

ETFO

FALL 2011  
VOL. 14 - NO. 1

# Voice

Vote Against Kids!  
Really?

2011-2012 ETFO  
WOMEN'S  
PROGRAMS  
SUPPORTING WOMEN'S LEADERSHIP

Annual Meeting 2011

The Ultimate Block Party



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*A new look and new features*

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First Vice-President - **Susan Swackhammer**, Grand Erie  
Vice-President - **James McCormack**, Waterloo Region  
Vice-President - **Maureen Weinberger**, Halton  
OTF Table Officer - **Rian McLaughlin**,  
Hamilton-Wentworth Occasional Teachers

## Executive Members

**Karen Brown**, Elementary Teachers of Toronto  
**Adelina Cecchin**, Greater Essex County  
**Ellen Chambers**, Lakehead  
**Doug Cook**, Upper Grand  
**Diane Dewing**, Upper Canada Occasional Teachers  
**Pamela Dogra**, Elementary Teachers of Toronto  
**Nancy Lawler**, Bluewater  
**Monica Rusnak**, Ontario North East  
**Deb Wells**, Limestone

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**SAM HAMMOND**  
ETFO President

## ETFO Campaigns to Highlight Education

**Earlier this year ETFO leaders took a bold step:** we approved a controversial public relations campaign to run during the provincial election campaign.

The campaign was launched in late August with a series of 15-second television spots, which urged viewers to “Vote Against Kids.” If you are reading this column it’s unlikely that you have not seen the ads. It’s equally unlikely that you don’t have an opinion about them.

“Unusually adventurous for a teacher federation,” was how one commentator described the campaign. And, yes, it was.

In the spring when we decided to undertake the campaign education was not an election issue. Our goal was to change that: we wanted to make education a priority issue during the provincial election campaign. We wanted people to think about how important a strong public education system is for our children and for the future of our province.

Like other teacher federations we have done our share of heart-warming ads featuring charming children. But faced with a potential change in government, faced with the prospect of a return to a government whose focus would likely be slashing budgets and services, we knew we had to do something different. We asked several advertising agencies to show us how we might achieve our goals.

The agency we chose, Smith Roberts, had done a number of innovative campaigns featuring ‘head snap’ ideas, ideas designed to get attention and provoke conversations.

The head snap ads they created for us were parodies of election attack ads. They featured a

deep male voice pretending to express outrage at kids doing kid-like things. We knew that by going in this direction we were definitely outside the box. By choosing broad parody, we were asking people to look beyond the content and to think about the meaning and intent of the ads.

Many people were engaged. As you will see in the article on page 14, there were more than 70,000 views of the ads on YouTube. The *Refuse to Vote Against Kids* website had more than 75,000 page views. We received phone calls and emails. People told us that they were talking about the ads with parents, friends, neighbours, and colleagues. They were sharing their confusion, their support and, in some cases, their outrage. A number of media stories featured our campaign. Education became the a key issue on the *Toronto Star* website.

The ads clearly upset some ETFO members and members of the public. I understand their concern and respect their opinions. However, we also know that without controversy we would not have achieved our goal: to get people talking, asking questions, and thinking.

Our campaign gave us a high profile, and it boosted the profile of education as an election issue. Although we have a minority government, education-friendly candidates are in the majority.

When your executive approved this campaign we knowingly took a risk – and we did it for the sake of public education and, ultimately, for our members.





**GENE LEWIS**

ETFO General Secretary

## A New Opportunity to Advocate for Education

**It has been some 25 years since Ontario** last had a minority government. Most ETFO members have come to the profession since then. For those who are politically active, understanding and working with a minority government will be a new experience, one that will expand their appreciation of how our political system works.

Political activists understand that there is a direct link between what happens at Queen's Park and what happens in their schools. They know that the philosophy and policies of the government of the day make a very real difference to the experience educators have in the classroom. A party that supports public education and educators will set a different tone, will make different spending decisions, and will provide different supports than one that does not. (This is the reason ETFO and other teacher federations take an active role in election campaigns and urge members to get involved.)

Today Ontario has a minority government. Although the Liberal Party won the most seats they must get the support of members from one of the other two parties to move their agenda forward. All three political parties know they are vulnerable in the next election. In a minority situation all parties must be more sensitive to the demands and wishes of the electorate – both those who regularly support them and those who they want to win over.

This means that, as a group, educators have more clout and that your actions can make an important difference. You know you make a difference in the lives of your students with the

work you do every day in the classroom. But you can also make a difference by making it a point to advocate for public education and for your students. This means speaking up when decisions are made that are not in the best interest of your students.

There are a variety of ways to make your views known. You can talk to your neighbours and friends. You can speak to your colleagues, your school steward, or your local president. You can get more involved in your local's political action committee. You can become an active member of the federation. After confirming with your local that your ideas align with federation policy, you should write, email, or speak directly to your MPP. Your voice can make a real difference in supporting your students and your profession.

Understanding the connection between the classroom and the legislature is the first step. Inform yourself about the issues and work with colleagues in your school and in the federation to make sure that the voice of educators is heard.

Being an advocate for your students and for public education is one more way you can make a difference every day.



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# Annual Meeting 2011

**T**he importance of the October provincial election and bargaining new collective agreements were President Sam Hammond's focus in his opening address to some 600 annual meeting delegates.

Hammond reminded delegates that the election outcome could have a significant impact on public education. He urged delegates to support candidates who had a proven track record of improving education and outlined the role the federation would play in the lead up to the vote.

(The election results are now well known. ETFO's public relations campaign also became well known, sparking lots of debate among members and the public. See page 17 for an overview. )

As well, in the forthcoming year ETFO will be negotiating new teacher, occasional teacher, and ESP/PSP collective agreements. These agreements expire next August. ETFO is also negotiating first agreements for DECEs.

Hammond reminded delegates of the gains made in previous rounds of bargaining and noted that "every round is hard when you are in it. In hindsight, when you look back, you recognize that you just didn't give yourself enough credit for achieving what many said were unattainable goals."

"When we began bargaining in 2004 how many believed that 200 minutes of preparation time was achievable? ... Because of the solidarity of local leaders and the unwavering support of our members we negotiated the 200 minutes and achieved more.

"In the 2008 negotiations, facing the toughest economic climate ETFO has ever seen, our occasional teachers negotiated the highest raises ever achieved in a single round. Teachers maintained the integrity of their collective agreements, accepted no strips, improved benefits, and negotiated additional prep time.

"There is a lesson in this. Something we must never forget...In the face of adversity, we rise to the challenge. This is how we bargain; this is our heritage; this is what we do!"



ETFO's bargaining priorities were set with input from members and local leaders. The bargaining goals will be approved by local leaders at the October Representative Council meeting.

The uncertain economic climate will make this round of bargaining challenging, Hammond said, adding that "bargaining only succeeds when members are engaged, fully informed, and personally involved in the process."



# Annual Meeting

Elections for the ETFO executive take place at the annual meeting every two years. The newly elected members will serve until 2013.

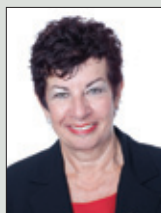


**Sam Hammond, President**

Sam Hammond was acclaimed to a second term as president of ETFO. Hammond was elected president in 2009. Prior to that he served one term as first vice-president and two terms as vice-president.

Hammond has a long history of federation involvement. From 1998 to 2003, he was the chief negotiator and grievance officer for the Hamilton-Wentworth Teacher Local, a position he held when the local's 2,300 members went through a 17-day strike/lockout in 2000.

A physical education teacher, Hammond has worked on numerous political campaigns and has been a longtime member of the Hamilton-Wentworth Labour Council.



**Susan Swackhammer, First Vice-President**

Susan Swackhammer was acclaimed to the position of first vice-president, a position she has held since 2009. She was a member of the provincial executive from 2007 to 2009. A long-serving ETFO activist, Swackhammer was one of the founding executive members of ETFO and also held the position of first vice-president from 1998 to 2000. She is a classroom teacher.

Swackhammer is a former president of the Grand Erie Teacher Local. She was president of the Brant Teacher Local of the Federation of Women Teachers' Associations of Ontario (FWTAO – one of ETFO's predecessor organizations) from 1991 to 1995 and began serving on the FWTAO provincial executive in 1995.



**Maureen Weinberger, Vice-President, Female**

Maureen Weinberger was acclaimed to a second term as vice-president, female. She was an ETFO executive member from 2007-2009. Weinberger served on the executive of the Halton Teacher Local since 1998 and was president from 2002 to 2009.

Weinberger is a classroom teacher who has worked on numerous election campaigns and serves on the board of directors of Community Development Halton and as a member of Poverty Free Halton.



**James McCormack, Vice-President**

James McCormack was acclaimed to the position of vice-president. He served on the ETFO executive from 2009-2011.

McCormack, a classroom teacher, has been a local activist for many years serving in a variety of positions before becoming president of the Waterloo Region Teacher Local in 2002. He was also an executive member of the Ontario Public School Teachers' Federation (OPSTF, one of ETFO's predecessor organizations). He is a member of the Waterloo Regional Labour Council.

## Executive Members



**Rian McLaughlin**  
**OTF Table Officer**

*President, Hamilton-Wentworth Occasional Teacher Local*

**Karen Brown**  
*Vice-President,*  
Elementary Teachers of Toronto Local



**Adelina Cecchin**

*President, Greater Essex County Teacher Local*

**Ellen Chambers**  
*President,*  
Lakehead Teacher Local



**Doug Cook**

*Chief Negotiator,*  
Upper Grand Teacher Local

**Diane Dewing**  
*President,*  
Upper Canada Occasional Teacher



**Pamela Dogra**

*Executive Officer,*  
Elementary Teachers of Toronto Local

**Nancy Lawler**  
*President,*  
Bluelwater Teacher Local



**Monica Rusnak**

*President,*  
Ontario North East Teacher Local

**Deb Wells**  
*Vice-President,*  
Limestone Teacher Local





From heroes to zero – the reputations of public sector workers have been on a downward trajectory since 9/11. Speaking to ETFO’s annual meeting, Dr. Elaine Bernard reminded her audience that 10 years ago first responders were “celebrated as heroes” for their work after the attacks on the World Trade Centre. “They were protecting everyone.”



## In Praise of Public Services

Today, they and other public sector workers are increasingly under attack – there have been more than 700 bills in the United States attacking public sector workers, said Bernard, the director of the Harvard Law School Labor and Worklife Program.

The decline in public regard for public sector workers intensified after the near collapse of the world economic system in 2008 and during the subsequent recession. The response of governments was to bail out the banks and financial institutions. “Since then the banks have recovered, but people have not.”

The resulting public dialogue has been about budget cutting and restraint. Public sector workers have come under attack with states stripping employees of the right to bargain collectively, of job security, and of pension and health care benefits.

While the rationale is cost savings, the underlying motivation is to further reduce the power of unions, Bernard argued. Union membership among workers in the private sector has declined dramatically in the last two decades. Public sector workers – and educators in particular – are among the most densely unionized in North America today.

Bernard reminded delegates of the vital importance of the services that they and other public employees provide: clean drinking water, safe and clean streets, public schools, health care. These are a form of wealth, she argued.

She went on to stress that it is not only the private sector that creates wealth. “The public sector creates public value. It doesn’t become wealth only when you privatize it.”

Bernard believes that in our public discourse “we need to shift the terrain from budget cuts” and understand that “economic challenges require wise decisions and maintaining the quality of life in our community.”

She said that as citizens we need to talk about “shared responsibilities” and think of ourselves not as “tax paying consumers but as a civic-minded participants who share responsibility for how society will grow.”



President Sam Hammond presented Premier Dalton McGuinty with a ‘yellow wave’ T-shirt, after McGuinty spoke at the annual meeting. That day all delegates wore the T-shirts which carried the message “Because education matters.”

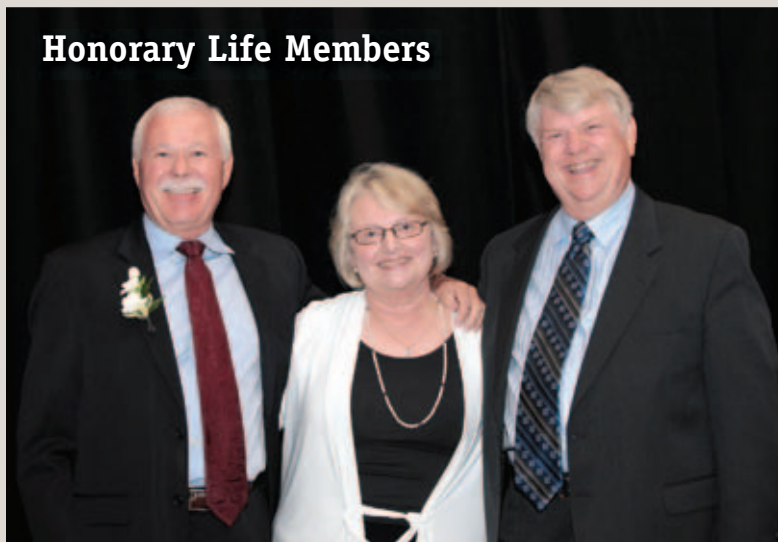


When she spoke to the annual meeting, New Democratic Party leader Andrea Horwath outlined her campaign theme – keeping Ontario affordable. She targeted parent fundraising as an inequity in Ontario schools.

# Annual Meeting 2011



## Honorary Life Members



**JIM MCMAHON, ELAINE SALISBURY, and DAVID KENDALL** were named **ETFO Honorary Life Members**. The award is presented to members who have retired and have made outstanding contributions to the federation.

Jim McMahon was a local president in the Niagara region before joining provincial staff in 1997. A negotiator, he specialized in member benefits and was also responsible for developing ETFO's credit course program.

Elaine Salisbury was instrumental in helping unionize occasional teachers and was the founding president of the North York Occasional Teacher Local. In 1998 she became the first president of the Toronto Occasional Teacher Local.

David Kendall is a former president of the Ontario Public School Teachers' Federation and longtime ETFO staff member in Protective Services, serving in key roles as an ETFO negotiator.

## President's Award



**ELLEN CHAMBERS**, president of the Lakehead Teacher Local, received the **2011 President's Award**. The recipient is chosen by the ETFO president in recognition of contributions to the federation and to public education.

In presenting the award, ETFO President Sam Hammond said, "Not only has Ellen worked tirelessly on behalf of her local and ETFO members, she has dedicated her efforts to fostering communities at both national and local levels that are free of racism and discrimination."

Chambers received the ETFO Humanitarian Award in 2006 for her work in combatting antigay bullying. She told that story in the June 2011 issue of *Voice*; [etfovoice.ca/site/back-issues/2010-2011](http://etfovoice.ca/site/back-issues/2010-2011).

## 2011 ETFO AWARD RECIPIENTS

### Arts and Culture Award

**REBECCA CODACK ZAK** - Peel Teacher Local

### Curriculum Development Award

**HELEN DONOHOE** - Hamilton-Wentworth Occasional Teacher Local  
**MEGAN JUKES** - Hamilton-Wentworth Occasional Teacher Local

### Rainbow Visions Award

**LAUREN CHAPPLE** - Durham Teacher Local

### Writer's Award (*published*)

**PATRICK DARKHOR** - Elementary Teachers of Toronto Local

### Writer's Award – Women's Program (*unpublished*)

**FAYE ROBACK-JONES** - Ottawa-Carleton Occasional Teacher Local  
**KATHERINE STANGOLIS** - Toronto Occasional Teacher Local

### OTF Fellows:

ETFO staff members

**CHRISTINE**

**BROWN and JOAN**

**LITTLEFORD** and

executive member

**RIAN McLAUGHLIN**

were named Fellow of the Ontario Teachers' Federation for 2011.



The yellow wave: "Because education matters!" On Wednesday, Aug. 17 all annual meeting delegates wearing yellow T-shirts waved for the camera in a show of solidarity.



Every year ETFO honours members and community activists who make outstanding contributions to the federation and to their communities. **KIT and AL MCDONOUGH** received the **Humanitarian Award for a Non-ETFO Member**. For 20 years, the couple have sponsored Ready to Read, a community program that provides books for newborn babies in the Niagara region.



**STEVE MCGRAIL** of the Lambton Kent Teacher Local received the **Humanitarian Award for an ETFO Member**. Steve and his wife, Lisa, created Kylie's Kause, a walk/run and silent auction held each July in the

McGrails' hometown, Wyoming. By 2010 their project had generated \$235,375 for the neonatal intensive care unit at St. Joseph's Hospital in London, Ontario.



**JOHN RITCHIE** of the Upper Grand Occasional Teacher Local won the **Local Website of the Year Award**. The website [ugot.org](http://ugot.org) provides a wide range of information for OTs. Ritchie also sends out an e-newsletter and has recently introduced a link to ETFO's Twitter.



The **Health & Safety Activist Award** was presented to **LAUREL LIDDICOAT-NEWTON**, of the Lambton Kent Teacher Local for her activism on behalf of teachers suffering the effects of mould in their portable classrooms. (To learn more see *Voice*, June 2009; [etfvoice.ca/site/back-issues](http://etfvoice.ca/site/back-issues).)



**KWABENA FRIMPONG** of the Elementary Teachers of Toronto Local received the 2011 award for **Innovative Projects on behalf of Children Living in**

**Poverty**. Frimpong is an itinerant behaviour resource teacher who is helping students in the community where he works and in his homeland, Ghana.

Frimpong has worked actively to support students and parents in his school community leading a community support group and heading a youth mentoring program. Along with his local, he has raised funds to help rebuild the dilapidated 60-year-old school building he once attended in Ghana.



**CATHRYN (CAT) MORGAN** won the **Children's Literature Award** for her book *GrrrOUCH! Pain Is Like a Grouchy Bear*. The award recognizes quality literature that is in keeping with ETFO's positions on social justice and equity.

A primary teacher for 28 years with the Ottawa-Carleton District School Board, Morgan partnered with Canadian watercolour artist Crystal Beshara to produce a nonfiction picture book about coping with pain.

The book serves as a resource for those working with families, and dealing with illness, accidents, traumatic events, and emotionally charged situations.

# Annual Meeting 2011

## ETFO 2011-12 BUDGET General Fund

### REVENUE

|  |                   |
|--|-------------------|
| Member                                 | 70,174,761        |
| Defense Fund                           | (13,579,116)      |
| Political Action/Public Relations Fund | (1,550,657)       |
| Humanitarian Fund                      | (201,497)         |
| OTF/CTF/EI Fees                        | (3,367,026)       |
| QECO Fees                              | (1,139,703)       |
| OFL/CLC Fees                           | (857,508)         |
| <b>NET REVENUE</b>                     | <b>49,779,264</b> |

### EXPENDITURE

|  |                   |
|--|-------------------|
| <b>Other professional organizations</b>  | 150,500           |
| <b>Governance</b>  | 2,894,154         |
| annual, executive, & representative council meetings;<br>released executive costs                  |                   |
| <b>ETFO Locals</b>   | 21,035,603        |
| fee rebates, release time, training & materials for locals & stewards                              |                   |
| <b>Committee, task force &amp; work group meetings</b>   | 244,400           |
| <b>Assistance</b>  | 657,951           |
| awards, donations, scholarships & project overseas   |                   |
| <b>Equity &amp; Women's Services</b>   | 1,635,532         |
| race relations, employment equity, anti-violence & women's programs*                               |                   |
| <b>Protective Services</b>   | 2,270,402         |
| collective bargaining, professional relations services,<br>health & safety, pensions & legal costs |                   |
| <b>Professional Services</b>   | 1,117,654         |
| Professional learning programs, government relations, communications                               |                   |
| <b>Provincial office</b>   | 2,903,060         |
| Office expenses & members' records   |                   |
| <b>Staff salaries &amp; benefits</b>   | 16,845,645        |
| <b>Organizational services &amp; sundries</b>  | 913,601           |
| Website, Voice, consultants, insurance & auditors  |                   |
| <b>Transfers to restricted funds</b>   | 672,604           |
| <b>TOTAL EXPENDITURES</b>  | <b>49,995,898</b> |
| <b>Surplus/(Deficit) of Expenditure Over Revenue</b>   | <b>(216,635)</b>  |

\* In accordance with its constitution, ETFO allocates 6 percent of the annual budget (\$2,968,756) to programs for women. Some of these programs are in the Equity & Women's Services section but most are spread throughout the budget.



### ETFO PRIORITIES:

- ▶ To protect the collective bargaining rights of all members
- ▶ To defend publicly-funded public education
- ▶ To serve the needs of the membership
- ▶ To provide for the professional development of members
- ▶ To promote social justice in the areas of antipoverty, non-violence, and equity
- ▶ To support international assistance and cooperation
- ▶ To promote the care and protection of the environment
- ▶ To actively engage members in the Federation
- ▶ To promote and protect the health and safety of members.

### ETFO's Awards Program:

Details about deadlines for applications for ETFO awards are available from Mark Fallis at provincial office; [mfallis@etfo.org](mailto:mfallis@etfo.org).

Or visit our website:

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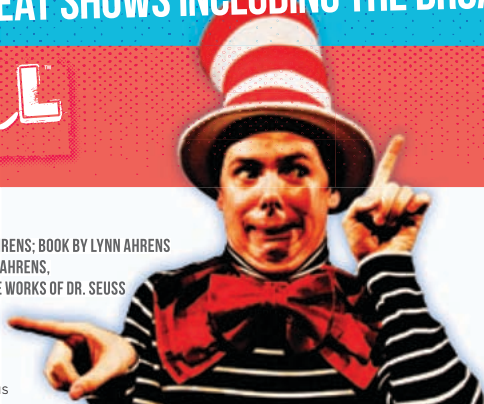
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FALL 2011 ► 13



# VOTE AGAINST KIDS! *Really?*

BY MARY MORISON AND JOHANNA BRAND

**H**ands up all those who saw ETFO's Vote Against Kids TV commercials. Hands up if you refused to "Vote against Kids."

The political advertising campaign ETFO undertook this fall was the most visible – and the most controversial – campaign the federation has ever conducted. A lot of you didn't like it. A lot of you did. But, love it or hate it, you heard about it, talked about it, e-mailed, and called us about it. Even now, you remember it.

Starting on August 29, ETFO ran TV ads, parodies of attack ads featuring a deep male voice seemingly offended by children doing the kinds of things children do – demand to only wear pink, drink ketchup straight from the bottle, stick erasers up their noses. These kids were not saints – but they are just like the kids that teachers see in their classrooms every day.

The 15-second spots told people to vote against kids. They were deliberately mysterious – teaser ads – meant to get people to sit up and take notice. And they did! The ads received over 50,000 hits on YouTube.

Phase two of the campaign began on September 14. The 30-second ads delivered a more complete message, ending with the slogan

"Refuse to vote against [kids.ca](http://kids.ca)." The *Refuse to Vote Against Kids* website made available ETFO's election platform and the parties' positions on education, along with information about how to get on the voters list and find your riding.

## In the beginning

Early on we knew that we would need to communicate with our members and the public to make education as an election issue. In the spring when campaign decisions were made, education was not a priority issue. Tim Hudak's Conservative Party was leading in the polls. In the past the party has not supported public education – quite the opposite, in fact. Past Conservative governments have vilified teachers and slashed education budgets. With the potential for a change in government we knew we needed to encourage our members to get involved and to vote. And we needed to remind the public that who they elect has an impact on education.

Not an easy task. Over half of our members began teaching after the Liberals were first elected in 2003. Many have little or no knowledge of the education records of previous governments. Public opinion surveys showed that education was not a top-of-mind issue for Ontario voters.

As you will see in Vivian McCaffrey's article on page 17, ETFO's political action work started last fall with the release of our platform *Building Better Schools*. We created a brochure summarizing the platform, followed by one that encouraged members to vote "because education matters." "Because Education Matters" became the wordmark for our internal campaign. These materials were broadly distributed.



## Creating awareness

The next challenge was making the public aware of ETFO and education issues. The first goal of advertising is to get your message noticed. We knew that we would have to do something innovative or we would be advertising in vain. We believed we would be wasting your money if we ran ads that everybody liked and nobody remembered.

Last spring, after requesting proposals and giving them careful consideration, we hired Smith Roberts because that agency was committed from the outset to collaborating with ETFO officers and staff in developing the campaign. The agency presented several different ideas and the ETFO team came to a consensus about which one would best meet our objectives. At each stage, the ETFO executive provided input and gave its approval.

There were several unique aspects to this campaign. We used social media as a testing ground: an online community told us everyone hates attack ads; however, everyone remembers them. We also posted the ads on YouTube and allowed viewers to comment there, as well as on our Facebook and Twitter pages. Also unique was the fact that the *Refuse to Vote Against Kids* website allowed people to make ads or posters using pictures of their own children. Many did.

## Engaging members and the public

ETFO deliberately chose a campaign that would be controversial. As President Sam Hammond points out in his column (page 4), we chose broad parody because we wanted people to think about more than the content of the ads. We wanted them to start thinking about education and discussing it. Our goal was member and voter engagement – and that certainly happened.

ETFO provincial and local offices received phone calls and emails. We

learned that the ads were talked about in campaign offices, at schools, in coffee shops, and in meetings of community organizations. There were more than 70,000 viewings of the 15-second teaser ads posted on YouTube and about 10,000 views of the 30-second reveal ads that began running on Sept. 14. From that day until Oct. 6, there were 22,552 visits to the *Refuse to Vote Against Kids* website with an average of 3.45 pages viewed per visit, for a total of almost 78,000 page views.

Media also paid attention. The campaign generated more media than any previous ETFO campaign: there were stories on CTV, CHCH, CBC TV and radio, in the *Toronto Sun*, the *Toronto Star*, the *National Post*, and *Media Marketing Magazine*, to name a few. Bloggers discussed it, and education became a key election issue on the *Toronto Star* website. At the beginning of the campaign it had barely registered.

Clearly people paid attention. Not all of the feedback was positive, and that did not surprise us. What was important was that people were engaged.

The campaign was bold and risky. And it worked.

For a sampling of campaign feedback, see page 16.

# Loved it! Hated it! Campaign feedback



*Brilliant ads! Finally an ad which makes the public “pause” and “think”, and not get spoon fed. ETFO you have achieved the “shock” and “ah - ha” effect!*

*I have no idea what the message is supposed to be.*

*The campaign is smart and funny and provocative and I hope people see it for what it is – a way of getting voters to really think before they mark their ballots.*

*The ads are confusing, supposedly ironic, infuriating to the classroom teacher and make no sense.*

*I once had a brilliant teacher tell our class if we weren't confused for a while, we weren't learning. Out of chaos comes change. We want a change in thinking, we want people to think. Do we want the same old kind of election where only 30% of people come out and vote and the rest stay home because nothing seems new to them. Let's see if this stir we have caused has a positive effect. I have a little faith.*



*I had to look up ETFO on-line, as many others did, to find out what this is about.*

*I love the ads. But then, I confess that I like to watch most campaign ads, whether they come from the Conservatives, Liberals or NDP. And I especially like those nasty attack ads that voters insist they hate, or so they tell pollsters. Bob Hepburn, Toronto Star*

*The campaign was clearly created by persons with exceedingly poor judgement and taste. The commercial ads made little if any sense.*

*@burnettanthony: The best TV commercials of the election campaign are the “Vote Against Kids” ads from #ETFO – funny & memorable*

*@JasonSurgent: I voted for kids. Did you?*





# Election 2011

## ETFO and its members get involved

Ottawa-Carleton OT, Carolyn Johnson-Grail, worked on the campaign of Liberal candidate, Phil McNeely.

BY VIVIAN McCAFFREY

**ETFO**'s planning for the 2011 provincial election began last year. Our goals were to elect an "education-friendly" government and raise the profile of education issues. The record of the Harris/Eves government (1995 – 2003) and the party's policies on public sector salaries and union rights motivated ETFO to work against the return of a Tory government. Our goals were challenged by the polls, indicating the Progressive Conservatives were in the lead, and by the opposition parties' focus on the need for tax cuts.

### MAKING EDUCATION AN ISSUE

ETFO's election platform, *Building Better Schools*, was released in October 2010 to get early attention for our priority issues and to establish a profile for education. Locals used the platform materials at all-can-



Cheri De Novo (NDP High Park) with ETFO Vice-President Maureen Weinberger.



Velma Morgan, Elementary Teachers of Toronto, was an organizer for the Michael Couteau campaign in Don Valley West.



Simcoe County members Kim Redmond, Myrna Clark (NDP candidate), Jill Shipley, and Melissa Robertson.

didates' meetings and community events. All parties ultimately committed to significant ongoing investment in public education and to fully implementing full-day kindergarten. The NDP platform included a nod to ETFO's priorities by promising 500 more specialist teachers. ETFO's thought-provoking ad campaign hit the airwaves at the end of August and ensured that education issues were not ignored. (See page 14.)

## FINANCIAL SUPPORT

Central party campaigns and individual candidates need significant funds to run their election efforts. Working within the limits of the *Election Finances Act*, ETFO and its locals contributed to the Liberals and the NDP.

## PROVIDING CAMPAIGN WORKERS

We collaborated with our locals to release members to work in 48 targeted Liberal and NDP campaigns. Locals also promoted candidates by sponsoring print ads, organizing meet-the-candidate events, and attending rallies and other campaign events. Of the 48 ETFO-supported candidates, 31 won.

## INFORMING AND ENGAGING MEMBERS

ETFO surveyed the four main parties in July and posted the results and a link to the party platforms on our website. At the beginning of the school year, a special election newsletter gave members an overview of the survey and a message from President Sam Hammond about the importance of voting and volunteering. In a video posted on the ETFO website, [etfo.ca](http://etfo.ca), Hammond again urged members to vote. ETFO local presidents reinforced these messages in newsletters, electronic communications, and school visits. ✓

### ETFO members who ran for office

Myrna Clark (NDP – Barrie)

Frank de Jong (Grn – Davenport)

Anthony Leek (Lib – Kenora-Rainy River)

Matt Richter (Grn – Parry Sound Muskoka)

Maret Sadem-Thompson (NDP – Whitby-Oshawa)

Pauline Thornham (Grn – Bramalea-Gore-Malton)



Lara Karoles, Hamilton Wentworth OT, canvasser for the Ted McMeekin campaign.



Pierre Martin and Jason Surgent, (Hastings Prince-Edward) at the Leona Dombrowsky campaign office in Bancroft.



At the campaign headquarters of NDP candidate Taras Natyshak, canvas chair Jody Percy (kneeling) with Greater Essex OTs Megan Ignjatovic, Amy Jones, Jennifer McInnis, Tara Knarr, Mitch Lewis, Kelly Johnston, Chris Nease, and Ethel Griffith.





# Guys Sing

Guys Sing and Cooking For Life (p. 19) are two projects that received grants from Imagineaction, a program that promotes interaction between students and teachers and their communities. The program is sponsored by the Canadian Teachers Federation, the J.W. McConnell Family Foundation, and Greystone Managed Investments.

BY TANYA RUTLEDGE

A throng of boys is gathered in the front hallway of Forestview Public School in Niagara Falls. A few have percussion instruments, someone has a guitar, but all of them are using their voices to belt out an energetic rendition of the memorable World Cup anthem "Waving Flag" by K'naan: *"When I get o-older, I will be stronger, just like a wa-a-ving flag."*

But as popular as that song is, you won't find any girls in this rehearsal. This musical gathering is just for "the guys."

Led by their music teacher, Keith Tait, these boys are throwing gender stereotypes to the wind and are part of an all-boys singing group

at Forestview called "Guys Sing." Tait started the all-boys choir in September 2010 to debunk the myth that boys don't like to sing or be in choirs.

"I wanted to do something that isn't normally seen in an elementary school setting – something that could make a difference in boys' views towards singing," says Tait.

Guys Sing is also part of Tait's effort to align his classroom arts program with the school's growth plan, which focuses on engaging reluctant learners and encouraging male students to embrace literacy outside of the classroom. "Music is just another avenue for literacy," explains Tait. "We're constantly reading in this group – sheet music, CD inserts, lyrics from videos."

And the proof that Guys Sing is engaging is in the numbers. In the two short months since its inception, the group has grown to over 40 boys from grades 4 to 6 – nearly 75 percent of the male

.....  
TANYA RUTLEDGE is a member of the Niagara Teacher Local.



population in those grades. Tait has created a close-knit but casual environment where the boys choose the songs they're interested in singing and help figure out how they're going to sing them. On any given day, they might be singing tunes by Coldplay, Michael Jackson, The Police, or Bruno Mars.

Tait obtained funding from Imagineaction to purchase special black performance T-shirts. He involved the boys in the T-shirt design process from the beginning, but when the group saw them for the first time, they were beyond excited. "I seem to recall a lot of screaming and yelling," laughs Tait. "The shirts really cemented their bond and you could see that they really felt like a true singing group."

The boys wear their shirts with pride when they give their energetic performances at public concerts, retirement homes, and school board functions. Their premiere performance was at a high-profile District School Board of Niagara meeting packed with trustees, supervisory officers, and members of the public.

"When the guys finished their performance, the room leapt to its feet to give a standing ovation. The guys were so excited. It was the first time they had received that kind of reaction," recalls Tait. "Words can't express how important it is for students to have that kind of confidence and enthusiasm for learning."

Tait realizes that modelling also plays a big part in instilling a love of singing in the boys at his school. He could simply press "play" on the CD player but prefers to accompany Guys Sing on piano himself, sharing his musical energy and expertise through this role. And the boys frequently hear his classically trained tenor voice soaring over the piano. "There are times when I give them the full voice," Tait says. "I want them to occasionally hear a classical sound, in addition to a more modern one."




Frank Senese, a grade 12 co-op student from Westland Secondary Public School, the school that most of the boys will be attending upon graduation, has also been a mentor and role model for the group. He has coached the boys on drums and also plays guitar for them. He says that being part of Guys Sing during his placement at Forestview has been extremely rewarding. "Guys Sing is a fun way of building confidence, friendship, and pride. Every time I see one of the students talking about Guys Sing, there's always a big smile on his face."

Indeed, it's clear that Guys Sing is having a positive effect. Amir, a grade 5 student, explains that "being in Guys Sing teaches us how to co-operate with each other and how important teamwork is!"

Josh, in grade 4, agrees: "What I like about Guys Sing is that it gives opportunities for guys to be in a choir of their own. Usually choirs are for girls and guys won't sing. We get great singing out of guys at Forestview."

Jason, a grade 6 student, explains why he loves being part of Guys Sing: "You get to learn a lot about singing. It inspires younger kids to sing also."

The excitement from their performances and from the members' own enthusiasm has trickled down to the younger boys at Forestview. Many can't wait until they reach grade 4, when they can join Guys Sing. Tait has seen the transformation in many of the present members of group and is excited for the future of the program at Forestview.

"The boys are often so inspired by the music that when I look up from playing, they are singing with their eyes closed, moving and dancing to the music. I get goose bumps when we're really singing well and I say to the boys, 'This is what your music can do to people. This is the proof right here!'" 



# Cooking for Life

BY SANDRA WALKER

**O**ur school, Queen Elizabeth P.S., is located in a low-income community. A number of our grade 8 students come to school without lunch, or they bring packaged convenience foods – less healthy choices.

To encourage our students to experience the wonderful taste of healthy food and to help them understand the value of home cooking, we decided to do a series of hot lunches. We applied for and received a grant from the Canadian Teachers' Federation program Imagineaction. When we undertook the "Cooking for Life" project with our three grade 8 classes in May, our school experienced a number of successes and firsts.

On the first day, public health nurse Christa Poirier visited each class and discussed healthy eating, reading labels, and looking for value in food choices. She also provided students with tools for making healthy choices as they shopped and planned meals.

We looked at Canada's Food Guide together and arrived at a consensus about a menu for our class to prepare. The students were excited about meal preparation, but planning was a new adventure for some. Religious, cultural, and personal

concerns were discussed and honoured.

As we prepared our shopping list students had some interesting observations and questions:

"My mom always buys that, now I know what it is!"

"How can we make this a vegetarian option?"

"I'm allergic to dairy. Can we still make a smoothie?"

On the second day, the manager of the local supermarket took each class on a tour of the store. He introduced students to the areas most consumers don't see and explained how the store works. We discussed the layout of the store and what attracted their attention, and did cost comparisons of various items.

The class was divided into three teams; each team would prepare one part of the meal. Each team found the items it needed, compared costs, looked at ingredients, debated the nutritional values, and discussed product labels. They made wise choices and their smiles told us they felt successful in this venture.

On day three, two community food advisors from the Ottawa Public Health Department demonstrated a progressive menu from one original recipe: students learned how to transform a delicious

SANDRA WALKER is a member of the Ottawa-Carleton Teacher Local.



tomato pasta sauce into a meat sauce, or chili, or nacho topping, or vegetarian pasta casserole.

The demonstration included tips on chopping and washing vegetables, maintaining a clean and healthy cooking environment, and saving money shopping. It also included smiles, good food, and laughter. Students participated in the demonstration, asked questions, answered questions, and tasted three versions of the recipe.

After the demonstration, each group started making its part of their own meal. Picture three student groups cooking in three different areas of the school; delicious smells, and sounds of cooking together and laughter, flooded the hallways. Within an hour, we started to attract visitors.

"What is that smell?"

"Ooooo, can I be in your class today?"

"Grade 8s are so lucky! I can't wait to be in grade 8!"

Finally it was time to eat! Students were proud and excited as they wheeled their part of the meal into the classroom. The other grade 8 classes were invited to taste our wonderful creation. When the bell rang for recess no one left.


All three grade 8 classes participated in this three-day program – so for three weeks we had menus, meal planning, label reading, and nutri-



tion talk in the halls, lunchroom, and classrooms. About half way through we decided that this activity should be a regular part of our grade 8 programming.

As a finale we organized a celebration dinner for parents, guardians, and siblings, with each class preparing one part of the meal. Visitors were also able to view a showcase of student work.

Thanks to CTF and Imagineaction for making this idea a reality. 🍷



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# 2011-2012 ETFO WOMEN'S PROGRAMS

## SUPPORTING WOMEN'S LEADERSHIP

### Leadership Programs that Encourage and Strengthen Women's Activism

#### **Equity Conference**

This program helps members develop a deeper understanding of what "doing equity work" means. Participants share and discuss experiences and strategies that help eliminate the "isms" in our society. This year the focus is on classism.

#### **ICT Conference for Women**

Women members improve their use of technology as a tool in the classroom.

#### **Legal and Health Issues Affecting Women in Education**

These weekend workshops will heighten women's awareness of their rights and responsibilities in the workplace. This year's topics include the perils of perfectionism, the anger within, and assertiveness training.

#### **Status of Women Chairperson Training**

Women chairing local Status of Women Committees receive provincial training and support, including regular electronic communications.

#### **Women in Action**

ETFO members facilitate these local workshops for women members who wish to become more involved in the federation.

#### **Outreach to Women**

Local workshops familiarize women members with the collective bargaining process.

#### **Professional Relations Leadership Training**

This workshop, held in two sessions, provides opportunities for participants to learn about legal issues, rights and responsibilities, and professional boundaries. Opportunities to develop leadership skills, build support, and do some follow-up in the local are built into the sessions.

#### **Women's Collective Bargaining Issues**

This introduction to collective bargaining deals with women's workplace issues, negotiating strategies, and effective bargaining.

#### **Health and Safety Training**

This program includes training in provincial and federal legislation, violence in the workplace, and activism that promotes healthy and safe workplaces.

#### **Working with Community Groups**

This program supports partnerships with community groups working on women's issues.



# 2011-2012 **ETFO** WOMEN'S PROGRAMS SUPPORTING WOMEN'S LEADERSHIP

## Leadership Programs that Encourage and Strengthen Women's Activism

### Leaders for Tomorrow

This intensive, year-long leadership development program for women members from designated groups includes workshops and experiences directly related to local and provincial leadership roles in ETFO.

### Reflections on Practice: A Women's Leadership Institute

The Institute brings 24 women members together for eight days to learn more about reflective inquiry, action research, professional activism, professional learning communities, and leadership.

### Skills for Aspiring Chief Negotiators: Think on Your Feet®

This is a workshop for women members who want to develop leadership and communication skills. It teaches effective spontaneous public speaking through hands-on practice, coaching, and feedback.

### Visions: New Teacher Leadership

This program for women in their first five years emphasizes leadership in the union and the labour movement.

### Aboriginal Women's Initiatives

This program provides Aboriginal members with opportunities to attend workshops, present workshops, serve on planning committees, and participate in events related to Aboriginal issues.

### Negotiating Skills for Women

A conference intended to encourage women members to get involved in the collective bargaining process.

### Solidarity Study Group

Provides opportunities to sustain and develop a commitment to leadership.

### Woman Abuse Affects our Children

Regional workshops focus on the effects on children of violence against women and on what educators can do to help.

### Next Steps: Supporting Women's Involvement in ETFO

These initiatives enhance and encourage women's leadership in ETFO.

### Project Overseas

Canadian teachers partner with colleagues overseas to deliver professional development to teachers in Africa, Asia, and the Caribbean. Six of ETFO's 14 spaces in this Canadian Teachers' Federation program are reserved for women.



## Publications

### Pregnancy and Parental Leave – A Guide to Rights and Responsibilities

This bilingual resource assists members with the many questions relating to the birth or adoption of a child.

### Women's History Month Poster

All schools receive this poster highlighting women's achievements in Canada. The 2011 poster features the history of early childhood education in Ontario.



## Curriculum Resources

### Reflections of Me...The ETFO Body Image Project

A research-based, whole-school curriculum package for kindergarten to grade 8 classrooms.

### The Power of Story

Life stories are a way of passing on history. This kindergarten to grade 8 curriculum resource emphasizes social justice and presents real stories and lesson activities linked to Ontario's curriculum expectations.

### Beyond the Breakfast Program

This CD resource examines myths about living in poverty and the impact of poverty on school performance. It introduces strategies to support students in the classroom and beyond.

### Connections

This kindergarten to grade 8 resource includes suggested activities and reproducible materials that focus on gender-related issues and working for social justice.

### Roots of Equality

This resource helps foster students' healthy, equal relationships and raises awareness of violence against women. It includes lesson plans for grades 1 to 8, workshops for grade 7 and 8 girls' conferences, and tipsheets for educators and parents.

### Racines de l'égalité

For use in French Immersion, extended, and core French, these lessons foster students' healthy, equal relationships.

For information about women's programs and services please contact Kelly Hayes at provincial office; [khayes@etfo.org](mailto:khayes@etfo.org).

## Financial Assistance Programs

**International Donations** provides funds to organizations working to improve conditions for women and girls in developing countries.

**Status of Women** provides funds to community organizations, individuals, or projects working to improve the status of women and girls in Ontario or in Canada.

**Women in Crisis** provides annual donations to centres that provide emergency shelter, counselling, and referral services to women in crisis.

**Local Incentive Funding** assists ETFO locals with costs related to providing local programs. Programs include

- Career awareness for female students
- Female athletic incentives
- Professional growth for women members
- Science, technology, and math programs for girls
- Status of women programs.

**Overseas Scholarships** are offered to women and girls in developing countries studying at educational institutions in their own countries.



...and still we <sup>★</sup>rise

**Annual Leadership and Professional Development Conference for Women**  
2012 marks the 12<sup>th</sup> year for ETFO's provincial conference for women. The theme of this year's conference is "Dare to Dream."



# 2011-2012 **ETFO** WOMEN'S PROGRAMS SUPPORTING WOMEN'S LEADERSHIP

## Bursaries And Scholarships

**Aboriginal Women in Education Bursaries:** for Aboriginal women entering a faculty of education or upgrading their qualifications.

**Bursaries:** for members of designated groups entering a faculty of education or upgrading their qualifications.

**Bev Saskoley Anti-Racist Scholarship:** for a member active in ETFO, pursuing graduate studies in anti-racist equity education at a publicly funded university/institution.

**Doctoral Scholarship:** for a woman active in ETFO pursuing doctoral studies in education.

**Master's Scholarships:** for women active in ETFO studying education or other subjects.

**Women's Studies Scholarship:** for women active in ETFO in women's studies graduate programs at Canadian universities.



## Events

### International Women's Day

(March 8) ETFO provides T-shirts for locals to use in International Women's Day events.

### Take Back the Night

(September) ETFO provides support to locals participating in Take Back the Night, which highlights the right of women to walk in their communities without fear.



## Awards

**Women Working in Social Activism on Behalf of Women and Children:** for non-ETFO members who are outstanding social activists in Ontario.

**Outstanding Role Model for Women Award:** for an ETFO member.

**Special Projects in Science and Technology Award:** for educational materials related to science and technology.

**Writer:** for manuscripts written for children, teachers, or others.

**Curriculum Development:** for the development of a curriculum unit or resource.



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# THE ULTIMATE BLOCK PARTY

In early June, ETFO's first Ultimate Block Party brought thousands of parents and children to Fort York National Historic site in downtown Toronto.

The Block Party, the first of its kind in Canada, underscored the importance of play in children's learning and healthy development.

Community organizations and individual artists partnered with ETFO to set up 25 play centres where children could take part in all kinds of play: music, art, drama, and dance; science experiments, physical play, adventure play, and storytelling.



Play is all about participation. They danced, made art, and made music with performers like Chris McKhool (centre) and steel drummer Hameed Shaqq (left).

Children of all ages were entranced by a mountain of green Lego blocks.

For more information about Block Party advisors and play partners visit [www.ultimateblockparty.ca](http://www.ultimateblockparty.ca)





Clowns Without Borders promoted fun.



Scientists in School set up simple experiments demonstrating key scientific concepts.



Some play is high tech, like that at the Toronto District School Board robotics centre.



Old-fashioned play like hopscotch and skipping is equally important in teaching important physical and social skills.



Imagination Playground gives kids an opportunity to create their own play structures.



Cardboard boxes stimulate the inner builder in kids and adults alike.



Dr. Kathryn Hirsh-Pasek spearheaded the first Ultimate Block Party held last year in New York's Central Park. She was on hand to speak to the media about the importance of play and play-based learning.



Students from Ryerson University conducted a survey on the importance of play.

[ultimateblockparty.ca](http://ultimateblockparty.ca)

*We thank our supporters!*

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# Focusing on Children's Mental Health

BY NANCY BALDREE

**A**bout one in five Ontario children and youth faces a mental health challenge. These young people deal with issues such as anxiety, attention deficit hyperactivity disorder, depression, mood disorders, schizophrenia, and eating disorders. When they come into our classrooms they bring these issues with them.

Children and youth mental health is recognized as a growing concern faced daily by educators as they work to meet the needs of their students. It is an issue we at provincial office

hear loudly and clearly expressed by ETFO members and local leaders. Your voices are not alone. Increasingly a variety of concerned individuals and groups are shedding light on this topic.

ETFO is pleased to be an inaugural member of the Coalition for Children and Youth Mental Health, a group that believes that fostering social and emotional health as part of healthy child development must be a priority in Ontario schools and a priority for integrated public policy in the province. The coalition is made up of a wide range of stakeholders from diverse sectors including the Association of Chief Psychologists with Ontario School Boards, Centre for Addiction and Mental Health, Hospital for Sick Children, Ontario Association of Social Workers, Ontario Public School Boards' Association, Parents for Children's Mental Health, and many more.

The coalition's work focuses on

- **Mental health literacy and wellness:** Advocating for funding and support for an effective mental health literacy program and promoting mental health literacy and wellness in children and youth
- **Integration, not fragmentation:** Promoting collaboration and a multisectoral approach to ensure access to timely, integrated, responsive, and equitable mental health services for children and youth across Ontario
- **Integrated public policy:** Developing a strategic and integrated public policy that will positively transform children and youth mental health, taking into account the social determinants of health



Open Minds, Healthy Minds:  
Ontario's Comprehensive Mental Health and Addictions Strategy  
[http://www.health.gov.on.ca/en/public/publications/ministry\\_reports/mental\\_health2011/mentalhealth.aspx](http://www.health.gov.on.ca/en/public/publications/ministry_reports/mental_health2011/mentalhealth.aspx)

NANCY BALDREE is an executive staff member of ETFO Professional Services.

- **Partnerships:** Building a network of provincial partners dedicated to children and youth mental health to ensure aligned priorities and efforts for sustained change to mental health services
- **Student and parent voice:** Ensuring that the wisdom and experiences of students and parents provide a vital voice in the work of the coalition.

(See the coalition's website [http://www.opsba.org/index.php?q=advocacy\\_and\\_action/coalition\\_for\\_children\\_youth\\_mental\\_health](http://www.opsba.org/index.php?q=advocacy_and_action/coalition_for_children_youth_mental_health))

In June 2011, the coalition sponsored a Summit on Children and Youth Mental Health. The response reflected the needs we see in the system, with over 500 representatives from across sectors coming together to focus on this important issue.

The coalition will review feedback from the summit and continue to advocate with ministries of education, child and youth services, and health and long-term care to keep the issue of children and youth mental health on the front burner.

### Building capacity in schools

Educators welcomed the joint June 22 media conference by the ministries of child and youth services, education, and health and long-term care. The Ontario government's document *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Addictions Strategy* was released and an investment in mental health was announced. The first three years of the strategy will focus on children and youth. According to *Open Minds, Healthy Minds*, the government is committed to building school-based capacity, and specifically to

- implementing mental health literacy and cross-sectoral training on early identification and intervention for educators
- implementing programs through schools and community-based agencies to enable early identification and referral for treatment
- enhancing mental health resources in schools.

As well, the government has committed to

- developing a resource guide and website to provide educators with information on early signs of child and youth mental health issues and preventative actions they can take
- helping schools provide appropriate mental health programs and services and providing support for mental health literacy training for all educators
- hiring teams of mental health workers and nurses in schools to provide direct services to children and youth with mental health issues.

The creation of mental health resources is, of course, welcome news for educators. ETFO members see day in and day out the impact of mental health issues on students, their peers, families, and the school community as a whole. With extensive waiting lists for access to school board counsellors, child and youth workers, and other board support staff one might hope that

community-based resources would be more readily available. Unfortunately, that is often not the case: extensive case loads and waiting lists are also the norm for families and their children waiting to receive community-based services and care.

### Teachers' experiences

Teachers face the ever-increasing demands of student achievement and deal with the myriad of needs of the individuals in their care. The emotion they most often express when talking about student mental health issues is frustration. They want to do the best for their students, and they express their concern when they feel they are not able to support students with mental health issues as well as they would like. Teachers also express significant concerns over the impact these issues can have on their class as a whole, their own stress levels and working conditions, and on the entire school community.

While we eagerly await the release of mental health resources to assist educators, there are some good resources available to help teachers today. One of the most teacher-friendly resources is the Web-based *The ABCs of Mental Health – A Teacher Resource* covering the ages three to 14 (<http://www.brocku.ca/teacherresource/ABC/>). Drawing on information from expert advisors, the materials respond to teachers' most pressing concerns about children's and adolescents' mental health and behaviour problems in the classroom. It provides prevention and early intervention strategies to promote learning and mental health and helps teachers understand behaviours that are appropriate for different ages and stages of development, behaviours that require further consideration, and behaviours that are serious enough to refer to a mental health specialist.

It is still too soon to see what the actual rollout of the government's mental health strategy will look like and to determine what the impact will be for ETFO members. However, given the increasing concerns expressed by members regarding mental health issues, the government's focus on children and youth mental health is most welcome. ✓



# Your Profession Is Calling You!

Would you like to serve your profession or let someone else do it?

A new College Council will be elected in early 2012 and we'd like you to consider running for a seat.

If you are a member in good standing with the College, you are eligible to serve on Council as a representative of the region or school system in which you are a member of the regular teaching staff.

Step forward. Serve your profession.

Run. Nominate a colleague.

Look for more information at [www.oct.ca](http://www.oct.ca) → eVote 2012

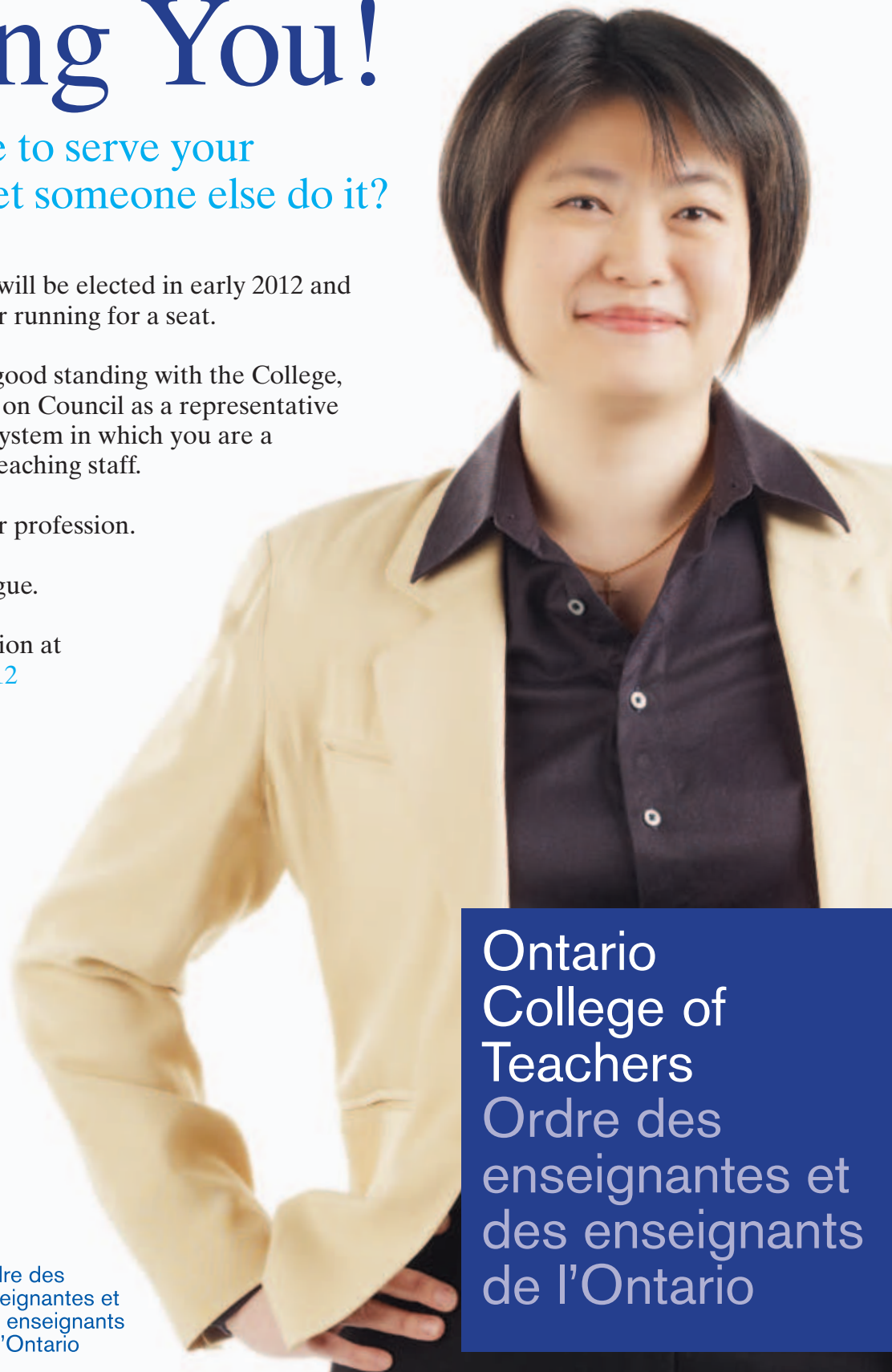


**It's Your College!**



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario



Ontario  
College of  
Teachers  
Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

# Have your say

**The Ontario College of Teachers** makes decisions that affect teachers' professional lives. That's why ETFO and other teacher federations have worked hard to make sure the majority of members of the College Council, its governing body, are classroom teachers.

The teacher members of the Council work hard to ensure that the concerns of teachers are voiced around the Council table.

## Get involved

So we think it's important for you to get involved when the college holds elections next spring.

## Classroom teachers need a voice

This is your chance, as a college member, to have a say in how the college is run.

This election ETFO, along with the other teacher federations that make up the Ontario Teachers' Federation, is endorsing candidates running for election who we believe will be strong advocates for the teaching profession.

The list of endorsed candidates will appear in the next issue of *Voice*.



[www.etfo.ca](http://www.etfo.ca)



# Proud Rainbow Voices: An Ontario network for LGBTTTQ educators

BY LAUREN CHAPPLE

During International Day Against Homophobia, I chose to read the picture book *Molly's Family* to my kindergarten class to help them understand diversity in families. All my students were engaged and interested. I was both excited and intrigued by their comments.

The next day, some parents approached me with concerns that their children were too young to learn about sex education and same-sex families. Other teachers questioned my reasoning in sharing this information and wondered where it fit into the curriculum. As I walked down the hallways of my school, I overheard students saying, "You're so gay" and "That test was so gay" and observed teachers not taking action to address homophobic comments.

As an educator and parent who is "out," I have experienced and witnessed homophobia both during my college years and as a teacher. In my school now I experience a great deal of support, but that has not always been the case. I know what it feels like to hide who I am and question the wisdom of coming out to my school community, friends, and family. I wonder about my personal safety and fear losing my job. I often wonder whether to "stay in the closet" or shout out proudly, "I am who I am." I have often wished that I could share my concerns and triumphs with others who would understand and support me.

I am thankful for the many leadership opportunities I have had with ETFO. I was part of a writing team for the curriculum document *Imagine a World that is Free from Fear*. During this wonderful collaboration I had the honour of meeting and working with colleagues who understood my concerns. For the last eight years I have led many workshops for teachers, parents, and administrators on addressing homophobia and transphobia in schools. In most cases I received positive feedback from participants.



I also participated in the inspiring ETFO course *Leaders for Tomorrow*, which allowed me to gain strength and comfort in who I am. I was constantly reminded to continue to pursue my dream of making a difference in this world even though I self-identified as a lesbian.

In May 2010, I led two workshops in one week. After the first, I witnessed a participant who was uncomfortable hearing about homophobia. I left this workshop with some frustrations and wanted to share with colleagues who could relate to my experiences. At the second workshop, the audience was intrigued and welcoming; I found myself in a positive place with participants who understood what I was sharing. We ended up discussing the importance of allies in our community and the need for support and networking.

As a result of these experiences, during an eight-hour drive home, I planned out Proud Rainbow Voices (PRV), the first professional network for educators across Ontario who self-identify as lesbian, gay, bisexual, transgender, two-spirited, and queer (LGBTTTQ).

It is a unique, independent network that allows participants to share their knowledge, struggles, and expertise in a safe, positive environment.

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**LAUREN CHAPPLE**, a member of the Durham Teacher Local, received ETFO's 2011 Rainbow Visions Award. She has also received awards from Durham PFLAG and the Durham District School Board.

There are three ways members can participate.

- Members are invited to attend face-to-face networking sessions during which they hear success stories and realize they are not alone in addressing LGBTTTQ concerns. There is time for small- and large-group discussion.
- Members receive two newsletters during the year, created by other members and myself.
- PRV has a safe, members-only chat room, where we continue the discussion about LGBTTTQ issues we face in the workplace. Members can post anonymously if they wish.

These activities provide participants with strategies, support, and strength to help them have a proud voice in addressing LGBTTTQ issues in the workplace.

PRV started with 10 personal emails and currently includes 200 educators from across Ontario. During our first year we held four networking sessions. We invited the community organizations Parents and Friends of Lesbians and Gays (PFLAG), Equality for Gays and Lesbians Everywhere (EGALE), and OK2BME to share their resources and strategies.

PRV is an independent network, unaffiliated with any institution. I am grateful for everyone who has supported me in this new initiative, particularly the Durham Teacher Local, which has established a Gay/Straight Alliance for ETFO members. With this ongoing support I can continue to share my personal story of overcoming adversity.

I believe that we can make a difference in this world by challenging and confronting discrimination and oppression. We need to continue to break down barriers, build awareness, and dispel myths and misconceptions about LGBTTTQ issues. As we work together to be positive role models for LGBTTTQ individuals and their allies, we can inspire others to advocate for those who may not have a voice. ✓

## Member feedback

“Proud Rainbow Voices has empowered and supported its members and has made a significant contribution to the creation of a stronger visible presence of LGBTQ educators. This is having a transformative impact on individual educators, students, families, communities, educational institutions, and society at large.”

— **Debbie Samson**, Waterloo District Local

“Groups like PRV can help provide support and guidance in navigating the complexities of being an LGBT professional in education. Although I personally have never attended a meeting, I can honestly say that PRV has been instrumental in my own journey this past year; receiving the emails and updates regularly reminds me that I am not alone.”

— **female elementary teacher**, Peel Teacher Local

“As the ‘out’ teacher, I shouldn’t become the go-to person when a student comes out. All the teachers should take on that supportive role. Thanks to Proud Rainbow Voices, we were able to share strategies of how to handle similar situations.”

— **male teacher**, Durham Teacher Local

“Thank you for your incredible work and commitment to creating safe, equitable, inclusive spaces for all of our members, staff, students, and community members. What a wonderful first year!”

— **Shelley Whittaker**, Greater Essex County Teacher Local

“I am afraid that I will be harassed by parents if I teach about same-sex families. Having an opportunity to share this with others who understand is important to me.”

— **educator**, Lakehead ESP/PSP Local

“I enjoy hearing the success stories at the Proud Rainbow Voices networking sessions. It is important to hear how others have overcome discrimination and hate.”

— **teacher**, Ottawa-Carleton Teacher Local

# We Stand On the Shoulders of Those Who Have Gone Before Us

BY CAROLYN WALKER

**I** imagine having over five hours of assigned supervision a week, in addition to a full teaching load. Not so long ago, there were some ETFO members in Ontario who did. If you're a woman, imagine having to resign from your job if you married or became pregnant. Imagine negotiating your own contract with your school board. These things are hard to imagine now, but are all a very real part of our history.

*We stand on the shoulders of those who have gone before us* – a phrase often used by those who are contemplating their place in a continuum of effort and achievement. It is particularly relevant in collective bargaining, as major gains may take years to attain, and gains made in any round of negotiations will rely upon what has happened in prior rounds.

In this, the final year of our current four-year collective agreements, it is natural to reflect upon our successes, as well as on the challenges that remain unresolved, and to consider what we wish to accomplish. While some accomplishments are celebrated as milestones, others may be of local significance or be more subtle. It's important to remember that subtle gains can be of great importance in achieving those much-desired milestones.

Across the province, local bargaining committees will consider local and provincial goals, reflect upon experiences with the current language of their agreements, and seek input from their membership. In consultation with provincial CB staff, they will use that research to craft preliminary submissions in preparation for the next round of bargaining.

*We stand on the shoulders of those who have gone before us. Their efforts and their successes form the foundation upon which we build.*

So, upon whose shoulders do we stand? Working in public education, we stand on the shoulders of those who founded and built our public school system to provide education for all. Members of ETFO benefit from the contributions of our predecessor organizations, FWTAO (the Federation of Women Teachers' Associations of Ontario) and OPSTF (the Ontario Public School Teachers' Federation), as well as contributions by fellow educator organizations.

The work of other unions and institutions in the broader public sector has also challenged the status quo and made gains upon which we have continued to build. ETFO locals piggyback on groundbreaking language successfully negotiated by other locals to improve our agreements in subsequent rounds of bargaining. Grievances and arbitrations by ETFO and other unions provide case law that guides the interpretation of the rights and responsibilities of collective agreements and legislation, aiding us as we plan for our future.

Class size, preparation time, supervision caps, length of the school day, limitations on workload, the breadth of a just cause provision, timelines for grievance procedures, maternity and parental benefits, family care and other leaves, health benefits, credit for service, pay equity, call-out procedures, paid PD – the list of items negotiated within a collective agreement is long.

With appreciation and respect for the hard-fought gains they have made, we stand on the shoulders of those who went before us. And, standing together, we in turn will do our part so that someday others may stand on our shoulders as well.

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CAROLYN WALKER is an ETFO executive staff member in Protective Services.



## The birth of teacher federations

Women were not yet persons under the law (that would not happen until 1929) when they established the organizations that would eventually become ETFO. The Federation of Women Teachers' Associations of Ontario (FWTAO) was formed in 1918. The Ontario Public School Men Teachers' Federation (OPSMTF, later to become OPSTF), was created in 1920.

That same year the Canadian Teachers' Federation held its first meeting.

## Working for public education

Throughout their history teacher federations worked to enhance teacher professionalism, equal pay for women, and equal learning opportunities for diverse students.

## Teacher pensions

Ontario passed the Teachers' Superannuation Act in 1917. It took 40 years of service to earn an unreduced pension. The maximum pension was \$1,000; the average pension paid was about \$250.

## Teacher activism

In the 1970s, teachers demanded better pay and more control over their working conditions. They wanted smaller classes, less paperwork and supervision, and a say in curriculum.

In December 1973, the government moved to restrict any job action by teachers. On December 18, 80,000 teachers left their classrooms in protest; 30,000 teachers rallied at Maple Leaf Gardens and then converged on Queen's Park to demand free collective bargaining and retain the right to strike. The government withdrew the bills.

## Striking for preparation time

In 1987, elementary teachers across Metropolitan Toronto went on strike and achieved 125 minutes of prep time per cycle, a milestone achievement. In September 2012, teachers will receive 240 minutes of prep time.

## Protesting government cutbacks

In the fall of 1997, the Ontario Teachers' Federation organized a political protest which shut down Ontario schools. For two weeks 150,000 union members, community activists, and parents fought Bill 160, the Harris government's devastating attack on public education.

## Fighting for teacher professionalism

In 2002, members of all Ontario teacher federations gathered in front of the College of Teachers office to protest the mandatory recertification program.

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Further information is available in *It's Elementary: A Brief History of Ontario's Public Elementary Teachers and Their Federations* by Barbara Richter. Published by ETFO, it is available from provincial office.



Clara Thomas Archives, York University



Always a Journey, FWTAO, 1993.



Courtesy Ontario Federation of Labour



# Discrimination and Harassment: Know your rights

BY PROFESSIONAL RELATIONS SERVICES STAFF

**E**very year, ETFO members contact us with questions and concerns about discrimination and harassment in the workplace. Understanding your rights will help you protect yourself.

Like other workers in Ontario, ETFO members are protected from harassment and discrimination by the *Ontario Human Rights Code*. Protection from harassment and violence in the workplace has recently been enhanced by the *Occupational Health and Safety Act*.

## **YOU HAVE THE RIGHT TO BE FREE FROM DISCRIMINATION AND HARASSMENT**

The *Ontario Human Rights Code* gives everyone the right to equal treatment with respect to employment without discrimination or harassment because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, gender, sexual orientation, age, record of offences, marital status, family status, or disability. These are called the “enumerated grounds.”

Potentially harassing comments or actions are those that the offender knows, or ought reasonably to know, are unwelcome to you. A “course of conduct” – a pattern of behaviour – is often needed to prove harassment.

Your subjective perception of the unwelcome conduct may not be enough to prove that it is unlawful: you must have facts to show that an objective person would similarly see the behaviour or comments as harassing. Also, the legitimate exercise of management rights, such as criticism

during a teacher performance appraisal, will not normally constitute harassment under the *Code*. Each case must be examined on its facts, and on the pattern of treatment toward you, including your treatment during performance appraisal.

## **SEXUAL HARASSMENT**

Sexual harassment is a specific form of harassment based on gender. It includes unwelcome sexual contact, remarks, leering, inappropriate staring, unwelcome demands for dates, requests for sexual favours, and displays of sexually offensive pictures or graffiti. A colleague or administrator’s repeated and vulgar sexual comments could constitute sexual harassment.

However, the behaviour does not have to be explicitly sexual in nature. Someone may harass you because of gender-based ideas about how men or women should look, dress, or behave. If you are a transgendered person, you are protected from degrading comments, insults, or unfair treatment related to your gender identity.

## **ENHANCED PROTECTION**

Recently the *Occupational Health and Safety Act (OHSa)* was amended to provide enhanced protection from workplace harassment. The amendments (contained in Bill 168) broaden the definition of workplace harassment beyond that found in the *Ontario Human Rights Code*. In other words, workplace harassment in the *OHSa* is not confined to the enumerated grounds.



School boards, like other Ontario employers, must now prepare new policies designed to prevent harassment and must develop and maintain a program to implement them. The policy must include procedures for workers to report incidents of workplace harassment to their employer or supervisor. It must also describe how such incidents and complaints will be investigated and addressed. School boards must make these policies known to you.

## VIOLENCE IN THE WORKPLACE

The new *OHS*A amendments also aim to protect you from workplace violence whatever the source: colleagues, administrators, students, or parents. The amendments define workplace violence as the exercise of physical force, or

**Professional relations services (PRS) staff at ETFO are available to help you with a variety of issues:**

- resolving conflict with colleagues, administrators, or parents
- legal issues related to your employment
- allegations related to employment responsibilities
- concerns about performance appraisal
- College of Teachers and College of Early Childhood Educators matters
- Workplace Safety and Insurance Board (WSIB) matters
- long-term disability claims human rights issues.

**All services are completely confidential.**

**If you have questions, please call 1-888-838-3836 or 416-962-3836 and ask to speak to the PRS staff person "on call." After regular office hours, an answering service will direct your urgent concerns.**

an attempt or a threat to exercise physical force that causes or could cause physical injury.

Physical violence or the threat of violence does not need to be intentional to require action. Furthermore, school boards must conduct a risk assessment to determine who in the school community poses a risk of violence and must inform you if you will be interacting with that person.

In addition, students face consequences under the *Education Act* for bullying or harassment, including cyber-bullying, even if it takes place outside the school but affects the school community. Such actions can lead to suspension or expulsion.

## HOW DO YOU ENFORCE YOUR RIGHTS?

- You may be able to file a grievance. Your collective agreement contains clauses that prohibit discrimination and harassment under the *Code*, and clauses to protect your working conditions and health and safety. Even if your collective agreement is silent on these topics, arbitrators have the right to consider and apply these statutes when ruling on your grievance.
- You may wish to exercise your right to a work refusal if violence makes your workplace unsafe. Ministry of Labour inspectors can also order the employer to take measures to ensure a safe workplace.
- You can file a harassment complaint under school board policies. All policies have a complaints mechanism.
- You may file a complaint with the Human Rights Tribunal in cases involving discrimination or harassment on the basis of enumerated grounds.

These options are not mutually exclusive. In all cases consult your local president or ETFO PRS staff to determine how to proceed.

*When in doubt, consult.* 



# Let our AQs take you somewhere unexpected

## Register for our 2012 winter and spring courses.



Tews Falls, Ontario

# ETFO AQ

BY TEACHERS / FOR TEACHERS

[www.etfo-aq.ca](http://www.etfo-aq.ca)

Accredited by the Ontario College of Teachers, ETFO AQs are current and practical.

Our courses fit your schedule and at only \$650, they're a great deal!

Register for online or on site ETFO AQ and PQP courses at [www.etfo-aq.ca](http://www.etfo-aq.ca).

**Winter registration:**  
opens Nov. 1, 2011  
closes Jan. 7, 2012

**Spring registration:**  
opens Jan. 30, 2012  
closes March 26, 2012

Registration dates for on site courses may be different.



**ETFO  PQP**  
PRINCIPALS' QUALIFICATION PROGRAM

### Principal's Qualification Programs (PQPs)\*\*

PQP – Part 1

**Winter:** [Peel](#)

**Spring:** [Toronto](#)








































































































PQP – Part 2

**Winter:** —

**Spring:** [Halton; York Region;](#)  
[Upper Grand](#)

\* Schedule subject to change; please check [etfo-aq.ca](http://etfo-aq.ca).  
ETFO reserves the right to cancel programs due to low enrolment. There will be a full refund of registration fees should ETFO cancel the program.

\*\* Please check [etfo-aq.ca](http://etfo-aq.ca) for PQP registration, course dates, locations, and fees.

|  |  |  |
|--|--|--|
| <b>NEW!</b> Adapting Curriculum for Second-language Learners                   | —  |  Online   |
| Education Law Online   | —  |  Online   |
| English as a Second Language – Part 1  |  Online                                   |  Online   |
| English as a Second Language – Part 2  |  Online                                   |  Online   |
| English as a Second Language – Specialist                                      |  Online                                   |  Online   |
| French as a Second Language – Part 1   |  Online                                   |  Online   |
| French as a Second Language – Part 2   |  Online                                   |  Online   |
| French as a Second Language – Specialist                                       |  Online                                   |  Online   |
| History, Grades 7 and 8  |  Online                                   | —  |
| Inclusive Classroom – Part 1   |  Online                                   |  Online   |
| Inclusive Classroom – Part 2   |  Online                                   |  Online   |
| Inclusive Classroom – Specialist   |  Online                                   |  Online   |
| Integration of Information and Computer Technology in Instruction – Part 1     |  Online                                   |  Online   |
| Integration of Information and Computer Technology in Instruction – Part 2     |  Online                                   |  Online   |
| Integration of Information and Computer Technology in Instruction – Specialist |  Online                                   |  Online   |
| Integrated Arts  |  Online                                   |  Online   |
| Junior Education – Part 1  | —  |  Online   |
| Junior Education – Specialist  |  Online                                   | —  |
| Kindergarten – Part 1  |  Online                                   |  Online   |
| Kindergarten – Part 2  |  Halton;<br>Thames Valley;<br>York Region |  Durham;<br>Limestone; Peel;<br>Waterloo        |
|  |  Online                                   |  Online   |
|  |  Greater Essex;<br>Peel;<br>Simcoe        |  Halton;<br>Hamilton-Wentworth;<br>Upper Canada |
| <b>NEW!</b> Kindergarten – Specialist  |  Online                                   |  Online   |
|  |  Durham; Kawartha<br>Pine Ridge; Niagara  |  Greater Essex;<br>Peel                         |
| Librarianship – Part 1   |  Online                                   |  Online   |
| Librarianship – Part 2   |  Online                                   |  Online   |
| Librarianship – Specialist   |  Online                                  |  Online  |
| Mathematics, Primary and Junior – Part 1                                       |  Online                                 |  Online                                       |
| Mathematics, Primary and Junior – Part 2                                       |  Online                                 |  Online                                       |
| Mathematics, Primary and Junior – Specialist                                   |  Online                                 |  Online                                       |
| Mathematics, Grades 7 and 8  |  Online                                 |  Online                                       |
| Media – Part 1   |  Online                                 |  Online                                       |
| Media – Part 2   |  Online                                 |  Online                                       |
| Media – Specialist   |  Online                                 |  Online                                       |
| <b>NEW!</b> Occasional Teacher   |  Online                                 |  Online                                       |
| Primary Education – Part 1   |  Online                                 |  Online                                       |
| 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                                       |
| <b>NEW!</b> Science and Technology, Primary and Junior – Specialist            |  Online                                 | —  |
| Science and Technology, Grades 7 and 8   | —  |  Online                                       |
| Social Studies, Primary and Junior – Part 1                                    | —  |  Online                                       |
| <b>NEW!</b> Social Studies, Primary and Junior – Specialist                    |  Online                                 | —  |
| Special Education – Part 1   |  Online                                 |  Online                                       |
|  |  Lambton Kent                           | —  |
| Special Education – Part 2   |  Online                                 |  Online                                       |
|  |  Lambton Kent                           | —  |
| Special Education – Specialist   |  Online                                 |  Online                                       |
|  |  Lambton Kent                           |  Limestone                                    |
| Teaching First Nation, Métis, and Inuit Children                               |  Online                                 |  Online                                       |
| Teaching Combined Grades   |  Online                                 | —  |
| <b>NEW!</b> Use and Knowledge of Assistive Technology                          |  Online                                 |  Online                                       |
| Writing – Part 1   |  Online                                 |  Online                                       |
| Writing – Part 2   |  Online                                 |  Online                                       |
| Writing – Specialist   |  Online                                 |  Online                                       |

# Be Good to Yourself

**A**s a new teacher, getting to know your federation and the resources it provides is one of the best gifts you can give yourself. ETFO provides a wide array of programs and supports that will help you in your professional life.

The programs and resources listed on these pages are specifically geared to new teachers, both contract and occasional. But they are only the start. ETFO has resources for early learning educators, for addressing equity and social justice issues, for teaching the arts – and much, much more.

For information about workshops and conferences visit [www.etfo.ca/professionallearning](http://www.etfo.ca/professionallearning).

Check out the Professional Resource Catalogue at [www.etfo.ca/professionalresourcecatalogue](http://www.etfo.ca/professionalresourcecatalogue).

And be sure to sign up for the e-newsletter, @etfo-feeo, to learn about upcoming events and workshops. Visit [www.etfo.ca](http://www.etfo.ca) and click on the link in the upper right hand corner.

## VISIONS

This is a conference for women in their first five years of teaching. It focuses on union leadership and your concerns as a professional. Workshops include topics such as tips for effective parent-guardian relationships, managing stress, pension basics, professional conduct.

For more information contact Kelly Hayes;  
[khayes@etfo.org](mailto:khayes@etfo.org)

## WORKSHOPS

ETFO offers several programs that will help you acquire the skills you need to manage your classroom and create an effective and vibrant learning community in your classroom.

These workshops are offered in partnership with ETFO locals. Check your local's website to see what workshops will be offered in your area this year. (Visit [etfo.ca](http://etfo.ca)>links to locate your local website.)

- **Classroom Management for the Occasional Teacher Workshops**

In these workshops experienced occasional teachers present effective classroom management strategies based on the ETFO resource *I Am the Teacher: Effective Classroom Management for the Occasional Teacher*. Participants receive a copy of the resource for a \$10 registration fee.

- **Strategies while Surviving and Smiling**

Experienced teachers present these evening workshops focused on

- creating community through cooperative learning and equity
- structures to promote problem solving, conflict resolution, and decision making
- building a safe learning community with effective classroom management
- assessment and evaluation.

- **Ultimate Strategies for the New Teacher**

This workshop will equip you to manage your classroom effectively, think proactively, and use your time wisely. The topics include managing the environment, managing behaviour, organizing for planning, using the curriculum, assessment, evaluation and reporting, and taking care of yourself.





## BOOKS

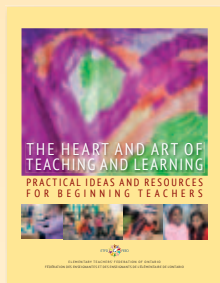
### *The Heart and Art of Teaching and Learning: Practical Ideas and Resources for Beginning Teachers*

This book for beginning teachers provides a practical resource for the many “firsts” you will encounter, and will encourage and enhance your personal learning journey.

Teachers experiencing a change in assignment will also find it useful. Included are practical tips on

- setting up your own classroom
- classroom management
- building inclusion
- working with parents
- occasional teaching
- meeting diverse learning needs
- continuing your professional learning and growth.

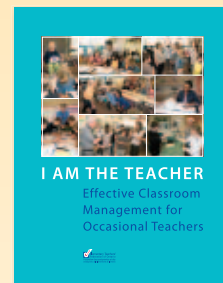
At [www.heartandart.ca](http://www.heartandart.ca) you can continue the learning journey and interact with other educators who are living the heart and art of teaching and learning with students.



### *I Am the Teacher: Effective Classroom Management for the Occasional Teacher*

An essential manual for occasional teachers with practical strategies for effective classroom management that will help you to

- develop predictable classroom routines
- empower students through self-discipline and responsibility
- understand how classroom management affects your teaching and your student's success.



Both books are available from shopETFO; [shopetfo@etfo.ca](mailto:shopetfo@etfo.ca). *The Heart and Art of Learning* will be available soon for e-readers, including the iPad. Watch for it at [etfo.ca](http://etfo.ca).

## WEBSITES

[etfo.ca](http://etfo.ca) is the ETFO website. There are many resources available.

- **The website for new members**  
<http://www.etfo.ca/BeingAMember/NewMembers>
  - Professional Links (New Teacher Induction Program (NTIP), QECO, Edvantage)
  - Curriculum Links (Resources for Teachers; Curriculum Services Canada)
  - Other Resource Links (TV Ontario-The Independent Learning Library).
- **The website for occasional teachers**  
<http://etfo-ot.net>  
The site provides advice, instructional supports, curriculum resources.

## SURVIVE AND THRIVE

[www.survivethrive.on.ca](http://www.survivethrive.on.ca)

This is a free online conference for teachers in their first five years of teaching. There are downloadable classroom resources, keynote presentations by experts, useful web-links and much more.



BY PAUL TAILLEFER

# The Essential Voice of Canadian Teachers

I was delighted to speak at ETFO's annual general meeting in August – my first speaking engagement as president of the Canadian Teachers' Federation. As I begin my two-year term, I look forward to working with both President Sam Hammond and General Secretary Gene Lewis, who are members of our board of directors. It is so true that the greatest asset of a national federation is its members, and your leaders are certainly to be commended for their staunch support.

Let's talk about the voice of Canadian teachers. Canada has one of the best public education systems in the world, thanks to each and every one of you. And yet, when we hear the call for education reform, too often the voice of teachers is absent. Increasingly, educational policy decisions are being informed by people with little or no background in public education. Teachers are classroom experts and public leaders in student learning. Educational policy decisions should be informed by our professional knowledge and expertise. To better understand what happens

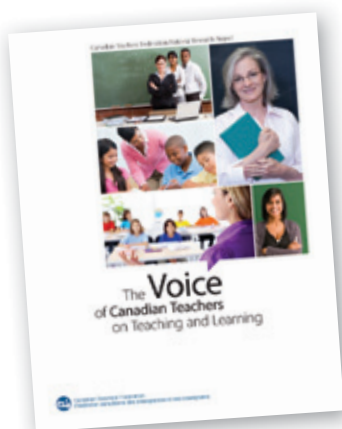
when the voice of teachers is excluded, we need only to look south of the border to witness the education reform policies that have hampered teaching and learning.

In order to counter this disturbing trend, the CTF launched a national study in collaboration with its member organizations. The CTF publication *The Voice of Canadian Teachers on Teaching and Learning*, released at our annual general meeting, draws on teachers' substantial experience, expertise, and

knowledge. The 96-page report brings to the fore the views of teachers on myriad issues in elementary and high school education: from class composition to Aboriginal education; from assessment and evaluation to international co-operation; from professional learning to teaching in francophone-minority settings, from technology in education to out-of-pocket expenditures by teachers, and from cellphone use in the classroom to the future of teaching and learning. The ETFO Poverty Project is also highlighted in the section on the teacher voice on poverty and schools. Furthermore, teachers shared with us the reasons why they entered the profession and why they remain. They also made suggestions about changes and reforms they would like to see in education. The report has been shared widely with faculties and ministries of education across Canada. Most recently, I had the honour of sharing it with Governor General David Johnston, who has praised the work of teachers in a speech at his swearing-in ceremony.

I would like to personally thank the 64 ETFO members who took part in the national CTF online survey to which over 400 teachers responded. Thank you for your valuable input and views on ways to make our education system even stronger. To order your copy, we invite you to visit the CTF website at [ctf-fce.ca](http://ctf-fce.ca).

Best wishes for a most successful school year! ✓




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PAUL TAILLEFER is CTF president for 2011-13. He is a former president of L'association des enseignantes et des enseignants franco-ontariens (AEFO).



BY RIAN MCLAUGHLIN

# And Now for Something a Little Bit Different

**OTF** engages in many activities to promote education throughout the province. Throughout the fall OTF staff and leaders have been busy with many of them. We greeted thousands of students, parents, and community members at Word on the Street, hosted the annual OTIP Teaching Awards, and prepared and launched our World Teacher Day supplement in the *Toronto Star*. We demonstrated solidarity with all of the affiliates during the recent provincial government election by responding to media inquiries and, at [www.otffeo.on.ca](http://www.otffeo.on.ca), by reminding members to vote. We have also been visiting teacher candidates at most of Ontario's publicly-funded faculties of education and laying the groundwork for our upcoming conference with the Council of Deans of Education. And naturally, our work with the Ontario Teachers' Pension Plan continues on a daily basis.



However, we have identified an issue we believe needs to be on our members' to do lists, one that involves education but is a bit different. In addition to our traditional work, this fall we are rolling out a campaign to make our members aware of the issue of organ and tissue donation. And if they choose to become donors, we want to make sure they know how to make that happen.

Did you know that every one of us is a potential donor and that one organ or tissue donation can save up to eight lives and enhance the lives of 75 others? Hearts, livers, kidneys, pancreas, lungs, small bowels, eyes, skin, bone, and heart valves are all eligible for donation.

Every three days in Ontario someone dies awaiting an organ transplant. What that means is that right now, today, 1500 men, women, and children are waiting for lifesaving trans-



plants. But, contrary to what most believe, signing the back of your driver's licence **does not** guarantee that your family will honour your wishes – in fact, only about half of families will do so.

Families and loved ones **will** see to it that your wishes are carried out more than 90 percent of the time when you make it official through the government's newly-launched Trillium Gift of Life Network. Since the online registration process went live in June nearly 20,000 Ontarians have registered their consent to organ and tissue donation at [www.BeADonor.ca](http://www.BeADonor.ca). It's quick and easy.

There are also resources for classroom use. The free One Life... Many Gifts Project ([www.onelifemanygifts.ca](http://www.onelifemanygifts.ca)) and [RecycleMe.org](http://RecycleMe.org) curriculum resources can be adapted for grades 7 and 8. They can be linked to science, physical and health education, social and environmental studies, and the arts. And technology-savvy classrooms can join the Facebook **Trillium Gift of Life** group and follow [@TrilliumGift](https://twitter.com/TrilliumGift) on Twitter. Consider encouraging your class and your school to raise awareness of these issues and the registration process by organizing a school or community registration event! 📌

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RIAN MCLAUGHLIN is ETFO's representative at OTF.





## Engaging the Eye Generation: Visual Literacy Strategies for the K-5 Classroom

**Johanna Riddle**

Markham, ON: Pembroke Publishers, 2009

143 pages; \$18.00 (softcover)

★★

*Reviewed by Jodie Howcroft*

*Engaging the Eye Generation* sets out to show teachers how to update the curriculum for twenty-first-century learners.

For students today literacy is more than reading and writing. Author Johanna Riddle asserts that our students must develop visual literacy, which she defines as the ability “to decode, comprehend, and analyze the elements, messages, and values communicated by images.”

*Engaging the Eye Generation* takes the reader through sample lessons to use in the classroom. One example is digital storytelling. Students combine audio narrative, music, and imagery in a slideshow format to tell a story. The author walks us through the process of digital storytelling with a grade 2 class. Photographs of student work are included. The book addresses issues such as copyright and Internet safety. Activities range from low- to high-tech. Lists of materials and websites are included.

Johanna Riddle has been an educator for 25 years. She is an award-winning teacher and a contributing columnist to *Multimedia and Internet @ Schools*. She has a strong background in media and the arts.

Although the author has strong expertise and a passion for visual literacy, I would not recommend *Engaging the Eye Generation* as a “must-have” for schools. I don’t think classroom teachers would use this book enough to make it a worthwhile purchase.

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



## The Picture Book Experience: Choosing and Using Picture Books in the Classroom

**Larry Swartz**

Markham, ON: Pembroke, 2009

32 pages, \$12.95

★★★★★

*Reviewed by Jane Cliff*

“A small gem” is how educators will describe this easy-to-use, flip-chart book that serves as a quick reference for both novice and experienced teachers, from kindergarten through the Intermediate grades. In his role as a highly regarded consultant, instructor, and workshop leader, Larry Swartz often offers synopses of books to highlight his presentations.

*The Picture Book Experience* is the next best thing to listening in person to Swartz passionately enthusing over books he recommends for our classrooms. This book offers practical tips for choosing, sharing, and responding to picture books and provides nine “Top 10 Lists” that include grade-level, humorous, classic, and non-fiction books, as well as picture books and books focused on the theme of bullying.

The two-page chart that contains nine types of pattern books and title lists, and how to use them, is well organized and easy to read. This chart alone is a must-have for Primary/Junior teachers. In the section “Picture Books Out Loud,” Swartz discusses 10 tips for reading picture books aloud and guides readers through a variety of strategies to support the differentiated needs of classroom learners. The section “30 Ways of Working Inside and Outside Picture Books” provides highly engaging activities – such as graphic organizers, drama explorations, and picture studies – that beautifully compliment the reading strategies that we teach daily.

This book reminds teachers to pay special attention to the relationship between a picture book’s words and the illustrations and offers numerous ideas about how we can help students to examine this relationship critically. In the final sections, Swartz outlines three “class events” with no-fail recipes for instant classroom use. They include a drama structure, a picture book contest, and a book-making event. *The Picture Book Experience* offers expertly constructed ideas for deepening the appreciation of picture books.

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



## Great Musicians from Our First Nations

Vincent Schilling

Toronto: Second Story Press,  
2010

120 pages, \$10.95

★★★★★

Reviewed by Lisa Perrin

*Great Musicians from Our First Nations* is a collection of 10 biographies of First Nations music-makers. It is mostly about musicians living in the United States, where the author resides, but there is some information on Canadian talent.

The overriding theme of this book is how many of the musicians began their young lives feeling a sense of isolation, being judged and ridiculed, or having difficulties that seemed insurmountable. However, each and every one of them found a way to succeed at making meaning with his or her music, using natural talent, determination, and luck.

The appeal of this book is threefold. First, its themes, which transcend age and ethnic origins, make it a good fit for character education in our elementary schools. It would fit well with a cross-curricular study of the arts, social studies, geography, and history. Second, the voice of the author is real and natural and makes for quick and pleasant reading. Finally, the musicians have interests and talents in a wide variety of musical genres, so the simple act of reading will give students and teachers an appreciation of musical experiences that go beyond stereotypes and fixed ideas about First Nations music.

The text is enhanced by pictures of the artists and by artwork from album covers. Contact information is given and some lyrics are included; the latter would be useful in a writing or poetry lesson.

If you are looking for a resource that celebrates talent, strength of character, creativity, and unique culture for your students in the Junior, Intermediate or Secondary age groups, *Great Musicians from Our First Nations* is worth sharing.

Lisa Perrin is a member of the Simcoe County Teacher Local.



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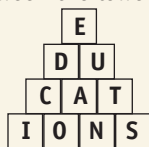
# trivia

BY PETER HARRISON

## Educations

To each letter of the word 'EDUCATIONS', I have allocated a different value from 1 to 10.

I then arrange the letters in a triangle with 'E' at the top and 'IONS' along the bottom as shown. I notice that wherever a letter stands on two others, the value of the upper letter is always the same as the difference between the lower two.



For example, the value of U is the difference between the values of A and T.

If D is equal to 1:

**What is the number 'spelled' out by the letters 'CAT' ?**

Send your answers to [ETFOvoice@etfo.org](mailto:ETFOvoice@etfo.org) with the word "Trivia" in the subject line. You may also mail your entry to The Editor, *ETFO Voice*, at the address on the masthead. Three winners will be drawn from all correct entries received by November 30, 2011.

### SOLUTION TO OUR LAST PUZZLE

**Sujiko: 6,9,8,5,3 & 7**

The winners are chosen by lottery. They are:

**Lisa Blokland**, Renfrew County Teacher Local

**Bruce Simpson**, Hamilton-Wentworth Teacher Local

**Anne Woolner**, Avon Maitland Teacher Local

*Congratulations!*

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## classifieds

**AUTHOR VISIT:** Teacher-author-illustrator Brian Cretney offers multi-media, drama-based, curriculum-friendly, interactive presentations. He's visited nearly 100 schools in the last two years. Teacher-librarians describe his visits as fun, dynamic, engaging, inspiring, affordable. [www.bc4books.com](http://www.bc4books.com)

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