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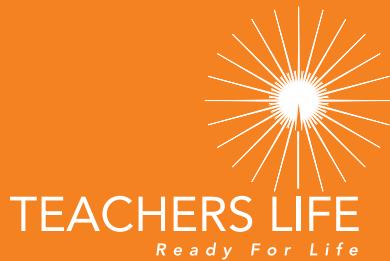
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We are OSSTF

Helping one another in education and in society

AT every Annual Meeting of the Provincial Assembly (AMPA), the Annual Action Plan presented by the two provincial Vice-Presidents proposes special initiatives and direction for OSSTF/FEESO for the coming year. Over the last two years, the Action Plans of 2010-2011 and 2011-2012 were focused mainly on member engagement and mobilization. The overarching theme for 2012-2013 centred around a proposal for “a broader provincial focus that expands our messaging of who we are and the educational values we represent and actively pursue. The initiatives...will highlight the broad range of members and education workers that OSSTF/FEESO represents from the elementary to the post-secondary level. The programs and initiatives outlined within the Annual Action Plan will seek to remind our fellow members, other educational stakeholders and the general public of the breadth and depth of OSSTF/FEESO, our commitment to the students of Ontario and our commitment to the defense of public education.”

One of the initiatives approved as part of this year’s Action Plan was that one issue of *Education Forum* in the 2012-2013 year would be “dedicated to promoting the Federation’s charitable, civic-minded and professional development activities.” This is that special issue.

The advertisement on the inside back cover of this issue includes a graphic illustration of the myriad kinds of educational workers that make up our membership. Yes, public secondary school teachers comprise about 60 per cent of our members, but we also have thousands of educational workers in every level of education, from elementary to post-secondary, and in all four publicly funded systems. I invite you to take a close look at this image and see for yourself the members

of the OSSTF/FEESO education team, all of whom bring expertise, caring and commitment to their work to contribute to the success of the students of Ontario and the betterment of the society in which we live.

Our normal print run ensures that beyond all of our OSSTF/FEESO members, the magazine is also distributed to

have in common?” is about activities in which the staff at the provincial office participated to raise over \$28,000 for the 2012 United Way Drive. Not bad for a provincial office staff of about 130 people! The article “OSSTF/FEESO takes on important issues” outlines the valuable professional development workshops that have been developed over the last several



employers and to the director of education and the chairperson of each district school board with OSSTF/FEESO members, all MPPs, various Ministry of Education officials and faculties of education. For this issue, we are expanding the print run so that every trustee and the chairperson of the Parent Involvement Committee in boards that employ OSSTF/FEESO members, as well as our contacts at media outlets, can also be given a copy of this issue.

Beyond our regular articles and sections, there are many additional pages of articles, all of which reflect the themes of this special issue.

For example, the article “Working to end violence against women” speaks of the partnership that OSSTF/FEESO formed with the White Ribbon Campaign to produce online resources to educate students about such topics as preventing gender-based violence and fostering healthy relationships. The article “What do monsters, food, yoga and contests all

years on a wide variety of topics such as responding to school crises, meeting the needs of at-risk students, anti-bullying, combatting homophobia, addressing sexual harassment and enhancing equity and inclusivity in schools.

However it is not just the provincial office that takes on these kinds of initiatives; many of the articles highlight work done by members in our districts across the province. Here too, OSSTF/FEESO members and bargaining units provide leadership and community service in their schools and workplaces and in broader society. You will read about such things as member involvement in a Habitat for Humanity build, fundraisers for the Kids Help Phone and for cancer research, Gay Straight Alliance clubs and a school breakfast program.

We are OSSTF and we are proud of the work that all of our members do to promote and enhance public education in Ontario, both inside and beyond the classroom. ☺



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ors de chaque Réunion annuelle de l'Assemblée provinciale (RAAP), le Plan d'action annuel, présenté par les deux vice-présidents provinciaux, propose des initiatives spéciales et des orientations pour OSSTF/FEESO pour l'année à venir. Au cours des deux dernières années, les plans d'action de 2010-2011 et 2011-2012 ont été axés principalement sur la participation et la mobilisation des membres. Le thème global pour 2012-2013 portait sur une proposition d'orientation « vers une vision provinciale plus grande, qui étend notre message sur ce que nous sommes et sur les valeurs éducatives que nous représentons et promouvons activement. Les initiatives... mettront en évidence l'ensemble des membres et des travailleurs en éducation que représente OSSTF/FEESO, du palier élémentaire au postsecondaire. Les initiatives et programmes décrits dans le plan d'action annuel chercheront à rappeler à nos confrères, aux autres partenaires en éducation et au public l'ampleur et l'étendue d'OSSTF/FEESO, notre engagement envers les élèves ontariens et notre engagement à la défense de l'éducation publique. »

Une des initiatives approuvées dans le cadre du plan d'action de cette année était qu'un numéro d'*Education Forum* de l'année 2012-2013 serait « consacré à la promotion des activités caritatives, communautaires et de perfectionnement professionnel de la Fédération. » Il s'agit de ce numéro spécial.

La publicité à l'intérieur du revers de ce numéro comprend un graphique illustrant la multitude de travailleuses et travailleurs en éducation qui composent nos effectifs. Oui, le personnel enseignant des écoles secondaires publiques représente environ 60 pour cent de nos membres, mais nous comptons également des milliers de travailleuses et travailleurs en éducation

à chaque niveau de l'éducation, de l'élémentaire jusqu'au postsecondaire et dans les quatre systèmes financés à même les deniers publics. Je vous invite à jeter un coup d'œil à ce graphique et voyez par vous-même tous les membres de l'équipe scolaire d'OSSTF/FEESO qui apportent tous des compétences, de l'attention et du dévouement à leur travail afin de contribuer à la réussite des élèves ontariens et à

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l'amélioration de la société dans laquelle nous vivons tous.

Notre tirage ordinaire garantit qu'au-delà de tous nos membres d'OSSTF/FEESO, la revue est déjà distribuée aussi aux employeurs et aux directions de l'éducation et à la présidence de chaque conseil scolaire de district ayant des membres d'OSSTF/FEESO, à tous les députés provinciaux, à divers représentants du ministère de l'Éducation et aux facultés d'éducation. Pour ce numéro, nous avons augmenté le tirage afin que chaque conseiller scolaire et la présidence du Comité de participation des parents dans les conseils qui emploient des membres d'OSSTF/FEESO de même que nos personnes-ressources dans les médias puissent également recevoir un exemplaire de ce numéro.

En plus de tous nos articles et sections habituels, il y a de nombreuses pages additionnelles d'articles, qui correspondent toutes aux thèmes de ce numéro spécial.

Par exemple, l'article « Œuvrer pour mettre fin à la violence faite aux femmes »

relate le partenariat d'OSSTF/FEESO avec la Campagne du ruban blanc dont le but est de produire des ressources en ligne visant à informer les élèves sur des sujets comme prévenir la violence axée sur le genre et encourager les relations saines. L'article « Qu'est-ce que monstres, nourriture, yoga et concours ont en commun? » traite d'activités auxquelles a participé le personnel du Bureau provincial pour recueillir 28 000 \$ dans le cadre de la campagne Centraide 2012. Pas si mal pour un Bureau provincial qui compte environ 130 personnes! L'article « S'attaquer à des enjeux importants » décrit les précieux ateliers de perfectionnement professionnel qui ont été créés au cours des dernières années sur un large éventail de sujets comme réagir aux crises scolaires, répondre aux besoins des élèves « à risque », lutter contre l'intimidation, combattre l'homophobie, aborder le harcèlement sexuel et améliorer l'équité et l'inclusion dans les écoles.

Cependant, il n'y a pas que le Bureau provincial qui prend de telles initiatives; plusieurs des articles soulignent le travail des membres de nos districts à travers la province. Là aussi, les membres d'OSSTF/FEESO et les unités de négociation font preuve de leadership et fournissent des services communautaires dans leurs écoles et lieux de travail et dans la société en général. Vous lirez entre autres des articles sur la participation de membres à une construction pour *Habitat for Humanity*, aux activités de financement de Jeunesse, J'écoute et à la recherche sur le cancer, aux clubs *Gay Straight Alliance* et au programme des petits déjeuners en milieu scolaire.

Nous sommes la FEESO et nous sommes fiers du travail effectué par tous nos membres pour promouvoir et faire avancer l'éducation publique en Ontario tant à l'intérieur qu'à l'extérieur de la classe. ☺

Taking on important issues S'attaquer à des enjeux importants

Professional growth workshops by members for members

Ateliers d'épanouissement professionnel pour les membres par les membres



OSSTF/FEESO has an extensive history of developing and delivering important workshop presentations that help its members deal with important societal issues. Since 1999, OSSTF/FEESO members have played a major role in creating resources to help the education sector address significant matters.

Following the school tragedies in Taber, Alberta, and Littleton, Colorado, the Crisis Awareness Learning Modules (CALM) were created to give OSSTF/FEESO members successful crisis prevention and intervention strategies. Hundreds of CALM workshops have been delivered across the province to help our members redefine and respond to school crises.

Serious cuts to education during the years of Ontario Conservative rule resulted in significant erosion to the supports that our neediest students required. OSSTF/FEESO's response included the development of the Students at Risk (STAR) workshop. STAR provides a framework not only to identify the needs of those students but also a mechanism for developing effective strategies to begin to address those concerns.

Awareness and concern about the impact of bullying led

OSSTF/FEESO a une longue histoire de développement et de présentation d'ateliers qui sont utiles à ses membres pour les soutenir face aux enjeux de société. Depuis 1999, les membres d'OSSTF/FEESO ont eu un rôle prépondérant dans la création de ressources pour aider le secteur de l'éducation à traiter de questions importantes.

À la suite des tragédies qui ont eu lieu dans des écoles à Taber, en Alberta et à Littleton au Colorado, les Modules de sensibilisation à la gestion de crises (CALMe) ont été créés dans le but de procurer aux membres d'OSSTF/FEESO des stratégies gagnantes de prévention et d'intervention en cas de crises. Des centaines d'ateliers CALMe ont été offerts dans toute la province pour assister nos membres à redéfinir ce qui constitue une crise dans le cadre d'une école et pour savoir comment y répondre.

Durant les années où les Conservateurs étaient au pouvoir en Ontario, de sérieuses compressions en éducation avaient grandement érodé l'appui pour nos élèves qui en avaient le plus besoin. En réaction, OSSTF/FEESO a conçu l'atelier *Stratégies pour l'élève à risques* (STAR). STAR offre une structure pour non

OSSTF/FEESO to commission a research study, the first of its kind, to gather concrete evidence of the bullying that occurred in schools. Following the release of the study, OSSTF/FEESO members once again designed and were trained to deliver three distinct workshops to give educators the tools they need. Beyond Bullying: Building Safe Schools teaches members how to address bullying among students; Building Safe Workplaces gives members strategies to address bullying in the workplace;

For over a dozen years, OSSTF/FEESO has offered professional development to its members to assist in responding to the most difficult societal concerns.

and Cyberbullying teaches members how to identify and deal with bullying that is happening through electronic and social media. With the financial support of the Ontario Ministry of Education, these workshops have been and continue to be delivered free of charge to OSSTF/FEESO members.

Our willingness to take on the bigger issues of homophobia, gender-based violence, cultural, religious or ethnic discrimination and sexual harassment resulted in more quality workshops. Work on From PAIN to PRIDE began in 2007 (two years before *Ontario's Equity and Inclusive Education Strategy* was released) and resulted in a workshop that addresses homophobia and gender-based violence in a variety of formats, ranging from two hours to full-day presentations. In addition, *EQUIP: Equity in Practice* explores issues of equity and inclusivity in schools, while *Still Not Laughing* gives members tools to address sexual harassment and violence. All of these workshops offer our members the resources to create a positive school climate where all members of the school community feel safe, included and accepted.

For over a dozen years, OSSTF/FEESO has offered professional development to its members to assist in responding to the most difficult societal concerns. While education law, policies and programs have changed to address the terrible realities of things like bullying, harassment, homophobia and discrimination, OSSTF/FEESO has drawn on the strength of its own members' knowledge and experience to create resources to support positive action in schools and workplaces.

For more information on how to arrange for any of these workshops for your school, Bargaining Unit or District, please visit www.osstf.on.ca/edservicesworkshops. ☺

Suzette Clark is the head of the Educational Services Department of the OSSTF/FEESO Provincial Office.

seulement détecter plus facilement les besoins de ces élèves, mais aussi un mécanisme d'élaboration de stratégies efficaces pour aborder ces préoccupations.

La prise de conscience et les inquiétudes quant à l'incidence de l'intimidation ont amené OSSTF/FEESO à commander une étude de recherches, la première du genre, afin de recueillir des données plus concrètes sur l'intimidation qui se produisait dans les écoles. Après la publication de l'étude, les membres d'OSSTF/FEESO ont, encore là, conçu trois ateliers distincts puis ont été formés afin de donner aux éducateurs les outils dont ils ont besoin. *Au-delà de l'intimidation : Accroître la sécurité dans les écoles* enseigne aux membres la manière dont ils doivent aborder l'intimidation entre élèves; *Au-delà de l'intimidation : Accroître la sécurité en milieu de travail* fournit aux membres des stratégies à suivre pour répondre à l'intimidation en milieu de travail et *Cyberintimidation* apprend aux membres comment reconnaître l'intimidation et y faire face quand celle-ci a lieu sur les réseaux sociaux et autres supports électroniques. Avec le soutien financier du ministère de l'Éducation de l'Ontario, ces ateliers ont été offerts gratuitement aux membres d'OSSTF/FEESO et continuent de l'être.

Notre volonté de nous attaquer aux enjeux de premier plan que sont l'homophobie, la violence basée sur le genre, la discrimination culturelle, religieuse ou ethnique et le harcèlement sexuel a eu pour résultat la création d'encore plus d'ateliers de qualité. Nous avons commencé à travailler sur *De la SOUFFRANCE à la FIERTÉ* en 2007 (deux ans avant le lancement de la *Stratégie ontarienne d'équité et d'éducation inclusive*) qui s'est traduit en un atelier qui couvre l'homophobie et la violence basée sur le genre, disponible selon plusieurs formats allant de présentations de deux heures à toute une journée. De plus, *EQUIP : l'équité dans la pratique* étudie les enjeux de l'équité et de l'inclusion dans les écoles, tandis que *On n'a toujours pas fini de rire* donne aux membres les outils nécessaires pour faire face à la violence et au harcèlement sexuel. Tous ces ateliers fournissent aux membres les ressources nécessaires pour créer un environnement scolaire positif, où tous les membres de la communauté scolaire peuvent se sentir en sécurité, intégrés et acceptés.

Cela fait un peu plus de douze ans qu'OSSTF/FEESO offre du perfectionnement professionnel à ses membres afin de les assister à relever les défis associés aux enjeux sociétaux les plus difficiles. Alors que les programmes, les politiques et le droit scolaires ont été modifiés pour répondre aux terribles réalités telles que l'intimidation, le harcèlement, l'homophobie et la discrimination, OSSTF/FEESO s'est appuyée sur l'expérience et les connaissances de ses propres membres afin de créer des ressources destinées à soutenir des mesures d'action positive dans les écoles et les milieux de travail.

Pour en savoir davantage sur la manière d'organiser ces ateliers dans votre école, votre district ou votre unité de négociation, rendez-vous à www.osstf.on.ca/ateliersdessimilaireséducatifs. ☺

Suzette Clark est chef du Secteur des services éducatifs au Bureau provincial d'OSSTF/FEESO.



Setting up a union training school

Créer une école syndicale

Helping our Bolivian colleagues
En aide à nos collègues boliviens



In late 2005, Domenic Bellissimo, then an Executive Assistant at the Provincial Office of OSSTF/FEESO, asked me if I could co-ordinate an OSSTF/FEESO delegation trip to Bolivia under the Common Threads International Solidarity program. This was one of two tasks, the second being to establish contact with sister federations in the Bolivian educational system and from there, provide support to the strengthening of teachers' unions through a project funded by the Canadian International Development Agency (CIDA) via the Canadian Labour Congress and, of course, OSSTF/FEESO.

In July 2006, a research team led by Pierre Côté, then Director of the OSSTF/FEESO Communications/Political Action Department, arrived in Bolivia where the Cochabamba Water War was still fresh in the minds of Bolivians. (In 2000, Bolivians took to the streets to reclaim their public water system from global giant Bechtel.)

The team's research in Bolivia resulted in *Tapped Out: The World Water Crisis*, curriculum resources on water and privatization now available on the OSSTF/FEESO website at www.osstf.on.ca/commonthreads. Côté also wrote about the team's experiences

À la fin de 2005, Domenic Bellissimo, alors adjoint exécutif au Bureau provincial d'OSSTF/FEESO, m'a demandé si je pouvais coordonner un voyage en Bolivie pour un groupe de délégués d'OSSTF/FEESO dans le cadre du programme de solidarité internationale *Common Threads*. Ceci était la première de deux étapes, la deuxième étant d'établir des liens avec des fédérations sœurs du système éducatif bolivien et à partir de là, fournir un appui en vue de renforcer les syndicats des enseignants par le biais d'un projet financé par l'Agence canadienne de développement international (ACDI) par l'intermédiaire du Congrès du travail du Canada et bien entendu, d'OSSTF/FEESO.

En juillet 2006, une équipe de recherche, sous la direction de Pierre Côté, alors directeur du Secteur des communications/action politique d'OSSTF/FEESO, est arrivée en Bolivie à une période où la guerre de l'eau de Cochabamba était encore à l'esprit des Boliviens. (En 2000, les Boliviens étaient descendus dans la rue pour reprendre le contrôle de leur système public de gestion de l'eau du géant mondial Bechtel.)

La recherche menée par l'équipe s'est conclue par une ressource pédagogique sur l'eau et la privatisation intitulée *Tapped*

in Bolivia in the article “Common threads: Water is something we all share” in the Fall 2006 issue of *Education Forum*.

Out of this visit also came the proposal for the creation of a union training school: Escuela de Formación Sindical (EFS). The development of its curriculum was influenced by many factors, including preserving the legacy of the union movement in Bolivia and appreciating this had represented a real alternative for power for over 50 years and had also challenged conservative and democratic governments as well as dictatorships. These prin-

Law 070, the New Education Act, is contributing to this process of political, social, economic, cultural, legal, environmental and fundamental educational reforms in Bolivia.

ciples, crucial in creating the EFS, were shared by the EFS Work Group, the Federación Departamental de Maestros de Educación Rural de Oruro (FDMERO, the Teachers’ Federation of Rural Education in Oruro) and, of course, OSSTF/FEESO. During the discussion, we progressively discovered other common issues like inclusive participation and gender equity.

During our first five-year cycle, a total of about 3,000 teachers have participated in education and union-training programs.

For the upcoming second cycle, our challenge will be to re-establish what had been illegal for decades but which laid the foundation of Bolivian education: the concept of *vivir bien* (living well or good living). Law 070, the *New Education Act*, is contributing to this process of political, social, economic, cultural, legal, environmental and fundamental educational reforms in Bolivia. These reforms are to be more inclusive in nature and so will involve people from all sectors. They specifically include previously neglected groups such as indigenous and aboriginal people, peasants and women’s movements. This new law brings a breath of fresh air by restating four fundamental principles, namely an education that is intra- and inter-cultural, decolonizing, productive and communal.

These fundamental bases for *vivir bien* will be the aim of EFS for the next three years. We look forward to sharing further information with our brother and sister teachers from Canada through our website, www.escueladeformacionsindical.org, and possibly future articles such as this one. ☺

Editor's note: This article was written in Spanish and translated into English and French for this issue. To read more about Bolivia's transformation see “Bolivia's New Constitution” by Raul Burbano in the Spring 2009 issue of *Education Forum*.

Igor Ampuero is the co-ordinator of Escuela de Formación Sindical in Bolivia.

Out: The World Water Crisis, désormais disponible sur le site Web d'OSSTF/FEESO à www.osstf.on.ca/commonthreads. M. Côté a également rédigé un article racontant l'expérience de l'équipe en Bolivie sous le titre « *Common threads: Water is something we all share* » publié dans l'édition de l'automne 2006 d'*Education Forum*.

Une des retombées de cette visite a été de proposer également la création d'une école de formation syndicale : *Escuela de Formación Sindical* (EFS). L'élaboration de son programme d'études a été influencée par de nombreux facteurs et notamment la préservation de l'héritage du mouvement syndical bolivien et la reconnaissance du fait que ce mouvement avait constitué une vraie solution de rechange au pouvoir en place pendant plus de 50 ans et avait contesté tant les gouvernements conservateurs et démocratiques que les dictatures. Ces principes, essentiels dans la création de l'EFS, ont été partagés par le groupe de travail de l'EFS, la *Federación Departamental de Maestros de Educación Rural de Oruro* (FDMERO, la Fédération des enseignants de l'enseignement rural en Oruro) et, bien sûr, OSSTF/FEESO. Lors de cette discussion, nous avons progressivement découvert d'autres préoccupations communes comme la participation inclusive et l'équité entre les hommes et les femmes.

Durant notre premier cycle de cinq ans, 3 000 enseignantes et enseignants ont participé à des programmes de formation syndicale et d'éducation.

Le deuxième cycle, qui débutera sous peu, a pour défi de rétablir ce qui a été jugé comme illégal pendant des décennies, mais qui constitue la base de l'éducation bolivienne : le concept de *vivir bien* (bien vivre ou vivre correctement). La Loi 070, la *Nouvelle Loi sur l'éducation*, collabore à ce processus de réformes fondamentales politiques, sociales, économiques, culturelles, juridiques, environnementales et éducatives en Bolivie. Ces réformes devront être de nature plus ouverte et comprendront des personnes de tous les secteurs. Elles incluent notamment des groupes qui auparavant ont été délaissés comme la population indigène et aborigène, les paysans et les organisations de femmes. Cette nouvelle loi apporte une bouffée d'air frais en exposant de nouveau quatre principes fondamentaux, à savoir une éducation qui est intra et interculturelle, qui se détache de l'influence coloniale, qui est productive et axée sur la communauté.

Ces bases fondamentales pour vivir bien formeront l'objectif de l'EFS au cours des trois prochaines années. Nous serons heureux de partager plus d'information avec nos confrères et consœurs enseignants du Canada grâce à notre site Web qui est www.escueladeformacionsindical.org et probablement par des articles comme celui-ci. ☺

Note de l'éditrice : Cet article a été rédigé en espagnol puis traduit en anglais et en français aux fins de cet exemplaire. Pour en lire un peu plus sur la transformation de la Bolivie, consultez l'article écrit par Raul Burbano intitulé *Bolivia's New Constitution* dans l'édition du printemps 2009 d'*Education Forum*.

Igor Ampuero est coordonnateur à l'Escuela de Formación Sindical, en Bolivie.



Partnering for success/S'unir pour réussir

Addressing student mental health issues

Indispensable pour aborder les problèmes de santé mentale des élèves



OSSTF/FEESO played a significant role in the highly successful Summit on Children & Youth Mental Health held in Toronto on October 25-26, 2012. Recognizing the role that school staff plays in addressing mental health issues, OSSTF/FEESO, a partner in the Coalition for Children and Youth Mental Health, was also a major sponsor of this summit, and our involvement was evident in three important ways.

Just Beneath the Surface was a student art exhibition offered by Stephen Lewis Secondary School students from the Peel District School Board and Kettle and Stony Point First Nations from North Lambton Secondary School, Lambton Kent District School Board. The students were available to speak to everyone about their artwork. The visual art teachers from each school, who proudly supported these students in expressing themselves through their artistic talents, were also present. (*Just Beneath the Surface* at Summit 2011 was featured in the Fall 2011 issue of *Education Forum*.)

The keynote address by Clara Hughes, six-time Olympic medallist and champion of mental health, was sponsored by OSSTF/FEESO. Everyone present was inspired by her remarks

OSSTF/FEESO a joué un rôle déterminant dans la réussite du Sommet sur la santé mentale des enfants et des adolescents, tenu à Toronto les 25 et 26 octobre 2012. Tenant compte du rôle du personnel scolaire pour répondre aux problèmes de santé mentale, OSSTF/FEESO, partenaire de la Coalition pour la santé mentale des enfants et des adolescents, était également un commanditaire de ce sommet. Notre participation a su se démarquer de trois manières importantes.

Just Beneath the Surface, une exposition d'œuvres d'art d'élèves, a été organisée par les élèves de l'école secondaire Stephen Lewis du *Peel District School Board* et par les élèves des Premières Nations de Kettle et Stony Point de l'école secondaire North Lambton du *Lambton Kent District School Board*. Les élèves étaient présents afin de présenter leurs créations artistiques. Les enseignants en art visuel de chaque école, qui avec fierté ont su soutenir ces élèves à utiliser leur talent artistique pour s'exprimer, étaient également présents. (L'édition d'*Education Forum* de l'automne 2011 a un article sur l'exposition *Just Beneath the Surface* du Sommet 2011.)

Parrainée par OSSTF/FEESO, Clara Hughes, médaillée olympique à six reprises et championne de la santé mentale, a

about her personal journey through depression and substance abuse, and ultimately, the path she found with the support of many, including an encouraging teacher. Hughes' powerful message to raise awareness and address the stigma associated with mental illness will have a lasting impact and will help to carry on the work needed.

Partnering for success to support students with identified mental health concerns is critical to their well-being.

Together, OSSTF/FEESO member and educational assistant Michele McCleave Kennedy and OSSTF/FEESO staff member Suzette Clark presented a session entitled Partnering for Success, offering best practices for school-based personnel with community-based mental health agencies to support children and their families. Using solution-based approaches with established protocols most effectively addresses the needs of these students.

McCleave Kennedy described the goal of the multidisciplinary team: to develop an intense program to meet the student's social, emotional and behavioural challenges. Students were taught self-regulation by role-modelling appropriate problem-solving techniques, a social-skills program to learn to play co-operatively and counselling to gain an understanding of why self-regulation is important for them to cope. With greater awareness and earlier identification of mental-health problems, educators are beginning to see more high-needs students as early as kindergarten.

McCleave Kennedy reviewed her work with a young boy who was very aggressive when he entered Junior Kindergarten at age four. It was difficult for him to sit without interrupting the learning of those around him. The school team met and developed a comprehensive program. It took a full year to help him regulate his behaviour through role-playing, social stories and relaxation techniques. Now, in Senior Kindergarten, he only needs verbal reminders to monitor his behaviour and uses coping skills when he "feels the fire coming up inside him." He is now able to verbalize his feelings and attempts to solve his own problems. In many ways, he has become a leader in his classroom. All of this was possible through a successful partnership with the family and community agency staff.

Every student's success depends on our ability to work with the resources necessary to help each student cope with whatever challenges exist. Partnering for success to support students with identified mental health concerns is critical to their well-being. ☺

Suzette Clark is the head of the Educational Services Department at the OSSTF/FEESO Provincial Office, and **Michele McCleave Kennedy** is an educational assistant in District 2, Algoma, and a member of the Educational Services Committee.

fait l'allocution principale. Clara Hughes a su inspirer toutes les personnes présentes en parlant de son combat personnel avec la dépression et l'abus d'alcool et d'autres drogues et du chemin qu'elle a parcouru avec l'aide de nombreuses personnes, y compris un enseignant qui a su la soutenir. Le message extrêmement fort de Clara, soulignant l'importance de sensibiliser les gens et de combattre la stigmatisation liée à la santé mentale, aura un effet durable sur le travail qu'il reste à faire.

Ensemble, Michele McCleave Kennedy, aide-enseignante et membre d'OSSTF/FEESO et Suzette Clark, membre du personnel d'OSSTF/FEESO, ont animé une séance intitulée *S'unir pour réussir*, un atelier présentant les meilleures pratiques à suivre par le personnel des écoles et les organismes locaux de santé mentale afin d'appuyer les enfants et leurs familles. L'emploi d'approches axées sur des solutions, tenant compte de protocoles en place, est la manière la plus efficace de répondre aux besoins de ces élèves.

Michele McCleave Kennedy a décrit l'objectif de l'équipe multidisciplinaire soit de mettre en œuvre un programme de taille pour faire face aux problèmes sociaux, affectifs et comportementaux des élèves. Les élèves ont appris l'autorégulation en participant à des jeux de rôle leur enseignant des méthodes appropriées de résolution de problèmes. Ils ont découvert des programmes d'aptitudes sociales pour coopérer pendant le jeu et des conseils leur ont été donnés pour qu'ils puissent mieux comprendre pourquoi l'autorégulation est essentielle pour surmonter des problèmes. Avec davantage de sensibilisation et une détection précoce des problèmes de santé mentale, les éducateurs commencent à constater que des élèves présentent de grands besoins dès la maternelle.

Michele McCleave Kennedy a présenté le travail qu'elle a fait avec un jeune garçon depuis son arrivée, à l'âge de quatre ans, au jardin d'enfants où il avait un comportement très agressif. Il avait énormément de difficulté à rester assis et à ne pas interrompre l'apprentissage des autres élèves. L'équipe scolaire s'est réunie et a mis en œuvre un programme complet. Il a fallu un an pour aider ce garçon à se contrôler en se servant de jeux de rôle, en lui racontant des histoires relatives au comportement en groupe et en lui enseignant des techniques de relaxation. Il est maintenant en maternelle et il suffit de lui faire la remarque pour qu'il sache comment se comporter. Il se sert de ses habiletés d'adaptation quand « il sent que la pression est en train de s'emparer de lui ». Il peut désormais exprimer ce qu'il ressent et essaie de résoudre ses propres problèmes. Il est devenu, d'une certaine manière, un chef de file dans sa classe. Tout ceci a été rendu possible grâce à un partenariat fructueux entre la famille et le personnel des organismes communautaires.

La réussite de chaque élève repose sur notre capacité à travailler avec les ressources nécessaires pour l'aider à affronter tous défis auxquels il est confronté. S'unir pour réussir à fournir l'appui nécessaire aux élèves ayant des problèmes de santé mentale préalablement identifiés est indispensable à leur bien-être. ☺

Suzette Clark est chef de secteur des Services éducatifs du Bureau provincial d'OSSTF/FEESO et **Michele McCleave Kennedy** est aide-enseignante au District 2, Algoma et elle est membre du Comité des services éducatifs.



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WHAT DO MONSTERS FOOD YOGA & CONTESTS ALL HAVE IN COMMON?

The annual provincial office
United Way campaign

By Bernadette Hagan

“The enthusiasm and momentum of the 2012 OSSTF/FEESO United Way fundraising campaign continue with a host of exciting events on masquerade,” says the OSSTF/FEESO United Way 2012 campaign co-chairperson Karla Hernandez. “We want to thank all OSSTF/FEESO employees who have given to the campaign or attended fundraising events to date and who have made our events successful.”

Our United Way campaign was launched with a breakfast that had a healthy workplace vibe, but the highlight of the events in this year’s 2012 campaign so far was the Monster Bash Halloween Costume contest.

October 31, 2012 started as a normal day at 60 Mobile Drive but it ended far from that. All departments participated in our annual smorgasbord of tasty Halloween treats and ghoulish

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QU'EST-CE QUE MONSTRES NOURRITURE YOGA & CONCOURS ONT EN COMMUN?



Campagne annuelle Centraide
du Bureau provincial

par Bernadette Hagan

« Dynamique et animée, la campagne de collecte de fonds Centraide 2012 d'OSSTF/FEESO se poursuit avec une foule d'activités à la queue leu leu. » est heureuse d'annoncer Karla Hernandez, coprésidente de la campagne Centraide 2012 d'OSSTF/FEESO. « Nous aimerais remercier tous les employés d'OSSTF/FEESO qui ont contribué à la campagne, soit en faisant des dons, soit en participant aux activités de souscription. Ils ont su faire de ces activités une réussite. »

Notre campagne Centraide a débuté par un petit-déjeuner à connotation santé, mais à ce jour ce qui a fait la une de cette campagne 2012 a été, sans aucun doute, la mascarade de l'Halloween.

Le 31 octobre 2012 a commencé comme un jour ordinaire au 60 Mobile Drive, mais il s'est terminé d'une drôle de manière. Les employés de tous les secteurs se sont tour à tour assemblés

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WE TAKE PRIDE IN SUPPORTING THE UNITED WAY. **CHANGE STARTS HERE**



"Anti-Bill
115 woman"
Wendy Ozyer

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gourmet appetizers. I had never experienced the delicious variety of foods or the active participation of so many people. The rooms were filled with fantastic sights, smells, sounds and tastes that were themed appropriately for the occasion. (By contrast, I spent last year's Halloween in the far north with neighbours who had saved me some beef jerky, Cheez Whiz on crackers and raw caribou meat.) Needless to say I was impressed by my fellow OSSTF/FEESO employees, who were truly creative foodies. The high quality of the food, however, was equalled by the enthusiastic and talented Monster Bash Halloween Costume contestants.

Surprised would be a good word to describe my reaction when Anti-Bill 115 Woman, a.k.a. Wendy Ozyer, sprang into my office waving a wand of light that looked strangely similar to a *Star Wars* light sabre. The best word to describe her superhero-like outfit was awesome! The next person that gracefully passed my office was a lovely yet enigmatic lady wanting to read my fortune. It was definitely Halloween eerie until I realized it was Rosa Passas disguised as the Mysterious Fortune Teller. I had to take a second glance, though, because I didn't recognize her at first.

The parade of contestants continued to walk around the office during the course of what was essentially a regular day. It was delightful to see all of the contestants having fun while still going about their work in their normal, efficient, friendly manner. Had you phoned Mobile Drive that day, you'd never have guessed that the voice on the other end of the line may have belonged to a belly dancer, the Prisoner of Azkaban, Cleopatra, the Nicest Witch or a voodoo doctor.

These various alter egos visited each department to make their case in typical OSSTF/FEESO fashion to win "voter" support—the rest of their Mobile Drive colleagues, who could purchase ballots to vote for their favourite costume, with the proceeds going to the United Way. The contestants were all vying for bragging rights for the Best Costume Award, along with some great donated gift prizes.

Our contestants were all brilliant, but there can only be one Best Costume Award. Following intense voting, the grand prize-winner of the Bon Appétit gift prize was Rosa Passas, the Mysterious Fortune Teller. The runner-up, Wendy Ozyer, the Anti-Bill 115 Woman, won an honourable mention and the Mary Kay Spa Set. Congratulations Rosa and Wendy!

Once the prizes had been presented, Karla Hernandez said, "This is just one of the many ways our employees give back to the communities where we live and work. We take pride in supporting the United Way in the GTA."

The United Way Committee is delighted to report that OSSTF/FEESO employees were involved in a wide variety of fundraising events, including the Enbridge CN Tower Climb for United Way, United Way pancake breakfasts, a barbecue luncheon co-sponsored by Educators Financial Group, a pizza day, book/DVD and bake sales, health checkups, yoga classes, Zumba classes, mini-series viewing and healthy workplace Lunch and Learn seminars. We offered weekly raffles of gift

PHOTO: JEANNE KWOK

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autour de notre déjeuner offrant un éventail de friandises d'Halloween et d'amuse-bouches pour les goules fines. Jamais l'occasion ne s'était présentée à moi de déguster une telle sélection de mets ou de voir autant de personnes mettre la main à la pâte. Les plats en mettaient plein la vue, les arômes embaumaient, le thème de cette fête retentissait dans les saveurs et dans toute une ambiance. (Un contraste par rapport à l'an passé où j'ai passé l'Halloween dans le Grand Nord et où mes voisins m'avaient gardé du bœuf séché, des craquelins tartinés au *Cheez Whiz* et de la viande crue de caribou.) Pas la peine de vous dire que la créativité de mes collègues d'OSSTF/FESO, plutôt fine-bouches, a su m'impressionner. En revanche, tout cela n'était pas en reste par rapport à ce que nos costumières aspirantes avaient concocté. On pouvait voir qu'elles avaient confectionné leur costume de l'Halloween, en mêlant énergie et inspiration.

Époustouflée serait le mot juste pour décrire ma réaction lorsque « Mme Abolition de la Loi 115 » alias Wendy Ozyer, a surgi dans mon bureau brandissant une épée lumineuse, ressemblant étrangement à un sabre de *La guerre des étoiles*. Le mot juste pour décrire sa tenue de super héroïne était tout bonnement : géniale! La personne qui lui a emboîté le pas, avec grâce, était une diseuse de bonne aventure. Tout aussi élégante qu'énigmatique, elle souhaitait me prédire l'avenir. Le frisson de l'Halloween était vraiment là jusqu'au moment où j'ai réalisé que s'était Rosa Passas déguisée en voyante extralucide. J'avais dû regarder par deux fois, car au premier coup d'œil je n'avais pas reconnu Rosa.

Le défilé se poursuivit se faufilant entre les bureaux le temps d'une journée qui était en fin de compte une journée typique. C'était agréable de voir les concurrentes déguisées prendre du bon temps alors qu'elles s'occupaient à faire leur travail comme à l'habitude, de manière efficace et respectueuse. Si vous aviez appelé Mobile Drive ce jour-là, il ne vous aurait pas été possible de deviner qu'à l'autre bout du fil vous aviez une danseuse du ventre, le Prisonnier d'Azkaban, Cléopâtre, la Bonne Fée du Nord ou un médecin vaudou!

Ces alter ego se sont rendus dans chaque secteur pour défendre leur cas comme on sait si bien le faire à OSSTF/FESO pour s'attirer le soutien des « votants ». Leurs collègues de Mobile Drive pouvaient acheter des bulletins de vote pour le meilleur costume, sachant que le produit des ventes allait directement à Centraide. Bravant leurs adversaires, la concurrence était serrée pour gagner le prix du meilleur costume et des cadeaux qui avaient été généreusement offerts.

Nos participantes avaient toute fait preuve de génie, par contre, seule une personne pouvait gagner le prix du meilleur costume, et donc, après un exercice intense de vote, Rosa Passas, la diseuse de bonne aventure, s'est vue décerner le premier prix et remettre une carte-cadeau de Bon Appétit. Wendy Oyzer, « Mme Abolition de la Loi 115 », a remporté le second prix avec mention d'honneur et un assortiment de produits Mary Kay. Félicitations Rosa et Wendy!



Karla Hernandez and
Sandy Persaud in front
of the donation tracker.

DONNER À CENTRAIDE DE LA RÉGION DU GRAND TORONTO NOUS TIENT À COEUR. L'HEURE EST AU CHANGEMENT

OSSTF/FEESO'S UNITED WAY FUNDRAISING IS DEDICATED TO CREATING OPPORTUNITIES FOR A BETTER LIFE FOR UNDERPRIVILEGED RESIDENTS IN THE GTA.

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cards, 50/50 draws, as well as a large, prize-filled Silent Auction that was sponsored by OSSTF/FEESO suppliers, consultants, employees, Pampered Chef, Yorkville Sound and the Toronto Marlies Hockey Team. Charity party-goers also attended the December 1 hockey game, where the Toronto Marlies scored in just over one minute of overtime to secure the win. These were all United Way events, with the proceeds going to the GTA United Way for 2012–2013.

“Although some event proceeds are still being tabulated, we are certainly going to meet our goal of \$20,000 from events and funds raised from Oct. 1–Dec. 14,” said OSSTF/FEESO’s Wendy Wu.

Pierre Côté, OSSTF/FEESO General Secretary, passed on “special thanks to all who have supported the 2012 OSSTF/FEESO United Way Campaign, co-chairs Karla Hernandez and Bernadette Hagan, and their team, consisting of Sandi Persaud, Thérèse Matteau, Michelle Simeunovich, Rachel Yolleck, Andrew Timpson and Grace Hyman.”

OSSTF/FEESO’s United Way fundraising is dedicated to creating opportunities for a better life for underprivileged residents in the GTA. Every dollar matters. United Way funds member agencies and provides grants to support both health and social services throughout the community. When you give to United Way, you make a significant difference in the community. Your support is targeted to those areas that are crucial for our community to thrive: supporting people as they transition from a life of poverty into one full of opportunity and possibility; helping to build stronger neighbourhoods where people can live healthy lives; and investing in our shared future by giving kids opportunities to reach their full potential.

For more information on the 2012 United Way campaign and how it supports your community, visit www.unitedway.ca. ☰

Bernadette Hagan is the Human Resources Manager at the OSSTF/FEESO Provincial Office.

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« C'est une manière pour nos employés de contribuer aux communautés dans lesquelles nous vivons et nous travaillons. Donner à Centraide de la région du Grand Toronto nous tient à cœur. » a annoncé Karla à la fin de la remise des prix.

Le comité Centraide est heureux de rapporter que les employés d’OSSTF/FEESO ont su s’impliquer dans toute sorte d’activités de souscription, y compris la montée des escaliers de la Tour CN parrainée par Enbridge, deux petits déjeuners de crêpes pour Centraide, un repas au barbecue coparrainé par Educators Financial Group, une journée pizza, une vente de livres, de DVD et de pâtisseries, des examens de santé, des cours de yoga et de Zumba, des séances de visionnement de courts métrages, des conférences midi pour un milieu de travail sain. Chaque semaine étaient organisées des tombolas de cartes cadeaux, des tirages au sort où le montant récolté était partagé à 50 % entre le gagnant et Centraide. Des ventes aux enchères par écrit ont été rendues possibles grâce aux fournisseurs, aux consultants et aux employés d’OSSTF/FEESO puis des entreprises comme Pantry Chef, Yorkville Sound et l’équipe de hockey des Toronto Marlies. Les participants de cette campagne se sont également retrouvés le 1^{er} décembre au match de hockey quand les Toronto Marlies ont marqué le but qu'il leur fallait lors de la minute de prolongation pour finir vainqueur! Voilà donc toutes les activités que le comité Centraide a mises sur pied, avec des dons qui sauront trouver leur place parmi les activités de Centraide de la RGT en 2012–2013.

« Bien qu'à l'heure où je vous parle nous sommes toujours en train de faire les comptes, il est évident que nous allons atteindre l'objectif financier de la campagne qui était de collecter 20 000 \$ entre le 1^{er} octobre et le 14 décembre. » a confirmé Wendy Wu.

Pierre Côté, secrétaire général, a tenu à remercier tous ceux et celles qui ont contribué à faire de cette Campagne Centraide 2012 d’OSSTF/FEESO un succès: les co-présidentes Karla Hernandez et Bernadette Hagan ainsi que Sandi Persaud, Thérèse Matteau, Michelle Simeunovich, Rachel Yolleck, Andrew Timpson et Grace Hyman.

La collecte de fonds qu’OSSTF/FEESO organise pour Centraide veille à créer des occasions pour que la vie de personnes défavorisées vivant dans la RGT s’améliore. Chaque dollar compte. Centraide finance ses organismes affiliés et distribue des subventions en vue de soutenir des services sanitaires et sociaux dans toute la communauté. Lorsque vous versez un don à Centraide, vous pouvez être sûr qu'il fera une différence dans la communauté. Votre aide vise à servir les zones qui sont essentielles pour que notre communauté soit florissante : venir en aide aux gens tandis qu'ils passent d'une vie de misère à un monde de possibilités et de réussite, contribuant à construire des quartiers où il fait bon vivre et où les investissements aident à construire un avenir meilleur pour tous en donnant aux enfants ce qui leur faut pour réussir.

Pour en savoir plus sur la Campagne Centraide 2012 et sur ses programmes de soutien de la communauté, consultez www.centraide.ca. ☰

Bernadette Hagan est gestionnaire des ressources humaines au Bureau provincial d’OSSTF/FEESO.





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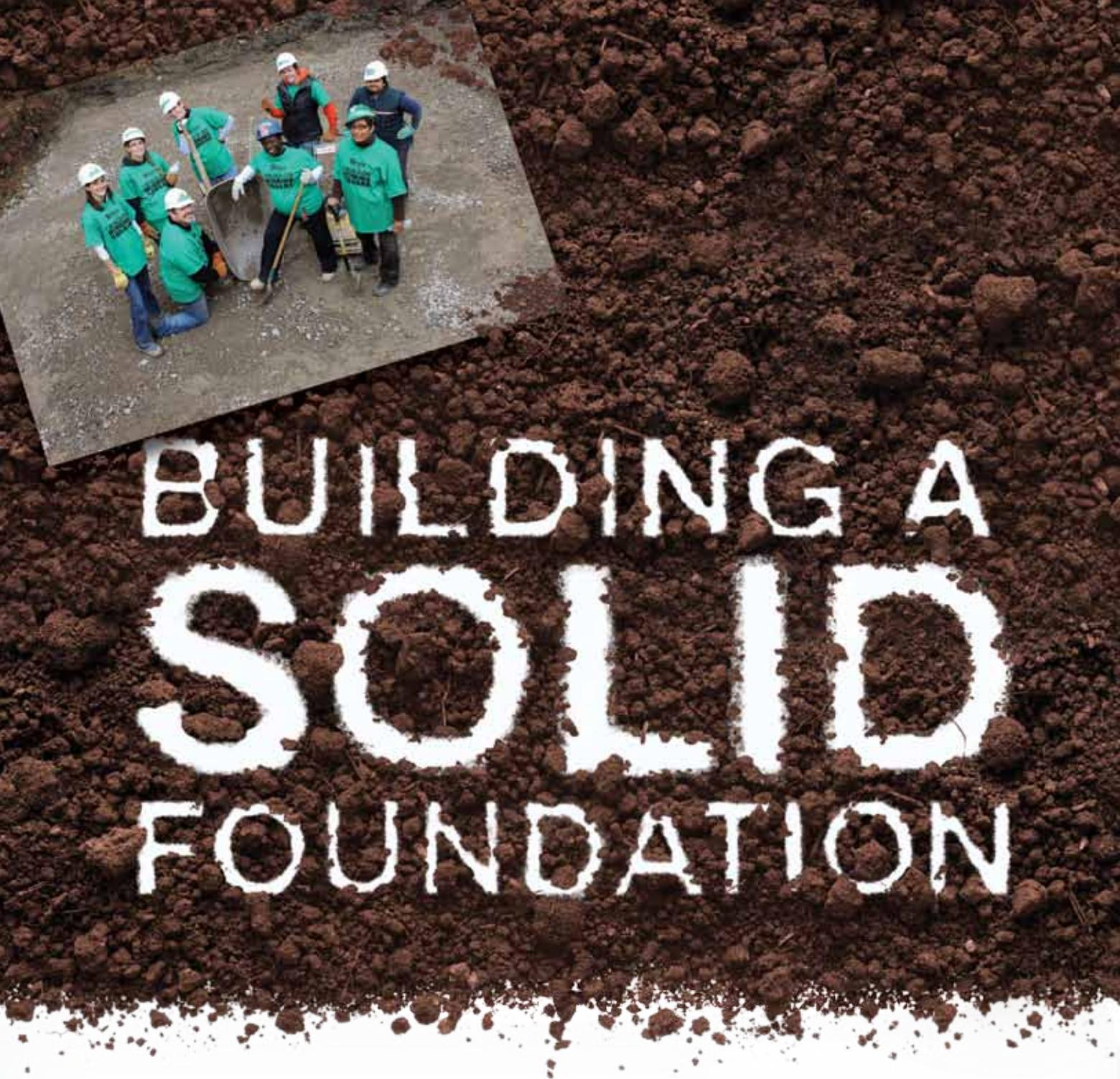
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BUILDING A SOLID FOUNDATION

OSSTF/FEESO members in Peel make a difference in more ways than one

By Paul D. Brown

Open any newspaper or turn on the news any time in the past two years and you have probably witnessed people taking action against injustice at some level. Protests against the G7/8/20 summits have been regular occurrences; we saw the results first hand in Toronto two years ago. And beginning with the Arab Spring in 2011 and spreading to the Occupy movement in the fall of that year, protests against injustices perpetrated by government action or inaction have become a part of the daily landscapes of our lives.

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CONSTRUIRE DES FONDATIONS SOLIDES

Des membres d'OSSTF/FEESO de Peel
qui font bien plus qu'une différence
par Paul D. Brown

En lisant le journal dernièrement ou en écoutant les informations ces deux dernières années, vous aurez probablement remarqué des gens qui s'engagent à quelque niveau que ce soit contre l'injustice. Les manifestations contre les sommets du G7, G8 ou G20 ont lieu régulièrement et nous en avons vu les répercussions immédiates il y a deux ans à Toronto. Puis en débutant par le Printemps arabe en 2011, suivi du mouvement Occupy de l'automne de la même année, des manifestations dénonçant les injustices perpétrées par l'action ou l'inaction du gouvernement font désormais partie de nos vies de tous les jours.

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Every team member had participated because they wanted to make a difference, to give back to the community.

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As teachers and education workers, we now find ourselves in the middle of a similar protest against Bill 115. Many times those participating in the protests feel that their voices aren't being heard, the protests may not have the desired effect or people not directly involved are also being negatively affected. A small group of OSSTF/FEESO members in Peel, however, had the opportunity recently to make a positive contribution to a significant issue in our community—affordable housing—and the results were nothing but positive.

Founded in 1976 by a couple in the United States who wanted to make a meaningful contribution to the world, Habitat for Humanity has built more than 500,000 homes worldwide, and continues to be a significant presence in making owning a home a possibility. Arriving in Canada in 1985, Habitat for Humanity has provided over 2,000 families in this country with affordable housing, and the numbers are growing dramatically.

On October 20, 2012, a group of 11 Peel educators arrived at the site of one of Habitat's current projects. Located in central Brampton, the site is the location for three new homes. The first of these homes was the one the team thought they would be working on. With a forecast of rain, they looked forward to being inside and putting the finishing touches on an almost completed building. They soon discovered that this home was ahead of schedule, so their focus shifted to one of the other two buildings. Their job? Take a pile of gravel from the front of the job site and spread it across the bottom of one of two large holes in the ground.

As teachers, we have an intellectually and emotionally challenging job of working with upwards of 90 students a day, helping them learn new concepts with a wide variety of backgrounds, skill

levels and interests. Teaching is considered a bit of a marathon, starting in early September and stretching to a finish line 10 months later. So why did this group of teachers volunteer for this job? "I knew it would be a fun day of meeting new people, working together and giving back to the community in some small way, and hopefully learning too," said Caroline Fussek. The job proved to be the exact opposite of a normal teaching day: a gruellingly repetitive task of endlessly shovelling gravel into a wheelbarrow, navigating the few dozen metres of uneven and soft ground between the gravel pile and the hole and precariously balancing the wheelbarrow on the edge of an 2.5-metre drop to the base of the hole below, aiming to get as much of the gravel into a waiting wheelbarrow at the bottom to simplify the job for those below, who would then spread it in a thin, even layer on the mix of clay and puddles that formed the base of the foundation. The group was up for the challenge, though, energetically launching into the enterprise and not pausing until someone said, "When do we get our first break?" They had been at it for a little over an hour, although it seemed like an eternity.

Five hours later, the team was done. Not so much finished, but the breaks were getting longer and the work portion shorter. Muscles not used to such an arduous workout were protesting loudly. And it started to rain. Looking at the results, it was easy to feel they hadn't made much of a dent, but as Laura Ouellette put it, "It didn't look like much, a hole with gravel at the bottom, but the foundation was set. I realized that it really takes a whole lot of people to help. We tell students all the time how important a solid foundation is, either in previous knowledge or having family and friends you can rely on." This effort had created a different, but equally important, foundation for a young family.

How did the team feel at the end of the day? Every team member had participated because they wanted to make a difference, to give back to the community. But ultimately, it allowed everyone to address an injustice in a way that was transformational. They weren't protesting, ignoring the problem or feeling it was out of their control. Teachers and education workers make a difference in the lives of thousands of young people every year. As Jessica Goncalves, another participant, said, "I often drive by the area where the build is taking place. It is a constant reminder of the great need in our own city, and I am happy that I was able to contribute. By doing so I realized that you can give in a lot of ways.... A little time and physical activity from me can change a family's life!!" ☺

Paul D. Brown is a computer studies teacher at North Park Secondary School in District 19, Peel.

En tant que personnel enseignant ou travailleuses et travailleurs en éducation, nous nous retrouvons au beau milieu d'une manifestation semblable contre la Loi 115. Très souvent, ceux qui participent à de telles manifestations ont l'impression qu'on ne les écoute pas, que les manifestations n'ont pas l'effet escompté ou que des personnes qui ne sont pas directement concernées se trouvent affectées. Par contre, un petit groupe d'enseignantes et d'enseignants de Peel ont eu l'occasion récemment de contribuer de façon positive à un enjeu qui touchait notre communauté, le logement abordable, et les résultats ont été très positifs.

Fondé aux États-Unis, en 1976, par un couple qui voulait contribuer à l'édification d'un monde meilleur, *Habitat for Humanity* a bâti plus de 500 000 maisons à travers le monde et continue d'assurer une présence importante dans l'accession à la propriété. Au Canada depuis 1985, *Habitat pour l'humanité* a permis à plus de 2 000 familles de notre pays d'avoir un logement abordable et le nombre ne cesse d'augmenter de manière fulgurante.

Le 20 octobre 2012, un groupe de 11 enseignantes et enseignants de Peel s'est présenté sur le lieu d'un des projets en cours d'Habitat. Situé au centre de Brampton, l'emplacement est prévu pour trois nouvelles maisons. La première est celle sur laquelle l'équipe pensait travailler. Avec des prévisions de pluie, ils avaient hâte de se retrouver à l'abri pour faire les dernières finitions à une construction qui était presque terminée. Ils ont vite réalisé que le chantier avait pris de l'avance; ils se sont donc mis à travailler sur l'une des deux autres constructions. Ce qu'ils ont fait? Pelleter des gravillons à partir d'un tas qui se trouvait en avant du chantier pour couvrir le fond d'un des deux profonds trous du terrain.

En tant qu'enseignants, un de nos défis autant sur le plan intellectuel qu'émotionnel implique de travailler avec près de 90 élèves par jour, en les assistant à apprendre de nouveaux concepts en ayant toute une gamme d'expériences personnelles, de niveaux de compétence et de domaines d'intérêt. L'enseignement, c'est comme un marathon : il débute dès les premiers jours de septembre et la ligne d'arrivée n'est que dix mois plus tard. Alors pourquoi ces enseignants se sont-ils portés volontaires pour ce travail? « Je savais que ce serait une journée remplie de plaisir à rencontrer de nouvelles personnes, à travailler avec les autres et à contribuer à ma communauté d'une manière minime et avec un peu de chance d'apprendre quelque chose également! » a dit Caroline Fussek. Le travail s'est avéré être tout à fait le contraire d'une journée normale d'enseignement : une tâche répétitive éreintante où il fallait sans cesse remplir une brouette de gravier et la conduire sur une distance d'environ 12 mètres sur un sol meuble et cahoteux entre le tas de gravillons et le trou. Dans des conditions instables, nous devions tenir la brouette en équilibre au bord d'une dénivellation de 2 mètres

PHOTOS: PAUL D. BROWN

et demi de haut et déverser autant de gravillons que possible dans la brouette située au fond du trou pour simplifier la tâche de ceux qui se trouvaient en bas et qui devaient étaler le gravier en une couche mince et régulière sur la surface faite d'argile et de flaques d'eau de la base des fondations. Le groupe était prêt à relever le défi. Après ils se sont vite mis au boulot sans même prendre le temps de se reposer jusqu'au moment où quelqu'un a demandé : « Quand prenons-nous notre première pause? ». Ils étaient à la tâche depuis un peu plus d'une heure, bien que cela leur semblait être une éternité.

Cinq heures plus tard, l'équipe avait terminé. Pas qu'ils avaient vraiment fini, mais les pauses devenaient de plus en plus longues et les périodes de travail s'écourtaient de plus en plus. Les muscles, peu habitués à ce genre d'exercices ardu, protestaient avec véhémence. Puis il s'est mis à pleuvoir. En regardant le fruit de leur labeur, il était évident qu'ils ne semblaient pas avoir fait grand-chose, mais comme Laura Ouelette a su le dire « ça n'avait pas l'air de grand-chose, un trou avec des gravillons au fond, mais les fondations étaient jetées. Je me suis rendu compte que cela prenait toute une équipe pour aider. Nous rappelons constamment aux élèves combien il est important d'avoir de bonnes bases, soit avec des connaissances particulières dans un domaine soit d'avoir un cercle familial ou des amis sur qui on peut compter. » Ces efforts avaient contribué à poser des bases, différentes, mais tout aussi importantes, pour une jeune famille.

Comment se sentait l'équipe à la fin de la journée? Chaque membre avait participé parce qu'il voulait faire une différence, il voulait donner à sa communauté. Mais en fin de compte, cela a permis à chacun de répondre à une injustice qui, d'une manière, s'est traduite par une transformation. Ils n'étaient pas en train de manifester ni de mettre de côté le problème ou de se dire qu'il les dépassait. Le personnel enseignant et les travailleuses et travailleurs en éducation améliorent la vie de milliers de jeunes chaque année. Comme Jessica Goncalves, une autre participante, a su le dire, « Je passe souvent devant le chantier. Cela me rappelle constamment qu'un grand besoin existe dans notre ville et je suis heureuse de pouvoir collaborer. En participant, je me suis rendu compte qu'il a différentes manières de contribuer... Un peu de mon temps, et d'exercices physiques de ma part peut faire toute la différence dans la vie d'une famille!! » ☺

Paul D. Brown est enseignant en études informatiques à l'école secondaire North Park du District 19, Peel.

Chaque membre avait participé parce qu'il voulait faire une différence, il voulait donner à sa communauté.

WORKING TO END VIOLENCE AGAINST WOMEN

ŒUVRER POUR METTRE FIN À LA VIOLENCE FAITE AUX FEMMES

OSSTF/FEESO's partnership with the White Ribbon Campaign

By Alison Wallace and Jayson Campeau

The White Ribbon Campaign was co-founded by, among others, the late NDP leader Jack Layton 21 years ago in response to the massacre at l'École Polytechnique de Montréal. On December 6, 1989 a gunman walked into the school and killed 14 women simply because they were women. It was a galvanizing moment in Canadian and international history. The White Ribbon Campaign came out of a desire to support men who are working to end violence against women. Although the focus is on educating men and boys, the campaign is led by both men and women in over 60 countries. The legacy of the 14 Canadian women has been one of education and activism, and they will not be forgotten.

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Partenariat entre OSSTF/FEESO et la Campagne du ruban blanc par Alison Wallace et Jayson Campeau

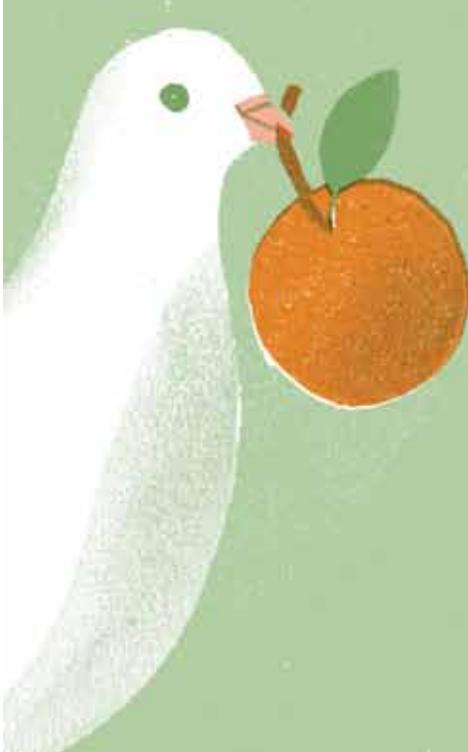
La Campagne du ruban blanc a été cofondée, entre autres, par Jack Layton, le regretté chef du NPD, il y a vingt et un ans, en réaction à la tuerie à l'École Polytechnique de Montréal. Le 6 décembre 1989, un tireur s'est introduit dans l'école et a abattu 14 femmes, tout simplement parce qu'elles étaient des femmes. Ce moment, un choc qui a retenti dans l'histoire canadienne, a poussé les gens à réagir. La Campagne du ruban blanc s'est développée à partir du désir d'appuyer les hommes qui œuvrent à mettre fin à la violence faite aux femmes. Bien que l'objectif soit d'éduquer les hommes et les garçons, la campagne est dirigée aussi bien par des hommes que par des femmes dans plus de 60 pays. Le legs de ces 14

ILLUSTRATION: SOPHIE CASSON

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As educators,
parents, coaches
and mentors,
members of
OSSTF/FEESO
have an important
role to play in
ending gender-
based violence
and harassment.

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OSSTF/FEESO has long been a supporter and advocate for the White Ribbon Campaign through fundraising and the distribution of white ribbons. OSSTF/FEESO participated as an educational partner in the Walk a Mile in Her Shoes event in Toronto in September. In this event, men wearing high heels walked for a mile, raising money and showing solidarity with women in their efforts to achieve equality and prevent gender-based violence.

At the 2012 Annual Meeting of the Provincial Assembly, a motion was passed that supported funding of a formal partnership with the White Ribbon Campaign to develop an online resource for secondary-school educators called *It Starts With You. It Stays With Him*. Educators who use this resource, particularly men, will come away wiser, moved and changed. No matter what you know, or think you know, about this issue, you will get something of value out of spending even 15 minutes with this resource. These new e-learning modules supplement an already rich source of materials available under the headings Fathers; Educators; Coaches and Leaders; and Family Members.

The purpose of *It Starts With You. It Stays With Him* is to assist our members, both teachers and support staff, in their roles in their school, in their community and in their homes. As educators, parents, coaches and mentors, members of OSSTF/FEESO have an important role to play in ending gender-based violence and harassment. This resource, however, is not meant to be limited to educational workers in Ontario, nor just men. It really does have something for everyone. The e-learning modules include a wide variety of online activities that can be done individually or in groups, as well as videos that are current and poignant and research that is Canadian and up to date. Topics include gender stereotypes, the benefits of gender equity, sexual-assault myths and facts, healthy relationships and the importance of understanding consent. In addition, the modules provide advice and support for educators to prepare for their roles with students, and a guide for helping members become active in schools in the campaign to end violence against women and girls.

The success of this partnership has led to a second opportunity to work with the White Ribbon Campaign staff on a new project called *Draw the Line*. If funding is approved by the Ontario Women's Directorate, OSSTF/FEESO will be the educational partner in a new online resource aimed at secondary-school educators, youth and youth workers. The resource will examine the issue of human trafficking and sexual exploitation of women and girls. Other community partners in this project include the Sexual Assault/Rape Crisis Centre of Peel, FCJ Refugee Centre, Peel Regional Police and RCMP-Ontario Division. As the educational consultant on this project and a member of the advisory committee, OSSTF/FEESO would participate in the development of the e-learning modules, including interactive activities for secondary educators and lesson plans that match Ontario curriculum expectations.

On May 9, 2013, the OSSTF/FEESO Status of Women

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Canadiennes en est un d'éducation et d'activisme et on ne les oubliera pas.

OSSTF/FEESO est depuis longtemps partisan et défenseur de la Campagne du ruban blanc par ses collectes de fonds et par la distribution de rubans blancs. OSSTF/FEESO a participé en tant que partenaire en éducation à l'activité *Marcher un mille dans SES souliers*, à Toronto, en septembre. Pour l'occasion, les hommes, portant des talons hauts, ont marché pendant un mille, recueillant des fonds et démontrant ainsi qu'ils sont solidaires des efforts des femmes pour atteindre l'égalité et pour prévenir la violence basée sur le genre.

Lors de la Réunion annuelle de l'Assemblée provinciale 2012, une résolution a été adoptée en faveur du financement d'un partenariat officiel avec la CRB, pour établir des ressources en ligne destinées aux éducateurs des écoles secondaires qui s'intitulent, *Ça commence avec toi. Ça reste avec lui*. Les éducateurs qui se servent de ces ressources, notamment les hommes, s'en retrouveront plus sages, attendris et métamorphosés. Peu importe ce que vous connaissez ou ce que vous pensez connaître de ce problème, vous en retirerez quelque chose même en ne passant que 15 minutes à consulter ces ressources. Ces nouveaux modules d'apprentissage en ligne complètent une source élaborée de matériel réparti sous les rubriques Pères, Éducateurs, Entraineurs et dirigeants et Membres de la famille.

Ça commence avec toi. Ça reste avec lui. a pour objectif d'appuyer nos membres, aussi bien le personnel enseignant que le personnel de soutien, dans leurs rôles à l'école, au sein de la collectivité et à leur domicile. En tant qu'éducateurs, parents, entraîneurs et mentors, les membres d'OSSTF/FEESO ont un rôle primordial à jouer pour que la violence et le harcèlement basés sur le genre disparaissent. Par contre, ces ressources ne devraient pas se limiter aux travailleurs en éducation de l'Ontario, ni juste aux hommes. Ces ressources prévoient quelque chose pour tout le monde. Les modules d'apprentissage en ligne comptent une multitude d'activités à faire seul ou en groupe, en plus de vidéos qui sont émouvantes et d'actualité ainsi que de la recherche qui est à jour et relative au Canada. Les thèmes comprennent les stéréotypes concernant le genre, les avantages de l'égalité des sexes, les mythes et réalités sur l'agression sexuelle, l'importance de comprendre le consentement et les relations saines. De plus, les modules proposent des conseils et du soutien aux éducateurs pour qu'ils se préparent dans leur rôle face aux élèves. Il existe aussi un guide pour aider les membres à s'impliquer directement dans la campagne pour mettre fin à la violence faite aux femmes et aux filles au sein des écoles.

Le succès de ce partenariat a mené à une deuxième occasion de collaborer avec le personnel de la Campagne du ruban blanc sur un nouveau projet appelé *Traçons les limites*. Si le financement est approuvé par la Direction générale de la condition féminine de l'Ontario, OSSTF/FEESO sera le partenaire en éducation pour de nouvelles ressources en ligne dédiées aux éducateurs des écoles secondaires et aux travailleurs auprès des

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Committee is presenting a Men's Outreach Workshop. Each district will be funded to send a male delegate to a one-day workshop in Toronto where the White Ribbon Campaign staff will present information, resources and ideas in support of the efforts to end gender-based harassment and violence. This is

OSSTF/FEESO has been active in keeping alive the memory of the 14 women who were murdered in Montreal.

the first time that OSSTF/FEESO has offered a workshop specifically aimed at men and it is hoped that this event will provide the necessary support mechanisms to local leaders as they continue to promote equity for women within their locals.

Our ongoing partnerships with the White Ribbon Campaign and our support of its work are concrete ways in which OSSTF/FEESO has been active in keeping alive the memory of the 14 women who were murdered in Montreal. Their deaths and their ensuing legacy must never be forgotten as we work towards a world without violence in which women and men are equal. ☺

Alison Wallace, Secretariat Liaison to the OSSTF/FEESO Status of Women Committee, co-ordinated the development of the OSSTF/FEESO e-learning modules. **Jayson Campeau**, a teacher in District 10, Lambton-Kent, and a member of the Educational Services Committee, assisted with the review of the modules.

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jeunes. Les ressources porteront sur les questions de la traite d'êtres humains et de l'exploitation sexuelle des femmes et des filles. Les autres partenaires communautaires de ce projet sont *Sexual Assault/Rape Crisis Centre of Peel*, *FCJ Refugee Centre*, *Peel Regional Police* et la GRC-Division de l'Ontario. À titre de consultant en éducation de ce projet et de membre du comité consultatif, OSSTF/FEESO participerait à l'élaboration des modules d'apprentissage en ligne, y compris des activités interactives pour les éducateurs du secondaire et des plans de leçons qui répondent aux attentes du curriculum de l'Ontario.

Le 9 mai 2013, le Comité du statut de la femme d'OSSTF/FEESO présentera un atelier de sensibilisation destiné aux hommes. Chaque district recevra le financement nécessaire pour déléguer un homme à l'atelier d'une journée à Toronto au cours duquel le personnel de la Campagne du ruban blanc présentera de l'information, des ressources et des idées soutenant les efforts entrepris pour mettre fin au harcèlement et à la violence basés sur le genre. C'est la première fois qu'OSSTF/FEESO offre un atelier mis en place seulement pour les hommes et nous espérons que cette occasion offrira aux dirigeants locaux les mécanismes de soutien nécessaires pour qu'ils continuent à promouvoir l'égalité des femmes au sein de leurs unités.

Les partenariats que nous avons actuellement avec la Campagne du ruban blanc et l'appui que nous apportons à leur travail sont des manières concrètes pour OSSTF/FEESO de participer activement à entretenir la mémoire des 14 femmes assassinées à Montréal. Leurs morts, comme l'héritage en résultant, ne doivent jamais tomber dans l'oubli alors que nous construisons un monde sans violence dans lequel les femmes et les hommes sont égaux ☺

Alison Wallace, liaison du Secrétariat au Comité du statut de la femme d'OSSTF/FEESO, a coordonné le développement des modules d'apprentissage en ligne d'OSSTF/FEESO. **Jayson Campeau**, enseignant à Lambton-Kent, District 10 et membre du Comité des services éducatifs, a révisé les modules.

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For further information, please contact:
Humberto Carolo
Director of Programmes
White Ribbon Campaign
T: 416-920-8691
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first peoples and education

An account from the Third Hemispheric Encounter of Indigenous Educators

By Deborah Moore and Gary Fenn

As the sun slowly rises from behind the Temple of the Great Jaguar, 34 people gather around a stone circle in the centre of a plaza that is surrounded by two pyramid structures and a marketplace complex built over 1,400 years ago by the Mayan peoples. As the Mayan elder offers thanks to the Creator, he proceeds

through a traditional ceremony that recognizes his many ancestors and offers blessings to those in attendance.

The Third Hemispheric Encounter of Indigenous Educators took place in November at Tikal National Park in Petén, Guatemala. Tikal, a UNESCO World Heritage site, is one of the largest archaeological sites

and urban centres of the pre-Columbian Maya civilization. Located in an isolated jungle area in northern Guatemala, Tikal's natural beauty and ever-present wildlife contributed wonderfully to the overall experience of the encounter. However, despite that fabulous experience and the natural

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les premiers peuples et l'éducation

Compte rendu de la Troisième rencontre hémisphérique des populations autochtones
par Deborah Moore et Gary Fenn

Alors que le soleil s'élève derrière le Temple du Grand Jaguar, trente-quatre personnes sont rassemblées autour d'un cercle de pierre au centre d'une place cernée de deux structures pyramidales et d'une place publique construites il y a plus de 1 400 ans par la population maya. Tandis qu'un aîné maya rend grâce au Créateur, il entreprend une cérémonie traditionnelle

qui rend hommage à ses nombreux ancêtres et donne sa bénédiction aux personnes présentes.

La Troisième rencontre hémisphérique des éducateurs autochtones s'est tenue en novembre dans le parc national Tikal à Petén, au Guatemala. Tikal, site du Patrimoine mondial de l'UNESCO, est l'un des plus grands sites archéologiques

et centres urbains de la civilisation maya précolombienne. Situé dans la partie nord du Guatemala dans une zone isolée de la jungle, la beauté naturelle de Tikal et la présence faunique et florale ont ajouté à merveille à l'expérience de la rencontre. Cela dit, bien que cette expérience ait été fabuleuse et en dépit de

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The goal was to share strategies and ideas that would improve education opportunities for First Peoples while preserving their language and heritage.



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beauty of the area, reminders of Guatemala's unstable political situation, poor socio-economic status and geological fragility were ever present. For example, aftershocks from a major earthquake were seriously impacting areas further to the south during the encounter; most of the travellers we met en route to and from Guatemala were members of missionary groups providing aid services. Newspaper articles during the encounter reported on the recent murder of eight protesters by government militia. Despite these harsh realities, any concerns we had about being in Guatemala were quickly erased by the warmth and genuineness of the Guatemalan people.

Attending the encounter were representatives from education organizations, schools and indigenous groups to talk about the many challenges that First Peoples face when it comes to education. Representatives came from Ontario, British Columbia, Saskatchewan, Puerto Rico, Mexico, Argentina, Suriname, Colombia, Ecuador, Bolivia, Peru and Guatemala. The goal was to share strategies and ideas that would improve education opportunities for First Peoples while preserving their language and heritage.

There were many shared programs and approaches that had yielded success for some First Peoples groups in

the Western Hemisphere. Some of the more popular examples included the use of language nests in Mexico, the recognition of public universities for First Peoples in Colombia, the elimination of standardized testing in British Columbia and the development of working groups such as the OSSTF/FEESO First Nations, Inuit and Métis (FNIM) Advisory Work Group in Ontario. The British Columbia delegates also provided much enjoyed opportunities for participants to try their hand at making traditional Haida crafts such as red cedar bracelets and felt-and-button wall hangings. Delegates delivered their presentations in many different dialects and interpretive services were provided.

In addition to sharing effective strategies, participants discussed some of the roadblocks preventing them from moving forward and achieving their goals. Not surprisingly, the most commonly presented obstacle was government underfunding. One example, provided by the Guatemalan delegates, included a commitment from their government—with the support of other nations in the hemisphere, mainly the United States—to provide \$12-billion to improve the quality of education. However, when the recession hit, less than \$1-billion of that commitment materialized. In addition to underfunding, all delegates reported staggering

levels of funding disparity between First Peoples and the remaining population. With respect to language preservation, a major stumbling block was the vastness of linguistic diversity in most countries. For example, in Guatemala alone there are 22 First Peoples linguistic groups. Training teachers and developing curriculum that captures both the linguistic and cultural diversity of each group were viewed as paramount to preservation, yet nearly impossible to put into action due to lack of funding and resources.

Poverty among First Peoples was also reported to be a common roadblock. For example, in Guatemala 52 per cent of Mayan children reportedly live in poverty while another 22 per cent live in extreme poverty. Poverty contributes to a host of additional socio-economic conditions, including underage pregnancy and school dropout. In Guatemala, there are currently 22,000 cases of pregnant girls between the ages of eight and 10, and school dropout by Grade 3 is typical among Mayan children.

Canada is not immune to these challenges. When the Canadian experience was compared to those from other participating nations, the similarities were shocking. The following UNESCO quotation spoke volumes as to the urgency for economic and educational



PHOTOS: GARY FENN

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la beauté naturelle de la région, des rappels de la situation politique instable du Guatemala, d'un statut socioéconomique faible et de la fragilité géologique étaient omniprésents. Par exemple, des répliques d'un violent séisme se faisaient sentir au sud de la région d'où la rencontre avait lieu et la plupart des voyageurs qui ont croisé notre chemin à destination et au départ du Guatemala étaient des missionnaires venus porter assistance. Durant la rencontre, les journaux signalaient le meurtre de huit manifestants, perpétré par la milice du gouvernement. Malgré ces dures réalités, nous n'avions pas de raison de nous préoccuper de notre sécurité au Guatemala durant la rencontre, tant l'accueil de la population guatémaltèque était chaleureux et sincère.

Les participants à la rencontre étaient des représentants d'organisations consacrées à l'éducation, d'écoles et de groupes autochtones qui étaient venus parler des nombreux défis auxquels font face les premiers peuples lorsqu'il s'agit d'éducation. Les représentants venaient de l'Ontario, de la Colombie-Britannique, de la Saskatchewan, de Porto Rico, du Mexique, d'Argentine, du Suriname, de la Colombie, de l'Équateur, de la Bolivie, du Pérou et du Guatemala. L'objectif de la rencontre était d'échanger des stratégies et

partager des idées qui augmenteraient les possibilités d'éducation pour les premiers peuples, tout en préservant leur langue et patrimoine culturel.

On nous a présenté de nombreux programmes et approches qui ont porté leurs fruits pour certains groupes autochtones de l'hémisphère occidental. Certains des exemples les plus populaires comprenaient l'utilisation de programmes d'immersion au Mexique, la reconnaissance des universités publiques des peuples autochtones en Colombie, l'élimination des examens normalisés en Colombie-Britannique et la mise en œuvre de groupes de travail tels qu'en Ontario, le Groupe de travail consultatif des Premières Nations, des Inuits et des Métis d'OSSTF/FEESO. Les délégués de la Colombie-Britannique ont permis également aux participants de découvrir et de réaliser eux-mêmes de l'artisanat traditionnel haïda, comme des bracelets en cèdre rouge et des pièces murales faites de feutrine et de boutons. Les délégués se sont exprimés en divers dialectes devant l'assemblée alors que des services d'interprétariat étaient fournis.

En plus de partager des stratégies qui ont réussi, les participants ont parlé des obstacles les empêchant d'aller de l'avant et d'atteindre leurs buts. Sans surprise, l'obstacle mentionné le plus fréquemment était le sous-financement

des gouvernements. Présenté par les délégués guatémaltèques, un exemple comprenait l'engagement de leur gouvernement à verser, avec l'aide d'autres nations de l'hémisphère (principalement les États-Unis), 12 milliards de dollars en vue d'améliorer la qualité de l'éducation. Par contre, quand la récession a frappé, moins d'un milliard de dollars de cet engagement financier a été réellement fourni. En plus de l'insuffisance de financement, tous les délégués ont signalé une ahurissante disparité des niveaux de financement entre les peuples autochtones et le reste de la population. Pour ce qui est de la préservation des langues, un des obstacles majeurs était l'immensité de la diversité linguistique dans la plupart des pays. Par exemple, rien qu'au Guatemala, 22 groupes linguistiques autochtones existent. Former des enseignants et mettre en place un curriculum qui comprend aussi bien la diversité linguistique que culturelle de chaque groupe était considéré comme primordial à la préservation, pourtant presque impossible à atteindre faute de financement et de ressources.

La pauvreté qui sévit chez les peuples autochtones a été également identifiée comme obstacle universel. Par exemple, 52 pour cent des enfants mayas du Guatemala

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L'objectif de la rencontre était d'échanger des stratégies et partager des idées qui augmenteraient les possibilités d'éducation pour les premiers peuples.



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CONTINUED FROM PAGE 32

reform for First Peoples throughout the Western Hemisphere: "For a person to break free from the effects of poverty they require no less than 10 consecutive years of education."

In addition to the marathon delegate presentations, participants had an opportunity to witness many aspects of Mayan culture and the challenges that Mayan peoples face when it comes to the preservation of their languages and culture. An example of the challenges was presented in the form of a presentation of the Rabinal Achi, a traditional and ancient theatre, music and dance production that has been proclaimed by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity. Despite the recognition from UNESCO, the government of Guatemala has not provided any support or funding for this Masterpiece of Humanity, and has recently forced the group to pay taxes, which threatens their ability to continue the production and which, in turn, may result in its being lost to the world forever.

Beyond the formal agenda and presentations, we had the amazing opportunity to develop friendships and hear about the lives of the other delegates. Through broken English and sometimes with the help of translators, painfully personal stories of survival, unbelievable loss, courage and hope were shared. Those stories, powerful and paralyzing in their honesty, and the faces of the people who shared them will be remembered always. Also committed to memory was the lasting impression of a rarely seen passion and solidarity, evidenced in the words, actions and gestures of each participant. There is perhaps no greater force for change than people inspired by common experience, loss and suffering. We were deeply honoured to be participants at the encounter. ☺

Deborah Moore is a Psychological Services Consultant in District 24, Waterloo, and member of the OSSTF/FEESO First Nations, Inuit, Métis Advisory Work Group. **Gary Fenn** is an Executive Assistant at OSSTF/FEESO in the Communications/Political Action Department and staff liaison to the First Nations, Inuit, Métis Advisory Work Group.



Peut-être, en fait, que le changement ne peut être motivé que par l'expérience, la perte et la souffrance communes.

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vivent dans la pauvreté, tandis qu'un autre 22 pour cent vit dans l'extrême pauvreté. La pauvreté engendre toute une série de conditions socioéconomiques, dont les grossesses précoces et le décrochage scolaire. Au Guatemala, on compte à l'heure actuelle 22 000 cas de grossesses chez des fillettes âgées de huit à dix ans et les enfants mayas, en général, abandonnent leurs études après la 3^e année. Le Canada n'est pas à l'abri de tels problèmes. Quand l'expérience canadienne a été comparée à celle des autres nations participantes, les similitudes étaient stupéfiantes. La citation suivante de l'UNESCO en dit long sur la priorité qu'il faut donner à des réformes éducatives et économiques pour les populations autochtones de tout l'hémisphère occidental. [Traduction] « Pour que les effets de la pauvreté n'aient plus d'emprise sur une personne, il faut que celle-ci ait été à l'école pendant au moins dix années consécutives. »

En plus de la séance prolongée de présentation des délégués, les participants ont eu l'opportunité de découvrir de nombreux aspects de la culture maya et les problèmes auxquels les peuples mayas font face quand il s'agit de préserver leurs langues et culture. Un de ces défis nous a été présenté sous forme d'un spectacle traditionnel à l'ancienne, alliant danse et théâtre, donné par Rabinal Achi. Cette tradition a été déclarée par l'UNESCO comme étant un

chef-d'œuvre du patrimoine oral et immatériel de l'humanité. Malgré cette proclamation par l'UNESCO, le gouvernement du Guatemala n'a fourni aucun financement pour la continuité de ce chef-d'œuvre de l'humanité et a imposé récemment à ce groupe de verser des impôts. Ceci a mis en péril l'existence de cette production et pourrait avoir pour conséquence sa disparition à jamais du patrimoine mondial.

Enfin, en plus du programme prévu et des présentations, nous avons eu une occasion unique de nouer des liens d'amitié avec les autres délégués et d'en connaître plus sur leur vie. Avec un anglais approximatif et parfois avec l'aide des interprètes présents, douloureusement, des histoires personnelles de survie, des pertes imaginables et des témoignages de courage et d'espérance nous ont été transmis. Ces histoires pétrifiantes fortes de leur

honnêteté et les visages des personnes qui les partageaient seront à jamais gravés dans nos mémoires. Mais tout autant présente dans nos mémoires est l'impression durable d'une passion et d'une solidarité sans pareils, témoignées dans les paroles, les actes et les gestes de chaque participant. Peut-être, en fait, que le changement ne peut être motivé que par l'expérience, la perte et la souffrance communes. Nous sommes très honorés d'avoir pu participer à la rencontre. ☺

Deborah Moore est consultante en services psychologiques au District 24, Waterloo et membre du Groupe de travail consultatif des Premières Nations, des Inuits et des Métis d'OSSTF/FEESO. **Gary Fenn** est adjoint exécutif, au Secteur des communications/action politique d'OSSTF/FEESO et agent de liaison auprès du Groupe de travail consultatif des Premières Nations, des Inuits et des Métis.

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We are **OSSTF**

The articles in this special section highlight the kinds of things that OSSTF/FEESO and its members do to promote and enhance public education in Ontario, both inside and beyond the classroom.

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Les articles de la présente section spéciale mettent en lumière ce que font OSSTF/FEESO et ses membres pour promouvoir et faire avancer l'éducation publique en Ontario, tant à l'intérieur qu'à l'extérieur de la classe.

Nous sommes la **FEESO**

The Lieutenant Governor's Aboriginal Summer Reading Camps

OSSTF/FEESO, a proud sponsor since 2007

By Gary Fenn

In 2005, the former Lieutenant Governor of Ontario, the Honourable James K. Bartleman, began the Aboriginal Summer Reading Camps initiative. This was a follow up to his first initiative to bring books to remote First Nations communities in northern Ontario, which resulted in over 1.5 million books being distributed to these communities, thanks to the generosity of the people of Ontario.

Starting with only three camps in 2007, the Summer Reading Camps have since expanded to 34 camps in 28 communities serving over 2,400 children. Ontario's current Lieutenant Governor, the Honourable David C. Onley, has continued to support the initiative during his term. Administration of the camps has now been turned over to Frontier College, a national literacy organization founded in 1899 that believes literacy is a right and that has worked in First Nations communities for over 40 years.

OSSTF/FEESO has supported the Summer Reading Camp initiative since its inception in 2007. Each year, OSSTF/FEESO provides enough money to support all of the costs of one camp each summer, including salaries and benefits, travel,

administration, materials and training for camp workers.

The results have been tremendous. The reading-camp model has now been expanded to most other provinces in the country. Nishnawbe Aski Nation Grand Chief Stan Beardy has said, "The reading camps are working and are accomplishing the goal of helping to improve learning as a whole but, most importantly, inspiring our youth to love reading and see where that love can take you in life." The camps have also engaged the help of community members, parents and Elders. In a 2012 survey, 96 per cent of educators reported positive impacts on learning thanks to camp participation.

OSSTF/FEESO is proud to continue to support and contribute annually to this important educational initiative in our First Nations communities. More information about the Summer Reading Camps can be found at www.frontiercollege.ca/english/learn/programs_lg_asrc.html. ☺

Gary Fenn is an Executive Assistant at OSSTF/FEESO in the Communications/Political Action Department and staff liaison to the First Nations, Inuit, Métis Advisory Work Group.



Over half a million dollars and counting

Extraordinary fundraising efforts

By Mary Curk

Every once in a while we encounter someone whose effect on others is so profound and far-reaching that we are grateful for the opportunity to have witnessed what can only be described as extraordinary. Jamie Clark, a French teacher and coach at Saunders Secondary School, is such a person. Nothing about him is ordinary. He has a magnetism that makes students follow him and colleagues respect him. If ever there was a modern Pied Piper who could motivate students to work, to volunteer, to hope and to dream, the Saunders community is blessed to have landed one in Jamie.

If an individual's influence may be marked by the positive impact he has had on others, then Jamie's is substantial. His bald pate and laughing eyes have been the face of the Saunders Cancer Campaign for the last 11 years, over which time he and his team of students have raised an astounding \$530,252 for the Canadian Cancer Society, specifically for Camp Trillium, a summer camp for children who suffer from cancer-related illnesses. Those of us who know Jamie well are not at all surprised. Steered by a personal loss, Jamie has made it his mission to raise awareness and funds, and so each spring he mobilizes a veritable army of students who make his mission theirs.

For a full month he empowers staff and students to be selfless, creative and even outrageous, all in the name of compassion for others. Every year, students follow his lead, and for their reward they come to understand the power of the collective; the value of time well spent; the obligation we have to each other; and

ILLUSTRATION: SANDRA DIONISI



Jamie Clark and his team of students have raised an astounding \$530,252 for the Canadian Cancer Society.

the long-term effects of small initiatives. These students become leaders in their schools, in their communities and in their occupations, primarily because one person enlisted their abilities and revealed to them a simple, immutable truth: people tend to rise above the level expected of them. In short, Jamie has shaped the culture of an entire community. ☺

Mary Curk is a teacher at Saunders Secondary School in District 11, Thames Valley.

Challenging sexual harassment

New ground-breaking resources

By Tracey Hughes and Cathy Renfrew

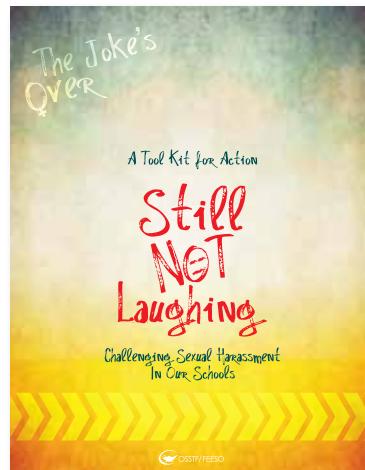
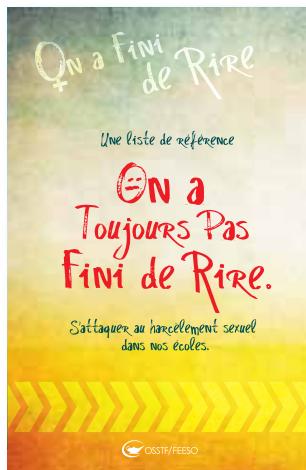
In 1994, OSSTF/FEESO, in collaboration with the Ontario Women's Directorate and the Ministry of Education, initiated an examination of the prevalence and impact of sexual harassment on the students in our schools. The resulting resource, *The Joke's Over: Student to Student Sexual Harassment in Secondary Schools*, was widely referenced in the education sector and the broader community. OSSTF/FEESO has continued its ground-breaking work on this issue with the release of a new set of resources: *Still Not Laughing: Challenging Sexual Harassment in Our Schools*. It includes an annotated bibliography, a resource toolkit and a workshop for members. The new material contained in *Still Not Laughing* furthers the discussion and deepens our understanding of how sexual harassment affects our learning communities.

These new resources have been broadly distributed in the education sector and have been shared with community agencies and groups addressing women's issues across the province. The materials provide educators,

administrators and community members with a framework for challenging sexual harassment and the underlying sexism related to it. The suggestions for improving and implementing policy, providing education and engaging in political action are being used in classrooms and schools. By continuing to provide members with support to challenge sexual harassment in our educational environments, OSSTF/FEESO is affecting positive change that moves from education worker, to student, and on to our greater communities. Standing up to sexual harassment is the responsibility of all members of a just society and the Federation is proud of the role it is playing in the fight against violence, harassment and sexism.

To access the resources, please visit www.osstf.on.ca/SNL.

Tracey Hughes, a teacher in District 14, Kawartha Pine Ridge, assisted with the development of the workshop. **Cathy Renfrew** is an Executive Assistant at OSSTF/FEESO and co-ordinated the *Still Not Laughing* project.



Small steps to a greener union

Becoming increasingly environmentally conscious

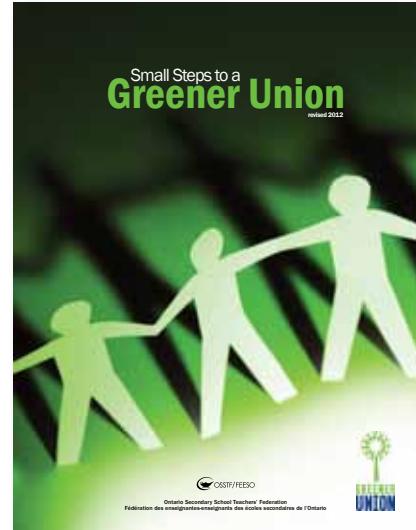
By Brian Grandy

With everything going on in the media regarding fighting back against Bill 115, it is easy to think that all of our union's energy is concentrated solely on this worthy cause. This isn't the case. Many of the OSSTF/FEESO committees and work groups are still working hard behind the scenes to make our union stronger for the benefit of our membership in other ways. Over the past five years, we are proud of the fact that OSSTF/FEESO has made a concerted effort to ensure our collective actions are environmentally friendly. In fact, OSSTF/FEESO has taken a leading role in the union environmental movement.

All of this started with a motion at the Annual Meeting of the Provincial Assembly (AMPA) in March 2008 that created the Environmental Advisory Work Group. It was tasked with creating a report to help Bargaining Units improve their environmental practices. Understanding that each Bargaining Unit is unique and that a one-size-fits-all approach would not work, the work group created the *Small Steps to a Greener Union* document that was released at AMPA 2009.

As with most working documents, the *Small Steps* document became a little outdated. As a result, a revised edition was created this past spring and can be downloaded from the provincial OSSTF/FEESO website. A simple search using "Small Steps" will bring up the newly revised 12-page document that provides Bargaining Units with many easy-to-achieve ideas that can help their organization lessen its environmental impact.

Whether it is installing programmable



OSSTF/FEESO has made a concerted effort to ensure our collective actions are environmentally friendly.

thermostats, adding plants to the office, composting food, buying local products or starting a bee hive, the updated *Small Steps* report has something for every Bargaining Unit. In addition, the Account #2065 provides up to \$500 per Bargaining Unit to help finance these initiatives. ☈

Brian Grandy, a teacher in District 19, Peel, is a member of the Environmental Advisory Work Group and was the recipient of the Individual Environmental Award in 2012.



A rainbow of inspiration

Gay-Straight Alliances going strong in Durham

By Daphne Marsella

This school year marks seven years of incredible work in Durham. The Gay-Straight Alliance (GSA) committee at District 13, Durham is composed of a very passionate and caring group of representatives who work tirelessly to develop initiatives in their schools and communities to combat homophobia and transphobia and raise awareness of lesbian, gay, bisexual, transgender, queer (LGBTQ) issues. Last year there were 19 GSA groups within the District's 21 secondary schools. The numbers just keep growing, a testament to the commitment of teacher-advisors who provide amazing leadership and resources to students to help them strive towards social justice.

The GSA Committee, along with District 13 leadership, have planned, organized and executed many events, including Ally Week in October, The Day of Silence in April and the International Day Against Homophobia every May 17. Some of the GSA representatives have also presented anti-homophobia professional-development workshops to staff. In addition, we hosted the sixth district-wide GSA conference on April 13, 2012 in which 150 students and teachers participated. It was a wonderful opportunity to gather in solidarity, and through discussion, art, music and celebration, the conference partici-

pants addressed the issues of stereotyping, bullying and discrimination in relation to sexual and gender identity. Keynote speakers over the years that this conference has been held have included the likes of Helen Kennedy (director of Egale Canada), Nichola Ward (award-winning writer, performer and poet from The 519) and even Rick Mercer! Students also had the opportunity to attend workshops that are, for the most part, presented by District 13's own incredibly knowledgeable and gifted members. In the afternoon, clad in glow-stick bracelets and rainbow paraphernalia, the conference participants relaxed and were inspired by student performers during the coffee-house portion of the day. The boardroom at the Durham District School Board never looked nor felt so groovy and gay.

During the current political turmoil, many GSAs in the region are not running, or are running without teacher advisors. However, once the turmoil has ended, members are confidently looking forward to their GSAs going strong into the future. ☺

Daphne Marsella is a teacher in District 13, Durham, and former chairperson of the District 13 GSA Committee.



UNICEF and OSSTF/FEESO

A partnership to promote global education

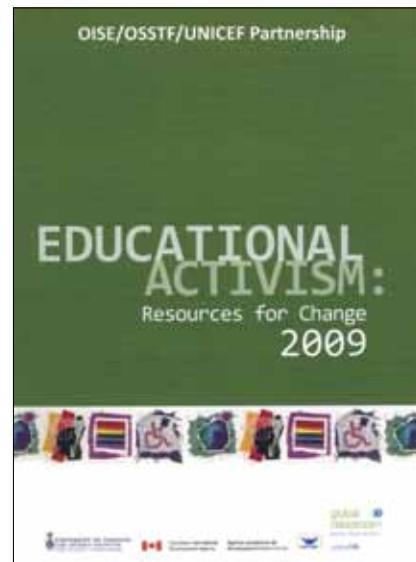
By Cathy Renfrew

OSSTF/FEESO began a partnership with UNICEF in 2008. The goal of the partnership was to enhance and support the meaningful participation of teachers and education workers in global education by:

- Sharing resources to promote global awareness/social justice and a global-education approach to teaching;
- Strengthening/rebuilding a network of global educators;
- Sharing best practices for use in the classroom and the general school environment;
- Ensuring that all educators (rural and urban) feel connected to the mainstream global-education movement and networks.

During the first three years of the partnership, OSSTF/FEESO and UNICEF worked with several faculties of education across the province (University of Ottawa, Ontario Institute for Studies in Education, Lakehead University and Western University) to offer global-education and social-justice conferences in those regions. The goal of the conferences was to reach out to teacher candidates and new federation members to help them integrate equity issues into their schools through their teaching. These conferences reached 1,800 participants, addressing both issues of local and global concern.

In addition to the conferences for educators, OSSTF/FEESO and UNICEF partnered with Harbourfront in Toronto to hold a unique conference that brought educators and their students together to participate in a one-day event. *Beyond Words: Exploring, Creating, Engaging* celebrated



the 20th anniversary of the United Nations Convention on the Rights of the Child. Approximately 130 members and their secondary students participated in the workshops presented by OSSTF/FEESO, Harbourfront staff, UNICEF speakers and other guests.

What began as collaboration for the OISE conference expanded into an Educational Activism Research Group that created a resource document (pictured above) for educational activists. Work continues on updating this resource and on a website, both of which will be available soon.

While funding for partnership events has now been exhausted, OSSTF/FEESO and UNICEF continue to meet regularly to share information and resources. ☺

Cathy Renfrew is an Executive Assistant in the Educational Services Department at the OSSTF/FEESO Provincial Office.



The Cougar Café

Feeding hungry bodies so their brains can learn

By Rayjinder Bal

"Good morning, Cougars! Today is Waffle Wednesday!"

I always smile when I hear the morning announcement on Wednesday. I'm not sure I could manage teaching, let alone learning, on an empty stomach, yet this is a reality for many students in Ontario. I grew up in a family and community blessed with values of generosity and sharing, and seeing this in a school setting warms my heart.

Montcalm Secondary School's Cougar Café, named for the school's mascot, is a growing trend in providing breakfast for students before the school day begins. Students begin dropping in around 7:40 a.m. and begin the usual routine of signing in, greeting friends and helping themselves to the array of breakfast foods such as bagels, cream cheese, waffles, juice, apples, oranges, yogurt, milk, oatmeal and cereal. This mini breakfast club has become a regular way to start the day for students.

Julia Dolphin, Social Sciences and Humanities Head, says that for some, "It may be the only meal of the day. It's reliable and it's there every day." Certainly the steady stream of approximately 40 students on any day of the week reflects a recent statistic from the 2012 Canada's Breakfast Report, quoted in the December 2012 issue of *Professionally Speaking*, which indicated that "77 per cent of teachers have provided food to students who they thought were hungry." More than facilitators of knowledge, over 40 teachers and educational workers also contribute to the success of the Cougar Café by shopping after school for groceries, setting up breakfast and greeting students in the early morning to



Julia Dolphin and John Conlon help set up breakfast in the Cougar Café.

ensure they get the best start to their learning experience. John Conlon, a Special Education specialist, adds, "Students have also said they enjoy the opportunity to get to know some of the staff in a more relaxed situation, and really appreciate what they do." The Cougar Café has become more than a breakfast program at Montcalm; it has become the foundation for key relationships with our students.

As the Cougar Café turns four this year, students and staff alike at Montcalm Secondary School are humbled by the community organizations and government funding that has allowed this unique breakfast program to continue. We're anticipating many more years of success! ☺

Rayjinder Bal is a teacher at Montcalm Secondary School in District 11, Thames Valley.





“Let us help one another”

Walking the talk in Kawartha Pine Ridge

By Janie Kelly

District 14, Kawartha Pine Ridge takes to heart the OSSTF/FEESO motto “Let us not take thought for our separate interests, but let us help one another.” This has resulted in two distinct, ongoing initiatives that put the motto into action. It is our hope that these programs will seed themselves elsewhere across the province.

For the past eight years, members of District 14 Teacher Bargaining Unit have had the opportunity to participate in a Bereavement Fund. Financial burdens when someone passes away can be overwhelming at a time when family members can least handle additional stress. We wanted to be able to offer a way to help alleviate some of that stress. This resulted in the inception of a voluntary virtual fund. If members so choose, they can sign up to belong to this fund in which they name a beneficiary who would receive \$50 from each member participant after their death. In return, by signing up for the fund they also commit to donating \$50 to another fund member’s beneficiary. Absolutely no cash is involved unless there is a tragic event where a member of the fund passes away.

Through the years of its existence, we have had to use the fund once. In this case our member’s family received a significant donation to assist them through that very difficult time. The members of the fund who contributed, as part of their honour-system agreement, indicated that they felt empowered in being able to contribute to a larger donation as opposed to a much smaller single one and they took some solace in knowing they were making a tremendous difference for their friend’s and colleague’s family. The co-ordination

and administration of this fund is relatively minor compared to the potential benefit to the beneficiary and peace of mind for the member at one of the most devastating times people face. Members must sign onto the fund annually, and participation has continued to grow every year. This year, 475 members signed up, which would result in a beneficiary receiving \$23,700! We hope we never have to use the fund again, but find some comfort in knowing that if there is a tragic event, our members will be able to offer substantial financial support.

For more than 25 years, the Teachers For Kids (TFK) Committee has existed in our District. This is a joint committee of teachers from OSSTF/FEESO and the local unit of the Elementary Teachers’ Federation of Ontario (ETFO). Through various fundraising efforts, TFK has distributed more than \$750,000 to students in Kawartha Pine Ridge. This committee is unique in that it is an external registered charity whereby only educational workers can access funds for the students with whom they work. The joint committee structure helps to solidify the unity between ETFO and OSSTF/FEESO and the shared belief that “a little help can make a lifetime of difference.” Every year, hundreds of students are able to participate in school and community activities that they would not otherwise be able to due to financial barriers.

For more information please contact Janie Kelly at 705-748-3444 or janiekelly@nexicom.net.

Janie Kelly is the District and Teacher Bargaining Unit President in District 14, Kawartha Pine Ridge.



Teachers Helping Teachers

A District 20, Halton Teacher Bargaining Unit initiative

By Janet Scott

District 20's most successful professional-development initiative thus far is the Teachers Helping Teachers project. Started in 2010-2011, the Teachers Helping Teachers project is a partnership between OSSTF/FEESO District 20, Halton Teacher Bargaining Unit (TBU) and the Teachers Credit Union (TCU). The OSSTF/FEESO monies allocated in the TBU budget for this initiative are matched by the TCU. The funds are used exclusively to provide release-time coverage for small teams of teachers to work collaboratively on curriculum-based projects for up to two-thirds of a day.

The project operates under the local Educational Services Committee, which receives applications from teachers detailing how they plan to use the release time and the project under consideration. With the Ministry of Education's implementation of Growing Success in 2011-2012, the overwhelming majority of applications last year included plans from teachers to work on developing or refining Final 30 per cent tasks: Performance Tasks and, for classes previously without exams, final exams. While many

of the teams applying for funding were teachers from within the same school or department, some were from teachers from different schools working on the same courses.

In reviewing applications, the Educational Services Committee endeavours to recognize a cross-section of departments, grades, specific subjects, program levels and schools. Ultimately, in 2011-2012, the program was so successful the entire \$15,000 budget was allocated within the first semester, and a total of 46 projects were funded. The desire and demand for quality, self-directed professional development are clear. And the response to the project demonstrates the importance of dedicated, collaborative planning time.

Since the project is also dependent on the willingness of the Halton District School Board to approve union-funded absences, the Teachers Helping Teachers project is on hold, pending the end of the current sanctions. ☐

Janet Scott is a teacher in District 20, Halton, and the Educational Services Officer for the Teacher Bargaining Unit.

The desire and demand for quality, self-directed professional development are clear. And the response to the project demonstrates the importance of dedicated, collaborative planning time.



OSSTF/FEESO's Human Rights Committee

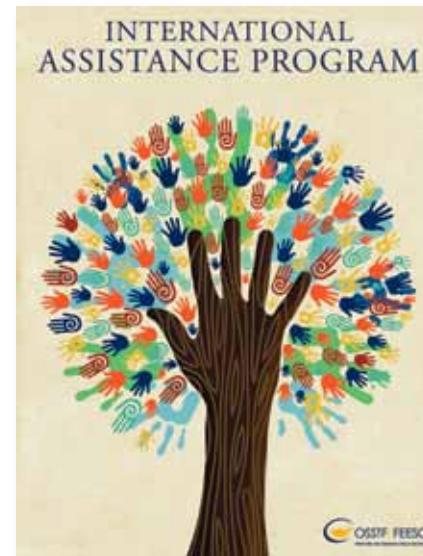
Raising awareness of human and workers' rights

By Hayssam Hulays

The role of OSSTF/FEESO's Human Rights Committee (HRC) is to raise awareness of human rights within the Federation, and in local and global communities. The committee helps identify human rights resources and issues relevant to OSSTF/FEESO members and our communities. We liaise with the Provincial Executive and recommend actions on human rights issues. We also liaise with other standing committees and working groups.

The committee's priority for this year will be promoting workers' rights. Given the general focus of OSSTF/FEESO in promoting our members' right to collectively bargain, particularly our province-wide fight against Bill 115, the HRC is focusing in particular on the rights of unorganized labour, the rights of workers who aren't otherwise protected by a union. We see our fight against Bill 115 as part of a broader fight to protect and promote the rights of all workers.

The committee also administers OSSTF/FEESO's International Assistance Program. OSSTF/FEESO provides funds to support international assistance and relief programs. Funded projects must meet a list of criteria that include: assisting with the organization and operation of free and democratic unions within the education sector; promotion of equality of opportunity for women; and defending oppressed groups. Please share information about the program to organizations involved in related projects. For more information about the International Assistance Program, go to www.osstf.on.ca/international-assistance-program.



In an effort to enhance communication with members, the committee has started an electronic bulletin that is sent to interested members. In the bulletin we include information regarding current campaigns, links to Internet sites of interest and any human rights information we receive that might be relevant for District human rights committees. We hope through this bulletin to establish a network of people across Ontario who share an interest in human rights and the work of OSSTF/FEESO in this area. If you are interested in receiving this bulletin, please contact Karla Hernandez at hernank@osstf.on.ca.

Hayssam Hulays is a teacher in District 12, Toronto, and the Chair of the Provincial Human Rights Committee.



Kids Help Phone

One of OSSTF/FEESO's designated charities

By Doris Aitken and Gibb McKay

On May 16, 1989, Kids Help Phone (KHP) began with a promise to all kids that professional counsellors would be available, by phone, 24 hours a day, every day of the year, to provide counselling, advice, and intervention. Over 23 years later, Kids Help Phone continues to fulfill that promise as they help over two million kids per year. More recently, they have expanded their services to include a mobile site and instant messaging, as well as Facebook, Twitter and YouTube sites. Online resources are available for many topics, including sexuality, harassment, bullying, drugs, dating and family relationships. There are materials for schools, parents, other support organizations and children, for example "Let's talk about bullying." Young people from the ages of five to twenty are welcome to call in and ask their questions and get counselling if needed. Counsellors, teachers and parents are encouraged to connect on an introductory call to KHP with the student or child present.

Again this year, OSSTF/FEESO has named Kids Help Phone as one of its two official designated charities. Each year, OSSTF/FEESO makes a direct monetary donation, as do many of the Districts and Bargaining Units across Ontario, so that Kids Help Phone services can continue. In 2012-13, the Educational Services Department at Mobile Drive has challenged staff and members to collect and donate Canadian Tire money to be used to purchase items for a raffle to be held in the spring of 2013 (time and date to be announced).

For the last 12 years, the main Kids

Each year, OSSTF/FEESO makes a direct monetary donation, as do many of the Districts and Bargaining Units across Ontario, so that Kids Help Phone services can continue.

Help Phone fundraiser has been the Walk so Kids Can Talk event. In 2011, OSSTF/FEESO members and staff walked in 10 Ontario cities, and raised over \$14,000. In 2012, KHP hosted walks in 20 communities across the province. To encourage members to participate, OSSTF/FEESO purchased T-shirts and made them available to Districts and Bargaining Units at no charge. Our members organized walks, created teams and challenged other teams to help raise funds. This year's walk date is Sunday May 5. We encourage all members to participate. Together, we can help buy a kid some time.

More information is available at www.kidshelpphone.ca.

Doris Aitken, is a teacher in District 18, Upper Grand, and the Chairperson of the Educational Service Committee. **Gibb McKay** is a teacher in District 25, Ottawa-Carleton, and a member of the Educational Services Committee.



Walking proud

Inspirational fundraising in Kawartha Pine Ridge

By Daniel McLean and Stephen Helleiner

OSSTF/FEESO District 14, Kawartha Pine Ridge, has participated in the Kids Help Phone Walk so Kids Can Talk fundraiser for the past two years. The Kids Help Phone website describes the event as Canada's largest walk in support of child and youth mental health and well-being. Funds raised by the walk participants go to help kids in over 2,500 communities across the country—including our own. The 2011 District 14 Team was small but mighty; our efforts won the Inspiration Award for Top Fundraising Team in the Peterborough area. In addition, District 14 president Janie Kelly won the Courage Award for Top Individual Fundraiser. We were the top fundraising team in 2012 as well and Janie Kelly was once again the top fundraiser. We look forward to de-

fending these positions on May 5, when the Walk so Kids Can Talk fundraiser happens once again.

Kids Help Phone is the charity of choice for OSSTF/FEESO provincially, and we encourage all members to walk or support a walker in this event. We all know that OSSTF/FEESO members reach out to children every day, and this fundraising opportunity is an absolutely perfect fit with our natural and professional inclinations. District 14, Kawartha Pine Ridge is exceptionally proud to walk for this cause. ☺

Daniel McLean is the Chief Negotiator and **Stephen Helleiner** is the 3rd Vice-President on the Teacher Bargaining Unit executive in District 14, Kawartha Pine Ridge.



District 14, Kawartha Pine Ridge members and Janie Kelly (right) prepare for the annual Kids Help Phone Walk.

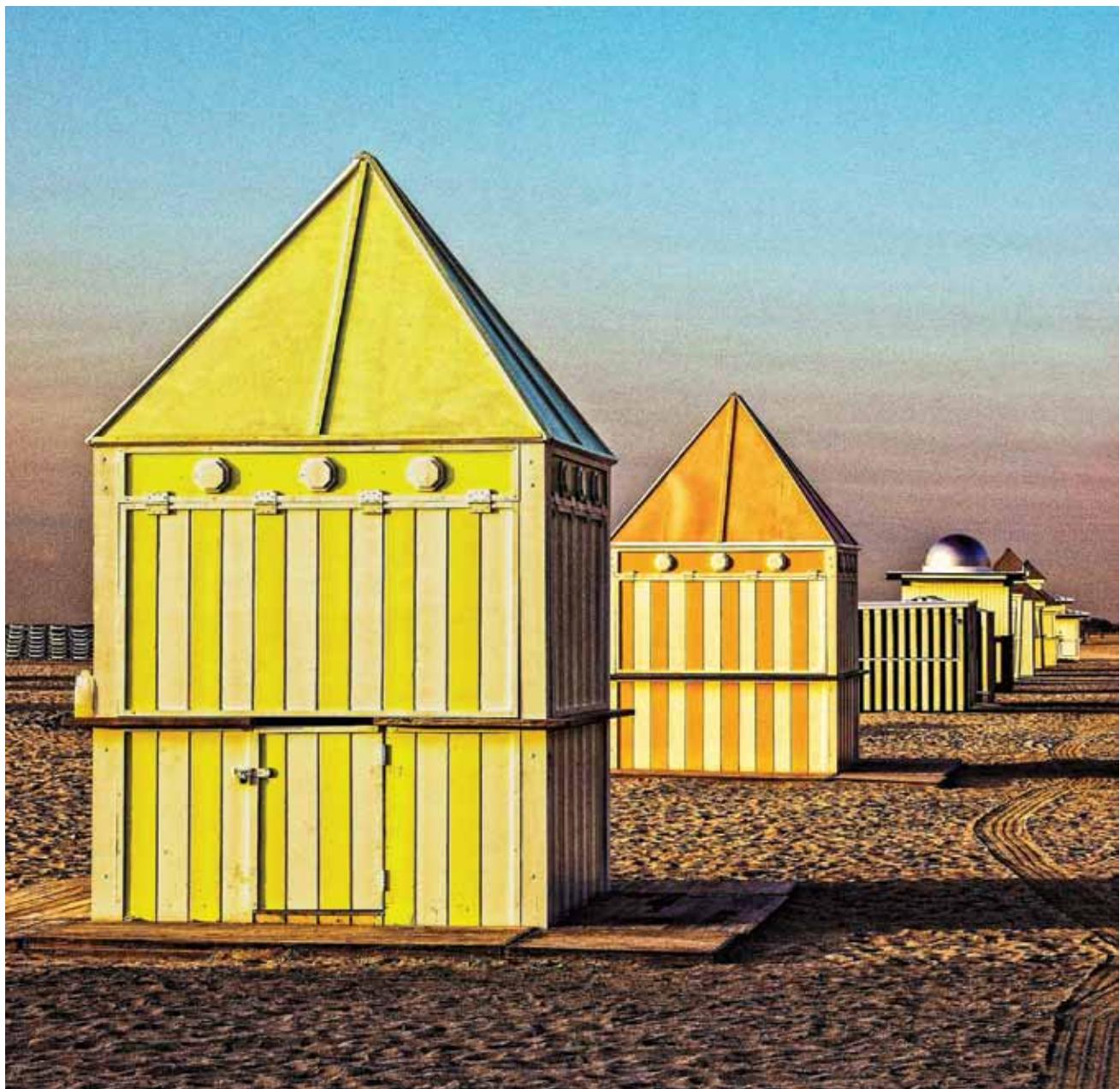
Bringing a pastime into sharper focus

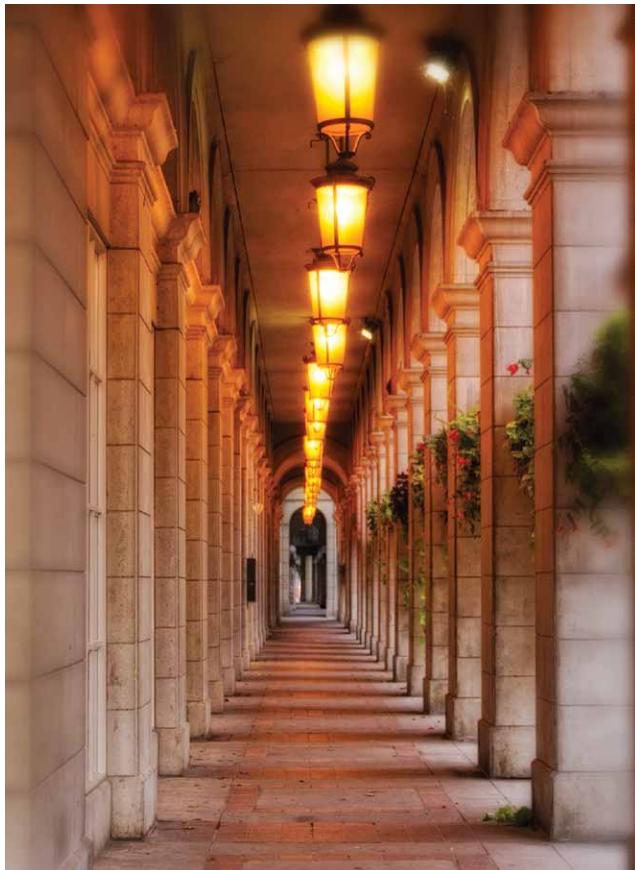
Since retiring as OSSTF/FESO's Director of Educational Services in 2011, Bill Reith has been enjoying his time travelling with his wife, Cathy, and working on his principal pastime—photography. Bill has been a member of the Toronto Camera Club for 11 years and frequently enters his

images in club competitions. He also writes about photography for the club's newsletter, *focus*.

Bill has also shown his images in several solo exhibits at the club, the most recent one entitled "New York Is Tops," featuring prints of the upper elevations of selected New York City high-rise

buildings. He just finished preparing an exhibit for the club's 125th anniversary, "Focus on focus," which uses scanned newsletter covers from eight different decades to illustrate how, over the last 125 years, *focus* has reflected the growth and development of Canada's oldest camera club. ☰





Left page: South Beach, Miami Beach. Right page, clockwise from top: lighthouse on the point, Maine; Cathedral Grove, Vancouver Island; on The Esplanade, Toronto.





Take the biodiversity challenge!

A unique science team competition

Get your students involved in Ontario Envirothon and heighten their interest in science through a province-wide competition.

Developed by the Ontario Forestry Association, Ontario Envirothon is an interactive environmental education program offered in English and French for youth from Grades 9 to 12. It gives high school students a chance to experience nature up close and personal. Students are placed in groups and competitions are created in which teams of five study a variety of areas that include forestry, wildlife, aquatics, ecology, soils and a current environmental issue that has been determined by an Envirothon committee. This unique team competition rewards students for learning about the natural world around them and provides opportunities for students to experience differing views and concepts relative to environmental issues. Envirothon gets students outdoors while maintaining an academic environment.

Ontario Envirothon's main objective is "to build environmental awareness and leadership among young people through practical, hands-on educational experiences, enabling them to make informed, responsible decisions that benefit the earth and society." The intent of this program is to increase students' awareness of the natural balance and complexity of environmental ecosystems and their understanding of basic science concepts in specific areas. The opportunity will expose students to differing views and concepts relative to environmental issues and to new ideas, geography and cultures throughout Ontario and North America.

With the help of local conservation organizations, the students get a chance to go on field trips and attend workshops that further explain and aid in understanding the areas of study by seeing firsthand how nature in specific locations is directly affected by human intervention. As a result, the program develops critical thinking, problem-solving, teamwork and communication skills.

The Envirothon challenge consists of competitions broken down into three sets: regional, provincial and North American-wide.



Participating students experience nature first hand through the Envirothon program.



PHOTOS: ONTARIO ENVIRONMENT ONCA





Mindfulness Retreat for Educators

led by

ZEN MASTER
THICH NHAT HANH



August 11 – 16, 2013 | Brock University, St. Catharines

- cultivate self awareness, happiness and emotional intelligence
- reduce anxiety and burn out
- increase clear thinking and action
- learn practical tools for teachers
- no experience necessary

Now 86 years old, Thich Nhat Hanh is one of the most loved and respected mindfulness teachers in the world. In 1967, he was nominated for the Nobel Peace Prize by Martin Luther King Jr.

Studies show mindfulness training can increase teachers' sense of well-being, ability to manage classroom behavior, and connection with students.

This will be the only retreat for educators offered by Thich Nhat Hanh in North America. Scholarships are available for those with financial need.

For more info or to register: www.tnhontario.ca

The different regions participating in Envirothon have various events throughout the year. The events and dates are listed at www.ontarioenvirothon.on.ca. The usual procedure is to move on to the provincial competition; however, the Ontario Envirothon lost its largest regional partner when the Ontario Ministry of Natural Resources recently announced the termination of the Ontario Stewardship Program. Given this and other challenges facing the 2012-2013 Ontario Envirothon, the provincial competition is now accessible to all students in Ontario, regardless of their access to a regional competition. In order to facilitate upwards of 200 teams competing for the provincial title, the four-day competition event has been put on hold for 2013 and moved to an Internet-based provincial competition. Program registration is open and it is unchanged. Teams will be contacted by the Ontario Forestry Association to advise them of the availability of regional events and the final details for the provincial competition. Top prize for the 2012-2013 Ontario Envirothon will be a trip to Montana in August 2013 to compete in the North American Envirothon competition against eight other provinces and 45 states for the title of North American Envirothon champions. The competition is held in a different province or state each year.

Teachers' guides are accessible on the Ontario Envirothon website. All the material has been adapted to fit the Ontario curriculum and Ontario-specific activities and scientific information. The *New Teachers Guide* includes information related to program structure and skills expectations to better help educators prepare their team for competition.

Not only are there links to information on how this program works in conjunction with current science Grade 9-12 curricula, there are also extensive guides based on the four main topics to help educate and prepare students and get their team ready for competition.



The study guides can also be integrated into the classroom. They help expose the students to a variety of career options, from forestry to environmental engineering to ornithology. The guides are full of environmental topics and issues and, like the outdoor experiences in which the teams participate, contribute to strengthening those important analytic skills and encouraging the importance of teamwork. The material will also include information on career-mentoring opportunities through direct contact with resource professionals, researchers and technicians in field conditions and experience using hands-on techniques and equipment.

For detailed information on how to register your students' team for the biodiversity challenge and links to the teacher's guide and study materials, please go to www.ontarioenvirothon.on.ca. ☐



The Ontario team from West Hill Secondary, Owen Sound, that took second place at the North American competition in July 2012.



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BOOK REVIEW/CRITIQUE DE LIVRE

ADD Stole My Car Keys

By Rick Green and Umesh Jain

Big Brain Productions, 2011

184 pages, \$22.08

Reviewed by Wayne McFarlane

After collaborating on the award-winning documentary *ADD & Loving It!?* and then setting up a fun and informative website, TotallyADD.com, Rick Green and Dr. Umesh Jain have written a smart and humorous book.

Many of the typical experiences of people who have Attention Deficit Disorder (ADD) are described in this book. Dr. Jain, a psychiatrist specializing in Attention Deficit Hyperactivity Disorder (ADHD), gives clear, well-thought-out explanations of the neurology and psychology that surround each type of experience. However, instead of using complex or psychiatric terminology, he does a great job of using simple, understandable language that makes the book accessible to all kinds of readers. Following Dr. Jain's explanations, Green, the creator, writer and performer of such shows as *The Red Green Show* and *History Bites*, relates humorous anecdotes of his personal experiences with ADD.

Thanks to the two talented contributors, this is the first psychology book I have read that did not put me to sleep after two paragraphs. Parts that educators may find interesting deal with the common stereotypes of ADD/ADHD students, such as a student who is labelled a daydreamer or someone who is smart but feels like a dummy.

The book also looks at why people who

have ADD often become very successful. They can run on adrenaline and they work very well under pressure. They can be very creative. They start working on something they love and they can't pull themselves away, not even for a short break. That daydreaming, funny, talkative, interrupting student who often doesn't complete his homework could grow up to become a successful comedy performer like Howie Mandel or Rick Green.

I have been a teacher for over 20 years, mostly teaching identified students, and I have taken the additional qualifications courses Special Education Parts 1 and 2 and the Specialist, but I have had very little training about ADD students. The best part of this book was that I learned a lot and found out I still need to learn more. I would recommend this book for any teacher or educational worker who works with students with ADD/ADHD.

Wayne McFarlane is a teacher at Cobourg District Collegiate Institute East in District 14, Kawartha Pine Ridge.

ADD Stole My Car Keys

Rick Green et Umesh Jain

Big Brain Productions, 2011

184 pages, 22,08 \$

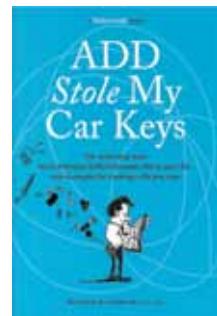
Compte rendu de Wayne McFarlane

Après avoir réalisé le documentaire primé *ADD & Loving It!?*, puis avoir produit un site Web instructif et amusant TotallyADD.com, Rick Green et Dr Umesh Jain ont collaboré pour écrire un livre bien pensé et humoristique.

Beaucoup d'expériences vécues typiquement par les personnes qui ont un trouble déficitaire de l'attention (ADD) sont décrites dans ce livre. Dr Jain, un psychiatre spécialiste du trouble d'hyperactivité avec déficit de l'attention (ADHD/THADA), se sert de la neurologie et de la psychologie et explique clairement chaque type d'expérience. Toutefois, il utilise un niveau de langage simple et compréhensible, loin du jargon complexe ou des termes de psychiatrie, pour que le livre puisse être à la portée de

tous les lecteurs. Après les explications du Dr Jain, Green, écrivain, artiste et créateur des séries télévisées *The Red Green Show* et *History Bites*, raconte des anecdotes qui font rire sur ses propres expériences, alors qu'il a lui-même un ADD.

Grâce à ces deux contributeurs talentueux, c'est le premier livre de psychologie que je lis qui, après les deux premiers paragraphes, ne me plonge pas dans le sommeil. Les parties que les éducateurs trouveront intéressantes sont celles qui couvrent les stéréotypes fréquemment associés aux élèves qui ont un ADD ou THADA, comme l'élève qu'on qualifie de rêveur ou



qui est intelligent, mais qui a l'impression d'être idiot.

Le livre explore également les raisons pour lesquelles les gens ayant un ADD réussissent souvent très bien dans la vie. Ces gens puissent leur énergie dans l'adrénaline et ils travaillent extrêmement bien quand ils sont sous pression. Ils peuvent être très créatifs. Ils commencent à entreprendre quelque chose qu'ils adorent et ils ne peuvent s'en détacher même pour se donner quelques minutes de répit. Cet élève qui est dans la lune, rigolo, bavard, qui interrompt sans cesse les autres et qui ne fait pas souvent ses devoirs pourrait être le comédien à succès de demain comme Howie Mandel ou Rick Green.

Cela fait 20 ans que j'enseigne, pour la plupart à des élèves qui ont été reconnus comme ayant un déficit de la capacité d'attention. J'ai aussi suivi des cours spécialisés tels que *Special Education Parts 1 and 2* et *Specialist*, mais je n'ai reçu que peu de formation pour les élèves ayant un ADD. Ce



qu'il faut retenir de ce livre, c'est que j'en ai appris beaucoup et que j'ai encore beaucoup à apprendre. Je recommande ce livre à tout enseignant ou travailleur en éducation qui travaille avec des élèves ayant un ADD/THADA.

Wayne McFarlane est un enseignant de Cobourg District Collegiate Institute East du District 14, Kawartha Pine Ridge.

**Active Lessons for Active Brains:
Teaching Boys and Other Experiential
Learners Grades 3-10**

By Abigail Norfleet James, Sandra Boyd Allison & Caitlin Zimmerman McKenzie Corwin, 2011
232 pages, \$36.95

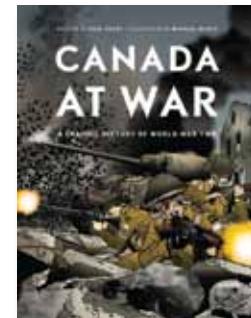
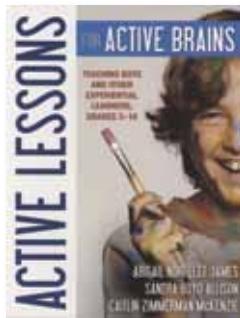
Reviewed by Eleanor MacNiven Hoecht

For many years research has indicated that boys and girls think differently. We know that not all students learn in the same way and that traditional methods of teaching are not always the best match for every student. *Active Lessons for Active Brains: Teaching Boys and Other Experiential Learners Grades 3-10* is a collection of lesson plans divided into math, language arts, science and study strategies that capitalize on learning through physical interactions. The authors state that these activities are a starting point and are designed with flexibility in mind. It is important to note that they are not just for boys but can be used to engage any student with an active mind.

The book begins with an interesting introduction about how cognitive and sensory gender differences may affect the way boys and girls learn. The lesson plans that follow were created with these considerations in mind. They cater to the kinesthetic learner, but they also make for more interesting ways to teach or review a concept to solidify skills. Reviews are turned into games, graphics and manipulatives are incorporated, and opportunities to be physical are presented. Simple things like having students stand when they respond to a question will increase the likelihood of student engagement.

The lessons in each section focus more on student exploration rather than being teacher-driven. The authors assert that less instruction is best and that active students will learn through trial and error as they probably weren't listening to all the directions in the first place. There are many relevant and fun activities where students can see how the concepts they're taught can relate to real life.

The lessons in this book are easy to follow and written with clear instructions. All worksheets and links to resources are included. Many lessons have a cross-curricular component, and can be adapted to vari-



ous grade and skill levels. There are many innovative and tried and true strategies that teachers are already familiar with. Unfortunately, the authors are American, so some lessons need to be modified, such as Lesson 17 in the math section where students are working with the American flag.

Whether you are looking to engage your active learners or looking for some new teaching ideas, this book would be a good place to start.

Eleanor MacNiven Hoecht is a teacher in District 29, Hastings-Prince Edward, and a member of the OSSTF/FEESO Educational Services Committee.

**Canada at War: A Graphic History of
World War Two**

By Paul Keery, illustrated by Michael Wyatt
D&M Publishing Inc., 2012
176 pages, \$24.95
Reviewed by Clint Lovell

Interest in World War II has been rising. Remembrance Day crowds have been increasing each November 11. Bookstores are crammed with new books on Canada's war effort. Television documentaries and movies educate and excite students and supplement their lurid combat video games. Yup, stuff blows up real good in history! The challenge for the history teacher is to tap that excitement and temper it with understanding and analysis of the impact of war on Canadians and the world. Paul Keery's *Canada at War: A Graphic History of World War Two* achieves this goal.

Keery combines the accurate detail of a history book with exciting, full-colour illustrations. Indeed, the book provides more precise detail than any textbook, yet the pace of the narrative and drama of the illustrations have readers learning without realizing it. Historians will be impressed by Michael Wyatt's precise rendering of every map, uniform, weapon, tank, ship or aircraft. In fact, many frames are based on iconic wartime photos that students may recognize from textbooks and documentaries. But rest assured, this book is not infotainment. All the triumph and tragedy, and all the controversies and the legacy of Canada's war experience, are addressed.

While this book will delight any reader, history teachers will find it a huge asset in Locally Developed and Applied level courses. Relevant Canadian history materials are difficult to find for students who have difficulty reading, but Keery's book is an excellent teaching tool for engaging these students in particular. Having

field-tested the book on a 13-year-old with no prior knowledge of World War II, I can attest to that: he couldn't put the book down (and I couldn't stop reading over his shoulder)!

Clint Lovell, a teacher in District 17, Simcoe, is a recipient of the Prime Minister's Award for Teaching Excellence and the Veterans' Affairs Commendation. He is the author of *The Boys from Barrie*.

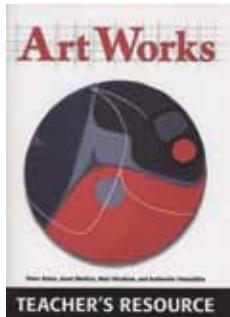
Art Works Teacher's Resource

by Peter Bates, Janet Markus,
Mari Nicolson and Katherine Yamashita
Emond Montgomery Publications
Limited, 2011
554 pages, \$199.95
Reviewed by Cyd Hosker

Art Works Teacher's Resource is an intensely thorough support and guide for any teacher striving to deliver Grade 9 and 10 visual-arts curriculum with vitality, substance and relevance. Used in concert with the student text of the same title, this teacher's resource provides a solid foundation on which to build programs according to the recently updated curriculum. Teachers who find themselves teaching the visual arts with little or no experience will find this resource invaluable.

Art Works Teacher's Resource is organized to reflect the contents of the text, guiding the teacher through visual-arts fundamentals with clarity and precision. The introduction presents an overview of the student text and the teacher's resource, in addition to outlines of curriculum expectations, issues of assessment and evaluation, and tools for assessment. With these core elements defined and explained at the outset, the remaining chapters focus on coaching the teacher through a variety of teaching strategies as they apply to each topic covered in the text. Notably, reproducible line masters are included in the book, as well as on a user-friendly CD complete with visual images from the student text, reproducible assessment tools, optional assignments and the entire *Art Works Teacher's Resource*.

The format is consistent, providing the reader with essential touchstones in every unit and topic, creating a sense of familiarity as one explores what could be a daunting volume. Attempting to tackle *Art Works Teacher's Resource* quickly is not recommended; this immense document is better suited to a more painstaking approach. All art teachers, from newcomers to veterans, will benefit from the rich detail, far-reaching connections and the comprehensive treatment with which the



authors address the intricacies of education through and of the visual arts.

Cyd Hosker is a visual-arts teacher at Thomas A. Stewart Secondary School in District 14, Kawartha Pine Ridge.

CONFERENCES AND PROFESSIONAL DEVELOPMENT

March 21-23, 2013

Connections 2013 Connexions
Ontario Modern Languages Teachers' Association (OMLTA)
DoubleTree by Hilton Hotel
Toronto Airport

This year's keynote address will be presented by Jim Howden, a professor at McGill University and l'Université du Québec à Montréal. Jim's topic, Connections: From co-operation between students to collaboration between teachers, will reflect on classroom experiences with teachers, using co-operation in their classrooms and coaching school teams using collaboration in Professional Learning Communities. Workshops will encourage participants to make connections that

include curriculum, community, culture and technology. Exhibitors and vendors will support these topics by providing the most up-to-date resources for consideration and purchase. Conference information is available at www.omlta.org.

April 19, 2013

Spring Teachers' Day
Shaw Festival

The Shaw Festival is bursting with exciting and inspiring ways to connect professional theatre artists with professional educators. Join other teachers for a day of active sessions to help develop creative, critical and practical skills in all aspects of arts education practice. Sessions include Vocal Health, Conducting the Choir, Choreographing a Musical and Warm-Ups/Cool Downs. For more information visit shawfest.com/teachersday.

April 21-23, 2013

Moving Forward
Ontario Cooperative Education Association (OCEA)

Caesars Windsor Convention Resort

Keynote speakers at OCEA's annual spring conference include Jesse Brown and Dan Carter. Educators from across the province will deliver captivating and educational presentations, in both official languages, to inspire new and experienced teachers in Cooperative Education, SHSM, OYAP and other forms of Experiential Learning. Workshops will focus on success for all students in all pathways. The new Ministry resource for Cooperative Education will be launched at the conference and workshops will unpack the strategies from the resource to help maximize learning at the workplace for students. For more information visit www.ocea.on.ca.

May 2-4, 2013

Think Big
Ontario Association for Mathematics Education (OAME)
Seneca College, Newnham Campus
The annual conference features keynote

speakers Bob McDonald, Stephen Lewis and Annie Kidder. Many other featured speakers, classroom teachers and others in education will present workshops. This is an ideal opportunity to meet others who care deeply about mathematics education in Ontario. For more information visit www.oame2013.ca.

May 3-4, 2013

EcoLinks 2013
Ontario Society for Environmental Education (OSEE)
Trent University, Peterborough

EcoLinks 2013 aims to give teachers the skills, knowledge and inspiration to incorporate environmental education in all subjects and all grades. Sessions will be led by teachers and experts. Saturday we will focus on practical and effective ways to get outdoors with your students. Keynote speakers are Dave Ireland from the ROM's Centre for Biodiversity and Kim Wheatley, Aboriginal Program Coordinator for Turtle Island Conservation at the Toronto Zoo. Online registration is now open at www.osee.ca.

May 9-11, 2013

Healthy Ideas; Safe Practices
Ontario Council for Technology Education (OCTE)

Delta Meadowvale, Mississauga

The focus of this year's conference will be on health and safety in the technology classroom, lab or shop. It will address the challenges in achieving safe, healthy and accessible learning environments for students. With the Ministry of Labour's proactive inspection blitzes in education, there has been a heightened awareness of health and safety legislation. This conference is designed to answer many questions around roles, responsibilities, liabilities, and other health and safety issues. OCTE will also unveil a new OCTELab portal developed to provide technology teachers with interactive access to a variety of safety resources. Visit www.otte.on.ca for conference details and registration instructions.

OTHER PROFESSIONAL RESOURCES

Full Circle: First Nations, Métis and Inuit Ways of Knowing

Full Circle: First Nations, Métis and Inuit Ways of Knowing, the fifth in the series of Common Threads resource documents, was released in January 2013. This project is the culmination of work done over the past two-and-a-half years by 13 members of OSSTF/FEESO, most of whom are First Nations or Métis or who work extensively with Aboriginal students. Each secondary school was provided with two copies and each District office has additional copies. An online version is available on the OSSTF/FEESO website, along with the previous four projects, at www.osstf.on.ca/commonthreads.

This comprehensive document contains 60 lessons that cover four broad themes: Land, Health, Residential Schools and Identity. The lessons are designed to be implemented in a broad range of courses, such as civics, history, social sciences, English, geography, business, careers and science. The goal of the project is to provide educators with a set of high-quality, classroom-ready resources that meet curriculum expectations, utilize differentiated instruction techniques and include assessment tools for each lesson. The writers achieved this goal using a holistic teaching model and incorporating traditional Aboriginal teachings in the organization and planning of each lesson.

Several OSSTF/FEESO members were involved with the writing and editing of the textbooks, *Aboriginal Peoples in Canada* and *Aboriginal Beliefs, Values and Aspirations*, published by Pearson/GoodMinds.ca and used in the Grade 10 and 11 Native Studies courses. Through a partnership with the publishers, some of the *Full Circle* lessons make use of sections from these texts and those pages have been included on the CD version.

An important part of each Common Threads project is the audiovisual component. Through a partnership with The Blend Audiovisual group, the DVD that

accompanies the lessons profiles the lives of three First Nations students, two Inuit teenagers and a young Métis woman. The stories of their struggles and triumphs as they come to terms with and celebrate their cultures and heritage illustrate the universal themes of teenage angst and the quest for identity. All students will recognize a part of themselves in these young people as they ask the quintessential questions: who am I and why am I here? This is the common thread that runs through all of the lessons.

Books of Life

Books of Life is an Aboriginal education-awareness and literacy initiative of the Ontario Teachers' Federation (OTF), funded by the Ontario government's Aboriginal Education Office (AEO). The project seeks to engage teachers in a greater understanding of First Nations, Métis and Inuit (FNMI) communities so they can confidently imbed FNMI themes, topics and perspectives in their teaching.

During the 2011-12 school year, *Books of Life* brought together teachers in schools with high FNMI populations and those in schools with low FNMI populations. Supported by their teachers, students from diverse school populations created books about their lives. Each class chose the theme and form of its *Books of Life* and exchanged their books with students in other schools, enhancing understanding of each other. Large schools were linked with small; rural with urban; northern with southern. The teachers worked with their students to explore who they are, what they value, what they celebrate and how all of our lives are shaped by our cultural and historical contexts. There was a book launch for *Books of Life* at the 2012 Toronto Word on the Street Festival last September.

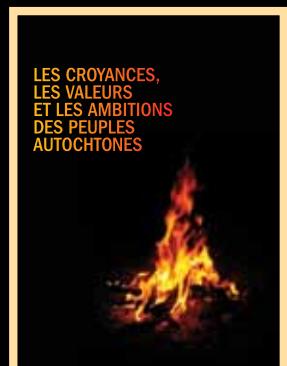
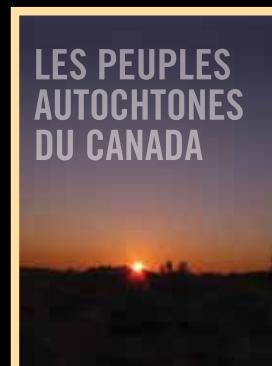
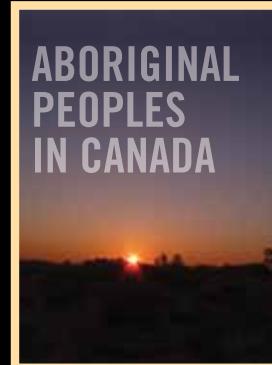
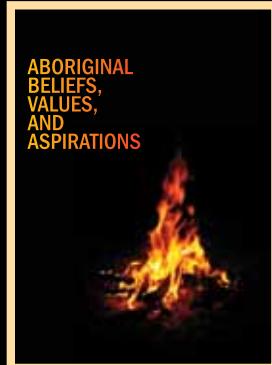
OTF has also created a mini-tutorial to help guide teachers who would like to do their own *Books of Life* projects. The guide is available in PDF form and in plain text on the OTF website at www.otfeo.on.ca/english/pro_booksoflife.php. ☺



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Last word

by Ken Coran, President

Mot de la fin

par Ken Coran, président

Member protection

Fighting for respect on a shifting field of play

Protection des membres

Lutter pour le respect sur un terrain de jeu glissant

Two years ago, in my address to the delegates at our Annual Meeting of the Provincial Assembly (AMPA), I stated, “We can likely expect that our collective bargaining rights, our working conditions, our benefits, our pensions, our rights to organize and to have a voice in our workplaces are going to increasingly come under fire, especially as we get closer to the next provincial and federal elections and the next round of bargaining.” Unfortunately, those predictions materialized.

The Harper Conservatives won a majority government on May 2, 2011 and then proceeded with various pieces of legislation that attacked unions and working people. In short order, the federal government tabled Bill C-38, supposedly an enabling legislation for the 2012 federal budget. Among a litany of other issues, the bill contained a number of measures that unfairly targeted those who access Employment Insurance benefits, severely reduced access for unemployed workers to appeal the denial of benefits and reduced the standard of living for workers everywhere. Through Bill C-377, passed in December 2012, the Harper government imposed new, expensive and time-consuming financial reporting regulations on unions to try to limit our political activity and occupy us with accounting busy work to tie up our resources.

Anti-worker, anti-union and anti-women. No respect.

At the completion of the 2008-2012 bargaining at the provincial level, it was agreed by all of the parties that a defined process had to be developed for future bargaining to ensure it unfolded effectively and appropriately. Despite numerous requests to meet and develop that bargaining process, no progress was made. The die was cast and the rest of my prediction began to unfold.

On October 6, 2011, the Ontario Liberals won a minority government. They unpredictably embarked on an austerity agenda and attack on workers in the education sector in particular. The Minister of Education launched bargaining with the education unions in February 2012 by calling in the leaders. Three bankruptcy lawyers delivered a take-it-or-leave-it offer, stripping our collective agreements. No process, no rules, no consultation. No respect.

Il y a deux ans dans mon allocution aux délégués à notre Réunion annuelle de l'Assemblée provinciale (RAAP), j'ai déclaré : « nous pouvons nous attendre à ce que nos droits de négociation collective, nos conditions de travail, nos avantages sociaux, nos pensions, nos droits de syndicalisation et d'avoir notre mot à dire dans nos milieux de travail seront de plus en plus attaqués, surtout à l'approche des prochaines élections provinciales et fédérales et de la prochaine ronde de négociation ». Malheureusement, ces prédictions se sont matérialisées.

Les Conservateurs de Harper ont remporté un gouvernement majoritaire le 2 mai 2011 et, par la suite, ont déposé plusieurs textes législatifs attaquant les syndicats et les travailleuses et travailleurs. En peu de temps, le gouvernement fédéral a déposé la Loi C-38, soi-disant une loi d'habilitation pour le Budget fédéral 2012. Parmi une litanie d'autres questions, la loi contenait un nombre de mesures qui visaient injustement ceux qui bénéficient des prestations d'assurance-emploi, limitaient considérablement les possibilités des travailleuses et travailleurs sans emploi d'en appeler en cas de refus de prestations et affaiblissaient le niveau de vie des travailleuses et travailleurs partout au pays. Avec la Loi C-377, adoptée en décembre 2012, le gouvernement Harper a imposé de nouveaux règlements concernant la divulgation de l'information financière de la part des syndicats qui s'avèrent coûteux en argent et en temps et qui avaient pour but d'essayer de limiter notre activité politique et d'occuper notre temps à des tâches comptables accaparant ainsi nos ressources.

Antitravailleur, antisyndicat et antifemme. Aucun respect.

À la fin des négociations de 2008-2012 au niveau provincial, toutes les parties ont convenu qu'il était nécessaire d'établir un processus défini pour la négociation à venir afin de garantir qu'elle se déroule de manière efficace et appropriée. En dépit de nombreuses demandes de rencontrer et de définir ce processus de négociation, aucun progrès n'a été enregistré. Les dés étaient joués et le reste de ma prévision s'est révélé.

Le 6 octobre 2011, les Libéraux de l'Ontario ont formé un gouvernement minoritaire. De façon imprévisible, ils ont

LAST WORD CONTINUED

The situation deteriorated when our attempts to establish an acceptable, transparent bargaining process were thwarted with the passage of Bill 115 in September 2012 with its limitations on free collective bargaining, as well as the imposition of terms and conditions on our members in January 2013. No process, no rules, no consultation. No respect, and no consideration of the impact on students.

Meanwhile, Tim Hudak and his Tories, preparing for a potential election, released a series of white papers clearly outlining their plan to turn Ontario into a right-to-work province with gutted labour laws.

Developing and implementing a flexible communications plan and demonstrating support for positions through political action are crucial.

OSSTF/FEESO has been trying to establish a process in a constantly changing political environment that has produced uncertainty and difficulty. In the mix has been an anti-union federal government, a minority provincial government, an opposition party taking a sharp turn to the right, a prorogued legislature, a resignation by the Premier and a subsequent Liberal leadership race. Meanwhile, members want stability and predictability to form the basis of their working lives but for the past year, without a defined bargaining process, they have instead had to deal with exactly the opposite.

No matter where we go from here or where we end up, bargaining has changed. Bargaining, communications and political action are now synonymous. They are a package and we separate them at our peril. The skyrocketing use of social media to share information immediately and to influence others' opinions places unique demands on bargaining when there is a process, let alone when there is not. Nothing is confidential any more and there is no time for analysis or comparison or appropriate sharing of information before 140 characters and a plethora of "followers" take over.

Bargaining in the education sector is no longer about two teams in a room hammering out a deal and not emerging until it is done. Bargaining is now a complex, public and closely scrutinized exercise. Laying the foundation with stakeholders at all levels, developing and implementing a flexible communications plan and demonstrating support for positions through political action are crucial. The only guarantee in this ever-changing environment is that without a defined process to start with, there are no guarantees. ☺

MOT DE LA FIN SUITE

entrepris des mesures d'austérité et ont lancé une offensive contre les travailleuses et travailleurs, notamment ceux du secteur de l'éducation. En février 2012, la ministre de l'Éducation a entamé les négociations avec les syndicats en éducation en convoquant les dirigeants. Trois avocats spécialistes des faillites leur ont présenté une offre « à prendre ou à laisser » amputant nos conventions collectives. Aucun processus, aucune règle, aucune consultation. Aucun respect.

La situation s'est détériorée quand nos tentatives d'établir un processus de négociation acceptable et transparent ont été contrecarrées après l'adoption de la Loi 115 en septembre 2012 limitant la libre négociation collective et imposant également des conditions à nos membres en janvier 2013. Aucun processus, aucune règle, aucune consultation. Aucun respect et aucune considération donnée à l'impact sur les élèves.

Dans l'intervalle, Tim Hudak et ses Conservateurs, alors qu'ils se préparaient à une élection potentielle, ont publié une série de livres blancs décrivant leur programme sur la manière de faire de l'Ontario une province du droit au travail vidée de ses lois du travail.

OSSTF/FEESO a tenté d'établir un processus dans un environnement politique changeant constamment qui a généré incertitude et difficulté. Dans la masse, on a eu un gouvernement fédéral antisyndical, un gouvernement provincial minoritaire, un parti d'opposition qui a fait un virage radical à droite, une législature prorogée, la résignation du premier ministre provincial et une course à la direction du Parti libéral. Pendant ce temps, les membres veulent que la stabilité et la prédictibilité forment la base de leur vie professionnelle, mais depuis un an, sans qu'il y ait un processus défini de négociation, ce à quoi ils ont dû faire face, est tout à fait le contraire.

Peu importe où nous nous dirigeons à partir de maintenant ou où nous allons nous retrouver, négocier n'est plus pareil. La négociation, les communications et l'action politique sont désormais synonymes. Elles forment un tout et si nous les séparons, c'est à nos risques et périls. La montée en flèche de l'utilisation des médias sociaux pour partager immédiatement de l'information et pour influencer l'opinion des autres impose des contraintes uniques à la négociation lorsqu'il y a un processus, alors imaginez quand il n'y en a pas. Plus rien n'est confidentiel et il n'y a plus de temps pour l'analyse ou la comparaison ou pour partager l'information comme il se doit avant que 140 caractères et une profusion « d'adeptes » prennent le dessus.

La négociation dans le secteur de l'éducation, ce n'est plus deux équipes dans une salle tentant de conclure une entente et qui ne sortent que lorsqu'ils ont trouvé une solution. La négociation est à présent un exercice complexe, public et scruté à la loupe. Établir les bases avec les parties à tous les niveaux, élaborer et mettre en œuvre un plan de communication et faire preuve de soutien en faveur de positions par le biais de l'action politique sont essentiels. La seule garantie dans cet environnement en constante évolution est que si dès le départ on n'a pas de processus défini, il n'y a pas de garanties. ☺

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