

ETF0

MARCH 2011
VOL. 13 - NO. 3

Voice

Literacy for a Global World

Why Political Involvement Matters

ETF0's Ultimate Block Party

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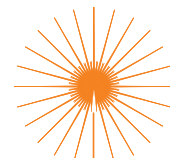
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ON THE COVER: JAYDEN GOPAUL is a grade 3 student at Joyce Public School in Toronto.

Photo: Brian Chandrapal.



ETFO Is Making a Difference

This issue of *Voice* introduces you to some genuinely boast-worthy things unfolding at ETFO this spring.

President Sam Hammond reports (page 4) that ETFO's leadership has resulted in the ministry of education undertaking a review of assessment practices. A breakthrough after many months, if not years, of speaking out for members burdened by "testing for its own sake."

ETFO is poised to become an environmental leader. This spring the sod will be turned on a new home for the federation. As the General Secretary reports (page 5), the federation's new headquarters will be beautiful, green, and cost effective.

ETFO is taking its leadership in early learning another step forward. This June we will sponsor Canada's first-ever Ultimate Block Party. This celebration of play will take place in Toronto (page 9) and highlights our leadership in promoting play-based learning. It also underscores the status of the Province of Ontario as an innovator in early learning, the only jurisdiction that has a full-day kindergarten program with a play-based curriculum.

ETFO is a recognized leader in professional learning. For evidence you need only look at our online AQ courses launched last summer. ETFO now offers 47 accredited online AQ courses; by the end of April 4,000 AQ credits will have been granted.

Most important, however, is the outstanding work that ETFO members do. At award-winning Joyce Public School, members are working to ensure their students hang on to their first language while boosting their literacy in their second one (page 14). Lisa Galvan's ArtSmart project is just one example of the innovative work of members who have taken part in the Teachers Learning and Leading program (page 18). The curriculum insert (page 21) is an initiative of members of the Hamilton-Wentworth Occasional Teacher Local.

Happy reading.

JOHANNA BRAND

ETFOVoice

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**Re: Disabled or Enabled?
Turning challenges into an
asset** (December 2010)

Thanks so much for focusing on disabilities in the last *VOICE* magazine. I was honoured to have had an article written about me, which really turned out to be about so much more!

I want to clarify a comment I made about PLCs and prep time: I don't believe that my board treated me differently based on my disability, but rather on the fact that after it became known that I have a disability, I was given an opportunity to explain why I took my prep time. Although I don't think teachers should be required to justify why they need to use their prep time for professional activities, in this case, it was helpful to me. My superintendent understood that I wasn't leaving a worthwhile professional learning opportunity for something that may have been considered unimportant at the time: preparing classroom materials often requires additional time because of my disability. PLCs are valuable, but sometimes any teacher, disabled or not, needs to determine what takes priority in her/his unique situation and with the best interest of the students in mind.

Through ongoing discussions between our board and local released officers, the scheduling of PLCs has become much more accommodating and respectful of most teachers' prep time. When we listen to each other, we learn!

Kari Buie, Algoma Teacher Local

.....
Voice gives members an opportunity to provide their opinions on articles published. Letters reflect the views of the authors and are not necessarily the official policy of the Elementary Teachers' Federation of Ontario.



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– Cheryl, Education Volunteer, Guyana

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SAM HAMMOND
ETFO President

Assessing Assessment in Our Schools

It's not often that I'm able to deliver good news in this column. But this is one such occasion. I'm happy to be able to tell you that we have made progress on the issue of EQAO-related initiatives.

In the December 2010 issue of *Voice* I wrote about ETFO's ongoing efforts to have the ministry of education reduce the numerous literacy and numeracy activities ETFO members are expected to implement.

A survey of ETFO locals conducted last year told us that teachers are spending an excessive amount of time administering and marking tests. Some of these are mandated by the ministry and the Literacy and Numeracy Secretariat; but others are put in place by boards and administrators.

ETFO has been lobbying the government to step in and address this issue for quite some time.

I met with Minister of Education Leona Dombrowsky in December and shared the results of the ETFO survey of locals. ETFO staff also met with the Premier's staff in January to discuss the issue. At both meetings, we suggested that the government needed to get a handle on what was happening in terms of assessment in elementary classrooms across the province. We suggested the government conduct its own audit of school boards.

The government has responded. The ministry posted an online survey requesting input from local presidents in the federations that represent elementary teachers – ETFO, the Ontario English Catholic Teachers' Association (OECTA), and the Association des ensei-

gnantes et des enseignants franco-ontariens (AEFO). It has also asked school boards to complete the survey.

The list of assessment instruments that the survey is addressing is in itself a good indication of the problem. There are 17 categories of assessments on the ministry list, including those pieces with which teachers are only too familiar: PM Benchmarks; Diagnostic Reading Assessments (DRA); Comprehension Attitude Strategies Interests (CASI); Early Development Instrument (EDI); and the list goes on.

Our members struggle to teach while having to cope with an agenda of "testing for its own sake." But another consideration is the cost of all this activity. The Literacy and Numeracy Secretariat spends approximately \$78 million annually. The Education Quality and Accountability Office (EQAO) has a budget of \$33 million. Another \$14 million is spent to support 80 student achievement officers who duplicate the work of school board consultants.

The fact the ministry is conducting this survey shows that it has heard our concerns. But clearly this is just the first step. Once the ministry has gathered the information it *must* take action to ensure that assessment activities in our schools are significantly reduced.

Teachers know best which students will benefit from additional testing and their professional judgement should determine when and if they use testing beyond that prescribed in legislation. Putting an end to testing for its own sake would free up resources to support students in the classroom and allow teachers to do what they do best – teach!



A New Home for ETFO

GENE LEWIS

ETFO General Secretary

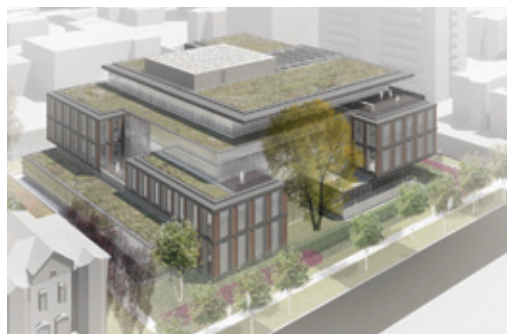
This month work will begin on a project that has been in development for several years. Demolition crews will begin tearing down an old building to make way for a new home for ETFO.

ETFO's new home will be green, beautiful, and cost efficient. The new building has been designed to achieve LEED certification. LEED – Leadership in Energy & Environmental Design – is an internationally recognized benchmark for green building construction and operation. LEED certification recognizes that a building has been constructed to and will be operated on high environmental standards. The new ETFO headquarters is designed to achieve the LEED platinum certification—the highest achievable standard.

The architects of ETFO's new home, Kuwabara Payne McKenna Blumberg (KPMB), are award winning architects. Among their projects are Koerner Hall at the Royal Conservatory of Music, the TIFF Bell Lightbox, the Art Gallery of Hamilton, the Canadian Museum of Nature, and the soon-to-be-completed Balsillie Campus at the University of Waterloo. KPMB also designed Manitoba Hydro Place in Winnipeg, a highly energy-efficient building that has become a must-see destination for visitors to the city.

In a December 2009 article in the *Toronto Star*, architecture critic Christopher Hume called Manitoba Hydro Place Canada's only truly important building. "This is the first large office tower in Canada to deal seriously with the complexities of the 21st century," Hume wrote. "This is a building that recasts corporate headquarters as a light-filled space shared equally by all employees. Unlike the energy-hog workplaces to which most Canadians are consigned, this one heats, cools and provides fresh air at a fraction of the usual cost."

ETFO's building will follow in the footsteps of Manitoba Hydro Place. Although much smaller in size, it will incorporate some of the same desirable green features. The building utilizes proven sustainable building technologies throughout, including automated exterior shading, radiant heating and cooling ceiling systems, underfloor or "displacement" air delivery, geothermal fields, exhaust air heat recovery, rainwater har-



vesting, natural ventilation, automated lighting systems, and an extensive green roof area.

According to its architects, ETFO's building will "set a new precedent in Canada for a sensitively integrated, low-rise, and highly sustainable office building." It is sized to "integrate effectively into its mixed-use neighbourhood." Fully flexible and accessible conference facilities on the ground floor serve as a welcoming new home to members from across the province, ensuring that the new building will meet the needs of ETFO for years to come.

Our new building will be a practical demonstration of sustainable building construction and operation, a "building that leads" in the words of architect Bruce Kuwabara. It will be a fitting home for a federation that leads.

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Local leaders attending the February Representative Council meeting heard the results of ETFO's **progress report survey**. Local presidents and members who participated in the survey reported significant problems in the rollout of the new progress report. Technology – particularly software glitches and system access – created problems for members across the province. As well confusion arose when boards created policies/guidelines different from the ministry of education's *Growing Success* policy. The survey results will be reported to the ministry of education and local leaders will be addressing them with their district school boards. ETFO will continue to reinforce the crucial need for improvement in the reporting process.



ETFO kicked off its efforts to get members involved in the 2011 provincial election with **political action training** for more than 130 local presidents and political action chairs. Keynote speakers were Greg Lyle, of Innovative Research Group; Diane O'Reggio, former Ontario NDP principal secretary; and Taylor Gunn, of Student Vote. ETFO members Marina Howlett (Upper Grand OT), Cory Judson (Grand Erie), and Matthew Curran (Peel) shared the personal experiences that got them involved in politics and talked about how those experiences contributed to what they brought back to their classrooms, their communities, and the political process. ETFO's platform document and other information are available on our website: etfo.ca ► *Advocacy and Action* ► *Political Action*.



ETFO now represents **designated early childhood educators** in 10 locals. Six of these have formed local organizations, crafted a constitution, and elected an executive. They were observers at the February Representative Council meeting. Shown with President Sam Hammond are Tamara DuFour, Hamilton-Wentworth; Andrea Spagnuolo, Toronto Catholic; Rayna Barrese, Durham; Amy Rasmussen, Halton; Amanda Judd, Simcoe. Not shown is Jenn Wallage, Waterloo.

your federation



Collective agreements for ETFO teacher, occasional teacher, and ESP/PSP locals will expire in August 2012. Gearing up for the next round of bargaining, ETFO provided training in February to some 250 local leaders and activists, Union School participants, and ETFO's newest members – designated early childhood educators. Participants in the **Collective Bargaining Conference – Preparing for the Future** took part in workshops focusing on preliminary submissions, staffing, the funding formula, and member mobilization.



ETFO's workshop **Stay Calm and Carry On** attracted 25 members from northern locals last fall. The regional workshop took place over a full weekend at Bonnie Bay, a rustic fishing and hunting camp in Dryden. Workshop topics included dealing with adult bullies and harassment, violence in the workplace, financial management, and health and safety. The next *Stay Calm and Carry On* workshop will be held April 8 – 10 at Hockley Valley in Orangeville. Details and registration information is posted on our website, etfo.ca ► *Professional Learning* ► *ETFO Conferences*.



The Ultimate Block Party:

ETFO sponsors play-based learning in the park

BY JANET MILLAR GRANT

Imagine thousands of children and adults making cityscapes with blocks, or creating art and sculptures with paint, cardboard boxes, and plastic pipe. Now picture that happening on a sunny day in a city park at an event hosted by leading educators, community organizations, and cultural institutions, and you have a picture of the Ultimate Block Party. It's a scene that will unfold in Toronto this June.

Last fall, I was one of 50,000 people who attended the first-ever Ultimate Block Party in New York City's Central Park. Renowned psychologists Kathryn Hirsh-Pasek and Roberta Golinkoff led a coalition of organizations that created the event. Their goal was to highlight the importance and effectiveness of play-based learning, not just in kindergarten but in all elementary grades. Their 28 education partners hosted play centres, each one demonstrating a different aspect of learning.

My colleague Joan Littleford and I were two of a number of "play doctors" who walked through the park dressed in smocks and red noses, answering questions about play-based learning. Parents wanted to know how play shapes learning and how to play with their children. Teachers wanted to know how to introduce more play into



their schools. They expressed frustration with New York's test-driven kindergarten program, which has led many districts to cancel recess and outdoor play time. I saw only two cell phones in use during the entire day, a remarkable demonstration of the power and engagement of play.

While ETFO has been a strong advocate of play-based learning for over a decade, learning through play and its connection to enhanced brain function is not well understood or valued by many educators and parents. That attitude needs to change, particularly because the Ontario government has just introduced a play-based early learning curriculum that is "historic for the world," as Hirsh-Pasek told those attending ETFO's *Partners in Early Learning* conference last August.

ETFO's commitment to play-based learning has prompted us to take the lead in hosting the first Ultimate Block Party in Ontario – and in Canada. We have received commitments to participate from some of Ontario's most important cultural institutions, including the Ontario Science Centre and the Royal Ontario Museum, as well as theatre groups and other organizations. The event has been endorsed by Right To Play. Our goal is to press education officials and educators to ensure that play-based programs are instituted in all schools.

ETFO's Ultimate Block Party will take place June 5 at Fort York in Toronto. Like the Central Park Block Party it will let thousands of people – parents, educators, government officials, and the general public – experience firsthand the essential role of play in children's learning.

JANET MILLAR GRANT is an ETFO executive assistant in Professional Services.



Janet Millar Grant (left) and Joan Littleford in their role as "play doctors" at New York's Ultimate Block Party.

BY VIVIAN MCCAFFREY

Connecting the Classroom

Why political involvement

Early in 2011, the five members of ETFO's Political Action Committee (PAC) are focused on a test that is still several months away. These classroom teachers are thinking not about EQAO, but about the outcome of the next provincial election. They are weighing what needs to be done to ensure the best possible result for public education and for the social justice concerns they are committed to. They know that a positive election outcome will depend on the extent to which ETFO members get involved.

The benefits

Dorothy Ramsay, a grade 3/4 teacher, says being active politically gives educators the opportunity to influence public policy because they "can provide valuable insights and criticism regarding the effectiveness of current policies and legislation." As an active member of a political party, she views herself as a lobbyist in the grassroots development of her party's policies and election platform.

Jane Roberts, a grade 2 teacher, believes that being politically informed and engaged gives educators the information to assess the impact of government policies and to voice concerns when necessary. "We are on the front line and know better than anyone how policies affect students and teachers. People listen to teachers." Her political awareness, particularly of the critique of standardized testing, helps Roberts to avoid being pressured into the "trap" of focusing her teaching on EQAO tests.

The classroom connection

Amanda Hardy says it's part of her job to prepare her grade 8 students for their future role

as citizens: "By modelling political activism and awareness, we give students an understanding of the importance of their own future political involvement."

Members say the civics lessons can start in the early grades. In her grade 3/4 class, Ramsay reports, "I encourage students to develop and share opinions, vote on the classroom rules, and elect team leaders for learning activities." During the 2010 municipal election, "we had a mock city council meeting to debate an issue the students chose – whether Barrie could use more skateboard parks."

Hardy's grade 8 students have participated in Student Vote during municipal, provincial, and federal elections. Before the 2007 provincial election, her students studied the mixed member proportional representation system. "Some students didn't understand why adults didn't vote for a system that, to them, seemed fairer than the first-past-the-post system we have now," Hardy says.

Pierre Martin, a grade 7/8 extended French teacher, also shares his interest in electoral reform with his students. "When students saw that the Green Party, for example, received nearly a million votes in one election but got no representation in the House of Commons, they were shocked," he reports.

ETFO members have what it takes

Primary teacher Tim Snoddon says educators' understanding of human complexities – things "that cannot be limited to one equation of numbers" – arms them against simplistic policies and solutions to problems. Roberts agrees: "Perhaps

VIVIAN MCCAFFREY is an ETFO executive assistant with responsibility for government relations.

and the Campaign Trail: matters

most importantly, we're used to not having instant gratification. It can take a long time for classroom work to become evident in a child's development."

A seasoned campaign worker, Ramsay knows that educators are highly valued by party candidates. "In addition to being well-organized taskmasters, we are accomplished communicators. We have the skills that help a politician get out the message during a campaign," she states.

Committee members emphasize that there is strength in numbers. Ramsay says she "has learned how active membership at the grassroots and leadership level can shape the direction a party or politician takes. The more educators that get involved, the better our needs and concerns will be heard and addressed."

ETFO support

The PAC members value the support they have received from the federation at both the provincial and the local levels. Ramsay, for example, appreciates the financial support that ETFO makes available to members to attend political conventions. Hardy is inspired by her current participation in ETFO's *Leaders for Tomorrow* program

These members have all been active in their local PACs and have taken advantage of ETFO's various political action and leadership training opportunities. This has given them the confidence to speak publicly about issues and to participate more extensively in elections, social justice campaigns, the broader union movement, and community organizations.

What's at stake for public education?

The PAC members have grave concerns about the outcome of the October election. Martin believes

that "the economic climate has created a situation where people tend to look inward and focus on their own lives." He fears that the public may resent groups like teachers who have good public sector jobs, and that this could undermine support for more investment in public education. Hardy agrees and worries that "social justice issues will likely not be a key element in party platforms." Snoddon believes that there may be attacks on recent gains in education and on unions. Merit pay is an idea receiving considerable media attention, he points out, and has been touted in previous Tory election platforms.

Engaging colleagues

PAC members want to see more ETFO members understand the importance of the political process and of taking part in it. Martin believes that providing people with choices is key when encouraging people to become more politically involved. "They will gravitate to the option they feel most comfortable with," he says. "Some will simply want to give money. Others will be willing to make phone calls and speak with voters. It's important to understand that getting involved in politics can take many forms."

The question the PAC members put to their ETFO colleagues is: "What are you prepared to do to make a difference in the upcoming election and beyond?"

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Full information is available on our website.

Go to etfo.ca ► advocacy and action ► political action.

...and still we rise

A clarion call for social justice

ETFO's 11th annual *...and still we rise* conference once again demonstrated the federation's leadership in educating members about issues facing women and children worldwide. Keynote speakers and workshop presenters outlined the ways in which teachers can make change in schools, communities, and around the world.



Elizabeth Dallaire, a former primary school teacher, outlined the changes taking place in Rwanda. Mme Dallaire is the spokesperson for UNICEF Canada and the wife of senator and former Canadian general Romeo Dallaire. Romeo Dallaire witnessed the slaughter of more than 1 million people in the 1994 Rwandan genocide. Mme Dallaire said there has been progress in Rwanda and people's lives have improved and noted that Rwandans have a "huge capacity" of being able to forgive. "It will certainly take some time to heal those wounds. But they forgive. They always forgive. We should really learn from them."

As UNICEF ambassador Mme Dallaire works to raise awareness about the educational needs in African countries. There are huge challenges facing those living in deep poverty, particularly those in the countryside, without access to electricity and clean water. UNICEF has a variety of support programs including Schools for Africa and the Kenya Girls' Scholarship program. Commitment is important, Mme Dallaire said, but so is money. "That's the only way of improving the lives of these people." She urged participants to make a small donation to support UNICEF's school kits – a \$250 kit provides school supplies for 80 children.



With her son **Gabe** at her side, **Ellen Chambers Picard**, president of the Lakehead Teacher Local, described her seven-year battle to get lesbian, gay, bisexual and transgender (LGBT) policies in place to make schools safer for gay students like Gabe. In 2003 the two filed an Ontario Human Rights Commission complaint and went public charging that their school board did nothing to stop the bullying Gabe was experiencing. "Because I was a teacher, I knew that what was needed was LGBT community consultations, teacher training, Gay-Straight Alliances (GSAs), and workshops, which have mostly now been implemented," said Chambers Picard. She called on educators to make LGBT issues a part of the curriculum in all classrooms. "As teachers, we are the only ones who can make a safe place for children because they often have not yet come out to their parents. It's our responsibility to open our classrooms and embrace everyone."

advocacy



Just back from a trip to Afghanistan, children's author and activist **Deborah Ellis** provided a frank description of how women and children are faring 10 years after the fall of the Taliban. "While conditions can be depressing there, my heart soared at the hope and courage that these women and girls demonstrate in their determination to get an education," said Ellis. When she asked the audience how many believed that we would never have a world without war, a majority raised their hands. "We must believe that we can be free of war or there will never be the hope, and the drive, to change," Ellis admonished her audience. "If you don't think so, just look at how far efforts toward environmental sustainability have come. Twenty-five years ago, no one would have believed we could make that change."

Text: **VALERIE DUGALE**, ETFO executive assistant – media relations; **JOHANNA BRAND**, *Voice* editor.
Photos: **ANNE DE HAAS**.



Other speakers included **Samantha Nutt** (*above*), executive director of War Child Canada. She described her experiences in war-torn countries and also highlighted the impact of war on women and children worldwide. **Marina Nemat**, author of the *Prisoner of Tehran*, described her experiences as a student rebel and a prisoner in Iran's infamous Evin prison, where she was tortured and raped. Her life was saved by a forced marriage to one of her guards. Eventually she fled to Canada. Inuk singer/songwriter, **Susan Aglukark**, chair of the Arctic Children and Youth Foundation, spoke about the ways in which youth in the north are held back by inequalities in education, living standards, and health, challenges she understands first hand. Much to the joy of her many fans, Aglukark performed several of her most famous songs.



Beatriz Pizano and members of her theatre group, Aluna, read excerpts from Pizano's trilogy about women and war, *La Comunion*, *For Sale*, and *Madre*.

More than 400 women members attended ...*and still we rise*. They also took part in a variety of workshops, many of them focused on how to make social justice connections in the elementary classroom.



Photos: Joyce Public School staff

Literacy in a Global, Digital Age

BY JOHANNA BRAND

Joyce Public School is located in northwest Toronto, in an unprepossessing one-storey brick building. The Joyce school community, with a majority of immigrant families, is multicultural and multilingual. Many families have low incomes. Not all parents, mothers especially, have had the opportunity to get an education.

Nevertheless, the Joyce staff have won accolades for their work, most recently the Premier's Award for Teaching Excellence as school team of the year. For the past several years teachers have been involved in a collaborative, research-based project that builds on the unique knowledge and experiences of students and their families. At the heart of this success story are the teachers who work as a team with their colleagues and with their students.

THE CONCEPT

Joyce's teachers began working with York University researcher and professor Dr. Heather Lotherington eight years ago. Lotherington's aim was to "understand multiliteracies in action" – developing an approach to teaching

literacy that involves acknowledging and building on students' first languages and cultures and encourages them to express themselves using a variety of media. The Joyce projects are informed by her work and by the work of Dr. Jennifer Jensen, whose expertise is the use of technology in education. Graduate students from York University are also involved. Teachers at Joyce can choose whether to participate in the projects and not all do.

All of the projects are designed to

- involve teachers working as a team
- explore a "big idea" that results from teachers' observations of students
- meet curriculum expectations across a number of subject areas
- involve students in multiple classrooms, at multiple grade levels
- involve students in planning and execution
- tell stories using twenty-first-century technology
- build on students' first languages
- involve parents.



Dr. Heather
Lotherington



Projects have often involved retelling fairy tales like *Goldilocks and the Three Bears*, *The Three Little Pigs*, and *The Three Billy Goats Gruff*. Because students come from many different countries not all have grown up with these stories.

Students retell the traditional tales in different ways, inserting themselves into the narrative as a character or by creating new characters. The students tell their stories using a variety of media: video, photography, visual art, audio recordings, and movement. Parents have helped to translate the student's story into the family's first language.

Still other projects start with a concept that students flesh out. One project involved parents or grandparents telling children the story of their family's immigration. Students taking part in a project based on Deborah Ellis's novel *The Breadwinner* created a backstory for one of the minor characters.

The topics open wide-ranging discussion. For example, in reworking *The Three Little Pigs* students are asked to think about what it would take to create a structure that the wolf can't blow down. "What sounds like a folk tale ends up being a lesson in science, art, arithmetic, and English," says Lotherington.

For grade 1 teacher Shiva Sotoudeh, this approach was an eye-opener: "In the past I would read the story and ask questions. Now I may read the story five times – in five different versions. We discuss the material. They retell the story replacing the character with one of their

Members of the Joyce school team involved in the multiliteracies project are (back row) Andrew Schmitt, Anthony Micallef, Michelle Holland-Spencer, Sonia Callea; (front row) Shelley Koke, Cheryl Paige, Farah Rahemtula, Andrea Brow, Chris Lee, Rosemarie Battaglia. Not shown are Shiva Sotoudeh, Rhea Perreira-Foyle, and Brian Chandrapal.

own. They learn how to infer and make connections. They are not just answering questions: they are able to do upper-level thinking and give their own ideas and point of view. That's hard for someone in grade 1."

Students work in groups and tell the story in different ways, using puppets, role play, and Plasticine. "Students are learning from each other," Sotoudeh explains. "They spark each other and develop more ideas."

PLANNING

Project planning begins at the start of the school year. Teachers who decide to take part meet monthly with the researchers.

Special education teacher Rhea Perreira-Foyle, who has been involved for five years, says that "every project involves the hidden curriculum – a big idea based on what we learn from observing students and listening to them talk." Fairy tales are well suited to this approach. "*The Three Little Pigs* is also a story about bullying," says Sotoudeh. "Students start to talk about what happens at home with older siblings."

Chris Lee, a Junior grade teacher, says the big ideas are topics that "should be integrated into everyday activities. Last year my multiliteracy project focused on the issues of respect, and understanding similarities and celebrating differences. I try to incorporate more terminology from these areas into everyday vocabulary.

"Math problems, for example, may deal with two fathers who are trying to build a deck," Lee explains. "Students became aware of their language and more reflective of what they say. The snickering that would happen in a grade 4/5 class as soon as their own teacher would say *gay* or *homosexual* went away altogether and was replaced with acknowledgment, understanding, and questioning."

**At parents' night, students shared their
Billy Goats Gruff books with their parents.**

.....

The big idea for any given year is developed by the team during its monthly planning meetings. “We come up with a consensus about how it will look and how it will evolve, what the end product will be,” Perreira-Foye explains.

Collaboration is a key element to the success of the projects. Andrew Schmitt, a Junior grade teacher, says that “working as part of the team gives structure and an opportunity for meaningful planning. Without the research project, which pays for the planning time, we would still be working together but it would not be as rich [an experience].”

Chris Lee echoes Schmitt: “The projects could not be nearly as successful without the collaboration of all the teachers. The number of ideas that radiated and that bounced back and forth created a more living project that evolved with each discussion.”

All of the teachers acknowledge that collaboration requires time and planning, and that the projects would not flourish without the support and encouragement of Principal Cheryl Paige.

ADDRESSING THE CURRICULUM

The group meticulously sets out the curriculum expectations for the project and begins discussing an end product. “What we envision at the beginning is the process. In our planning we make sure the expectations are as explicit as possible and in turn we make them explicit to the students,” Schmitt says. Invariably teachers find that at the end of the project curriculum expectations are not only met, they are exceeded.

The end product, often a video or a book, is not the focus of the project. The final product can change as the project evolves, and this flexibility is key to meeting students’ learning needs. “As teachers we tend to be product driven, to have that thing, that document, that shows learning took place,” Andrew Schmitt notes. “In our projects we don’t look at the end product in isolation. It isn’t our only evidence that learning took place.”

“The end product can be stressful,” says Rhea Perreira-Foye, “but really it is the process that is the key thing – seeing how much the children grow in working together and how much they learn about their strengths, weaknesses, and interests.”

Often, however, the end product *is* impressive, says Lotherington: “Children have produced books of publishable quality. They are very beautiful.”

STUDENT INVOLVEMENT

The projects typically involve students from more than one grade, and more than one classroom. Students take ownership, contributing their ideas about content and how the story should be told.

“You can see it on the faces of kids immediately when they start to bring in their own lives – the conversation changes,” Schmitt says. “You



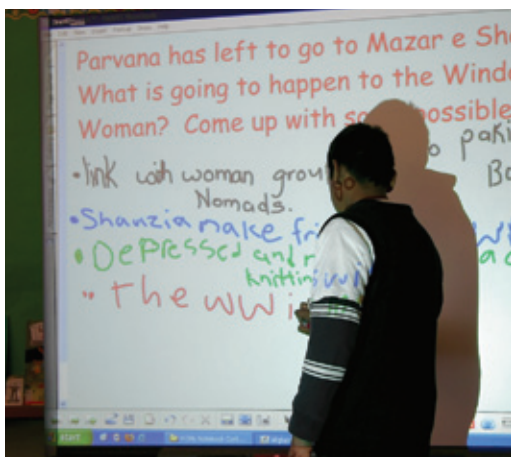
immediately see the change when they are talking about things that are relevant to them.”

Take, for example, *The Breadwinner* project. Students worked together to create their stories, then created an *Oprah*-style interview show, with dramatized inserts in which they acted out their stories. As they worked together, there were many discussions about what is believable and what is not believable. During the filming there were many retakes. “They watched their film work critically. They critique each other, telling each other how to act it out, modelling for each other,” says Perreira-Foye.

The projects help students understand that reading and writing have a purpose. One student who had not been reading decided a storyboard was required; this student learned he needed to write to communicate.

The projects also develop collaboration skills. Students of different abilities work together and take on different roles. Special education students are included and the experience “stretches them,” says Perreira-Foye. It changes their status because their skills are recognized which “provides a rich experience and raises their level of thinking.”

In *The Breadwinner* project a domineering boy who wanted to be the interviewer eventu-



Literacy in a Global, Digital Age

result their test performance has also improved. However, she hastens to emphasize that “our work is not about test results. It is not intended to cause a change in test performance.”

BUILDING ON STUDENTS’ FIRST LANGUAGES

Including community languages in schools and showing they are valued is a specific goal, says Lotherington. “We want to create a space for the languages children speak” and change “the abrupt loss of identity” that happens when they step into a Canadian school.

Research consistently demonstrates that parental involvement enhances student success. But being involved in the school is hard for immigrant parents, Lotherington says. “We need to understand how to welcome parents better, so that their children don’t have to abandon one world for another.”

At Joyce, the projects are planned to involve parents and to incorporate their experiences and cultures. “Parents are often content to leave the education to us, the teachers,” Andrew Schmitt says. “We are trying to change that so that it is parents and teachers together.”

When students in kindergarten and grade 2 reworked *The Three Billy Goats Gruff*, each family helped finish the story and then translate it into the family’s first language. At curriculum night that year every student received a copy of their own book in their own first language. “It was powerful to see the parents’ reaction. They heard their own language in their child’s work at school. It has a profound impact when parents realize that their language and culture is valued,” Schmitt says.

“Before the project, the students would make fun of each other’s languages,” Shiva Sotoudeh recalls. “Now they use their first language at roll call and to say hello.” Research shows that supporting children’s first language enhances their English language learning.

REWARDS

The project offers rewards for teachers too. Shiva Sotoudeh says she is more comfortable with technology now. Rhea Perreira-Foyle values the discussion of broader ideas and social justice issues that the projects stimulate: “I want to open my students up and get them to think in different ways about issues. I love this aspect of it. It feeds my passion of how I want to teach.” Chris Lee says the projects have given him a “fresh perspective on the workings of the mind of a child, on their perceptions of the world, social issues, and how they collaborate with their peers.” Andrew Schmitt says collaborative teaching has long been his goal.

It is the commitment of these teachers combined with the vision of their principal that makes Joyce a special school, says Heather Lotherington. That, she adds, is something “any school should be able to follow.”

ally gave that key job to a girl with intellectual challenges. She had been coaching him, and finally he realized she was better suited to the role. As a result, a child who might have been marginalized was allowed to shine.

“It’s rewarding as a teacher to see the growth of learners as people,” says Perreira-Foyle. “They take responsibility for each other; they find new skills when they work together, they complement each other’s skills. They constantly surprise us.” Special education students particularly are “more capable than we give them credit for.”

“This is individualized, customized learning, not standards-based learning,” says Lotherington. “It’s based on the premise that we don’t all have to do the same thing. The child who isn’t spelling is doing video editing. The students do all the things that are needed. It allows them more agency and independence. It develops confidence and allows them to extend their knowledge base.”

Lotherington believes the projects have increased students’ “immersion in language and the joy of working with language,” and as a

Two years ago Lisa Galvan and colleague Kevin Alles, members of the Greater Essex County Teacher Local, created a visual arts resource for Intermediate teachers in their board. This was made possible through a grant from the Teacher Learning and Leadership Program (TLLP). The pair developed a series of Web-based lessons that supported generalist teachers with video tutorials, slide shows, extension lessons, and assessment techniques.

Feedback from the TLLP research project led Galvan to create cross-curricular video lessons for all divisions and post these on the ArtSMart website. Galvan and her team (Sherry Doherty, a member of the Greater Essex County Teacher Local; Vicki Papanastassiou, a faculty of education graduate; and Nancy Johns, a Windsor art gallery owner) continue to build the ArtSMart website.

The TLLP has been operating since 2007-08. Teachers funded by the program were featured in "A Big Idea Comes to Life" in the June 2009 issue of *Voice* (available at etfvoice.ca ► *backissues* ► June 2009).

In this article Galvan shows how one teacher effectively used an ArtSMart lesson in a literacy class.



Some grade 8 students with their creations are Phoenix Hamlin, Sarek Martin, Alexsander Milovic, Tyler Male and, in front, Shervan Khasho.

BY LISA GALVAN

As teachers we accept the challenge of captivating every one of our students. We question engagement, document it, measure it, and we continue to tweak lessons to pique it. As educators, engagement is our test of success.

We know that when students are engaged they learn. We see engagement when they are involved in their work, and when they persist in the face of challenges and are visibly happy with their accomplishments.¹ However, not every subject, strand, or lesson can meet twenty-first-century demands for engagement and motivational push.

Consider poetry. I have seen first-hand that it can certainly take on a life of its own: lots of students thrive on the metaphoric wonders of the poetic medium. However, I've also seen the reverse. What can we do to engage those who struggle with a subject like poetry?

Recently in my role as instructional coach, I had the opportunity to work in a grade 8 classroom at Davis Public School in the Greater Essex County District School Board. The teacher, Nadine Draper, a new long-term occasional teacher, was going to be studying poetry with her students. Together she and I discussed students' learning styles, needs, interests, and multiple intelligences. As we talked through some of her plans, I wondered how students would react. Full of hope and optimism, Draper felt that the students would be thrilled with the lesson she had prepared.

ArtSMart

Using art to make poetry happen

True enough, several students had a thirst for poetry and were engaged immediately. However, a tension built among those who didn't share the zeal. As Draper puts it, "Just mentioning the word poetry seemed to send my students into a brick wall."

"We started brainstorming a typical quatrain poem as a class and they begrudgingly started writing," Draper recounts. "It was a semi-successful lesson, but mainly because this was more teacher-led than individual. The next step was for students to begin work on their own pieces. I set up poetry centres and asked them write a minimum of five poems, all different genres. The students were very resistant to the idea of writing. They were struggling with creating themes, with brainstorming, and with writing the pieces. I felt defeated."

Her struggles with these lessons led us to consider what students were feeling and how we might engage them. We asked students to complete a brief survey of their interests; it was clear that we had our work cut out for us. The vast majority – nearly 70 percent – showed limited interest in poetry and few were interested in writing their own.

How were we to engage these students? Daniel Pink, the author of *Drive: The Truth About What Motivates Us*, links motivation to autonomy, mastery, and purpose. He states that "control leads to compliance; autonomy leads to engagement."² Pink explains that autonomy promotes mastery and that purpose provides the context for motivation. We needed to present poetry in a non-controlling way, one that offered autonomy.

Our solution was a culminating task entitled "Layers in Poetry: A Visual Infusion." This lesson combined poetry and images on layers of transparencies traditionally used for overheads. After poems, words, and images were copied onto the transparencies, the layers were placed in a single foam-core frame centimetres



apart, leaving the viewer with a three-dimensional poetic experience.³

Draper says, "Things started to change when I suggested to the class that poetry is not always about rules; rather, it's about communication."

The lesson began with an open discussion with students about the possibilities of our learning. Motivation is dependent on context, and we needed to create an intriguing context that would give the students purpose. "Layers in Poetry" showed students they could communicate their own thoughts, feelings, and ideas in a new and powerful way. They plunged into participation as we planned and discussed the excitement of creating three-dimensional works that would have a polished, professional look. We were not going to just draw or paint another picture; rather we were going to be exploring layers and depth of field amid poetic expression and representation. We watched the ArtSMart how-to video for creating our poetic pieces.

Having previewed the short, 12-minute video, the teacher was able to do a think-aloud, pausing at preplanned moments in the lesson.

Nadine Draper and instructional coach, Lisa Galvan (right), plan the lessons while viewing the video tutorial on the ArtSMart website.

Photos: Lisa Galvan



Alexis Michos
assembles the layers
of the poetry piece.

The students learned how to create a layered piece, questioned and wondered, then wrote in their journals and planned. Some began writing while others searched the Internet for images and creative inspiration.

Things started to come together quickly over the next few days. Students brought in old photos, computer-generated images, and phrases they were shaping into poetry. Small-group sessions ran fluidly throughout the periods of editing and rewriting. Some students began to assemble their work, while others altered or zoomed in on their images, using the photocopier.

Draper says, "I am not necessarily an artistic person. Visual arts is a difficult subject for me, but using this video showed me that I can help my students create interesting works of literature and art. ArtSMart has been invaluable in the drive to motivation and engagement."


As students were completing their works, we distributed another survey. There was abundant data supporting learning. One student said, "The pictures that I used brought back a ton of memories." She was writing a poem about her grandfather and initially struggled with the right words. The images helped her to return to a place where she could pull words from her emotions.

We heard comments like "It was easier doing it this way"; "more interesting"; "less of something I have to do and more something I choose to do"; "helps with ideas"; and "I was

September 2010

ArtSMart

Let us do it for you...any teacher can use ArtSMart to find exactly what they need to confidently deliver a fantastic visual art program free from anxiety.



ENERGIZE YOUR ART PROGRAM!

Check out ArtSMart to discover an innovative, on-line, video-based tutorial site.
<http://www.gecdsb.on.ca/staff/teachers/ArtSMart/>

Generalists can now breathe easy! ArtSMart is a resource made for any elementary teacher in support of the delivery of art instruction across Ontario. ArtSMart can be accessed on-line at the Greater Essex County District School Board website. Simply go to the site and select your division (primary, junior or intermediate) next, choose an element of design you would like to explore (line, shape, colour, texture, space or form) and there you will find simple, step-by-step videos for your viewing. Each video is brief yet gives all the instruction needed to create outstanding works of art. It is ideal! You can simply watch a video in preparation for teaching of the lesson OR you can show the

video to your students. It's a great way to see what creating the piece looks like in action and to hear the terms and vocabulary in use. Do a "think aloud" with the video as you pause to discuss a point of interest to your group, ponder the use of a technique or make a connection. Accompanying each video, you'll find a brief descriptor and a list of materials required.

Let's celebrate our students! Watch the esteem build in the eyes of your children when they see their creations on ArtSMart! <Send images of work created from the site to Lisa Galvan (lisa.galvan@gecdsb.on.ca). ArtSMart is evolving day by day. New lessons are being added regularly. Visit us often!

teachers will find simple resources at ArtSMart to guide them through the assessment process.

able to understand it this way, it came out a lot easier."

One boy said, "I am happy because I don't usually get work done, and I got everything done. If there were more projects like this I would definitely be able to complete my work." This sentiment was heard from several boys in the class who enjoyed the artistic freedom the project offered.

Poetry, like visual art, can be anything you need it to be; it is expressive communication. In this case, allowing students to learn about the kind of poems that interested them offered autonomy. Students were motivated because the project was based on their own interests; those interests, in turn, developed as they began to understand the purpose and value of communication through art. Mastery developed. Art can spur both motivation and engagement.

Check out ArtSMart for more cross-curricular lessons you may want to use with your students, gecdsb.on.ca/staff/teachers/ArtSMart/

Notes

1. P. Schlechty, "Increasing Student Engagement," Missouri Leadership Academy, 1994, p. 5.
2. D. Pink, *Drive*, p.110.
3. ArtSMart, gecdsb.on.ca/staff/teachers/ArtSMart/.

STEP FORWARD WITH FRENCH



Step Forward with French is a curriculum resource for use by occasional teachers (OTs) not qualified in French, on short term assignments in grade 4 to 8 classes.

The authors, Helen Donohoe and Megan Jukes, say OTs not qualified in French are often lacking confidence and knowledge about French. *Step Forward with French* helps by providing ready-to-use classroom materials.

Step Forward with French is published by the Hamilton-Wentworth Occasional Teacher Local (HWOTL) in collaboration with the Hamilton-Wentworth District School Board. It costs \$15 and is available from the HWOTL: 905-547-722; general@otline.ca.

This insert presents one of seven lessons plans in the resource.

Lesson Plan: Grade 4

Preparation:

Montage and/or pages from Canada's Food Guide (available on Internet), in English and French. Individual copies are often available.

Warm Up:

Using Worksheet 1, pronounce vocabulary from list with students, noting food category organization. Make your own numbering system to facilitate location of the words. Ask about favourite foods in each category:

Quel est ton fruit préféré?

(Kel es toñ frwee pray-fay-ray?)

Worksheet 1:

Students draw food items in (some of) the boxes. Be aware of time constraints.

The tally prepares students for the graphing activity on Worksheet 2.

Worksheet 2:

Referring to the tally on worksheet 1, students categorize the foods by colour – and write the name of each food item in the appropriate box. Empty boxes in the columns to the left of each colour may be used for illustrations. See page 24.

The names of some colours change to “agree” with a feminine noun (a **la** word.) These feminine nouns are asterisked* (on the teacher vocabulary list only).

Adjectives of colour change from masculine to feminine like this: **blanc/blanche • vert/verte • noir/noire • bleu/bleue • violet/violette • brun/brune**

Adjectives ending in **e** do not change in the feminine form: **jaune • orange • beige • rouge • rose**

LÉGUMES

(lay-goom)

vegetables

le céleri (sale-ri)

le haricot (a-ree-ko) bean

la carotte*

la laitue* (letoo) lettuce

le brocoli

le radis (ra-dee) radish

PRODUITS DE VIANDE

(pro-dwee-de-vee-añd)

meat products or substitutes

le bœuf (beuf)

le poisson (pwasoñ) fish

le poulet (pool -ay) chicken

le porc (por)

le dindon (diñ-doñ) turkey

le tofu

PAINS ET CÉRÉALES

(piñ ay say-ray-al)

bread and cereals

le pita

la baguette* long loaf of bread

le riz (ree) rice

le naan

le biscuit (bee-skwee)

le croissant (crwasoñ)

FRUITS

(frwee)

la banane*

l'orange*

la pomme* apple

le melon (me-loñ)

le raisin (ray-ziñ) grape

le kiwi

PRODUITS LAITIERS

(pro-dwee lay-ti-ay)

dairy products

la crème* (krem)

le beurre butter

le fromage cheese

le lait (lay) milk

le yogourt de pêche (yo-

goor de pesh) peach yogurt






la crème glacée au chocolat*

(krem glasay o shocola)

chocolate ice cream



A. Draw pictures for some of the items below.

	LÉGUMES vegetables		FRUITS		PRODUITS LAITIERS dairy products		PRODUITS DE VIANDE meat products or substitutes		PAINS ET CÉRÉALES bread and cereals
le céleri		la banane		la crème		le bœuf		le pita	
le haricot bean		l'orange		le beurre butter		le poisson fish		la baguette long loaf of bread	
la carotte		la pomme apple		le fromage cheese		le poulet chicken		le riz rice	
la laitue lettuce		le melon		le lait milk		le porc		le naan	
le brocoli		le raisin grape		le yogourt de pêche peach yogurt		le dindon turkey		le biscuit	
le radis radish		le kiwi		la crème glacée au chocolat chocolate ice cream		le tofu		le croissant	

B. Tally all the food items in the categories above by colour. Use check marks. Some foods can be more than one colour.


[illegible]

Nom :

Classe : _____ Date : _____

Date : _____

Graph Colours of Foods

8							
7							
6							
5							
4							
3							
2							
1		le lait					
	blanc		brun / beige			rouge / violet	
					vert		orange
							jaune

Nom : _____ Classe : _____ Date : _____

Another step forward in removing barriers

BY CHRISTINE BROWN

One of the biggest challenges ETFO provincial and local offices face is convincing members with disabilities to come forward and request the accommodations they need. Sadly, the prevailing culture in schools and in our broader society does not always foster this kind of disclosure.

A new regulation to be added to the *Accessibility for Ontarians with Disabilities Act (AODA)* will help change that. It will become a major focus for educating everyone who works in education about the importance of removing barriers.

The draft Integrated Accessibility Regulation (IAR), the latest chapter in the lengthy saga of the AODA, was posted for public commentary last month. The remaining step is for the final regulation to be enacted. While predictions are always risky, it is possible that this will happen in a matter of months.

The IAR covers three areas: information and communications, employment, and transportation. An earlier regulation governing customer service is already in effect. As a school board employee, you will have received mandatory training in 2009 on the requirements of that regulation.

What changes can we expect in how school boards handle information and communications? Only the final version of the regulation will tell us precisely, but based on the posted draft here are a few likely possibilities.

- Board websites will become more accessible to those with visual impairments, learning disabilities, and other disabilities.
- Boards will make educational and training materials available in accessible formats.

- Student records and information on program requirements will be made available in accessible formats.
- Libraries will begin to provide accessible versions of print, digital, and multimedia resources.
- Boards will develop plans to provide staff with accessibility awareness training.

What about changes to board employment practices?

- Throughout the recruitment, selection, hiring, and promotion processes, employers will ensure that potential and actual employees are aware that job accommodation measures are available.
- Boards will develop detailed written procedures to govern individual accommodation plans for employees with disabilities, procedures that protect employee privacy and permit employees to request their union's assistance in crafting their plans.
- Boards will be required to take into account employees' accessibility needs when conducting performance reviews.

Some of these obligations overlap with existing requirements under other statutes. However, what is different about this law is that organizations that serve the public must become highly proactive in their approach to accessibility.

The IAR was five years in the making, and none of its fruits will materialize overnight. Once the regulation is finalized, its various components will be phased in over the next few years.

If this sounds like a snail's pace, it is – as the disability activist community has been pointing out for some time. But the long-term impact will be transformative. An excruciatingly slow process, yes, but definitely worth the wait.

What is different about this law is that organizations that serve the public must become highly proactive in their approach to accessibility.



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CHRISTINE BROWN is the coordinator of Protective Services at ETFO.



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























































































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	—	 Kawartha Pine Ridge
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Media – Specialist	 Online	 Online
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Primary Education – Part 2	 Online	 Online
Primary Education – Specialist	 Online	 Online
Reading – Part 1	 Online	 Online
Reading – Part 2	 Online	 Online
Reading – Specialist	 Online	 Online
Science and Technology, Primary and Junior - Part 1	 Online	 Online
NEW! Science and Technology, Primary and Junior – Part 2	 Online	 Online
NEW! Science and Technology, Primary and Junior – Specialist	 Online	 Online
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NEW! Social Studies, Primary and Junior – Part 2	 Online	 Online
NEW! Social Studies, Primary and Junior – Specialist	 Online	 Online
Special Education – Part 1	 Online	 Online
Special Education – Part 2	 Online	 Online
	 Limestone	—
Special Education – Specialist	 Online	 Online
	—	 Lambton Kent
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Writing – Part 2	 Online	 Online
Writing – Specialist	 Online	 Online

Breathing Easy?

Dust and fumes

BY VALENCE YOUNG

There was an emergency evacuation at an Ontario school last October. Over a period of three days, staff had reported headaches and difficulty breathing. By the time the school was evacuated, some staff required medical help.

During those three days, a contractor was replacing the school's metal roof. A generator released exhaust fumes laden with carbon monoxide and diesel. As the metal grinder cut into the old roof, zinc oxide fumes and coal tar fumes were released. These fumes were sucked into the school through a faulty ventilation system. The staff and students were being poisoned.

In another location, ETFO members worked throughout the construction of a new addition at their school. They were exposed to silica dust as the exterior wall was demolished. They found it hard to teach above the noise of heavy equipment and the presence of workmen with power tools. Some staff started their Christmas

holidays with new prescriptions for the respiratory problems they developed. The ministry of labour investigated both of these occurrences and issued orders to the school boards under the *Occupational Health and Safety Act*.

We wouldn't dream of putting a classroom on a construction site. Yet some schools boards routinely schedule construction, renovation, and maintenance projects during the school day. Dust and fumes released during these projects are a leading cause of indoor air quality problems in our schools.

The dust and fumes released during construction may contain hazardous materials such as silica, asbestos, lead, petrochemicals, adhesives, and carbon monoxide. These airborne particles are easily absorbed into the body through the skin, eyes, and mouth. Allergic reactions, respiratory illness, headaches, and stress symptoms are typical responses. People leave work feeling exhausted, sick, and anxious about their health.

The *Occupational Health and Safety Act* protects ETFO members with three essential rights.

1. **The right to know** the hazards in your job. Your school board or principal must tell you about anything in your job that can harm you. Your school board must make sure you are provided with the information and protection you need so that you can work safely.
2. **The right to participate** in keeping your school healthy and safe. You can be part of the health and safety committee or be a health and safety representative. You also have the right to participate in training and information sessions to help you work safely.
3. **The right to refuse unsafe work.** You have an obligation to report an unsafe situation to your principal. If it is not corrected and you still feel endangered, you have the right to refuse to work. Before refusing unsafe work, you must ensure that your students are safe. Get advice and support from your ETFO local about this kind of situation.

.....
VALENCE YOUNG is an ETFO executive assistant with responsibility for health and safety.

may harm your health

A hazardous exposure to dust and fumes could happen within minutes, so you must act quickly.

Exposure to dust and fumes during the school day increases health risks to those with asthma and heart disease. Pregnant women worry about the effect of exposure on the fetus. ETFO members who have never been diagnosed with asthma may find themselves using a puffer.

ETFO members genuinely care about the health and safety of the students in our schools. In every incident involving an ETFO member's health being compromised by exposure to dust and fumes, students have been exposed too.

Here are five steps you should take if you believe that dust and fumes are a hazard in your school.

1. Report your concerns

Report your concerns right away to your principal. As with any other health and safety concern, put it in writing. It is your principal's duty to investigate and deal with health and safety concerns. If your principal has been trained to recognize and respond to workplace hazards, then he or she will stop the dust and fume exposure at the source. However, your principal may be reluctant to deal directly with your concern because of pressure from the school board to keep the project on schedule.

2. Tap into the health and safety network

If you believe your concerns about dust and fumes are not being dealt with fairly, then do not hesitate to contact your ETFO steward and your ETFO health and safety representative for support. Contact your local president for advice. Your local president can also contact ETFO provincial office for expert health and safety support. A concern can be reported to the ministry of labour.

School boards are required to have joint health and safety committees with both worker and management members. The JHSC can make recommendations for con-

struction protocols that protect indoor air quality. It can also recommend that non-emergency work take place on school holidays.

3. Don't wait

A hazardous exposure to dust and fumes could happen within minutes, so you must act quickly. Recently an occasional teacher evacuated her classroom as a plume of dust and debris poured through a floor vent. A contractor was using a high-pressure vacuum system to clean old ductwork. The principal helped the teacher relocate to another classroom.

You shouldn't have to sacrifice personal health while a school is being improved. We tend to hope that things will get better or that the construction project will end soon. If you wait until the next day or the next several days to seek advice and support from ETFO's health and safety network, you are more likely to get sick and stay sick longer.

4. Tell your doctor it happened at work

If you see your doctor about an illness or injury that happened at work, make sure that he or she records that the source of your health condition is work-related. Speak to your ETFO local, your doctor, and your school board about the process for completing Workplace Safety and Insurance Board (WSIB) forms for illness, injury, and exposure because you may qualify for compensation.

5. Consider collective agreement language

School boards need to separate the work of teaching from the work of construction. Collective agreement language could ensure that non-emergency construction projects are scheduled for school holidays, and that the tender requirements include strict measures for dust and fume control.

Breathing easy during the school day helps us to work at our professional best and to be at our personal best when we go home. Speaking up about workplace hazards helps to ensure that the school community is healthy and safe for everyone. Tap into ETFO's health and safety network to get the support you need for breathing easy at work.

Professional Regulation for Designated Early Childhood Educators

BY PROFESSIONAL RELATIONS SERVICES STAFF

One of the major benefits ETFO provides for the designated early childhood educators (DECEs)* it represents is legal protection when work-related problems occur. These educators work closely with young children and, like teachers, are vulnerable to complaints lodged by the public.

In Ontario the *Early Childhood Educators Act, 2007* created the College of Early Childhood Educators (collegeofece.on.ca), the first self-regulatory body for early childhood educators (ECEs) in Canada. While new for ECEs, self-regulation has been in place in other professions for some time. Nurses, doctors, and lawyers are all governed

by self-regulating colleges. The Ontario College of Teachers was created in 1997 to regulate the teaching profession. The new law that applies to DECEs and ECEs is patterned closely on the one governing teachers.

Self-regulation means that a profession is governed by rules and regulations established by the members of the profession. Entry into the profession is controlled by creating licensing requirements for new members. The conduct of existing members is regulated through rules and standards of conduct enforced by a discipline process.

ETFo Professional Relations Services staff are trained to help you with a variety of issues. All services are completely confidential. Call 1-888-838-3836 or 416-962-3836 and ask for the PRS duty officer on call.



* Designated early childhood educators (DECEs) work alongside teachers in the full-day kindergarten program. ECEs work in a variety of other settings. All are governed by the same professional college.

All professional regulatory colleges operate to protect the public interest, not the interest of the profession or its individual members.

THE COLLEGE OF EARLY CHILDHOOD EDUCATORS

The College of Early Childhood Educators governs the professional lives of all ECEs. In order to achieve its purpose of protecting the public interest, the College

- sets registration requirements to ensure that only qualified and competent individuals are registered as members
- maintains a public register of early childhood educators
- establishes a code of ethics and sets standards of practice that all ECEs must meet
- investigates complaints from the public about the conduct of its members and, if necessary, disciplines members
- assures parents that members will be held accountable for providing a high standard of care and education for children.¹

The main way in which the College affects the working lives of ECEs is by establishing and enforcing standards of practice, achieved primarily through a complaints process. Anyone – parents, other ECEs, school staff, or members of the public – with a complaint about a member’s conduct or actions can submit a written complaint to the registrar.

In order to practise as an ECE, individuals must be licensed by the College; it has the authority to revoke, suspend, or place terms and conditions on a license, thereby restricting the ECE’s ability to practise.

A member’s license could be affected by a finding of professional misconduct, incompetency, or incapacity.

- **Professional misconduct** occurs when a member is found to have contravened one or more provisions of the *Early Childhood Educators Act, 2007*, the regulations associated with this Act, or the by-laws created by the College.²
- **The College will find** a member to be **incompetent** if it judges the member to be unfit to carry out his/her professional duties, having displayed a lack of knowledge, skill, judgment, or disregard for the welfare of a child.
- **Incapacity** occurs when the College finds that a member is unfit to carry out his/her professional responsibilities

Notes

1. Reproduced from “Creation of the College” at collegeofece.on.ca.
2. The *Early Childhood Educators Act* and regulations can be viewed at e-laws.gov.on.ca. The College has recently created a set of professional and ethical standards for ECEs.

due to a physical or mental condition or disorder. This can involve medical issues including substance abuse problems.

ETFO’S ROLE


ETFO may provide legal support for ECEs who have chosen to join the federation, and who meet its criteria for legal coverage.

If you are an ETFO member and receive notice of a complaint,

- contact PRS staff at ETFO’s provincial office to seek advice and inquire about legal support
- refrain from discussing the matter with anyone – colleagues, friends, or College investigators.

Decisions by the College of Early Childhood Educators can have an impact on your employment and your career. If a complaint is filed against you, your first step should always be to contact ETFO’s PRS staff to obtain assistance and advice about how to protect yourself.

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BY JANE BENNETT

Teachers Learning Together

Over the winter holidays I discovered *The Book of Awesome* by Neil Pasricha, who decided that there was so much bad news in the world and in his own life that he needed to find and blog about a single, simple joy every day – things like the yeasty smell of a bakery, finding money in your pocket, the scent of a new box of crayons, the freedom of recess or snow days.

The book made me think that being a teacher is awesome. We are so fortunate to see wonderful things happen every day, like watching a child learn to read – *awesome*; grasp a math concept – *awesome*; find a note on a musical instrument or make the perfect volleyball serve – *awesome*. It is also awesome when we too learn something new or experience the synergy of working with like-minded colleagues.

I had this book in mind at the beginning of January when 100 teachers gathered to share and celebrate the collaborative action research journey they had been on for the last two years. These teachers were part of ETFO's *Teachers Learning Together* (TLT) program, during which they demonstrated an inspiring commitment to

and passion for the work they were doing. They collaborated, shared, asked questions, found answers, and asked more questions. Together, they faced challenges and experienced successes.

ETFO created the TLT program three years ago to support members and their professional learning through action research projects conducted by teams of teachers. Action research is a model of professional learning that teachers undertake to discover answers to questions or issues relating to their classroom practice. Many teachers conduct action research on their own or with a partner while taking part in an additional qualification course or in such programs as ETFO's *Reflections on Practice*. The TLT program engaged school-based teams or role-based teams of three to six teachers in an action research project focused on teaching mathematics.

This program exemplifies teacher professional learning at its best. Participants used their professional judgment to work together to assess their needs and decide on the topic to explore. They developed a plan of action and made all the critical decisions throughout the process.

Photo: Anne de Haas

“It was a chance to talk, plan, collaborate with and support each other at a grassroots level.”



Photos: Jane Bennett

Teacher teams had time to work and connect with colleagues, and to expand their knowledge of mathematical content. They considered and made use of research-informed strategies and reflected on effective mathematics instruction. They made connections to the curriculum and quality resources and began to make significant changes in their programs.

The TLT participants received support from a faculty of education partner. These faculty staff acted as facilitators, supported the teacher teams, helped them with the action research process, and provided expertise in mathematics and effective teaching processes in mathematics. Working with the university facilitators enhanced teachers' professional knowledge as they examined content areas and research-based practices.

The university partners also worked with teacher teams to complete case studies. These focused on teacher interaction, learning, efficacy with action research, confidence, and beliefs. The data gathered from these case studies will be published in an upcoming ETFO resource and in academic journals.

JANE BENNETT is an ETFO executive assistant in Professional Services.

In addition to providing ETFO members with a quality professional learning opportunity, this program provided many other benefits. A professional learning community has been established in each school or across several schools, depending on the composition of the teacher teams. Participants developed leadership skills as they worked with their teams. They have had an opportunity to share with colleagues from across the province. The participants' students have also benefited from the work these teachers did in exploring, examining, and reflecting on their own learning and refining their teaching craft.

Here are some comments from teachers who participated in the *Teachers Learning Together* (TLT) program:

“I really enjoyed being given choice and trust in driving my own professional learning. Thank you for your commitment to us! I have felt very validated as a professional in this project.”

“It was a chance to talk, plan, collaborate with, and support each other at a grassroots level. It was amazing to be trusted with my own professional development. I have risked more over the last two years in TLT than in my previous 17.”

“The opportunity to be involved in this thought-provoking exercise in the company of like-minded, passionate educators has been a very enriching experience. This project has truly been a career highlight for me and has changed my teaching practice forever!”

“This experience has not only transformed my practice, but has helped me to recognize that when I collaborate with others through action research I can make a difference not only for myself, but more importantly for my students.”

These teachers were part of a unique program that will continue to have a long-lasting positive impact on them and their students. They experienced professional development that puts them and their professional needs first. It has been inspirational for me to listen to their stories, read their research, and watch their growth. Because of this opportunity they now see themselves as teachers and as researchers. *Awesome!*



Thanks to ETFO member Dawn Stefani (left) and preservice students Lara Hummell and Shane James for allowing their photos to be used in the December 2010 Professional Services column.



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PLANNING • INVESTING • LENDING



Seeing Students' Strengths

We can empower students by simply seeing attributes they possess.

BY JOANNE LANGUAGE AND JIM STRACHAN

We can look at our students and note all their deficits, weaknesses, and labels or we can look at them and purposefully seek out their strengths.

If we think our students have strengths, we will intentionally structure opportunities that allow them to learn from and with each other, and allow us to learn from them. This is the attributes-based approach.

If there were two words I would like to eliminate from every staff room and board office, they are "those kids." When I hear these words, nine times out of 10 I hear a lowering of expectations. Sadly this judgment is often based on culture, gender, race, socioeconomic status, or even the intersection or apartment building where "those kids" live.

My first experience teaching "those kids" occurred when I taught summer school back when students still failed grade 8. My challenge for four weeks in July was to find one personal strength or interest that each student possessed and to provide every student with a chance to shine by connecting their strengths to their learning. Was I successful with every student in every case? No, but this thinking transformed my approach to teaching. My students became the source of my learning and the intentional sharing of knowledge and practice became the goal of our classroom community.

Jim Strachan

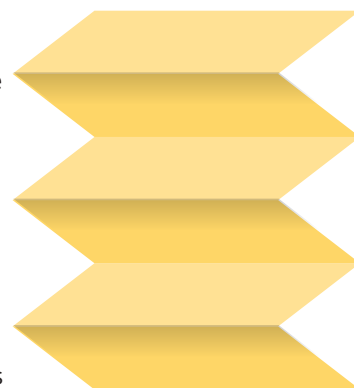
This attributes-based approach doesn't mean ignoring deficits, labels, or challenges but rather provides a positive mindset for working with each student.

Here is an activity to build inclusion and celebrate strengths.

Appreciation Fans

After the first couple of weeks at school, the following activity is a great way to cement and celebrate the inclusion you are building in your classroom.

1. Have each student write his or her name on the top of a blank piece of paper. Have students then fold the paper over and back several times (like an accordion or fan). Model this for students. The paper will look like the illustration.
2. Model for students how to write appreciation statements. Encourage specific, relevant statements, for example: "You are kind and patient with me when I get stuck in math" or "You are helpful when I have trouble tying my shoelaces." These statements are more meaningful than "You're nice."
3. Ask students to exchange their fans with their classmates. Each person writes an appreciation statement on the other person's fan. The students can choose whether or not to sign these statements.



At first, many students will begin by choosing fans that belong only to their close friends, but if a positive classroom atmosphere has been created, they will reach out to others. Students will often try get everyone's signature on their fans. It's a great idea for the teacher to have a fan as well and to participate by writing appreciations on students' fans.

At the end of the activity, ask students how they felt when they read the appreciations written on their fan and how it felt to write appreciations for others. This personal reflection will help them see the value of giving and receiving positive comments.

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From *The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers*, available from ETFO in the fall.
.....

JOANNE LANGUAGE is an executive assistant in Professional Services at ETFO.

JIM STRACHAN is Program Coordinator, Beginning Teachers, with the Toronto District School Board and a member of the Elementary Teachers of Toronto Local.

Managing Student Behaviour



The greatest professional challenge for most occasional teachers is classroom management. Occasional teachers have to adjust quickly to a variety of classroom situations. Students often feel free to treat occasional teachers in ways that would not be tolerated by anyone else in the school.

The challenges for occasional teachers are to keep a positive attitude, to be effective, and to be respectful toward students while dealing with a wide range of behaviours.

Dr. Glen Latham of the Substitute Teaching Institute at Utah State University describes five skills for effective behaviour management. This column outlines the first skill. Future columns will present skills two through five.

Getting and Keeping Students on Task

Students learn when they're actively engaged and focusing on purposeful, meaningful work. When students are on task classroom management issues are minimized. Here are two strategies to consider as you start the day.

Begin immediately: Reduce the time between the beginning of class and the start of the lesson. Greet students (older students in particular) at the door, introduce yourself, and direct them to instructions you have posted. Many effective occasional teachers start the day by having students complete a seating chart, make name tags, write a journal entry, or read a short story.

Introductory activities will quiet most of the class and allow you to focus on potentially off-task students.

Walk around cueing students: As soon as you have oriented students to the task, begin to walk around and encourage them to get started. Your proximity can often prevent problems. Make eye contact as you move about the room. Acknowledge good behaviour. Stand near students who are off task, and point to what they are supposed to be doing. Do not interrupt your lesson to deal with inattentive or mildly disruptive students. Instead, use proximity, a glance, a pause; use students' names when you speak to them.

How you speak to students will affect their behaviour. Here are 10 strategies that will increase student compliance.

1. **Descriptive requests** will bring better results than ambiguous requests. "Please sit in your chair facing forward, looking at me" rather than "Please pay attention."
2. **Start requests.** Use positive requests to start an appropriate behaviour rather than requests to stop a misbehaviour. "Please start your math assignment" versus "Please stop arguing with me."
3. **Direct requests** increase compliance more than questions. "You need to sit down" rather than "Would you please sit down?"
4. **Two requests only.** Make your request twice only, not several times.
5. **Proximity.** Make the request from nearby rather than from a distance.
6. **Eye contact** helps convey the message.
7. **Modulate your voice.** Make your request in a soft, firm voice and don't allow your volume or pitch to increase. Raising your voice signals that you are losing control.
8. **Time.** Give students time (five or 10 seconds) to comply. Do not converse with a non-compliant student. Look at the student, restate the request if necessary, and wait for compliance.
9. **Keep your tone neutral.** Respond to behaviour in a calm, matter-of-fact way rather than showing emotion, yelling, or giving an ultimatum.
10. **Reinforce positive behaviour.** All too often teachers request a specific behaviour from students, then fail to notice a positive result. If you want more compliance, genuinely reinforce the new behaviour as soon as possible.

Adapted from *I Am the Teacher: Effective Classroom Management Techniques for Occasional Teachers*. Available from shopETFO. Dr. Glen Latham's principles are used with permission.



BY RIAN MCLAUGHLIN

Research Is a Valued Undertaking at OTF

Business as usual at OTF means that research is constant and ongoing.

While OTF conducts its own research as needed, we are often informed by carefully reviewing and analyzing the research of others. We are respected research partners seeking opportunities to ensure that teachers' voices are heard in educational policy development. Whether it is changes to legislation at the Ontario College of Teachers or issues relating to the Ontario Teachers' Pension Plan, OTF continuously gathers and synthesizes information and analysis from a wide range of experts.

Assessing changes to legislation

A recent example involves a consultation by the Ontario College of Teachers. The College is proposing substantial amendments to its founding legislation. Many of these changes are procedural and involve disclosure and use of information. OTF has gathered legal research and reviewed even the smallest details to ensure that teachers' rights to privacy, due process, and professional respect are not compromised by any proposed legislative changes the College might wish to make.

Creativity, Community,
Citizenship and Critical Thinking
in the 21st Century
TORONTO 2011



Créativité, citoyenneté,
communauté, et pensée critique
au 21^e siècle
TORONTO 2011

C⁴ for the 21st Century

It should come as no surprise that OTF pays close attention to broad educational issues and initiatives in Ontario, across the country, and beyond our borders. The political thrust of American education reform is of great concern to Ontario teachers. Our extensive research and well-developed

network of experts across the globe have guided us to lobby vigorously against merit pay, "no child left behind" policies, "race to the top" schemes, the "accountability agenda" of standardized testing, and the "shame and blame" philosophy.

OTF is organizing a major national symposium called *C⁴ for the 21st Century*; the four Cs are creativity, community, citizenship, and critical thinking. High-profile keynote speakers such as Diane Ravitch (dianeravitch.com) and Dennis Shirley (dennisshirley.com) will headline this unique conference. It takes place on May 5-6, 2011.

We will draw education stakeholder groups, government representatives, and federation members and staff from Ontario, Canada, and abroad. Our goal is to put forward a very positive, very public vision for education in the twenty-first century. Among other topics, we will discuss how to build broad community support for public education by promoting the professionalism of teachers. Visit otffeo.on.ca for more information.

Dealing with pension issues

Pension research is a perpetual undertaking at OTF. Literally every day we pour over economic forecasts, actuarial commentaries, pension legislation, benefits levels . . . the list goes on. We do not confine ourselves to our own pension plan, but are regularly reviewing the status of various public plans here and abroad. Research supports us in many ways. We draw on expertise we have in house, OTPP staff, our actuaries and lawyers, our government partners, and staff from ETFO and other affiliates. Dedicated research and data analysis allows us to respond effectively in our communications to members and to put forth the best possible position for plan members.

.....
RIAN MCLAUGHLIN is ETFO's representative at OTF and is the 2010-2011 OTF president.



BY MARY-LOU DONNELLY

Conducting Research. Expanding Knowledge. Fostering Understanding.

Sound research is too often missing when changes are advocated for education policy and teaching practice. The global push for education reforms too often starts with preconceived solutions.

Private involvement in education is a multibillion-dollar business. Major corporations eye education (and all public services) as new turf for profits. In the United States, major foundations, including the Bill & Melinda Gates Foundation, have embedded themselves in the department of education, where they push for reforms based on competition and standardized test outcomes. They promote a worldwide strategy for education reform based on narrow capitalistic values like “competition is good” and “let the market decide.”

Their ideology embraces “rugged individualism” and “freedom of choice” and an ever-narrowing curriculum focus. It promotes the idea that teacher performance should be assessed on the basis of student results on high-stakes testing, and it seeks to undermine the influence of teacher organizations.

So where *does* research fit?

Research is a major focus of the work of the Canadian Teachers’ Federation. Our calls for policy change and our advocacy are based on solid data provided by research.

Teachers believe research is key to improving professional learning and, in turn, improving education. Current Canadian preservice and in-service programs offer teachers ongoing advances in such areas as brain-based learning, student learning styles, literacy for special needs students, numeracy, media, and digital literacy.

CTF member organizations partner with provincial ministries of education, school boards, and faculties of education to provide professional learning. To keep teacher education in Canada at the cutting edge, CTF believes teacher education programs should be sited at research universities.

The CTF working group on quality teaching, established in 2009, collects and analyzes research from across the country. Expect to read more about this working group and its findings.

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



The many studies, reports, and documents that CTF collects and analyzes are posted on the CTF private members’ site, available to ETFO and to all CTF member organizations.

CTF conducts its own research. Last summer, many ETFO members responded to our online poll on professional learning. Respondents outlined the extent to which they access professional learning on their own. Their responses also provided evidence of the significant role that teacher organizations play in providing professional learning.

CTF also funds research. In the summer of 2010, we launched the CCT/CTF Research Awards Program, which is expected to provide grants of over \$10,000 annually to research projects that support public education in Canada.¹

CTF believes that strong research and consistent advocacy will help to foster an education system based democracy and social justice – education that benefits society as a whole and not just the bottom line for multinational corporations.

Note

- 1 The program originated from a \$200,000 donation from the Canadian College of Teachers when it ceased operations. This forms the base of the income-generating pool of funds.

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L-R: TANGARA JONES, KYLE BROWN, MATTHEW BROWN, EVERETT SMITH, KARLA JANG, ALLISON BRADLEY IN A SCENE FROM *i think i can*.
PHOTO: DANIEL ALEXANDER | SEASON DESIGN KEY GORDON

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Getting Dads on Board: Fostering Literacy Partnerships for Successful Student Learning

Jane Baskwill

Markham, ON: Pembroke Publishers,
2009

127 pages; \$24.95

★★★★★

Reviewed by **Jane Cliff**

This is a unique resource for all elementary teachers who are accustomed to communicating with students' mothers as the home-school liaison and are looking for strategies that would engage fathers.

The author's premise that fathers are integral in children's literacy learning serves as a challenge to schools to take responsibility for helping dads feel more comfortable so that they will be more connected to their child's learning and attend school functions.

Baskwill guides teachers through a series of reflective exercises that assist them in determining where to set the focus for fathers' involvement and leads them through a process for getting dads involved.

The book presents a number of strategies for involving dads (and others) in children's literacy learning. Each strategy includes tools for the teacher, tips and activities to share with students and their dads, and a "Dear Dad" letter to send home. The author has included personal stories about fathers' problematic experiences with their children and problem-solving strategies that evolved as a result of these experiences.

This resource suggests creative, non-traditional ways for adults to promote literacy at home and is a springboard for ideas involving the use of media, print, instructional materials, catalogues/flyers, and authentic writing opportunities. The ideas are consistent with current thinking about reading strategies that promote valuable literacy skills and they support the Ontario curriculum.

The final chapters list tried-and-true methods for getting dads involved in school workshops, including themed gatherings that focus on a specific strategy, such as storytelling, photostory, and the use of a storyboard to create family stories. Ideas for involving other family/community members include family book clubs, a comic-book club project, and organized activities focused on Education Week.

Jane Baskwill is an associate professor at Mount Saint Vincent University, a former classroom teacher and school principal, and the author of many professional books and articles. Teachers will enjoy her authentic, knowledgeable voice, and reader-friendly style of writing. With her advice it couldn't be easier to "get dads on board!"

Jane Cliff is a member of the Peel Teacher Local.



Rough Magic

Caryl Cude Mullin

Toronto: Second Story
Press, 2009

312 pages, \$9.95

★★★

Reviewed by **Debra Menary**

This complex young adult novel is structured somewhat unconventionally as a five-act play. The novel was inspired by Shakespeare's *The Tempest*. I remember having difficulty plowing through *The Tempest* and, similarly, I was not captivated by this novel.

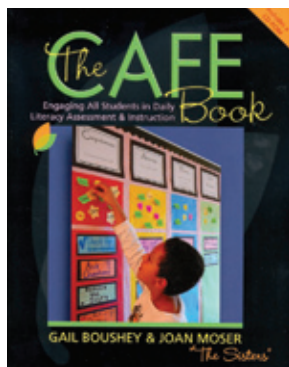
That is not to say *Rough Magic* does not have its merits. If you enjoy a make-believe story with many twists and turns, this may be just the read for you or your students. This novel is steeped in the supernatural. It overflows with spells, dreamlike characters, spirits, (some quite wicked), and plenty of "rough magic."

I would probably have been more engrossed if the author had stuck to the original storyline. However, as the story progresses, there is a great deal going on, a number of complicated characters to track, and much descriptive language. There is a plethora of strange creatures and many (too many) power struggles.

Intermediate students and perhaps even some Senior-level students who thrive on fantastical literature might well be mesmerized by the complicated plot. A classroom teacher would need to read the book carefully first and consider the audience.

English teachers might study two genres together, the fantasy novel and the Shakespearean play. This would be challenging, but could make for an interesting comparison paper for those students prepared to read both works. As a group study, doing *Rough Magic* and *The Tempest* would require a lot of introduction and background teaching, but might be worthwhile for the right group of students.

Debra Menary is a member of the Simcoe County Teacher Local.



**The CAFE Book:
Engaging All Students in
Daily Literacy Assessment
and Instruction**

**Gail Boushey and Joan
Moser ("The Sisters")**

Markham, ON: Pembroke
Publishers, 2009
240 pages; \$29.95

★★★★★

Reviewed by **Jody Howcroft**

"The Sisters" – Gail Boushey and Joan Moser – are widely known for their book *The Daily Five*. Their latest publication, *The CAFE Book*, is an essential companion if you are using *The Daily Five* in your classroom. Even if you are not, this latest book is still a useful resource for your literacy block. It is recommended for kindergarten to grade 5 teachers.

The acronym CAFE stands for **c**omprehension, **a**ccuracy, **f**luency, and **e**xpand vocabulary. At first glance the CAFE system may sound complicated, but it is not. Teachers guide students to

set literacy goals within the CAFE framework. The CAFE system provides a common classroom language, a framework for conferencing and goal-setting with students, goals to post on a whole-class board, a model for assessment to guide instruction, and a way to focus both small- and large-group instruction. The system is flexible and individualized, allowing for differentiation. The book is the result of practical classroom experience and research by "The Sisters" into current best practices in literacy instruction.

Boushey and Moser provide substantial support for implementing the CAFE model in the classroom. *The CAFE Book* comes with a CD-ROM, enabling teachers to customize the authors' printable forms. Printable forms are included in the book as well, along with sample literacy block schedules and a step-by-step guide for implementing the program. The authors have a website, *thetwosisters.com*, which provides online support and a forum for teachers using the CAFE system.

"The Sisters" presented at the 2009 *Reading for the Love of It* conference in Toronto. Judging by the lineups to hear this dynamic duo speak, Boushey and Moser are onto something with *The CAFE Book*.

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



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trivia

BY PETER HARRISON

Happy Birthday

I told my three math teacher friends, Xacta, Yewno and Zamine, all experts in logic, that in spite of my birthday being on the 13th of the month, I always have a happy day. And I set them a puzzle to work out my birth month.

Sealing three separate pieces of information into separate envelopes, I gave one to each friend.

I then told them all that in Xacta's envelope was written the number of letters in my birth month (e.g. M,A,Y would be 3); that Yewno's contained the number of days in the month (e.g. May = 31); and that Zamine's held the day of the week that my birthday falls on this year (e.g. Monday).

When each had looked in their own envelope, I asked them in turn, whether they could yet deduce the month.

Their replies were:

Xacta: "No"; Yewno: "No"; Zamine: "No";

Xacta: "No"; Yewno: "No"; Zamine: "Yes!"

In which month was I born?

Send your answers to **ETF0voice@etfo.org** with the word "Trivia" in the subject line. You may also mail your entry to The Editor, *ETF0 Voice*, at the address on the masthead. Three winners will be drawn from all correct entries received by April 25, 2011.

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Hanna Ciurzynski, Peel OT Local

Dave Duiella, Simcoe County Teacher Local

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Olympic Game Site 2008

The National Stadium serve as the main venue of the 2008 Beijing Olympic Games. The design was awarded to a submission from the Swiss architecture firm Herzog & de Meuron in April 2003.

Forbidden City

The Forbidden City was built during the Ming dynasty. It is actually a city-within-a-city; with 9999 rooms spread over 250 acres. During the Ming and Qing dynasty, 24 emperors made their home in the Forbidden City.

Great Wall

The Great Wall was built to keep out the warring invaders, but additional sections were extended eastward for nearly 6,700 kilometres. The Badaling section is the most well-preserved section of the Wall.

Ancient City

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