must respond if they observe student behaviour likely to have a negative impact on the school climate. This response is to be carried out in accordance with ministry and board policy.

Inappropriate student behaviour can occur while students are at school, at a school-related activity, or in other circumstances if engaging in the activity will have an impact on the school climate.

Mandatory suspensions occur when a student

- possesses a weapon, including a firearm
- uses a weapon to cause or to threaten bodily harm to another person
- commits physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- commits sexual assault
- traffics in weapons or in illegal drugs
- commits robbery
- gives alcohol to a minor.

Discretionary suspensions must be considered if a principal believes that a student has

- uttered a threat to inflict serious bodily harm on another person
- possessed alcohol or illegal drugs
- been under the influence of alcohol
- sworn at a teacher or at another person in a position of authority
- committed an act of vandalism that causes extensive damage to school property
- engaged in bullying
- taken part in any other activity for which a principal may suspend a pupil under a policy of the board.

School boards are required to implement “progressive discipline” approaches to inappropriate student behaviour, and to take into account a variety of mitigating factors when determining whether to suspend or expel students.

WHEN MUST SCHOOL STAFF REPORT TO THE PRINCIPAL?

The new amendments require all school staff who become aware of this type of inappropriate student activity to notify the principal “as soon as reasonably possible.” Under new ministry policies and guidelines¹ school staff are asked to complete a copy of the new Safe Schools Incident Reporting Form every time they report to the principal regarding student misconduct defined by the *Act*.

This form will be filed on the OSR, but only in certain circumstances. Principals must provide an acknowledgement that they have received a report.

at School

ETFO advises that the principal's acknowledgement of receiving a report is a crucial document and should be kept in your files for your own protection.

SCHOOL STAFF MUST RESPOND TO INAPPROPRIATE BEHAVIOUR

The new amendments make responding to situations involving student misconduct mandatory. A response is now required when an employee of the board observes a pupil "behaving in a way that is likely to have a negative impact on the school climate." This is more than a requirement to respond to incidents leading to suspension or expulsion.

Keep in mind that you are not required to compromise your own health and safety, or the health and safety of others, in responding to inappropriate student conduct. No response should be attempted if it is "unsafe" to respond. However, you must report the behaviour to the principal as soon as possible so that she/he can formulate a response.

In the case of minor incidents, staff response or intervention will usually consist of speaking to the student, naming the inappropriate behaviour, and taking corrective action such as requiring meetings or apologies. But in more serious cases, such as fistfights, or suspected possession of weapons or drugs, professional staff are not required to jeopardize their own or others' health and safety by intervening. In ETFO's view, the only response required is one that does not compromise *anyone's* safety.


DELEGATION OF PRINCIPAL'S RESPONSIBILITY TO TEACHERS

Bill 157 allows principals to delegate their role to teachers provided they do so in writing and follow ministry policy. The delegation can occur only in the absence of the vice-principal and principal and, according to ministry policy, can involve only the authority to receive reports from others. The authority to make decisions about suspensions or recommendations about expelling students cannot be delegated.

A teacher accepting the delegation may be given limited authority to contact the parent of a student who has been harmed. The teacher may share only information about the nature of the activity and the nature of the harm to the student that resulted from it. The authority to discuss the nature of any discipline measures taken cannot be delegated.

ETFO has raised serious concerns about this "delegation power." Our current collective agreements contain no specific protection for teachers who assume this role. Legal action might follow the board's investigation of student misbehaviour, suspension, or expulsion, and teachers who have accepted delegation may also become embroiled in litigation. Teachers should also keep in mind that they are not paid to assume this type of managerial responsibility.

TRAINING

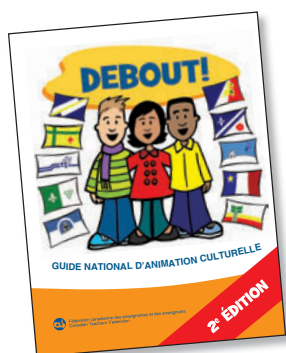
The ministry has required all school boards to develop appropriate policies and to provide training for all school staff on the new progressive discipline models, new policies regarding responses, and delegation guidelines. Policies must now address issues of homophobia, gender-based violence, sexual harassment, and inappropriate sexual behaviour. 

-
1. Policy and Program Memoranda 144 and 145. See the Ministry of Education website: edu.gov.on.ca/extra/eng/ppm/144.html; edu.gov.on.ca/extra/eng/ppm/145.html

For additional information, contact your local federation office or staff in Professional Relations Services (PRS) at 416-962-3836 or 1-888-838-3836.

DEBOUT!

GUIDE NATIONAL D'ANIMATION CULTURELLE



.....
DEBOUT! 2^e édition is a Canadian Teacher Federation resource that celebrates Francophone culture in minority settings. It provides a wealth of resources for activities and features a calendar of events that take place in French. The complete resource is available at www.ctf-fce.ca/debout.

Comment utiliser ce guide?

Ce guide a été conçu en fonction de l'année scolaire. Pour chaque mois, de septembre à juin, il suggère des événements et propose des activités qui s'y rapportent.

Des informations sont ensuite présentées pour expliquer un événement en particulier.

Des activités: Chaque activité est ensuite proposée et décrite. La ligne qui souligne le titre se termine par des icônes qui réfèrent à du matériel pour appuyer la réalisation de l'activité.

NOTE : Debout! se complète d'un site Web au www.ctf-fce.ca/debout où il est possible de proposer toute ressource qui n'a pas été suggérée dans ces rubriques. La FCE fera une mise à jour en ligne de tous les ajouts intéressants qui bénéficieront au personnel enseignant.

Les belles chansons: Suggère de chansons tirées au répertoire canadien-français

La boîte à sons et images: Propose des productions audiovisuelles

Le carnet d'adresses: Propose des sites Web pertinents

L'étagère aux trésors: Suggère des livres et autres ressources didactiques

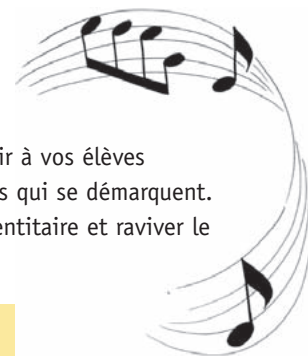
JANVIER

Être fiers

Pour injecter à cette nouvelle année un climat de fierté, faites découvrir à vos élèves certains des talents des francophones du Canada à travers ceux et celles qui se démarquent. Ces derniers peuvent devenir d'intéressants modèles de construction identitaire et raviver le sentiment d'appartenance de vos élèves à leur francophonie.

Bilan de l'année

Demandez aux élèves de faire une sorte de bilan de l'année précédente pour souligner l'apport de quelques personnes à la vitalité de la vie francophone locale, scolaire ou communautaire au cours des 12 derniers mois. Déterminez des catégories selon ce qui peut être pertinent dans votre école ou communauté : le/la bénévole de l'année, l'artiste de l'année, le commanditaire de l'année, le parent de l'année, l'éducateur/l'éducatrice de l'année, etc. Ou encore, catégorisez les gestes posés : le geste courageux, le geste généreux, le geste innovateur, le geste inspirant, le geste qui fait réfléchir, etc.



Inspecteur DesArts



Un grand nombre d'anciens élèves de nos écoles françaises ou des gens de votre communauté francophone — locale, régionale, provinciale ou territoriale — sont des artistes innovateurs, talentueux, inventifs. Ils remportent des prix et succès de public dans différents domaines de la culture et connaissent peut-être même une renommée à l'échelle mondiale. Ils sont inspirants et attrayants.

Demandez à vos élèves de dresser différentes listes d'artistes francophones (comédiens, chanteurs, musiciens, artistes visuels, danseurs, écrivains) en commençant par ceux et celles issus de votre communauté, puis en élargissant l'exercice à la grande région du pays à laquelle vous appartenez, pour terminer par l'ensemble des artistes francophones du pays. Déterminez lesquels parmi ces artistes ne sont pas très connus de la classe. Les élèves choisissent chacun l'un ou l'une de ces artistes, font une recherche sur sa vie et son oeuvre et présentent le fruit de leur travail à la classe.

Inspecteur DeTout



Vous pouvez appliquer l'idée de l'Inspecteur DesArts à d'autres domaines de la vie en société comme la science, les sports, les affaires, la santé, la justice, le bénévolat, etc.

Top model

Demandez à chaque élève de choisir une personne de moins de 30 ans de la communauté francophone immédiate ou élargie qu'il/elle admire et qui pourrait servir de modèle inspirant. Chaque élève présente son « modèle ». Il peut s'agir d'autres jeunes de la classe ou de l'école.

Gala de la jeunesse

Profitez du mois de janvier pour stimuler certaines valeurs promues par l'école, comme l'engagement dans l'école, le sens de l'entraide, la réussite en langue française, l'effort scolaire. Chaque élève des classes participantes reçoit une feuille sur laquelle il met en candidature un élève de la classe par prix et fournit une courte explication des raisons de son choix. Le titulaire de classe recueille les feuilles et établit qui sera le lauréat de chaque prix. Les « prix » peuvent être très simples. Il peut s'agir d'une photo, d'un certificat, d'une épinglette, etc.

Murs et murales

Faites préparer un collage ou une murale pour illustrer un moment de fierté vécu dans la communauté francophone ou à l'école : un prix remporté, un accident évité, une réussite scolaire d'un groupe d'élèves, un spectacle, le succès d'une journée spéciale, etc.



Les belles chansons

COMPILATION. *L'Acadie en chansons*, La Factrie, 2004.

COMPILATION. *Fiers!*, FESFO, 2001.



La boîte à sons et images

www.radio-canada.ca

Zone jeunesse — Émissions — 275-ALLÔ et ADOS-RADIO



Le carnet d'adresses

www.acelf.ca

Association canadienne d'éducation de langue française

B@p (Banque d'activités pédagogiques)

Mots-clés : modèles et personnalités, fierté (14 activités).

www.fesfo.ca

Site Web de la Fédération de la jeunesse franco-ontarienne

Multimédia — Méga-Zine (journal électronique)

Guides et fascicules — « Wow! Nos modèles jeunesse franco-ontarien.ne.s »

www.journaux.apf.ca

Site Web de l'Association de la presse francophone

www.pedagogieculturelle.ca

Site Web de la Pédagogie culturelle

Cadre pratique — Boîtier virtuel



L'étagère aux trésors

GÉRIN-LAJOIE, Diane. *Parcours identitaires de jeunes francophones en milieu minoritaire*, Ottawa, Éditions Prise de parole, 2003.

Peel Teacher Local Strike Discipline

Disciplined Member: Dewey Burke

This member has been disciplined in accordance with Article VI (Code of Professional Conduct) and Article VII (Disciplinary Procedures) of the ETFO Constitution.

All of the following penalties apply:

- Publication of the name of the member and the finding of the executive in regard to the complaint in a federation document
- Suspension of the right to hold local or provincial office in the federation for a period of one year: November 25, 2009 to November 24, 2010
- Denial of any or all services normally provided by the federation, except for such services as must be provided by law, for one year: November 25, 2009 to November 24, 2010.

Now everyone in the class can see the blackboard.

TLC
Laser Eye Centers®



Book your LASIK procedure by March 31, 2010 to receive our exclusive \$500 teacher savings.

Latest Technology

TLC's skilled surgeons use the most advanced technology to match each patient's eyes and prescription to the right procedure to optimize vision results.

TLC Lifetime Commitment®

TLC wants to help you maintain the best vision possible. That's why we stand behind our patients' vision results for life with the TLC Lifetime Commitment.



"As soon as my LASIK procedure was complete, I knew that my life had instantly changed – for the better of course!

LASIK has enabled me to give my full attention to my students and their needs without being interrupted by the burden of my uncomfortable contacts or blurry vision. It is honestly the best decision I've ever made."

– Katie Cook,
Teacher

Schedule Your LASIK Procedure Today!

TLC Toronto
416.733.2020

TLC Mississauga
905.848.9562

TLC Waterloo
519.888.4502

TLC London
519.438.2020

Be sure to mention this offer when scheduling. Surgery must be booked by March 31, 2010. Offer valid at participating TLC centers only. Certificate has no monetary value. Discount cannot be combined with any other special offers or promotions.





**FIND YOUR DREAM.
TELL YOUR STORY.
INSPIRE SOMEONE.**

SHINE A SPOTLIGHT ON YOUR STUDENTS and inspire someone with just a click of your mouse!

At vancouver2010.com/edu, we're looking for great school projects that have the power to inspire and engage young people in the Vancouver 2010 Olympic and Paralympic Winter Games.

Share your students' art, poetry, photos and even music with others across Canada and the world, and find lots of great curriculum linked resources on fun activities surrounding Canada's Games.

Receive stickers and pins just for submitting your classroom project and be entered to win a special grand prize to share with your entire school.

VANCOUVER2010.COM/EDU



By RIAN McLAUGHLIN

OTF Advocates for You

The Ontario Teachers' Federation has a mandate to focus on three areas of concern to educators: policy and legislation, professional advocacy, and pension.

PENSION CONCERNS

Whether you are new to the profession, a mid-career teacher, or actively planning your retirement, there is much to know about pensions and OTF is there to help. The OTF website, otffeo.on.ca, contains current and historical information that will assist you in understanding your pension and the processes that govern it.

OTF meets regularly with our government partner on issues affecting the Ontario Teachers' Pension Plan and its members. For example, the Partners' Committee works to determine buy-back provisions for maternity and parental leaves and on re-employment issues. OTF and the government are legally required to file a valuation for the OTPP every three years. This is the process by which the partners determine any changes to plan benefits and set matching contribution rates for plan members and the government.

One thing is for certain: the more you know about your pension and your own financial and investment profile, the better prepared you will be once retirement day arrives. Asked about the best time to invest, David Chilton author of *The Wealthy Barber* says, "Yesterday." And the next best time? "Right now! What are you waiting for?" Considering that your pension is likely to be the largest single asset you will ever own,

taking charge of your financial life from day one of your career will yield many positive benefits for you and your loved ones.

PROFESSIONAL ADVOCACY

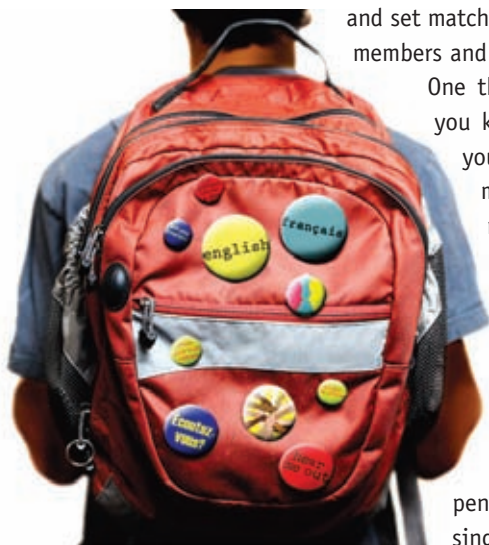
At OTF, professional advocacy often means building partnerships among members of the various teacher federations that are affiliated with OTF and other education stakeholders.

Recognizing that bullying is a universal issue that requires thoughtful, systemic effort to abate, OTF partnered with the Centre ontarien de prévention des agressions (COPA) to develop a multi-pronged bullying prevention program. Phase 1, the Safe@School Project (safeatschool.ca) provides teacher training modules and print and video resources free of charge. It promotes a philosophy that is inclusive of students, parents, support staff, teachers, and administrators. The program was developed two years ago and is funded by the Ministry of Education. The Ministry was so impressed with its scope and quality of that it has extended funding.

Phase 2 of this initiative will be of considerable interest to Intermediate teachers and their students. It is set to roll out early in 2010. Called *Change Our World* (changeourworld.ca), it will focus on challenging homophobia, racism, and gender-based violence. ETFO's "Challenging Homophobia and Heterosexism: A Resource Guide for Educators" was one of the documents consulted for the project; it is a recommended read for all teachers.

Hopefully, there will be an opportunity for Phase 3. Stay tuned! 

.....
RIAN McLAUGHLIN is the OTF Table Officer for ETFO.





By MARY LOU DONNELLY

Celebrating Teacher and Student Success

The Canadian Teachers' Federation was honoured to be the only organization to be granted a private audience with the Dalai Lama in Montreal on Oct. 2. Our group was taken backstage to meet His Holiness after he spoke to more than 15,000 people at the Bell Centre.

I introduced him to Nova Scotia teacher Heather MacIsaac, designer of the 2009 World Teachers' Day (WTD) poster, as well as to the three winners of our student essay contest on peace: Daniel Jewson (whose teacher at Bertie Public School in Ridgeway was ETFO member Sylvia Grieco); Emily Liston (whose teacher is a member of the Association des enseignantes et des enseignants franco-ontariens); and Migguel Huard (whose teacher is a member of the Alberta Teachers' Association).

We presented the Dalai Lama with a framed copy of the WTD poster and a bound copy of the student essays. The Dalai Lama's message of compassion and peace coincided with our World Teachers' Day theme: *Peace. Live it. Teach it.* It was especially fitting that his public appearance took place just before World Teachers' Day, celebrated on October 5.


The Dalai Lama underlined the importance of compassion in our dealings with each other and emphasized the ethical nature of that compassion; acting compassionately leads to happiness and, ultimately, to world peace. It is through our understanding of our interdependence as human beings that we may become more compassionate. It is through education that we achieve that understanding. As the Dalai Lama spoke, I was reminded of

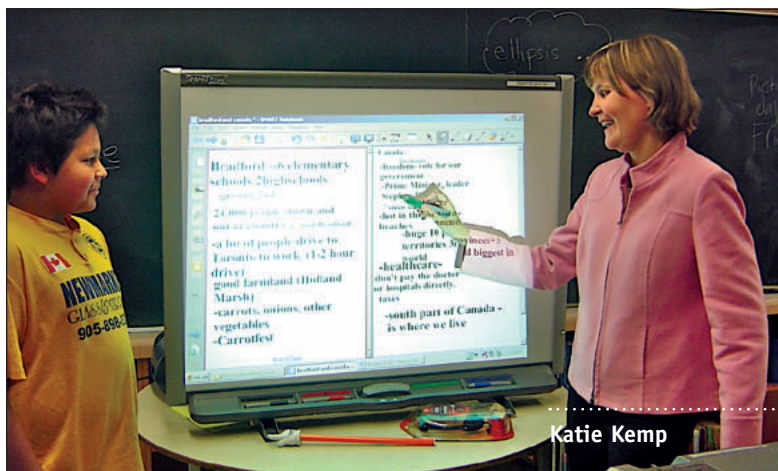
teachers who bear this responsibility and who are compassionate people. The Dalai Lama stressed the importance of education systems embracing ethics as part of the curriculum at every level, but recognized that this goal was not being accomplished. Yet my experiences in the classroom, as an administrator, and as a teacher organization leader have made it clear that this compassion is evident over and over again.

PRIME MINISTER'S TEACHING AWARDS

CTF was also invited to take part in the official procession of the Prime Minister's Awards for Teaching Excellence (PMAs) ceremony in Ottawa. For the first time the event was held on October 5 to coincide with World Teachers' Day. I was honoured to meet the award recipients and Prime Minister Stephen Harper, who attended the ceremony. He presented Certificates of Excellence to the 27 teachers and early childhood educators in attendance. In addition, the PMAs recognized 35 teachers from across Canada who received Certificates of Achievement from their respective members of Parliament. I would like to personally congratulate ETFO member Katie Kemp, a grade 7 and 8 teacher at W.H. Day Elementary School in Bradford, who received a prestigious Certificate of Achievement.

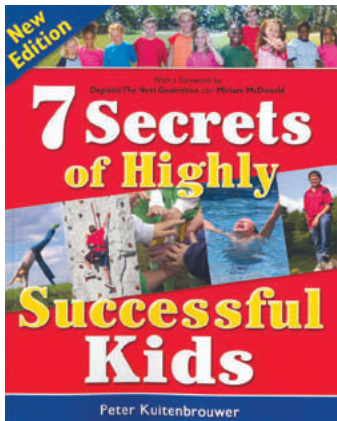
The teachers honoured on October 5 represent the thousands of teachers in Canada who provide our students with the best education they can give. Congratulations to you all!

On behalf of CTF's board of directors, the best to you during this festive period. I wish you continued success in your classrooms in the New Year! 



Katie Kemp

MARY LOU DONNELLY, the past president of the Nova Scotia Teachers' Union, is CTF president for 2009-2011.



7 Secrets of Highly Successful Kids

Peter Kuitenbrouwer
 Montreal: Lobster Press, 2006
 141 pages; \$15.95
 ★★★★★

Reviewed by **Jodie Howcroft**

This toolkit for success in life uses the true stories of exemplary kids, ages seven to 12.

Written by a *National Post* journalist, the seven secrets outlined in the book provide valuable insight for kids during their “tween” years, but apply to any age. Secrets such as “being organized” or “being a team player” are practical pieces of advice to help anyone experience more success in life. This book also emphasizes the importance of strong family support and a positive attitude as additional keys to success.

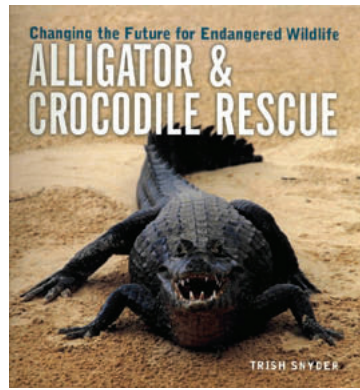
This new edition includes the original 21 profiles and provides interesting updates on where some of the kids are now. These offer a lesson of their own about the winding road we all take through life. In some cases the kids’ interests and priorities have changed. Other kids have experienced bumps along the way, but continue to live by the secrets that contribute to their success and their futures still seem full of promise.

A variety of interests and cultures is represented: Sophie Hsu is a talented pianist, Antoine Asselin is a skateboarder, and Yohance Francis Parson plays the drums. Other profiles include a hockey player, a dancer, a magician, and an actor.

This book will appeal to students in grades 4 to 8. I would recommend it as an addition to a classroom or school library. Junior and Intermediate teachers could use it for read aloud, literature circles, and shared reading. Character education traits — perseverance, courage and integrity, to name a few — can be connected to the stories.

7 Secrets of Highly Successful Kids is a worthy purchase. It has the potential to motivate and inspire the reader while delivering practical life lessons in an interesting, readable format. This book passes the equity test.

Jodie Howcroft is a member of the Hamilton Wentworth Teacher Local.



Firefly Animal Rescue Series:

Bear Rescue by Keltie Thomas

Rainforest Bird Rescue by Linda Kenyon

Alligator and Crocodile Rescue by Trish Snyder

Richmond Hill, ON: Firefly Books, 2006

64 pages, \$9.95 each

★★★★★

Reviewed by **Chris Vert**

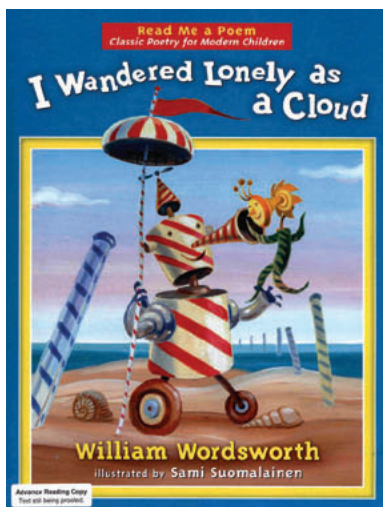
These books are a good fit with the increasing emphasis on environmental education in schools. Each book follows a simple, effective format: a quick introduction to the endangered animal in question is followed by a colourful double-page world map that indicates where the animal lives, and a chronology titled “The Story So Far” that gives readers a context and bring us up to date. Short, snappily written sections outline how and why the animal is hunted or endangered. For example, I didn’t realize that people in Madagascar use crocodile oil to treat burns, allergic skin reactions, skin cancer, and even coughs and asthma. Or that bear gall bladders can fetch a small fortune on the Asian black market due to their use in Traditional Chinese Medicine.

Interspersed throughout the books are sections called “On the Frontlines” and “At Work” that describe specific organizations and individuals who work in wildlife conservation. Particularly useful to students doing research are the last few chapters in each book: “The Future” acts as a conclusion; “Fast Facts” has point-form data on diet, life span, and reproduction; and “How You Can Help” has a list of wildlife conservation groups and their websites. The writing is engaging and accessible and is complemented by striking colour photographs.

Easily useable by Junior-level students, these books make for lively, instructive reading by young and old alike.

The *Firefly Animal Rescue Series* books were chosen to be included in the Canadian Children’s Book Centre *Our Choice Magazine* for 2007.

Chris Vert is a member of the Elementary Teachers of Toronto Local



I Wandered Lonely as a Cloud

William Wordsworth

Illustrations by **Sami Suomalainen**

Montreal: Lobster Press, 2006

24 pages, \$18.95

★★★★★

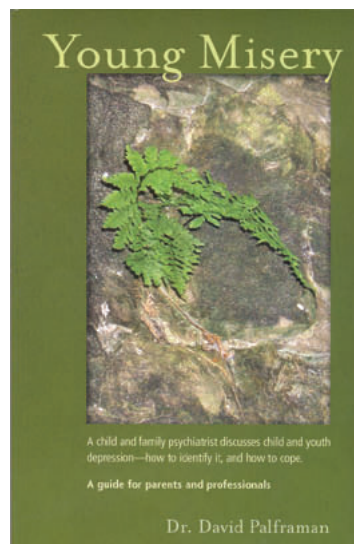
Reviewed by Megan Nowiski

This book takes the classic poem written by Wordsworth and adds beautifully painted illustrations, bringing it to life for modern children. The paintings are colourful and extremely detailed.

This book is an excellent addition to a class library for read-alouds or shared readings, as part of balanced literacy. It complements many Ministry of Education expectations for several grades, but is best suited to a poetry unit for grades 3 to 5: the vocabulary of the poem is very rich and younger children may struggle to capture its meaning.

This is a great resource to teach visualization as part of the monthly themes many schools are doing for balanced literacy. As a cross-curricular resource, it could be used to demonstrate paint strokes and use of colour for art lessons at almost any grade level. The illustrator is a very talented artist whose paintings brilliantly capture the essence of the poem.

.....
Megan Nowiski is a member of the Ottawa-Carleton Teacher Local.



Young Misery: A Child and Family Psychiatrist Discusses Child and Youth Depression

Dr. David Palframan

Ottawa: Creative Bound

International, 2007

110 pages, \$21.95

★★★★★

Reviewed by Jane Cliff

This highly readable and useful book about depression in children and teenagers is written by a Canadian child and family psychiatrist. It serves as an excellent guide for teachers as the author clearly and concisely describes symptoms, causes, and treatments of depression specifically related to children and youth.

Chapters dedicated to disorders that accompany depression such as ADHD, delinquency, and eating problems, as well as parents' and teachers' reactions to behaviours such as laziness, truancy, and substance abuse, are highly valuable for teachers. Each chapter contains a case history that perfectly illustrates Dr. Palframan's ideas and opinions, followed by a bulleted list of the main ideas.

Young Misery highlights the need for those who work with children to be more aware of depression, especially because younger students who are depressed have a limited ability to express their mood in words. Depressed children often experience learning difficulties and social problems, combined with anxiety and aggression; this book is a reminder to teachers to consider depression as a possible cause of these symptoms.

The author advises parents and teachers about how to respond to a host of behaviours. He dedicates a chapter to suicidal behaviour and lists the symptoms or situations that might signal an elevated risk of suicide.

There are many books about depression, but in terms of clarity, comprehensiveness, and practicality, Dr. Palframan's is one of the best. This is an invaluable resource for educators.

.....
Jane Cliff is a member of the Peel Teacher Local.

trivia

BY PETER HARRISON

Snakes alive!

Five ETFO conference delegates are staying at the same hotel and have been allocated rooms in sequence on the same floor. Each room has a door of a different colour. Each delegate owns a different pet, relaxes with a different drink, and enjoys a different style of music.

From the following information determine the answer to this question:

Who owns the cobra?

1. The science teacher drinks nothing stronger than water.
2. Marcel has the room with the red door.
3. Chrissie is missing her dog.
4. White coffee is preferred in the black room.
5. Dean drinks tea whenever he can.
6. The black door is next to the white one.
7. The classical music lover has a cat called Debussy.
8. Jazz can be heard from behind the yellow door.
9. Slightly chilled wine is drunk in the middle room.
10. Abraham — who is always late — occupies the end room.
11. The pop music fan is in the room next to the owner of the rabbit.
12. The jazz fan has the room next to the parrot fancier.
13. The rock music fan drinks orange juice — on the rocks.
14. Toya chills out to folk music.
15. Abraham has the room next to the one with the blue door.

Send your answer to ETFoice@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. Three winners will be drawn from all the correct entries received by February 15, 2010.

SOLUTION TO OUR LAST PUZZLE

"Painting by Numbers": Chris must work for 3 days.

Winners are chosen by lottery from all the correct answers received. They are:

Marge Duncan, Ottawa-Carleton Teacher Local

Joan de Demeter, Algoma OT Local

Alisa Feldbloom, Elementary Teachers of Toronto Local

Congratulations!



calendar

MARCH 25-27, TORONTO

2010 OMLTA Spring Conference

Active Learning- Differentiated Instruction/Student Engagement
L'Apprentissage actif -
La différenciation pédagogique et engagement d'étudiants
Ontario Modern Language Teachers' Association
Doubletree by Hilton — Toronto Airport
omlta.org

APRIL 23-24, TORONTO

Opening the Doors to Excellence in Multisensory Teaching: the Orton-Gillingham Approach

The Academy of Orton-Gillingham Annual Conference
Contact: Evelyn Reiss
905.881.6921
ortonacademy.org

APRIL 29-30, TORONTO

Celebrating Linguistic Diversity

Toronto District School Board
ESL/ELD Resource Group of Ontario
OISE/UT, 252 Bloor St., W.
ergo.on.ca

MAY 6-8, ALLISTON

OCTE Conference 2010

Ontario Council for Technology Education
Nottawasaga Inn
octe.on.ca

MAY 13-15, ST. CATHARINES

Mathematics on the Brink

Ontario Association for Mathematics Education
Brock University
oame.on.ca

classifieds

14TH ANNUAL TORONTO SEARCH ASSOCIATES INTERNATIONAL TEACHER RECRUITMENT FAIR

Friday Jan. 29-31st
Delta Chelsea Hotel, 60 international schools recruiters representing over 80 schools throughout the world will be interviewing candidates for positions for the upcoming school year. This fair is limited to 200 candidates and by invitation only. Deadline to attend is Jan.15th, 2010. A special registration fee to attend the fair only. Information sessions will be held in Montreal, Ottawa, and Toronto in Oct. and Nov. Contact raysparks@eastlink.ca or go to www.searchassociates.com for details under NEWS. As well, go to the 2010 FAIR SCHEDULE click on Toronto for additional information.

\$995, EGYPT, Includes excellent hotels, sightseeing, transportation, sail along the Nile, lectures by Egyptologists, most meals and experience of a lifetime. Call: 1-800-867-2890 or email info@offthemap.ca.

Adventure Along the Silk Road.

Following the ancient caravan route between China and Central Asia. Spectacular scenery and a once in a lifetime adventure. Call 1-800-867-2890. email: info@offthemap.ca

CANADA'S FUNNIEST TEACHER.

Steve Brinder has performed across North America, appearing on stage and TV with his hilarious comedy show geared for teachers' conferences/conventions and P.D. days. Phone: 416-785-3339; www.stevebrinder.com.

FindAtutor.ca provides classified advertising catering exclusively to the needs of tutors, parents, students & teachers. Teachers: direct students & parents looking for tutors, and tutors advertising for students, to use findAtutor.ca

Galapagos: Amazing adventure during March Break 2010. Visit Quito, cloud forest, Volcanoes and the spectacular Galapagos Islands. Call 1-800-867-2890. email: info@offthemap.ca

Greek Dream Vacation - Your Nea Makri apartment is only a five minute walk to the beach, a 45 minute bus ride to Athens or very close to the port of Rafina where you can catch ferry to the Greek Isles. Accommodations include a fully furnished, 2 bedroom apartment that can sleep up to 6 people. Prices begin at \$600 (euros) per week for 4 people plus \$100 for each additional person. For more information contact Ken Annis at kenannis@sympatico.ca.

Have your students perform TRIAL OF THE CIGARETTE. To purchase or browse the script, go to www.brookpub.com

India & Nepal: Lifetime journey during July-Aug 2010. Visit the Golden Triangle, Buddha's birth place and the walk above the clouds of Himalayas. Call 1-800-867-2890. email: info@offthemap.ca

Living and Dying in Dignity. Jennifer Jilks, a retired teacher with OCDSB and NNDSB, has published a book about being a caregiver for dying parents in Ontario. Her book, part memoir, part research, follows her journey from Ottawa, where she taught grade 8, to Parry Sound. For more information visit jilks.com.

TEACH IN CHINA for 2 or 4 weeks in July 2010. Interested? Check us out at www.china-connection.ca

JUNIOR KINDERGARTEN. Visit LetterSoundSong.com. **Free Preview** (Great aid for struggling kids.) Developed by ETFO member.

EDITORIAL GRAPHIC DESIGN - books, magazines, reports, manuals. 416-232-2035, Artifact graphic design - artifactworks.ca.

You deserve the best...



ALL PHOTOS ARE OF RTO/ERO MEMBERS.

- ▶ RTO/ERO HEALTH PLANS, which are comprehensive, competitive and affordable
- ▶ SOCIAL EXPERIENCES at with colleagues in your community
- ▶ Specialized TRAVEL adventures
- ▶ Focused political ADVOCACY
- ▶ BILINGUAL service
- ▶ Dependable PENSION SUPPORT
- ▶ Award-winning PUBLICATIONS

Learn more about the best choices for your retirement by visiting www.rto-ero.org and joining us at a Retirement Planning Workshop.

When you are ready we are
Here for you now ... Here for your future.

À votre service...pour le soin de votre avenir. Depuis 1968.



Here for you now ... Here for your future. Since 1968.



Sachi Nagano
member since 1993



Harolyn Panetta
member since 1987



Shashi Makhija
member since 1999



Jean-Ann Pitt
member since 1998



Back by popular demand!

Win your dream vacation courtesy of OTIP.

Call 1-877-277-6847 or enter online at www.YouAreOTIP.com for your chance to win one of two \$5,000 travel vouchers!

Open to all education employees, our Gimme A Break travel contest is your chance to win the vacation of a lifetime.

Enter today!



OTIP RAEO®

Insurance solutions for the
education community

Home | Auto | Life | Living Benefits

Call 1-877-277-6847 or visit our Web site at www.YouAreOTIP.com.



480 University Avenue, Suite 1000
Toronto, ON M5G 1V2
PM 40070000