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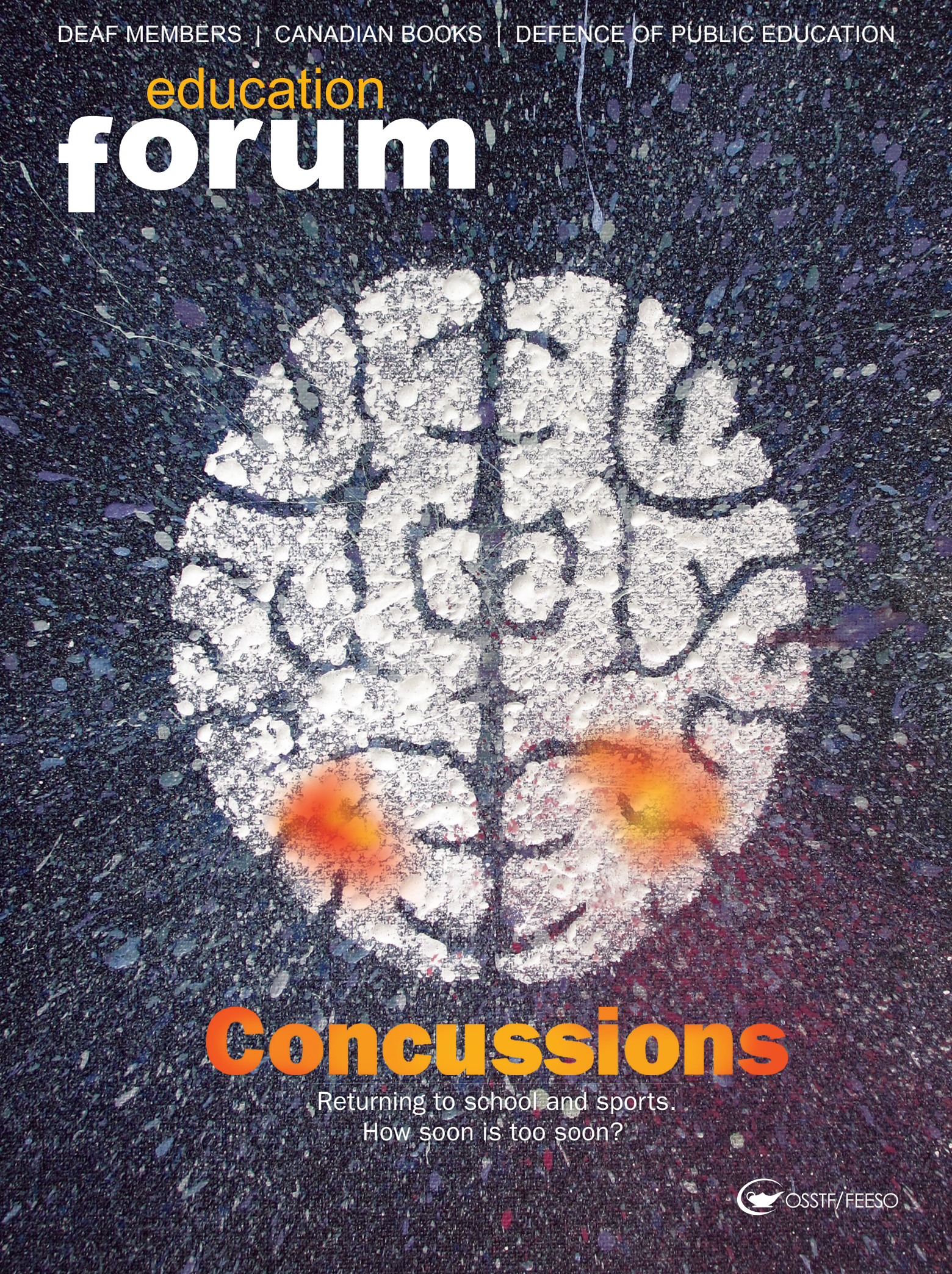
# education forum



# Concussions

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fall 2015, vol. 42, issue 1

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# The brave new world of publishing

## Education-Forum.ca is live and online


On my first day of my first year of journalism school, my classmates and I were ushered into the newsroom. It was filled with electric typewriters. That year, every story we wrote was banged out on those loud, clacking machines. They were edited in red pen, re-typed, and then hand delivered to the local printing press to be typeset.

Likewise, we developed all our photographs on black and white film which we hand developed and then printed. After cropping them with grease pencils, these too were hand delivered to the printing press where they were rasterized into half-tones.

On the first day of my second year of journalism school, our newsroom had changed. Typewriters were replaced with IBM workstations and we were introduced to a new process: desktop publishing! And the world of publishing was never the same.

I consider myself lucky to have experienced so many changes in journalism and publishing. I believe that I've owned over a dozen continually evolving computers and I've lost track of how many digital cameras. Publishing software seems to flow seamlessly from one program to the next. And it's not just the technology that changes, but the culture of how we share and process information.

I am always surprised by just how surprised I am by new developments. You'd think I'd get used to change by now. But one thing never changes, the excitement that accompanies these changes.

When I took over the editorship of *Education Forum*, of course I wanted to introduce some change. But I never dreamed at how enormous an undertaking it would be to expand the delivery method of the magazine by introducing an online version of the publication. After almost six months of feverish and frantic work by our staff, I am pleased to announce that Education-Forum.ca is now live!

One of the most significant changes in publishing has been where eyes fall, less often on paper, more often on screens. And as much as I hope you visit the home page of Education-Forum.ca, I assume that you'll be more likely to read individual articles on a computer screen, tablet or phone. And you'll probably read that article because someone forwarded it to you through email or more likely through social media. This is the publishing world today! And I hope you engage the process by sharing the articles that you like with others as well. Consider subscribing to our site, liking us on Facebook or following us on Twitter. All three methods will keep you up to date with *Education Forum*.

Now we haven't abandoned paper altogether. We are still distributing issues to workplaces, albeit with fewer copies.

And as always, in all our formats, we will still appreciate your readership and continue to be a progressive voice on public education.

Randy Banderob, Editor | editor@education-forum.ca

# Le nouveau monde de la publication

## Education-Forum.ca est accessible et en ligne

À mes débuts à l'école de journalisme, mes camarades de classe et moi avons été conduits à la salle de rédaction. Elle était remplie de machines à écrire électriques. Cette année-là, chaque article que nous avons rédigé a été tapé sur ces machines bruyantes et claquantes. Ils étaient édités au stylo rouge, dactylographiés de nouveau et ensuite livrés en mains propres à l'imprimerie locale pour être mis en page.

De même, nous développions toutes nos photos sur pellicule noir et blanc manuellement et nous les imprimions ensuite. Après les avoir recadrées au crayon gras, elles étaient aussi livrées en mains propres à l'imprimerie locale où elles étaient converties en demi-teinte.

La première journée de ma deuxième année à l'école de journalisme, notre salle de rédaction avait changé. Les machines à écrire avaient été remplacées par des postes de travail IBM et on nous a présenté un nouveau processus : la microédition! Et le monde de l'édition n'a plus jamais été le même.

Je me considère chanceux d'avoir connu tant de changements en journalisme et en édition. J'estime avoir possédé une douzaine d'ordinateurs qui ne cessaient d'évoluer et je ne sais plus combien d'appareils photo numériques. Les logiciels de publication semblent passer sans problème de l'un à l'autre. Mais les changements ne sont pas seulement technologiques, il y a aussi la culture d'échange et de traitement de l'information

Je suis vraiment étonné de constater mon étonnement devant les évolutions. On pourrait penser qu'aujourd'hui, je suis habitué aux changements. Toutefois, il y a une chose qui ne change pas, c'est la fébrilité qui les accompagne.

Lorsqu'on m'a confié le rôle de rédacteur d'*Education Forum*, je voulais évidemment effectuer des modifications. Mais je n'avais jamais imaginé la tâche titanesque que serait l'expansion du moyen de livraison de la revue en présentant une version électronique de la publication. Après près de six mois de travail effréné effectué par notre personnel, je suis heureux d'annoncer qu'Education-Forum.ca est maintenant accessible! Peut-être l'avez-vous déjà consulté? Peut-être qu'en ce moment, vous lisez ceci sur le site Web?

L'une des modifications les plus importantes dans le domaine de la publication a été l'endroit où les yeux se posent, moins souvent sur le papier et plus souvent sur les écrans. Et tout comme j'espère que vous visiterez la page d'accueil d'Education-Forum.ca, je présume que vous aurez plus tendance à lire les différents articles à partir d'un écran d'ordinateur, d'une tablette ou d'un téléphone. Et vous lirez probablement cet article parce qu'une personne vous l'a envoyé par courriel ou plus vraisemblablement par les médias sociaux. C'est le monde de la publication d'aujourd'hui! Et j'espère que vous participerez au processus en partageant aussi les articles qui vous plaisent avec d'autres. Inscrivez-vous à notre site, aimez-nous sur Facebook ou suivez-nous sur Twitter. Les trois méthodes vous tiendront au courant avec *Education Forum*.

Nous n'avons pas entièrement renoncé à la version papier. Nous distribuons toujours des exemplaires dans les lieux de travail, bien qu'en moins grande quantité.

Et, comme toujours, nous vous sommes reconnaissants de votre lectorat, sous tous nos formats, et continuerons à défendre l'éducation publique de manière progressiste.

Randy Banderob, rédacteur en chef
editor@education-forum.ca

education forum

**Editor** Randy Banderob **Managing Editor/Art Direction & Layout** Ronda Allan **Advertising Co-ordinator** Audrey Bourque **Translation** Diane Saint-Pierre **Member** Canadian Educational Press Association; Education Forum (ISSN 0840-9269) is indexed in the Canadian Education Index and available online in the Canadian business & Current Affairs database from Micromedia Ltd., 20 Victoria Street, Toronto, ON M5C 2N8. Tel. 416-362-5211 **Publisher** Ontario Secondary School Teachers' Federation/Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario, www.osstf.on.ca. Published tri-annually. Advertising rates listed on the OSSTF/FEESO website www.osstf.on.ca or available upon request **Business Manager** Pierre Côté **Advertising Office** Education Forum, 60 Mobile Drive, Toronto, ON M4A 2P3. Tel. 416-751-8300. Fax: 416-751-3394. HST 107800682 RT0001. Although advertisements are screened as carefully as possible, acceptance of an advertisement does not imply OSSTF/FEESO endorsement of the product or service. Advertising contracts are subject to cancellation upon receipt of complaints from members **Subscription Rates** One school or calendar year (3 issues): $15 + HST. Outside Canada: $20. Single or back issues $5 + HST. Outside Canada $6. **Postmaster** Return undelivered copies to 60 Mobile Drive, Toronto, ON M4A 2P3. Canadian publications Mail product Sales Agreement no. 40012523. **Editorial Submissions** Education Forum, 60 Mobile Drive, Toronto, ON M4A 2P3. Tel. 416-751-8300, Toll free 1-800-267-7867; managingeditor@education-forum.ca.

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Canadian Educational Press Association / Association canadienne de la presse éducationnelle

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# Whither Atticus?

## The enduring value of *To Kill a Mockingbird* in the classroom

Artwork: Ronda Allan

If one of the measures of work of art's continuing relevance is its ability to inspire debate, *To Kill a Mockingbird* remains demonstrably current. It is most famous for tackling race, the defining Western societal theme of the past 50 years. It is, then, germane in that way alone. Yet it accomplishes so much more. The recent publication of Harper Lee's *Go Set a Watchman* provides English teachers an occasion to reacquaint themselves with *To Kill a Mockingbird* and the issues and concerns which surround its teaching, and perhaps to, reflect upon their own reasons for including it in, or dismissing it from, their curriculum.

While *To Kill a Mockingbird* remains a staple of many (mostly grade ten) classes, its position in the canon has been much scrutinized. Many newer teachers are reluctant to tackle the novel, bothered or offended by its use of the "N word" or its supposed depiction of the black residents of Maycomb as uni-dimensional, or as diminished or helpless. Perhaps they're simply leery of the reaction of parents (many of whom, alas, have not read the novel). In recent years, school administrations at all levels have been widely known to shrink from any accusation, however ill-informed or wrong-headed, of political incorrectness. *To Kill a Mockingbird*, fifty-five years after its publication, remains hot stuff. Not hot enough for others, however, who regard the novel as only marginally relevant, quaint and insufficiently radical for these prickly times.

Both arguments are tainted with presentism, the tendency to interpret past works through a modern lens, imposing upon them contemporary values and sensibilities. Highly fashionable in academia for decades, where, too often, the "critical thinking" so heartily encouraged by Ministry documents is mistaken for—if not replaced by—simplistic fault-finding and smug dismissal. Context—historical, cultural and socio-political—falls sad victim to the apparent desire to offer what passes for bold new thought, but which too often lacks depth, breadth, substance or nuance.

*Go Set a Watchman*, a previously unpublished pre-Mockingbird draft, raised many an eyebrow with its depiction of Atticus Finch as a died-in-the-wool Southern racist, questioning Scout's support for "them." This, oddly, has resulted in a divided reaction in line with that outlined above. It has cemented certain readers' (and teachers') belief in Mockingbird's Atticus as the perfect man, the saintly idealist. (This can possibly be attributed to narrative technique; Atticus is seen through the eyes of an adoring daughter, as well as through the nostalgic mists of time.) Conversely, it seems to have inspired others to detect racist—or at least unenlightened—tendencies in his words and actions. For example, Atticus, they suggest, is hardly a heroic liberator. He does not openly volunteer to defend Tom Robinson, but must be appointed, and he accepts the role only grudgingly. Both arguments, while attractive, are superficial. Atticus is a much more complex character than either the cardboard hero or the closet racist. Fa-

mously reclusive, Harper Lee has been loathe to expand on her authorial intentions, and has demonstrated wisdom in her refusal to wade into the discussion. (The extent to which she is able, at this late date, is at issue also.) It is, then, up to us, as educators, to detect the core value of this remarkable novel.

Both admirers and critics might consider that Mockingbird does not seek to promote culture-shaking revolution, but rather to capture the first, tentative steps toward racial justice taken by a man very much of his time and place. Atticus possesses the courage to inch, and then to step, away from the entrenched racist tradition within which he was raised. Also, Atticus has not only the reputation and sanctity of his age-old family name to consider, but the safety of his children as well. His reluctance, then, is a deeply real and human response. Further, he observes the racism in his community from a widening perspective, and, rather than leaping to righteous condemnation, attempts to understand and explain its roots, the better to undertake its defeat. He quietly suffers his sister Alexandra's smug patronizing, but counteracts her suggestions. He is outspoken in his distaste for the boorish. As he pointedly instructs, only "trash" use the "N word." The Finch children observe these early explorations of the complexities of race relations, and learn well. As we discover in *Go Set a Watchman*, Scout grows to fulfill this new, more enlightened awareness more fully (as I prefer to see her older brother Jem doing, as an activist civil rights lawyer, rather than dying young, as he does in the "new" novel).

Education gained through experience, Harper Lee insists, can overcome ignorance. Lee approaches touchy and disturbing realities gently but not squeamishly. Students are right to cringe, as Atticus does, when they encounter racist patter, or, indeed, any act of thoughtless abuse.

Those who deride the novel for its supposed quaintness are advised to consider the deft handling of the murder of Tom Robinson. After his conviction (the absurdity of which is openly demonstrated), Tom, as the official story goes, is shot as he attempts to escape prison. Lee carefully weaves the simple fact of his having been shot seventeen times with the previous lynch mob scene. Young readers follow the threads to discover the horrid truth. In her lack of stridency she not only demonstrates respect for her readers, but also delivers a thunderous judgement. However subtle she may be, Harper Lee is not afraid to point fingers or to swing from the floor at the mad dogs among us.

It is true, though, that the world has surely changed. Not as much as we would like to think, however, and thus *To Kill a Mockingbird* remains powerfully contemporary. We see this as young African American and Canadian men die in the streets, as the debates surrounding immigrants and refugees rage, as the Truth and Reconciliation process continues and as the xenophobic rantings of Donald Trump garner headlines, revealing the residual effects of centuries of institutionalized racism. But, as mentioned earlier, *To Kill a Mockingbird* ventures beyond race; its embrace envelopes gender identity issues and, indeed, includes all those affected by ignorance and narrow-mindedness: the dispossessed, the outliers and fringe-dwellers, those for whom the world is too often a callous and frightening place.

*To Kill a Mockingbird* was not written to be taught. As she laboured, Harper Lee could not have known her masterpiece would become, and rightly remain, a foundational text. To be sure, it is not a treatise on race relations in the twenty-first century, and, possibly, the black characters are as uni-dimensional as, clearly, the white characters are to them. Certainly there are more modern takes on the issues from more diverse voices, and, by all means, students should read them, but few can match the sheer scope of Lee's humanity. Those who would trumpet Mockingbird as the final word on the subject, or who would dismiss it as insufficiently radical for their more modern sensibilities or who would seek to downplay its importance to the furtherance of racial equality, might consider that, perhaps, rather than perching atop a soapbox or pulpit, Harper Lee chose to explore, in an intimate, balanced manner, the humble and resoundingly real beginnings of social change. To relegate *To Kill a Mockingbird* to the end of the class bookshelf is to deny readers an opportunity to experience the moving depiction of humanity struggling to evolve, and it is this that remains its enduring lesson.

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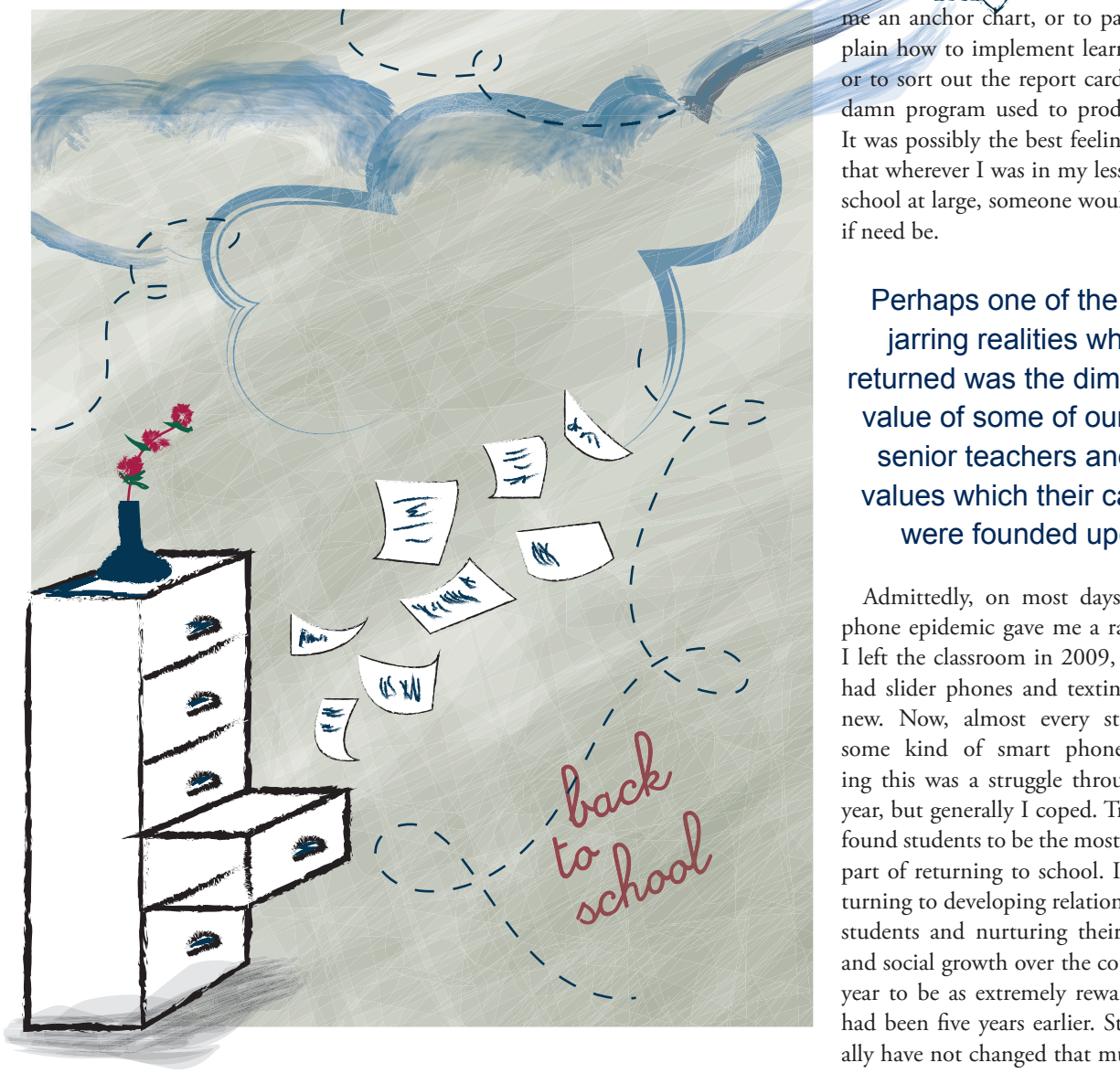
Andrew Milner teaches English at Lakefield District Secondary School.

# The kids are still alright

## Returning to the classroom after a five-year hiatus




Artwork: Kristina Ferorelli

In September of 2014, I returned to Kenner Collegiate in Peterborough, the school I had left five years earlier to become a federation release officer in District 14, Kawartha Pine Ridge. I decided that it was necessary to return to fully appreciate the changes that had taken place over that time and to share the experience of all the teachers who had endured the tumultuous reshaping of the 21st century classroom.

What had changed in five years? How would I adjust and cope? Who could I rely upon for support? I knew some of the staff, but none of the students. As the local vice president, I had consulted with teachers on new technologies, assessment practices, and report cards, but I never had to use them. Growing Success and Smart Boards were just creeping into the school when I left; now I had to immerse myself in this Brave New World of teaching. Would my return be equally dystopian?

From my first day back when I was preparing for the students' arrival, my colleagues were my greatest support and resource. I could not have managed without someone to step in and save me from a technological disaster, to lend me an anchor chart, or to patiently explain how to implement learning goals, or to sort out the report cards, and the damn program used to produce them. It was possibly the best feeling to know that wherever I was in my lesson, or the school at large, someone would be there if need be.

> Perhaps one of the most jarring realities when I returned was the diminished value of some of our most senior teachers and the values which their careers were founded upon.

Admittedly, on most days, the cell-phone epidemic gave me a rash. When I left the classroom in 2009, some kids had slider phones and texting was still new. Now, almost every student has some kind of smart phone. Managing this was a struggle throughout the year, but generally I coped. Truthfully, I found students to be the most rewarding part of returning to school. I found returning to developing relationships with students and nurturing their academic and social growth over the course of the year to be as extremely rewarding as it had been five years earlier. Students really have not changed that much; it was the teachers and teaching that had experienced most of the changes.

I originally had entered the teaching profession as a young adult back in the 1990s hoping to one day become the master teacher like those who had mentored me. I deliberately chose older staff members to emulate for their professionalism and expertise, but as a young teacher I was also expected to develop my own materials and prove myself. It was the established culture that you earned your way. It was also expected that over time you would become a master of a curriculum area or particu-

lar program and eventually be rewarded for it. Teachers who were department heads or lead teachers had earned the position by dedicating themselves for decade or more. Perhaps one of the most jarring realities when I returned was the diminished value of some of our most senior teachers and the values which their careers were founded upon. Professionalism, independence and autonomy are certainly under attack in our 21st century classroom. If I had not clearly noticed the shift before I left to do federation work, I certainly was fully aware when I returned.

Lead Teachers and Department Heads are no longer exclusively the more seasoned and respected teachers in the building. This has dramatically changed the school and staff culture. In some cases it has allowed schools to adapt to change more quickly, but it has also created a divide within our staff which I found troubling. Due to the multitude of initiatives, a paradigm shift in management philosophy has made leadership positions into shorter terms open to complicated competitions. A division in our ranks is emerging. Leadership positions are sought by younger and newer teachers hoping for a toehold of job security in the profession and declined by seasoned teachers with expertise but less patience with the revolving door of initiatives. These initiatives and changes are driven by data, smart goals, new curriculum, literacy scores, numeracy scores, climate surveys, graduation rates and whatever else can be measured. Older teachers are exhausted trying to navigate the winds of change and the shifting sands of expectation. Younger teachers are given no choice but to buy in, and engage with whatever new initiative is coming down the pipe without having the experience to properly judge how best to implement them. The division between these two teacher roles is a challenge for our membership, and one which we need to work on so that we remain united on causes which benefit the entire profession.

I have also observed how declining enrollment has compounded the divide between newer teachers and more seasoned ones. Where it was once possible for a young teacher to expect to pay their dues and to one day master a program or a curriculum area, today we are all forced to teach more and more out of our area of specialization. Teachers are taking on multiple preps, working in two or three different departments, and sometimes teaching a variety of levels and courses in one period. Lead teachers in most cases are responsible for a number of curriculum areas. Teachers' expertise, experience, depth and wisdom are being passed over due to managerial necessity. We are forced to be spread so thin, that many new teachers have never experienced the joy of teaching subjects with a sense of mastery that was once common in all of our schools. This has weakened our sense of resolve when ministry or management changes are proposed. It has made it harder to respectfully challenge or expect sober second thought when new initiatives are announced.

A division in our ranks is emerging. Leadership positions are sought by younger and newer teachers hoping for a toehold of job security in the profession and declined by seasoned teachers with expertise but less patience with the revolving door of initiatives.

Fortunately, what I witnessed in returning to the classroom was a level of collaboration and teamwork which has become both a necessity and a tremendous strength. Perhaps it is due to the demanding changes in curriculum delivery, but there has never been a better time for teacher collaboration. Teachers collaborate with the use of technology, sharing resources, problem solving and finding tools to deliver engaging lessons or experiences for our students. What could be a better lesson for our students?

So what's it like to be back?

After a year, I am still working on a full answer. I do believe that as education workers we play an important role in communicating what these students need. We try to prepare them for an uncertain future, arm them with necessary skills, and nurture them through this important stage of life. Thankfully this has not changed. What definitely has not changed is that in my school (and I presume all schools across the province) students still look to up to their teachers and their education workers, expecting their help to learn and to prepare for a full and productive adult life.

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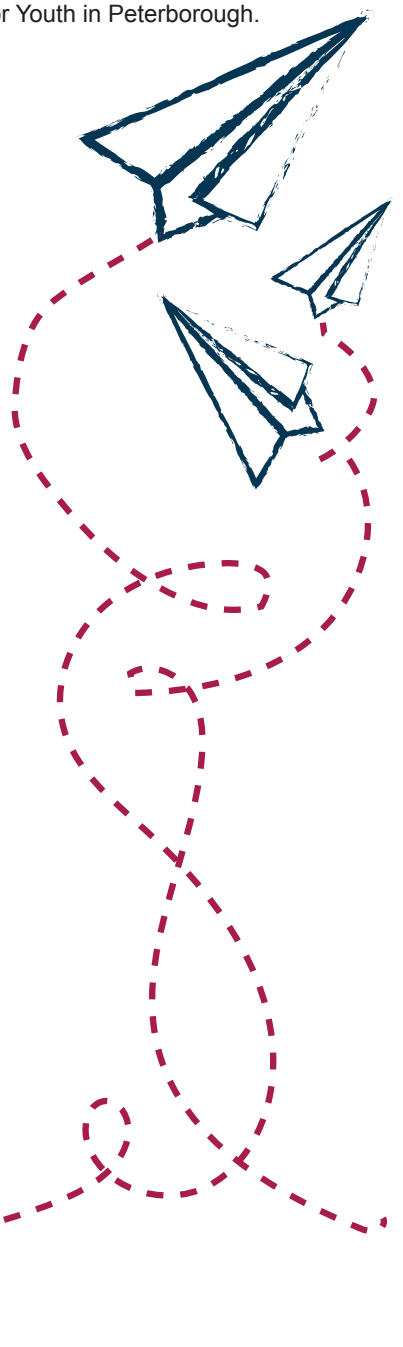
Dave Warda is a teacher at Park Place for Youth in Peterborough.



# Deaf members in the workplace

## Breaking the barriers

Artwork: Kristina Ferorelli (Source: Shutterstock)

As the AODA (*The Accessibility for Ontarians with Disabilities Act*, 2005) celebrates its tenth anniversary, there is evidence that most people in the province have an increased awareness of the issues of barriers to access encountered by people with disabilities in many aspects of their daily lives. There is, however, still a significant gap in awareness as many people still focus on the physical/mobility considerations of the disability experience. Accessibility is much more than ramps and elevators.

For people who are Deaf, specifically those who are culturally Deaf and use American Sign Language (ASL) to communicate, the primary barrier to access is spoken English. OSSTF/FEESO has taken significant steps to remove these barriers to our Deaf colleagues and this article is intended to help each of us do our part to increase our understanding of accessibility in broader terms, and to offer tips and suggestions on how you can do your part to ensure all our brothers and sisters, including those who are Deaf, can have better access to information in all aspects of our work and interactions together.

Members who are Deaf communicate with each other using ASL, whether they are at work, at school or at meeting. In 1980 Dennis Cokely and Charlotte Baker, both academics and advocates of Deaf Culture, realized "that not all deaf people use American Sign Language to communicate. However, those deaf people who do use ASL share a language bond that unites them as part of the Deaf community."

When Deaf people are with other members of the Deaf community, the concept of disability disappears, as everyone communicates with ease and comfort. When a Deaf person is at work with hearing colleagues, or at a meeting, or is out in public where people communicate by speaking to one another, that is where barriers emerge. Information becomes difficult to share between hearing and Deaf people, mostly because hearing people who do not know ASL freeze or panic or simply give up trying to communicate because it is perceived to be too difficult or strange. Sometimes this happens without people even realizing that they are excluding Deaf people from engaging and participating.

So what can you do?

For the most basic, one-on-one interaction, these easy actions will work reasonably well.

Look directly at the Deaf person; speak in a normal manner (without exaggerated mouth movements). Many Deaf people can lip read a little bit, so that may be enough to get the message across. But be aware that lip reading is very difficult, and anything more than a short, simple message may not be clear. Sometimes basic gestures work to fill in the gaps; some pantomimes may help. But if you're still not able to make yourself clear to your colleague, what's next?

Use a pen and write your message on a piece of paper (a table napkin, your hand, whatever you have available).

Written communication goes much further than only speaking and ges-

You show your Deaf colleague an enormous amount of respect when you take the time and effort to ensure your message is clear and understood.

turing. Yes, it takes time and hearing people are used to being able to communicate quickly when speaking to each other, especially while doing other things at the same time. You show your Deaf colleague an enormous amount of respect when you take the time and effort to ensure your message is clear and understood. You'll likely garner a great deal of respect and appreciation in return.

Time-saving tip: We all carry some sort of mobile device now, so use it to communicate with your Deaf colleague. You don't have to send them the text, but keying out your message on your phone or tablet will make what you want to say quickly visible and that's the most important point.

When opportunities to communicate take on greater significance, these simple methods will be insufficient. For situations such as meetings or interviews, you will need other strategies and resources. In situations like staff meetings or performance appraisals, hiring the services of ASL interpreters will allow staff and management to all engage with one another and share important information equally and this is to the benefit of everyone. ASL interpreters hear the spoken messages of the people communicating using spoken English and interpret those messages into ASL. When Deaf members participate in conversations, ask questions or make presentation to the larger group, their ASL comments are interpreted into English so everyone can understand their contributions also. This is the most equitable form of making larger group interactions accessible. Writing notes or using texting devices cannot possibly capture all of the information clearly. If the information is important enough to require having a meeting, then it is important enough to require accommodation services of interpreters to be arranged.

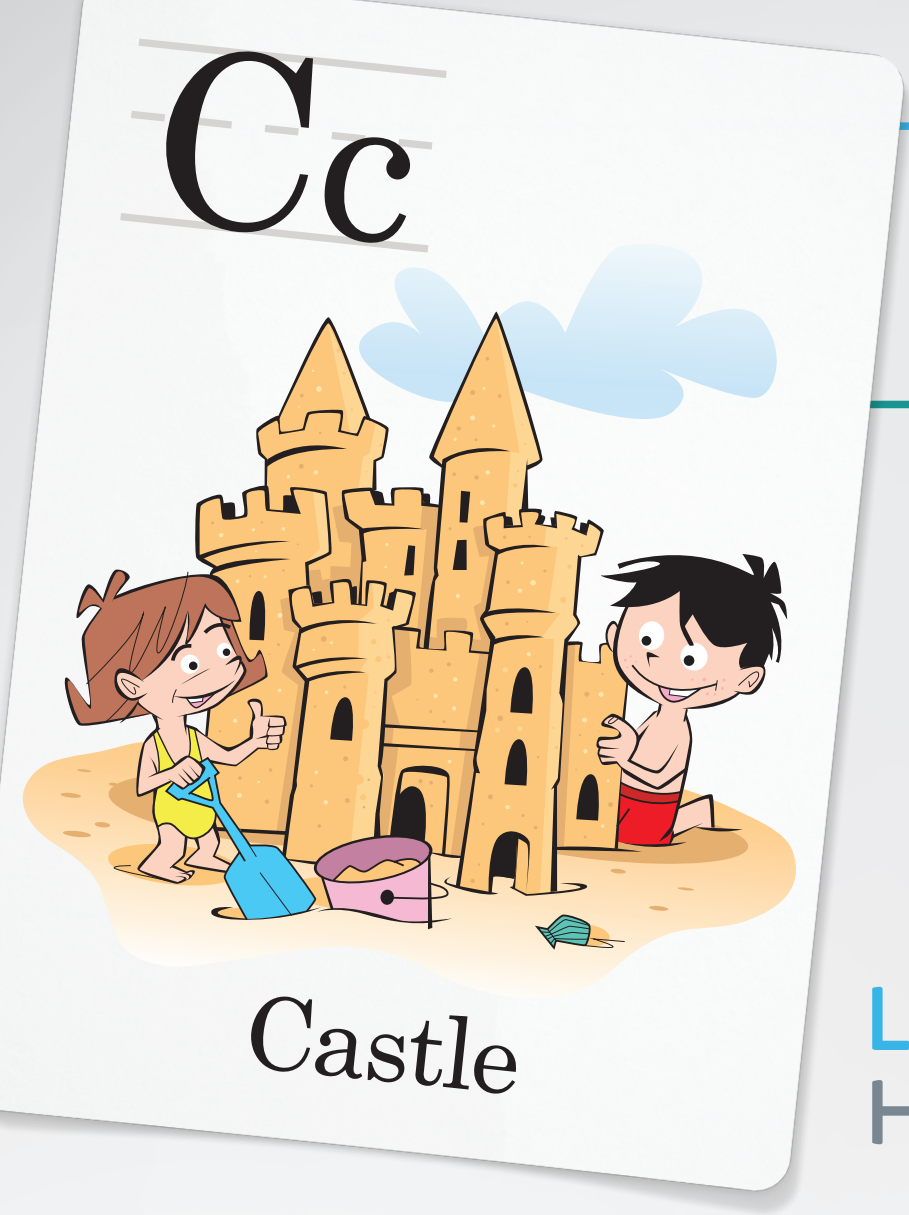
In some situations such as large scale presentations it may also be advantageous to hire CART (Communication Access Real Time) captioning services. A CART writer uses a stenograph machine and a computer with translation software. They key in the spoken messages which then are projected on a screen in written English for everyone to see. This service can be a great benefit to everyone in the room and is often especially appreciated by people who may be losing their hearing as a result of the aging process. Often people are unaware that they have a minor hearing loss even while they struggle to capture all the information being presented. Frankly, when CART services are provided, everyone in the room usually finds it a great asset to be able to look at the screen to see what they missed because someone was talking, or made a noise that blocked out the speaker.

Often CART services and ASL interpreting services are used together at meetings to ensure everyone is able to receive the information in a way that is most useful to them. CART services may be inadequate for culturally Deaf people because their signed messages cannot be understood by the rest of the group, and ASL interpreting would be inappropriate for people who are losing their hearing because, like most of the rest of us, they don't know American Sign Language.

Both ASL interpreting and CART services have financial costs associated with them. This means that schools, school boards, and the union have an obligation to plan for those costs and include them into their budgeting process. When arranging and implementing such services, it is important to remember that their purpose is not to help Deaf workers to participate, but to facilitate communication between both hearing and Deaf workers.


Sources:
www.start-american-sign-language.com/deaf-community.html

Giulio Schincariol is a teacher in District 30, Provincial School Authority Teachers (PSAT).

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Hyena in Petticoats
The Story of Suffragette Nellie McClung
A Graphic Novel by Willow Dawson
THE SISTERS BROTHERS
A NOVEL BY PATRICK DEWITT
CANADA READS 2009 SELECTION
radio one
FRUIT
a novel about a boy and his nipples
BRIAN FRANCIS
Come, Thou Tortoise
JESSICA GRANT
There are things I cannot say in any voice
MAD MISS MIMIC
a novel
SARAH HENSTRA
SUSAN JUBY
Alice, I think.
A Novel
TAMAI KOBAYASHI
Prairie Ostrich
a novel
"A dreamy, tender elegy."
MIRIAM TOEWS
ALL THE BROKEN THINGS
A NOVEL
KATHRYN KUITENBROUWER
Doretta Lau
How does a single blade of grass thank the sun?
Stories
The Wondrous Woo
a novel by Carrianne Leung
STATION ELEVEN
A NOVEL
EMILY ST. JOHN MANDEL
Monoceros
a novel by Suzette Mayr
WHEN EVERYTHING FEELS LIKE THE MOVIES
RAZIEL REID
Eden Robinson
Monkey Beach
THE NATIONAL BESTSELLER
GIRL RUNNER
CARRIE SNYDER
Lemon
A NOVEL BY CORDELIA STRUBE
THE lesser BLESSED
a novel
RICHARD VAN CAMP
and also sharks
stories by
jessica westhead

# Canadian books for high school readers

## Refreshing your English course syllabus

By Kerry Clare

Artwork: Audrey Bourque

In late 2014, the writer Natalee Caple penned the manifesto, "Why I Teach Brand New CanLit," (qwfwrites.wordpress.com/2014/09/24/why-i-teach-brand-new-canlit-by-natalee-caple) inspiring other Canadian university teachers to freshen up their syllabi. The reasons to do such a thing are plentiful, as she went out on to illustrate, chief among them: the work is more relevant to students' lives; authors are alive and perhaps available for class talks; students have no choice but to be original in their responses, and reading brand new CanLit reinforces "Canadian culture...as real and ongoing, lively, diverse and present."

Each of these reasons is applicable to high school classes as well, and to that end, I've curated a diverse list of 25 new or recent Canadian fiction titles that belong on secondary school reading lists. Because while we are fortunate to have Margaret Laurence as our literary foremother, there is more to CanLit than *The Stone Angel*—as this list makes abundantly clear.

**Circle of Stones, by Suzanne Alyssa Andrew**

Andrew's debut novel is actually a collection of linked short stories, rich with action and intrigue. When art student Nik's eccentric girlfriend Jennifer disappears, he embarks upon a cross-country trip to find her, encountering characters along the way who take up the narrative like a baton and bring the novel into their own points of view. Gritty and fast-paced with beautiful prose, *Circle of Stones* will evoke conversations about the fragmentation of stories and multiple perspectives.

**Just Pretending, by Lisa Bird-Wilson**

Métis writer Bird-Wilson's debut collection was shortlisted for the Danuta Gleed Award, and took home four prizes at the 2014 Saskatchewan Book Awards. Several stories in this diverse collection would resonate with young readers. Bird-Wilson's portrayal of lives on the margins of family and society in general testify to the power of story.

**Louis Riel, by Chester Brown**

Graphic novels are great tools because they offer students the illusion that they're getting a break, appeal to the text-averse, and offer a whole new way of looking at narrative. Brown's award-winning book tells the story of the charismatic, and perhaps mad, nineteenth-century Métis leader whose struggle to win rights for his people led to violent rebellion on the nation's western frontier.

**In Calamity's Wake, by Natalee Caple**

It seems fitting to include one of Caple's own books, a western about one girl's search across the Badlands of the American West in the 1880s in search of her mother, who happens to be the notorious Calamity Jane. The novel is remarkable in structure, comprising flash fiction, poetry, excerpts from dime store novels, and written-down oral tales. Critics say this is Caple's answer to Michael Ondaatje's *The Collected Works of Billy the Kid*.

**How You Were Born, by Kate Cayley**

Cayley, who has won awards for her YA fiction, her poetry and her playwriting, continued her success with her debut story collection, which won the 2015 Trillium Book Award. Alice Munro comparisons abound for short story writers, but the comparison here is fitting—of particular note is the fantastic, haunting coming-of-age tale, "The Summer the Neighbours Were Nazis."

**Two Generals, by Scott Chantler**

Chantler's graphic memoir tells the story of WWII from the perspective of the author's grandfather. The *Toronto Star* called this one "Our top pick [for] Remembrance Day, not for its novel mix of format and subject but for its stunning success in bringing home the real foot soldier's experience...."

**The Antagonist, by Lynn Coady**

One book later, the amazing Lynn Coady would win the Scotiabank Giller Prize for *Hellgoing*, but I think *The Antagonist* still stands out as the high point of her career so far. It's the story of a jock growing up in a small town, his size and strength coming to define the person he is. It's an examination of violence and masculinity, and of the gulf between the ways we construct ourselves and how we are ultimately seen.

**Hyena In Petticoats, by Willow Dawson**

Nearly 100 years after (some) Canadian women began receiving the right to vote, this biography of suffragist Nellie McClung in graphic form is particularly timely. This title is recommended for teen readers who are interested in feminism, Canadian history or great comic art. There is nothing musty or dusty about this history.

**The Sisters Brothers, by Patrick DeWitt**

Violent and gory, not a novel for the faint of heart, DeWitt's *The Sisters Brothers* won nearly every award going when it was published in 2011. "Patrick DeWitt doffs his hat to the classic Western, and then transforms it into a comic tour-de-force with an unforgettable narrative voice that captures all the absurdity, melancholy, and grit of the West—and of these two brothers, bound to each other by blood and scars and love."

**Fruit, by Brian Francis**

In the 2009 Canada Reads Competition, Francis's first novel came so close to beating Lawrence Hill's *The Book of Negroes*. It's the coming-of-age story of a young boy whose nipples, yes, just happen to talk to him. Though don't let that slight absurdity take away the fact that this is a terrific novel about growing up different and the courage it takes to be one's self in the world.

**Come Thou Tortoise, by Jessica Grant**

And speaking of misfits, there is Audrey, fittingly nicknamed Oddly, whose challenges in the IQ department are supplemented by the wisdom of her pet tortoise, Winnifred. Darkly funny and ever-curious, and featuring a wacky road trip, this novel cements Jessica Grant as one of the stars of Newfoundland's writing scene, and CanLit in general.

**Mad Miss Mimic, by Sarah Henstra**

This title was published in the spring to great reviews, a YA title with great crossover appeal whose substance is underlined by Henstra's "day job" as an English Literature professor at Ryerson University. There is a bomb-plot, and a love-plot, and Shannon Ozirny in the *Globe and Mail* called this one "the perfect beach read for that teen who got an A in History (and would rather stay inside watching Downton Abbey than go to the beach in the first place)."

**Alice, I Think, by Susan Juby**

Juby has become established as a writer of YA fiction, but her smart and funny books have always appealed to older readers as well. This one, her first novel, is about another misfit character. Part Holden Caulfield, part Adrian Mole, Alice has been traumatized by years of homeschooling and is now about to brave the wilds of high school in small town BC.

**Prairie Ostrich, by Tamai Kobayashi**

Kobayashi's debut novel about a young

Japanese-Canadian girl growing up on the prairies in the 1970s helped earn her the Dayne Ogilvie Prize for LGBT Writers in 2014. Egg's parents are still traumatized by their World War Two experiences, are grieving the loss of their son, and don't know what to make of their elder daughter's romantic relationship with a local girl. Egg doesn't understand the disarray she is witness to, and seeks solace in books at the library.

### All the Broken Things, by Kathryn Kuitenbrouwer

Recently nominated for the Toronto Book Award, Kuitenbrouwer's third novel is about bear wrestling, Vietnamese boat people, CNE freak shows, and the production and effects of Agent Orange. It has a mythic quality as its young protagonist navigates the streets of 1970s Toronto (and the wilds of its High Park) in order to slay metaphoric dragons.

### How Does a Single Blade of Grass Thank the Sun, by Doretta Lau

The title story, "How Does a Single Blade of Grass Thank the Sun?" is about a group of Chinese-Canadian young people in Vancouver who repurpose racist language and stereotypes for their own devices. So smart, daring and surprising, but most of all funny, I was stirred by its powerful conclusion in which the friends raucously paint over a mural depicting colonial scenes. In her stories, Lau picks up where the vandals left off, portraying the experiences of Asian-Canadians but not in the ways in which we're most familiar.

### The Wondrous Woo, by Carrianne Leung

Shortlisted for the 2014 Toronto Book Awards, Leung's debut is the story of Miramar Woo, the quintessential Chinese girl—at least on the outside. On the inside, she's a kick-ass kung fu heroine with rock star flash, sassy attitude, and an insatiable appetite for adventure. When her family unravels in the aftermath of her father's death, Miramar has to reconcile her separate selves to figure out who she really is—and what she's going to become.

### Station Eleven, by Emily St. John Mandel

This novel was Mandel's breakout hit, an international bestseller, critically acclaimed and recipient of several awards and nominations. Ostensibly the story of a travelling Shakespearean theatre company making their way across a post-apocalyptic North America, it's also about—in its author's words—"friendship, memory, love, celebrity, our obsession with objects, oppressive dinner parties, comic books, and knife-throwing." And fundamentally it's a celebration of the world and life itself.

### Monoceros, by Suzette Mayr

Long-listed for the Scotiabank Giller Prize and winner of the W.O. Mitchell Book Award, Mayr's novel is dark, edgy and tragic, but everything is underpinned with joy. It's the story of a community unravelling after the death of a bullied gay high school student, and the fascinating interconnectivity of everything in life. Also, there are unicorns, a fairy godmother drag queen named Crepe Suzette, and a belching prophet called Jesus.

### When Everything Feels Like the Movies, by Raziel Reid

Reid's novel about a high school misfit who imagines himself as the tabloid star of his own life has itself had a remarkable trajectory. Published by a small press, it went on to win a Governor General's Award for Children's Literature, be maligned as filth and a waste of taxpayer dollars by columnist Barbara Kay, and then become a bestseller as it was a contender in


Artwork: Ronda Allan (Source: Shutterstock)

CBC's Canada Reads in early 2015. It's a difficult book to grapple with, but is worth it for its literary prowess and trickery, and for the authenticity of Jude's point of view.

### Monkey Beach, by Eden Robinson

Nominated for Canada's two biggest literary prizes in 2000, Robinson's novel continues to be celebrated. From the *Globe and Mail*: "Glorious Northern Gothic. Robinson has an artist's eye, and delicately evokes the astonishing natural beauty of the Kitamaat region...behind Lisa's neutral voice is an authorial presence, weaving Haisla and Heiltsuk lore into the fabric of the novel gracefully, but with the quiet determination of an archivist cataloguing a disappearing way of life."

### Girl Runner, by Carrie Snyder

Snyder's third book was inspired by true events—in 1928, female athletes were for the first time permitted to participate in track and field events at the Amsterdam Olympics—and is the story of Aganetha Smart, age 104 and reflecting back on her remarkable life. Snyder's depiction of 1920s Toronto is particularly evocative as is her character's passion for running and speed. This book was nominated for the Rogers Writers' Trust Award for Fiction in 2014.

### Lemon, by Cordelia Strube

Critics tend to compare teenage protagonists to Holden Caulfield as a kind of reflex, but I only bring out the allusion when it really matters. This one, Strube's ninth book, was longlisted for the Giller Prize. Lemon is a misfit in a broken world, and while her situation is a bleak one, it's enlivened by her deadpan voice and her remarkable point of view.

### Lesser Blessed, by Richard Van Camp

Books in Canada noted that with this novel, "Van Camp penetrates the lives of his characters with compassion and empathy, portraying an adolescent world that transcends the fights, drugs, music, and sex that characterize the stereotypical high school experience." First Nations writer Van Camp for two decades has made a name for himself as a remarkable Canadian writer. In 2012, this book (his first) was made into a movie starring Benjamin Bratt.

### And Also Sharks, by Jessica Westhead

Westhead's story collection is as bitter as it is sweet, as is always terrifically funny. She shows there is virtue in understatement, in reserve, in being a misfit. And though her touch is light, her stories aren't—the world through these characters' eyes is the world as it is, and these strange and wonderful characters take it on everyday, brave, weird, and unflinching.

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Kerry Clare is editor of the Canadian books site, 49thShelf.com. Her first novel, Mitzi Bytes, will be published in early 2017.

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# Concussions

## Students returning from a concussion How soon is too soon?

by Liana Brown

According to a report in the *Toronto Star*, young Canadian tennis player Eugenie Bouchard was walking over a freshly mopped floor in a dark training room late after a press conference when she slipped backward, smacking her elbow and head on the tiled floor. The next day she was forced to withdraw from the US Open, her most successful outing in over a year, after being diagnosed with a concussion. Eugenie is one of an estimated 39,000 (110 in 100,000) Canadians who will report suffering a concussion this year, although the actual number is probably higher because concussions tend to be underreported. American studies show that youth (under 20 years) most often sustain a concussion while participating in some sport or recreational activity (30–50 per cent). Activities like football, ice hockey, soccer, bicycling, rugby, basketball, baseball and even playground activities have reportable incidence rates. In high school athletes, the not-so-surprising pattern is that participants in full-contact sports (football, rugby, hockey, lacrosse) have higher rates of concussion than sports in which player-to-player contact is not the focus but frequently occurs (e.g., basketball, soccer, etc.), and that low-contact sports (volleyball, baseball, tennis, etc.) have the lowest rate of concussion. Motor vehicle accidents and falls are the next-most common mechanisms of injury in youth.

Concussion is a form of traumatic brain injury that results from the brain being shaken forcefully. A concussion can come either directly from a blow to the head, or indirectly from a force applied to the body that causes the head to rotate forcefully (e.g. whiplash). These forces cause the brain to quickly compress against one side of the skull and then rebound to the opposite side, leading to potential bruising to the surface of the brain and to the underlying neural tracts connecting different parts of the brain to each other. This initial injury can ignite a series of complex physiological events in which there is a release of the neurotransmitters that permit communication between

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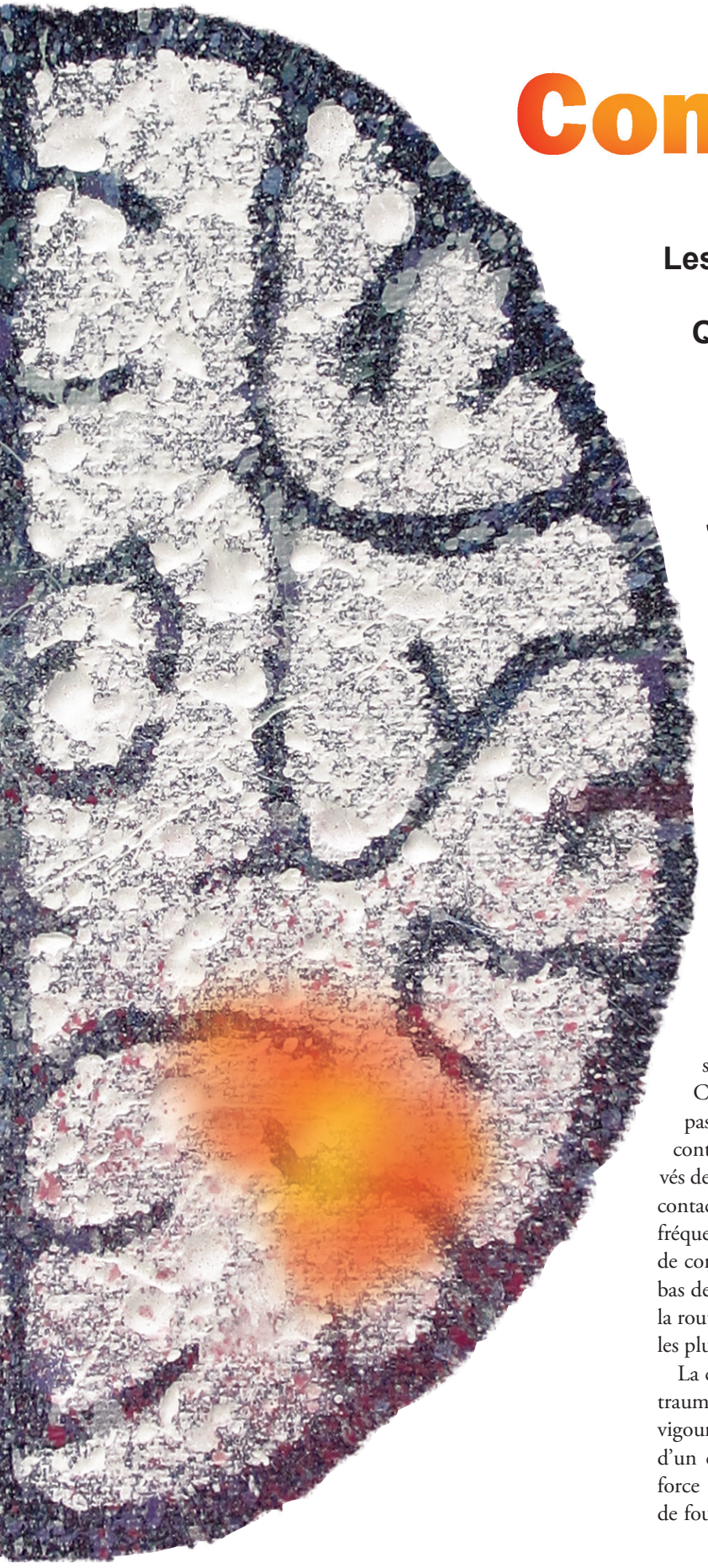
Artwork: Audrey Bourque



# Commotions

## Les élèves qui reviennent après une commotion cérébrale Quand tôt est vraiment trop tôt?

par Liana Brown

Selon un rapport publié dans le *Toronto Star*, alors qu'Eugenie Bouchard, jeune joueuse de tennis canadienne, marchait sur un plancher fraîchement lavé dans une salle d'entraînement sombre, tard après une conférence de presse, est tombée à la renverse, se frappant le coude et la tête sur le plancher carrelé. Le lendemain, elle a été obligée d'abandonner le US Open, sa performance la plus importante depuis plus d'un an après qu'on lui ait diagnostiqué une commotion cérébrale. Eugenie est l'une des près 39 000 Canadiens environ (soit 110 sur 100 000) qui déclareront souffrir d'une commotion cérébrale cette année, bien que le chiffre réel soit probablement plus élevé, car on a tendance à ne pas signaler les commotions cérébrales. Des études américaines démontrent que les jeunes (de moins de 20 ans) subissent le plus souvent une commotion cérébrale alors qu'ils participent à des sports ou à des activités récréatives (30 à 50 pour cent). Les sports comme le football, le hockey sur glace, le soccer, le cyclisme, le rugby, le basket-ball, le baseball et même des activités sur les terrains de jeu ont des taux d'incidence déclarés. Chez les athlètes des écoles secondaires, les données ne sont pas tellement surprenantes : les participants à des sports de contact (football, rugby, hockey, crosse) ont des taux plus élevés de commotion cérébrale que ceux des sports dans lesquels le contact physique entre joueurs n'est pas le point central, mais est fréquent (p. ex., basket-ball, soccer, etc.) et les sports avec peu de contact (volleyball, baseball, tennis, etc.) ont le taux le plus bas de commotions cérébrales. Chez les jeunes, les accidents de la route et les chutes sont les prochains mécanismes de blessures les plus courants.

La commotion cérébrale prend la forme de lésions cérébrales traumatiques provoquées par le fait que le cerveau a été secoué vigoureusement. Une commotion peut résulter directement d'un coup à la tête ou indirectement par l'application d'une force au corps qui fait tourner la tête avec force (p.ex., coup de fouet cervical). Ces forces amènent le cerveau à se compres-

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neurons, a restriction of blood flow, and an increased demand for energy in the form of glucose and oxygen. Altogether, this unusual state forms the physical and functional injury that is associated with the signs and symptoms of concussion.

The majority of concussions[1] are classified as mild injuries because they lead to little or no loss of consciousness. Concussion can be tricky to detect. To start, not everyone who hits the turf hard will suffer the symptoms of concussion. There is no biomarker (blood test or brain imaging technique) that can reliably detect the presence of a concussion, and so assessment continues to depend on symptom reports. The signs and symptoms of concussion may appear immediately or over the first 24 hours. The typical symptoms include any one or more of headache, dizziness, nausea, disorientation and/or confusion, difficulty with balance, fatigue, sensitivity to lights and sounds, difficulty focusing, difficulty with memory, and loss of emotional composure. The presence of any one of these symptoms after a traumatic incident involving the head is sufficient to insist that the child or adolescent break from their current activity, and if the symptoms fail to quickly abate or worsen, or if symptoms appear later in the 24-hour window, then immediate medical attention should be sought. These symptoms are typically documented using one of several standardized checklists and mental status exams. Assessment may include brain imaging (a CT or MRI scan) to rule out complications like skull fracture or brain bleeding (hematoma).

For most people diagnosed with concussion, symptoms typically resolve without treatment in 7–10 days, but in 10–30 per cent of cases (reports vary), more recovery time is needed. This prolonged period of recovery is most-often characterized by persistent fatigue, headache, sensory sensitivity, and difficulty focussing, and is referred to as persistent post-concussion syndrome (PPCS). It is very difficult to predict who will experience PPCS. One University of Pittsburgh study of high school football players found that players who reported on-field dizziness at the time of injury were six times more likely to experience a prolonged recovery (>21 days). Otherwise there appears to be no relationship between the nature of symptoms initially experienced and the duration of PPCS. Youth who fall into this category will likely be assessed with a full neurological and neuropsychological exam and, as outlined below, may benefit from a progressive rehabilitation program.

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**Return to physical activity and sport**

Once a youth is diagnosed with concussion, then there is a clear, week-long return-to-play (RTP) protocol recommended by the 4th Zurich Consensus Statement on Concussion in Sport (see Table 1). The RTP guidelines recommended by the Zurich Concussion in Sport Group (Zurich group) outline a progressive, stepwise approach to concussion rehabilitation. The recommendation is that each step will take about 24 hours and that the protocol will be complete in about a week. The student-athlete will undergo progressive challenges at each step and be monitored for the return of symptoms in the face of each challenge. If symptoms do return, then the student-athlete reverts to the previous protocol step until symptoms subside and then return to the next challenge.

One of the motivations for the RTP protocol is the particular vulnerability that adolescents seem have to Second-impact syndrome (SIS), a rare but devastating condition triggered by a second concussion sustained before the symptoms of a previous concussion have resolved. If an adolescent experiences a second head-impact injury while recovering from a previous injury, in some rare cases, the brain can very quickly enter a state of medically-uncontrollable swelling, leading to unmanageable increases in intracranial pressure, and profound, life-long brain damage, if not death. SIS

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1 In this article, the term concussion always refers to a mild concussion unless otherwise stated.

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ser rapidement contre une paroi rigide du crâne et à rebondir du côté opposé, causant des ecchymoses potentielles à la surface du cerveau et aux mécanismes nerveux sous-jacents qui relient les différentes parties du cerveau. Cette blessure initiale peut déclencher une série de phénomènes physiologiques complexes libérant les neurotransmetteurs qui permettent la communication entre les cellules nerveuses, le blocage de la circulation sanguine et l'accroissement de la demande d'énergie sous la forme de glucose et d'oxygène. Somme toute, cet état inhabituel compose la lésion physique et fonctionnelle associée aux signes et symptômes d'une commotion cérébrale.

La majorité des commotions cérébrales[1] sont classées comme étant des blessures légères, car elles engendrent peu ou pas de perte de connaissance. La commotion cérébrale peut être difficile à détecter. Tout d'abord, tous ceux et celles qui se heurtent durement ne ressentiront pas les symptômes de la commotion cérébrale. Il n'existe pas de biomarqueur (test sanguin ou technique d'imagerie cérébrale) pouvant déceler de manière fiable la présence d'une commotion et, par conséquent, l'évaluation reste tributaire du signalement des symptômes. Les signes et les symptômes d'une commotion cérébrale peuvent apparaître immédiatement *ou pendant les 24 premières heures*. Les symptômes typiques comprennent un ou plusieurs de ceux-ci : maux de tête, vertiges, nausée, désorientation et (ou) confusion, déséquilibre, fatigue, sensibilité aux lumières et aux sons, difficulté à se concentrer, problèmes de mémoire et perte de contrôle des émotions. La présence de l'un ou l'autre de ces symptômes à la suite d'un événement traumatique impliquant la tête suffit pour insister que l'enfant ou l'adolescent cesse ses activités actuelles et, si les symptômes ne se résorbent pas ou se détériorent rapidement ou si les symptômes apparaissent plus tard pendant la période de 24 heures, il faut alors obtenir des soins médicaux immédiatement. Ces symptômes sont généralement documentés à l'aide d'une ou plusieurs listes de contrôle normalisées et des examens de l'état mental. L'évaluation peut comprendre une imagerie du cerveau (un tomodensitogramme (CT) ou un examen par IRM) afin d'exclure les complications comme une fracture crânienne ou une hémorragie cérébrale (hématome).

Chez la plupart des personnes qui reçoivent un diagnostic de commotion cérébrale, les symptômes se résorbent habituellement sans traitement dans un délai de sept à dix jours, mais dans 10 à 30 pour cent des cas (selon les rapports), il faut une convalescence plus longue. Cette convalescence prolongée se caractérise le plus souvent par une fatigue persistante, des maux de tête, une sensibilité sensorielle et un problème de concentration; on l'appelle syndrome post-commotionnel persistant. Il est très difficile de prédire qui sera atteint du syndrome post-commotionnel persistant. Une étude de l'*University of Pittsburgh* sur des joueurs de football au secondaire a révélé que les joueurs qui ont signalé des vertiges sur le terrain au moment de la blessure étaient six fois plus enclins à connaître une convalescence prolongée (> 21 jours). Par ailleurs, il ne semble pas exister de lien entre la nature des symptômes éprouvés initialement et la durée du syndrome post-commotionnel persistant. Les jeunes qui entrent dans cette catégorie seront probablement évalués à l'aide d'un test neurologique et neuropsychologique complet et, comme indiqué ci-dessous, peuvent profiter d'un programme de réadaptation progressif.

**Retour aux activités physiques et au sport**

Lorsqu'un jeune reçoit un diagnostic de commotion, il existe alors un protocole de retour au jeu (RaJ) d'une semaine recommandé dans le 4e énoncé du groupe Zurich sur les commotions cérébrales dans le sport (voir le tableau). Les lignes directrices du RaJ recommandées par le *Zurich Concussion in Sport Group* (groupe Zurich) décrivent une approche

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1 Dans cet article, le terme « commotion cérébrale » se rapporte à chaque fois à une légère commotion cérébrale, sauf indication contraire.

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was cited as the cause of death for 17-year old Rowan Stringer, an Ottawa-area rugby player who sustained three concussions in less than a week. Although she was still suffering from headache as a result of a prior concussion, she continued to play a scheduled game, went down after a particularly hard tackle, and lost consciousness moments later. She never regained consciousness and died four days later.

Although there are clear dangers associated with failing to heed the RTP protocol outlined by the Zurich group, not every teenager will be vulnerable to SIS, and at this time, it is impossible to predict when and for whom it will strike. SIS, however, can be avoided by following the RTP guidelines, and this fact has been recognized in the US with the enactment of state laws like the Zackery Lystedt law in Washington. Zackery's law requires that (1) boards of education develop concussion education programs for their personnel, parents, and students, (2) parents sign and submit a written concussion screening form every year before their child begins competition, (3) students suspected of sustaining a concussion be removed immediately from practice or play for evaluation, and (4) student-athletes diagnosed with concussion submit written medical clearance before returning to play. In Ontario, Rowan's law (championed by Rowan Stringer's family and friends) will be introduced in the Fall 2015 legislative session to establish an expert advisory committee to develop a very similar law here.

**Return to cognitive activity and school**

In contrast to the clear and largely-accepted guidelines for return-to-play, there is no one accepted set of evidence-based guidelines for return to full cognitive, social, and school activities. Students who have suffered a concussion are strongly encouraged to rest immediately after the injury. Rest includes taking time off from physical activity, including non-contact activities such as physical education classes, extracurricular dance, and vigorous physical play. Rest also includes reducing mental activity and stimulation, such as attending school, reading and writing, taking exams, socializing with friends, using a computer, or playing video games. Although studies have shown that moderate levels of rest during the first week after concussion are associated with faster recovery, there is growing concern in the rehabilitation community that resting for too much time post-concussion may do more harm than good in those who suffer persistent symptoms. The Montreal Children's Hospital uses an assessment and rehabilitation program that is focussed on building resilience in youth with PPCS through a series of progressively challenging physical and cognitive activities. Typically-recovering students are assessed a week after their concussion with a physical and cognitive exertion test to ensure that they can handle cognitive and exercise stress without experiencing symptoms. Children who continue to report symptoms four weeks after their concussion receive a full neurological and neuropsychological assessment, and are enrolled in a graded rehabilitation program that includes daily aerobic exercise (walking or stationary bicycle), coordination exercises in which the child practices skills from their favourite physical activity, and visualization exercises in which the child imagines themselves enjoying their favourite activity or sport skill. The child's concussion symptoms continue to be monitored and parents receive support and education about recovery timelines and coping strategies. The program is still under evaluation, but so far the results are promising.

With regard to return to school, rehabilitation professionals emphasize the importance of communication between health care providers, parents, teachers, and guidance counsellors. The school personnel most closely involved with the student should be given clear expectations about the timeline of recovery. Once the initial symptoms have subsided, the student should be permitted to return to school with the understanding that accommodations may be necessary. Those accommodations may include spending fewer hours at school, taking rest breaks during the school day as needed (where a rest break is defined as a time when the student is not engaged in schoolwork, reading, games, or conversation), being exempted from or being provided with more time to take tests and write assignments, and reductions in computer time and reading. Symptoms and school performance should be monitored to ensure that regression is avoided, and educators should be encouraged to raise flags if school performance does not quickly return to its former level. Gerry Gioia, a paediatric neuropsychologist at the George Washington School of Medicine, recently proposed a graded return-to-school protocol, and it is outlined in Table 1. Like the RTP protocol, these steps describe the recovery of a typically-recovering student and are expected to be completed in about a week. Along with these graded steps, Gioia recommends that schools establish concussion teams who help to manage and support recovery in conjunction with the student's parents and physician.

Finally, a word on prevention. The hard truth is that concussions are difficult to prevent, mostly because they happen unexpectedly. While head-gear and helmets are very effective at limiting the severity of head trauma (i.e. they dissipate blunt forces and prevent skull fractures), they cannot prevent the brain from shaking inside the skull. Some evidence suggests that sport players who can 'keep their head up'—that is, players who are well-practiced and well-rested so that they have the skill needed both to play their role *and* anticipate the play of others—are better able to absorb the bumps of contact sport. As Eugenie Bouchard has demonstrated, however, concussion can happen anywhere. As a mom of two hockey-playing boys, I believe it is important to balance concussion risk against the benefits provided by sport when making choices about participation. As always, education and preparation are the best defence against the negative impact of concussion.

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progressive par étape à la réadaptation après une commotion. La recommandation préconise que chaque étape dure environ 24 heures et que le protocole se termine après une semaine environ. L'élève-athlète surmontera des défis progressifs à chaque étape et on surveillera la réapparition des symptômes à chaque défi. Si les symptômes réapparaissent, l'élève-athlète revient alors à l'étape précédente du protocole jusqu'à ce que les symptômes diminuent et retourne alors au prochain défi.

La vulnérabilité particulière que les adolescents semblent avoir face au syndrome du second impact (SSI) est l'une des raisons du protocole de RaJ. Il s'agit d'un phénomène rare, mais dévastateur déclenché par une deuxième commotion cérébrale subie alors que les symptômes d'une commotion cérébrale initiale ne sont pas encore éliminés. Si un adolescent souffre d'un deuxième coup à la tête alors qu'il n'est pas encore remis de la commotion précédente, dans certains cas rares, le cerveau peut entrer très rapidement dans un état d'enflure irrépressible médicalement, entraînant des augmentations de la pression intracrânienne impossibles à gérer et un dommage au cerveau permanent grave, quand ce n'est pas la mort. Le SSI a été cité comme étant la cause du décès de Rowan Stringer, âgée de 17 ans, joueuse de rugby de la région d'Ottawa, qui a subi trois commotions cérébrales en moins d'une semaine. Bien qu'elle souffrait encore de maux de tête à la suite de la commotion précédente, elle a continué de jouer la partie prévue, s'est effondrée après un plaquage particulièrement vigoureux et s'est évanouie peu de temps après le choc. Elle ne s'est jamais éveillée et est décédée quatre jours plus tard.

Bien qu'il existe des risques évidents liés au fait de ne pas se conformer au protocole de RaJ décrit par le groupe Zurich, ce ne sont pas tous les adolescents qui seront sujets au SSI et il est impossible, pour le moment, de prédire quand et pour qui ce sera le cas. Toutefois, on peut éviter le SSI en suivant les lignes directrices du RAJ et on a reconnu

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**TABLE 1. Graduated Return to Play and School Guidelines—This suggested guidelines are adapted from the 4th Consensus Statement on Concussion in Sport by the Concussion in Sport Group (2013) and from Gerard A. Gioia (2014). Medical-school partnership in guiding return to school following mild traumatic brain injury in youth. Journal of Child Neurology.**

| REHABILITATION STAGE | RETURN TO PLAY<br>Concussion in Sport Group 2013 | RETURN TO SCHOOL<br>Gioia 2014 | GOAL |
|---|---|---|---|
| Stage 1 | **No physical activity**<br>Symptom-limited physical rest. | **Low-level cognitive and physical activity.** No activity involving prolonged concentration. | Recovery, avoid second injury. As symptoms improve, try reading or math challenge task for 10–30 min; assess for symptom increase. |
| Stage 2 | **Light aerobic exercise**<br>Walking, swimming, stationary cycling – keeping intensity below 70 per cent maximum heart rate.<br><br>No resistance training. | **Return to school, partial days (1–3 h)**<br>Attend one to three classes, with rest breaks as needed. Minimal expectations for productivity at school. No tests or homework. | Increase heart rate, brain activity, avoid second injury. |
| Stage 3 | **Sport-specific exercise**<br>E.g. Skating drills in hockey, running drills in soccer.<br><br>No head-impact activities. | **Full day, maximal supports required throughout the day**<br>Attend most classes, with two to three rest breaks (20–30 min), no tests. | Add movement complexity, increase load on perception and memory by increasing levels of reading and social activity. |
| Stage 4 | | **Return to full day, moderate supports provided in response to symptoms**<br>Attend all classes with one to two rest breaks (20–30 min); begin quizzes. Moderate homework (60–90 min). Moderate expectations for productivity. | |
| Stage 5 | **Noncontact training drills**<br>Progression to more complex training drills, e.g., passing drills in football and ice hockey.<br><br>May begin progressive resistance training. | **Return to full day, minimal supports (monitoring final recovery)**<br>Attend all classes with zero to one rest breaks (20–30 min); begin modified tests (breaks, extra time). Homework (90+ min), moderate-to-maximum expectations for productivity. | Challenge exercise, coordination, cognitive load. Restore confidence and assess functional skills by parents and teachers. |
| Stage 6 | **Full contact practice**<br>Following medical clearance, resume normal training activities. | **Full return, no supports needed. Full class schedule, no rest breaks.**<br>Maximum expectations for productivity. | Restore confidence and assess functional skills by coaches. |
| Stage 7 | **Return to play**<br>Normal game play. | | |

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ce fait aux États-Unis par l'adoption par l'État de lois comme la *Loi Zackery Lystedt* à Washington. La loi Zackery exige 1) que les conseils scolaires élaborent des programmes de sensibilisation aux commotions à l'intention de leur personnel, des parents et des élèves, 2) que les parents signent et remettent un formulaire de dépistage des commotions cérébrales chaque année avant que leur enfant commence la compétition, 3) que les élèves soupçonnés d'avoir une commotion soient retirés immédiatement de la pratique ou du jeu en vue d'une évaluation et 4) que les élèves-athlètes ayant subi une commotion soumettent une autorisation médicale écrite avant de retourner au jeu. En Ontario, la *Loi Rowan* (prônée par la famille et les amis de Rowan Stringer) sera déposée à la législature à l'automne 2015 afin de former un comité consultatif d'experts chargé d'élaborer une loi très semblable ici.

**Retour à l'activité cognitive et à l'école**

Contrairement aux lignes directrices précises et largement admises en matière de retour au jeu, il n'en existe aucune qui soit éprouvée pour le retour complet à des activités cognitives, sociales et scolaires. On encourage fortement les élèves qui ont souffert de commotion cérébrale à se reposer immédiatement après la blessure. Le repos consiste à prendre congé de toute activité physique, y compris les activités sans contact comme les cours d'éducation physique, la danse parascolaire et le jeu physique vigoureux. Il consiste aussi à limiter les activités mentales et la stimulation comme la fréquentation scolaire, la lecture et l'écriture, les tests, la socialisation avec les amis, le travail à l'ordinateur ou les jeux électroniques. Même si des études ont prouvé qu'un repos modéré durant la première semaine après la commotion s'accompagne d'une réadaptation accélérée, la communauté de réadaptation s'inquiète de plus en plus qu'un repos trop long après une commotion cérébrale puisse faire plus de tort que de bien à ceux qui sont atteints de symptômes persistants. L'Hôpital de Montréal pour enfants utilise un programme d'évaluation et de réadaptation qui est axé sur le renforcement de la résilience chez les jeunes atteints du syndrome post-commotionnel persistant grâce à un ensemble d'activités physiques et cognitives pleines de défis. D'habitude, les élèves qui se remettent sont évalués une semaine après leur commotion par un test d'effort physique et cognitif afin de s'assurer qu'ils peuvent tolérer le stress cognitif et des exercices sans ressentir de symptômes. Les enfants qui continuent de présenter des symptômes quatre semaines après leur commotion font l'objet d'une évaluation neurologique et neuropsychologique complète et sont inscrits à un programme de rééducation progressif qui comprend des exercices d'aérobie quotidiens (marche ou vélo stationnaire), des exercices de coordination dans lesquels l'enfant pratique des techniques de son activité physique préférée et des exercices de visualisation dans lesquels l'enfant s'imagine s'adonner à son activité ou à ses habiletés sportives favorites. Les symptômes de la commotion cérébrale de l'enfant continuent d'être surveillés et les parents reçoivent du soutien et de l'information quant aux échéanciers de rétablissement et aux stratégies d'adaptation. Le programme est encore en cours d'évaluation, mais les résultats jusqu'à ce jour sont prometteurs.

En ce qui a trait au retour à l'école, les professionnels de la réadaptation insistent sur l'importance de la communication entre les fournisseurs de soins de santé, les parents, le personnel enseignant et les orienteurs. On devrait donner au personnel scolaire le plus impliqué auprès de l'élève des attentes claires quant au calendrier de rétablissement. Une fois les symptômes initiaux résorbés, on devrait permettre à l'élève de revenir à l'école sachant que des adaptations peuvent être nécessaires. Ces adaptations peuvent être de passer moins de temps à l'école, de prendre du repos pendant la journée scolaire au besoin (une période de repos se définit comme le laps de temps pendant lequel l'élève ne participe pas à des travaux scolaires, de la lecture, des jeux ou des conversations), d'être dispensés des ou d'accorder plus de temps aux tests et aux devoirs de rédaction et de réduire le temps d'utilisation de l'ordinateur et de lecture. On devrait surveiller les symptômes et le rendement scolaire de façon à éviter que l'élève régresse; les éducateurs devraient être encouragés à signaler leurs inquiétudes si le rendement scolaire ne revient pas rapidement à son niveau précédent. Gerry Gioia, neuropsychologue spécialisé pour les enfants et adolescents à la *George Washington School of Medicine*, a récemment proposé un protocole progressif de retour à l'école qui est illustré dans le tableau 1. Comme pour le protocole de RaJ, ces étapes décrivent le rétablissement d'un élève typique et doivent être terminées en une semaine environ. En plus de ces étapes progressives, Gerry Gioia recommande que les écoles mettent sur pied des équipes sur les commotions cérébrales conjointement avec les parents de l'élève et le médecin pour aider à gérer et à soutenir le rétablissement.

Un dernier mot sur la prévention. La dure réalité, c'est que les commotions cérébrales sont difficiles à prévenir principalement parce qu'elles sont imprévisibles. Même si les casques protecteurs sont très efficaces pour limiter la gravité des traumatismes crâniens (c.-à-d., ils dissipent les chocs violents et préviennent les fractures du crâne), ils ne peuvent pas empêcher le cerveau d'être secoué à l'intérieur du crâne. Certaines données indiquent que les sportifs qui peuvent « garder la tête haute », c'est-à-dire les joueurs qui sont bien entraînés et bien reposés de sorte qu'ils possèdent les habiletés nécessaires tant pour jouer leurs rôles *et* anticiper ceux des autres, ont plus de facilité à encaisser les chocs des sports de contact. Toutefois, comme l'a démontré Eugenie Bouchard, une commotion cérébrale peut survenir n'importe où. Étant la mère de deux garçons jouant au hockey, j'estime qu'il est important de parvenir à un équilibre entre les risques de commotions cérébrales et les bienfaits du sport au moment de choisir de participer. Comme toujours, l'éducation et la préparation constituent le meilleur moyen de défense contre les effets néfastes de la commotion cérébrale.

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For further information you may wish to read the following sources used in the article:

Concussion in Sport Group (2013). Consensus Statement on CONCUSSION in Sport—the 4th International Conference on CONCUSSION in Sport Held in Zurich, November 2012. Clinical Journal of Sport Medicine, Volume 23, pages 89–117.

Michael W. Kirkwood and Keith O. Yates (Eds; 2012). Mild Traumatic Brain Injury in Children and Adolescents. Guilford Press: New York.

Gerard A Gioia. (2014). Medical-school partnership in guiding return to school following mild traumatic brain injury in youth. Journal of Child Neurology.

Liana Brown, PhD, teaches Cognitive Psychology, Neuropsychology, and Sensation & Perception in the Department of Psychology at Trent University.

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**TABLEAU 1. Lignes directrices pour le retour graduel au jeu et à l'école – Les présentes lignes directrices suggérées sont adaptées du** *4e protocole d'accord sur les commotions cérébrales dans le sport du Concussion in Sport Group (2013)* **et de Gerard A. Gioia (2014).** *Medical-school partnership in guiding return to school following mild traumatic brain injury in youth***.** *Journal of Child Neurology***.**

| ÉTAPE DE RÉADAPTATION | RETOUR AU JEU<br>Concussion in Sport Group 2013 | RETOUR À L'ÉCOLE<br>Gioia,2014 | OBJECTIF |
|---|---|---|---|
| Étape 1 | **Aucune activité physique**<br>Repos physique complet afin de limiter les symptômes. | **Activité physique et cognitive minime.**<br>Aucune activité exigeant une concentration prolongée. | Rétablissement, éviter une deuxième blessure. À mesure que les symptômes s'atténuent, essayez de lire ou de résoudre des problèmes de math pendant 10-30 min.; évaluez l'augmentation des symptômes. |
| Étape 2 | **Exercice d'aérobie léger**<br>Marche, nage, vélo stationnaire – d'une intensité inférieure à 70 pour cent de la fréquence cardiaque maximum.<br>Pas d'entraînement en résistance. | **Retour à l'école, journées partielles (1–3 h)**<br>Assister à entre une et trois classes, avec des pauses au besoin. Attentes minimales de rendement à l'école. Pas de tests ni devoirs. | Accroissement de la fréquence cardiaque, activité cérébrale, éviter une deuxième blessure. |
| Étape 3 | **Exercice propre au sport**<br>p. ex., exercices de patinage au hockey, de course au soccer.<br>Activités sans impact à la tête. | **Journée complète, soutien maximal nécessaire tout au long de la journée**<br>Assister à la plupart des classes, avec deux à trois pauses (20-30 min.), pas de tests. | Ajout de mouvements complexes, augmenter la pression sur la perception et la mémoire en relevant les niveaux de lecture et d'activités sociales. |
| Étape 4 | | **Retour à une journée complète, appui modéré fourni pour résorber les symptômes**<br>Assister à toutes les classes avec une ou deux pauses (20–30 min.); commencer jeux-questionnaires. Devoirs modérés (60–90 min.). Attentes de rendement modéré. | |
| Étape 5 | **Exercices d'entraînement sans contact**<br>Progression vers des entraînements plus complexes (p. ex., exercices de passes au football et au hockey).<br>Peut commencer progressivement l'entraînement en résistance. | **Retour à une journée complète, appui minimal (surveiller le rétablissement final)**<br>Assister à toutes les classes avec aucune ou une pause (20–30 min.); commencer les tests modifiés (pause, plus de temps). Devoirs (90+ min.), attentes de rendement modéré à maximal. | Exercice difficile, coordination et charge cognitive. Rétablissement de la confiance et évaluation des capacités fonctionnelles par les parents et les enseignants. |
| Étape 6 | **Entraînement plein contact**<br>Après l'autorisation médicale, participation à un entraînement normal. | **Retour complet, pas d'appui nécessaire. Horaire de cours complet, pas de pause.**<br>Attentes de rendement maximal. | Rétablissement de la confiance et évaluation des capacités fonctionnelles par les entraîneurs. |
| Étape 7 | **Retour au jeu**<br>Jeu normal. | | |

Pour plus de renseignements, vous pouvez lire les ressources suivantes utilisées dans l'article – *Concussion in Sport Group* (2013). *Consensus Statement on CONCUSSION in Sport—the 4th International Conference on CONCUSSION in Sport* Held in Zurich, novembre 2012. *Clinical Journal of Sport Medicine*, Volume 23, pages 89 à 117.

Michael W. Kirkwood et Keith O. Yates (Eds; 2012). *Mild Traumatic Brain Injury in Children and Adolescents*. Guilford Press: New York.

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Liana Brown, Ph. D., enseigne la psychologie cognitive, neuropsychologie et sensation et perception au Département de psychologie de l'Université Trent.

# Staging a defence of public education

## George F. Walker: Playwright

By Nanci Henderson

I dragged my mother to see two plays by George F. Walker in his six play series called "The Classroom Plays" this past Mothers' Day. A retired elementary school teacher, she was not thrilled to be hauled along to see plays set in the elementary context. In her prime, during the seventies and eighties, she was an active member of the Federation of Women Teachers' Association of Ontario (FWTAO). Her generation fought for prep time, maternity benefits and the right to wear pants to work. She reminded me, "Nanci, you were one of the first babies born to a teacher receiving six weeks of maternity leave in 1971. Back then, girls who got engaged didn't wear their rings to work because they were afraid principals would pressure them to quit. One of my friends got sent home because she wore a skort instead of a skirt to work. Nobody complained when we wore mini-skirts, but when we fought to wear trousers on yard duty there were issues. There was rampant chauvinism."

Mom retired with the first of the "85 factors" after suffering the slings and arrows of the Harris-Snowblen regime. Twenty years later she was in Walker's audience. The plays, The Big Issue and Parents' Night, were authentic, ironic and powerful, but mom was still not over the psycho-social pummelling that teachers had sustained in the nineties. While she laughed at the realism, even fist pumping when the administrator admitted to being afraid of returning to the classroom, it was also a painful reminder to her of how demoralizing her profession was at the end.

Curious to understand why Walker chose education as a topic and how he was able to vividly capture the ironies of teaching, I interviewed the Canadian playwright in July. While he is not a teacher, he has had three daughters who went through Ontario's public education system and a wife who taught music for the Royal Conservatory, Seneca College and daycare. Education is a big deal in

Photos: Cylla Von Tiedemann


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their home. After countless discussions bordering on rants, it was his daughter who finally said, "Why don't you write about it, Dad?" When I asked him about his choice of education as a topic, he said, "I am worried about teachers in this society, how little they are respected and the pressure they are under. Teachers are marginalized and misunderstood, while parents are nasty. I have empathy for teachers and I am sympathetic because this societal shift against teachers makes them less assured. The more teachers get piled on, the more sympathy I have for them. They are an easy target for a lot of people, particularly parents and politicians. No one knows how hard the job is unless they do it."

Walker's plays are effective because they capture human behaviour within the current system. The plays are not about the classroom, but about the relationship between the stakeholders: parents, teachers, principals, unions, and the government. This is why they resonate with education workers. The details are honest and the conversations, experiences and ideas all authentic. Of course there are theatrical flourishes, but Walker taps into the mutual distrust between stakeholders who, under different circumstances, could be naturally allied. "Parents don't know what's going on. They're ignorant. There might be things wrong with the system that parents and teachers could work together to address.

I've heard from many teachers that their hands are tied due to board guidelines, school policies and legislation. They have very little authority. When my kids were going through the system in Toronto we rarely had a year without political strife, but because we had a teacher in the house we knew what they were dealing with and that it wasn't about wanting more money."

Walker has received tremendous support from educators lauding his plays. Typically they say that they know the parent, principal or colleague represented by the characters. "It's like having an audience inside the audience because the teachers give a more intense response. It's cathartic and healing because their voice is not often heard. In my plays I just let the conflict happen and then we hear teachers in the audience explode. The characters are saying things that teachers would never dare say even if they wanted to. To hear those ideas expressed is affirming for them."

Walker loves that teachers are coming, but he feels that it is the people that don't know how the system works that should be attending. You see, he is more interested in life than theatre: "If teachers find this accurate, then parents should come and see it and ask questions about how to fix the issues. The easiest thing to do is whine about your kids' teachers, but parents should be trying to figure out what's really going on. Also, teachers are human beings and it is tremendously hard to be in that class, prepare lessons, mark assignments and deal with behaviour. My daughter mostly remembers teachers having to deal with behaviour issues and how difficult it was for them to teach and parent at the same time. The parenting should be taking place at home, but in reality it is yet another aspect of a teacher's job. People don't seem to understand that." As I listen to Walker, I am reminded of a superintendent getting lambasted in the media a few years ago for suggesting that teachers "co-parent."

Initially Walker sounds like he is pointing fingers at parents; however, he is empathic to everyone. All his characters are in a complex set of circumstances

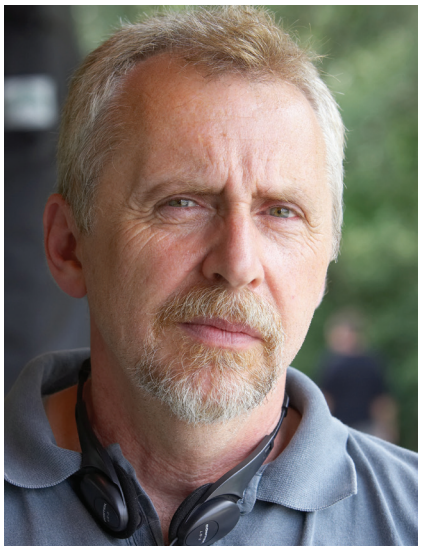
where they are vulnerable, fragile and very close to losing it. Remember, this is theatre. The conflict is heightened in order to engage us. Walker explains that parents and teachers are an excellent catalyst for drama because teachers have to be restrained and often parents are not: "Once you get past the formalities there is inherent conflict and it is intense." Ideally, he wants both sides to talk without blaming. When asked how to repair this, Walker posits, "perhaps we need to get back to trust and maybe the way we do that is to localize decision making. Once teachers have more say, they can own the decisions and the outcome."

As we talk, Walker returns to the compensation issue and society's expectations: "Teachers are educators not social scientists. They are not there to experiment with social and behavioural issues. If we are going to ask them to take that behavioural stuff on, that is yet another argument to pay them more. I think I would like to see teachers and principals have more control over what and how to teach with an emphasis on creativity not board and governmental control. Studies coming out of OISE, while well intentioned, are often experimental. Our children are not guinea pigs and teachers are not behavioural scientists." Walker thinks a starting point would be to place decision-making control in the schools and classrooms. "Give teachers more control and pay them more. This is about money because that's what society values. If we pay them more, their status goes up. They should be revered and respected like doctors or lawyers. Teachers should be at the top of that list. My parents didn't blame teachers if something went wrong with one of us, but unfortunately some politicians are looking to make a name for themselves by trying to bust unions. In doing so, they are making it permissible to blame teachers for everything."

Walker wants us to think about what teachers do: "Most of them are pretty good, some are outstanding and then you come across a rare bad one. When I think back, I think about the ones that changed my life. Teachers do that. You learn things about yourself. They encourage you. Parents don't realize how complex the classroom is with diverse cultures, religions and backgrounds. We are asking teachers to foster growth, to teach our kids to be good citizens. The more complex society gets, which seems to increase daily, the more complex the classroom gets. More money needs to go into education."

Walker doesn't have an issue paying more taxes to fund public education to the level it needs in order to effectively address these dynamics. He feels that politicians need to stand up and say we need more taxes, but this is problematic if governments continue to mismanage finances. For a political party to outright ask for more money, they need to have the credibility to say that they will be prudent fiscal managers. In the wake of gas plant and senate expenditure scandals the integrity of oversight is undermined. However, Walker believes that if we are going to provide the opportunities to develop our children for the future, this is a conversation that needs to happen. For his part, Walker concedes that he needs to get more non-teachers attending his plays. "I want to help. Perhaps we need to tour the show. It's a cheap show to mount, but the cast was pretty exhausted by the end of those two plays. I suppose it is time to talk about touring the plays. "

As for the outstanding four plays to be written, Walker is planning to cover



George F. Walker, Playwright. Photo: Ken Woroner

secondary and community college contexts. Without missing a beat, Walker starts talking about the inequity of support staff compensation. He explains that Early Childhood Educators (ECE) receive different training than teachers, but they both work in the same classroom. There is inequality and misunderstanding of what the jobs are and he feels ECEs are grossly underpaid for the work they do. He believes more opportunities for collaboration would help break down the tensions in these circumstances. Walker explains that he believes support staff, like teachers, are underpaid because historically it was women's work and therefore not respected. While he concedes that this is changing, at the root is sexism. Also, people just do not pay attention to and value different skill sets. Walker laughs, "I did a series about the regional court system. We learned quickly that if you went to a law firm and they didn't have secretaries nothing would get done!"

As we were wrapping up the interview, I asked Walker what else could be done to address negative attitudes toward teachers and education workers. He responded, "I think union leaders need to better feature the difficult aspects of what their members do, publically, whether in bargaining or in between rounds. Talking money and hours is important, but people just don't think about the important things much. The importance of what you do needs to be a big part of the message to the public.

Reflecting upon Walker's observations, as well as my mom's, I couldn't help but wonder if each generation was like a new scene in Bill Murray's movie Groundhog Day. The pragmatic idealist in me has to believe that the public will eventually understand, but my inner activist voice says, "if not now then when?"

Note: The double bill of Parents Night and The Bigger Issue premiered at Theatre Passe Muraille in Toronto in April and May. Both plays were produced by the CrazyLady production company. For more information about the playwright, George F. Walker or his work, visit www.crazylady.info.

Nanci Henderson is a teacher at Cameron Heights C.I. in District 24, Waterloo and is a member of the provincial Communications/Political Action Committee.

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# Food for thought

## The effects of food on society

It has been a common observation of mine that the kitchen is where most people end up congregating at gatherings. There is something about the aromas, the heat and the sounds of clanging pots and dishes that creates a feeling of comfort and evokes memories that make people sociable.

Besides the obvious primal need for it, food can be used for emotional, economic and or political gains. Food can be the glue that holds a nation together or that pulls it apart.

A new light is being shone on food these days, no longer is it being used just for nourishment, but its indirect benefits are being taken advantage of, such as bio-fuel—using this one resource to help fill the void of another. An extremely worthwhile classroom resource that focuses on the great bio-fuel debate as well as food safety, agricultural ethics and technology, and the politics of hunger, is *Hungry for Change*. It was developed by an OSSTF/FEESO Common Threads Projects team and is accessible here osstf.on.ca/hungryforchange.

There are many social issues surrounding food that are hard to wrap ones head around such as how both an obese child and a starving one can be sitting side by side in a classroom. Or why the media continues to support stories and images that influence eating disorders. One can only hope that with so much free access to information these days, more people will become advocates for access to quality food for all to support better physical and mental health.

Twenty-seven artists, who are definitely showing great interest in food and its effects, are being featured at Harbourfront Centre's fall Visual Arts Exhibition *Food for Thought*. This combination of five exhibitions features works that have been created using a variety of media in response to food and all it has to offer. These exhibitions explore people's relationship with food and its personal effect, as well as its role in politics.

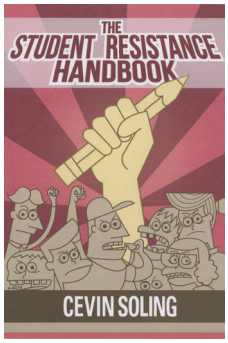
This free exhibit running from September 26 to December 24, 2015 includes five exhibitions. *Forage*, exploring the importance of food in both contemporary and historical contexts, considering environmental, social, and cultural issues; *Food for Thought*, displaying artwork in a variety of media that presents thoughtful, political and playful perspectives on the ways that food is grown, shared and enjoyed; *Trading Places*, showcasing photography by Victoria Piersig that, through travelling with a cargo of wheat from Thunder Bay to Montreal, tells a story of heavy industry and shipping infrastructure that has been displaced from the landscape by gentrification; *The Utensil*, demonstrating how utensils have shaped the social mores and manners of cultures worldwide with art presenting an eclectic array of beautiful utensils and *Set the Table*, ceramic and glass used by artists to express the long-standing and rich relationship with the dinner table.

For further information about the Visual Arts Fall Exhibitions, please visit harbourfrontcentre.com/visualarts/2015 or call Harbourfront Centre at 416.973.4000.

CC: *Wearable Food—Hat*, Performance documentation/colour photograph. Sooyeong Lee; *Canadian Carnival Cutlery Set* 2010. Stainless steel, white oak. Anneke van Bommel; *On the Edge,* stacking set 2015. Glazed porcelain.Cheng'Ou Yu; *Strain to Absorb*, 2015. 50 second digital stop-motion animation, blueberry puree, wooden spoons, watercolour paper, vinegar. Lisa Myers; *Triceratops Corn Cob Holders*, 2012. Porcelain.Lana Filippone Photo: Nick Chase.

Photos: Courtesy of Harbourfront Centre

# Top picks
## Reviews




**The Student Resistance Handbook**
By Cevin Soling
Spectacle Films, Inc.;
1 edition (November 24, 2014)
79 pages, $9.99 (Kindle)
Reviewed by Ryan Kelly

The liberty of children is undermined by mandatory education. Full stop. This is a murky premise, a pithy assault founded on a tyrannical characterization of educators. This incendiary fiction is promoted by a Christopher Hitchens quotation stating, "The essence of tyranny is not iron law. It is capricious law.'" This wise and concise thesis is perverted by *The Student Resistance Handbook*, a narrative of oppressive educators, and students shackled to desks. Within the current context of Ontario Education, and the absence of any meaningful collective bargaining for nearly a decade, this is base and offensive comedy. Management rights have continually undermined and eroded the professional lives of our members. No entity has greater awareness of this tyranny than those on the front lines of education. The absurdity of this glorified pamphlet is that the real targets are identified as the perpetrators.

Its recurring motif involves self-entitled, sophomoric disruption: "Most importantly: do not do anything illegal... there are plenty of legal means to disrupt the system." There are fundamental flaws in this call for lawful resistance, including the ironic suggestion that liberty must be preserved through efforts entirely confined to the oppressive system. The philosophies in which civil disobedience are rooted are meant to inform not simply contradict through omission.

*The Student Resistance Handbook* is not even serviceable; it is merely self-serving, sensational, and a disservice to the intelligence of our students. The reader is left with the question: Does our Brave New World require such an infantile treatise? The answer is an unequivocal no. It serves only to incite selfishness within public education, a system whose very principles are founded on collective benefit. It serves only to expound on an ideology subscribed to by a loud minority of fledgling bigots. Let it be received with an enthusiasm as absent as the facts which could be used to support the notion that this book has any relevance.

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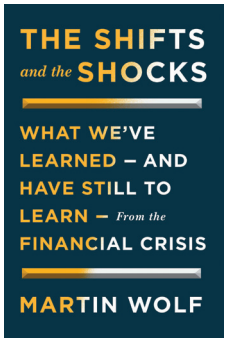
Ryan Kelly is a teacher in District 13, Durham and a long-time labour activist.

**The Shifts and the Shocks—What We've Learned-and Have Still to Learn-from the Financial Crisis**
By Martin Wolf
Penguin Books, Toronto, 2014
496 pages, $35.00
Reviewed by David Gracey

Prior to the financial collapse of 2008, Wolf was, by his own admission, an 'orthodox' economist.

This book records his re-evaluation of those ideas and his transition to a radical solution.

Like many other economists (Krugman, Stiglitz, Piketty) he identifies the root problem as the "chronic demand deficiency" in the high income countries. Rising inequality results in the rich saving too much (a savings glut) and the rest in spending too little. The lack of demand depresses the economy and government revenues. The response is invariably austerity, as in Canada today, which only makes things worse. Some countries like Germany and China combat the lack of domestic demand by running large current account surpluses, forcing others to run deficits and import capital. This produces lower interest rates in the deficit countries and causes an explosion of borrowing and debt. Most of this borrowing does not go into expanding production or employment (given insufficient demand) but into existing assets. Hence the current housing price inflation in Canada.




Wolf places most of the blame on a "predatory" financial system, which profits immensely by increasing our debt. He rejects the dominant fractional reserve model of banking as unstable and dangerous. While he supports current proposals for more regulation, higher capital and reserves, limits on leverage, he does not believe that they will prevent another crisis. Our current financial system, he writes, "is a credit and debt creating machine." To make matters worse, it is pro-cyclical. In good times it can create almost unlimited credit (debt) and the bubbles expand and inevitably burst. Those loans are defaulted, banks lose their capital and constrict credit, and the economy goes south. Central banks are supposed to control this dangerous tendency, but in practice (being run by bankers) they have failed to do so. In an expansion, the profits–and bonuses–are huge; in a collapse the government has to rescue them.

Wolf understands, as few do, that banks create money in the process of making loans and sees the fundamental problem as "the ability of profit seeking institutions to create money as a by-product of often grotesquely irresponsible lending." Wolf calls this "a deal with the devil" because it distorts our monetary system, causing escalating debt, credit bubbles and recurring crises.

Wolf's solution is radical, but not new. "Let money be created by the state" either directly or by the central bank. Few Canadians are aware that the Bank of Canada created almost half of new money during the early stages of WWII and continued to create a substantial portion until 1974 when the bankers regained control. Since then, we have been forced to rely on bank created money.

Societal debt has escalated, as it must under a debt money regimen, and growth has slowed. While Wolf's proposal of 100 per cent of legal tender may sound extreme, I have no doubt that a much higher proportion of real money is an essential precondition for prosperity and stability.

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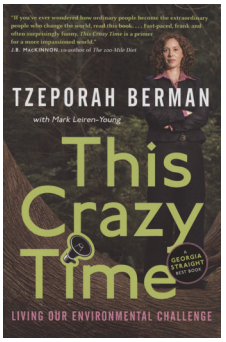
David Gracey is a retired OSSTF/FEESO member and a member of ARM.




**This Crazy Time: Living our environmental challenge**
By Tzeporah Berman
Vintage Canada (June 19 2012)
384 pages, $15.99
Reviewed by Randy Banderob

There is no shortage of authors who gladly transform trees into books about the environment. Even when you narrow the field down to Canadian writers, the bookstore shelf bends under the weight of them. But Zeporah Berman's *This Crazy Time: Living Our Environmental Challenge* is surprisingly as fresh as it is thoughtful.

Berman's own story, her experiences and personal struggles, would alone make for fascinating reading. Her personal discovery of Clayoquot Sound, organizing the mass protests, her arrest… are all conveyed in a lively manner that serves both as classic journalism as well as in-depth biography.

From her on-the ground exploits we follow Berman to the political lines as she slaloms through legal, media and corporate obstacles. For those who remember the protests and boycotts that sprang out of the clashes on B.C. logging roads in the 1990s, Berman fills in the gaps that major media outlets never covered.

The final section of *This Crazy Time* becomes less narrative and focuses on the current and specific perils we face due to human-directed climate change. If you read Naomi Klein's *This Changes Everything*, you will recognize and appreciate the serious tone here.

Despite the many battles waged by Berman and her colleagues, it is clear that the war continues. The disappointment and frustration are clear, but her writing lacks a bitterness that one might expect. Early on in her book, Berman writes: "Change is difficult, often painful, and so are real-world solutions, because they require compromises and cooperation." This humbling acknowledgement sets the tone for her message, one that balances the human condition with the scientific realities of our current environmental situation.

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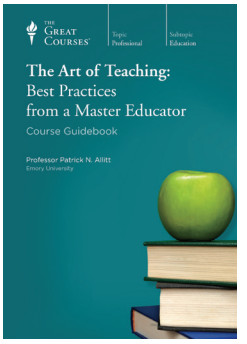
**Randy Banderob** is the Editor of *Education Forum* and an Executive Assistant in the Communications/Political Action Department at Provincial Office.

**The Art of Teaching: Best Practices from a Master Educator**
**By Professor Patrick N. Allitt**
**The Teaching Company (2010)**
**Series of 24 lectures, available in audio and video formats, $129.95–$254.95**
**Reviewed by Mark Bullock**

In this Teaching Company course, Professor Patrick N. Allitt, of Emory University, celebrates teachers and teaching, encourages teachers in their work, and demonstrates how they can carry it out more effectively.




Professor Allitt supplements his lectures with interviews with professors and students, and video clips of himself and other professors at work. About half of the course focuses on key skills: planning a course of studies, lecturing, leading discussions, coaching students on their writing and oral presentation skills, and evaluating student work. The rest deals with topics such as the student-teacher relationship, the teacher's "persona," and how to maintain one's enthusiasm as a teacher. Professor Allitt is utterly convincing throughout, not least because he and his colleagues are superb teachers themselves, who obviously engage and challenge their students.

Refreshingly, Professor Allitt nowhere suggests that teachers should re-make themselves into "facilitators," or that schoolwork should be replaced with "authentic" experience. He takes it as given that students will listen to lectures and watch demonstrations, read, take part in discussions, write essays, and take tests. He does not reject any entire category of teaching practice, including the much-vilified lecture. He values both the teaching of broad conceptual frameworks and ways of thinking, and the teaching of facts. He says that the teacher must be both "the guide by the side" and "the sage on the stage." He confirms, in this, what most practicing teachers know well, but which they rarely hear acknowledged.

"The Art of Teaching" is a superb course, which will reward attention from novice teachers and veterans.

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Mark Bullock teaches History and English at Adam Scott C.V.I. in Peterborough.

# Events

## Conferences, PD opportunities and other items of interest

**November 12–13, 2015**
**TESL Ontario's 43rd Annual Conference**
**Expanding Horizons—Drawing on Experience and Knowledge**
**Sheraton Centre, Toronto, ON**
This annual conference is crucial in providing current education to ESL professionals. A technology fair, a research symposium, daily keynote speakers, combined with in-depth concurrent presentations and workshops provide a variety of educational opportunities for all attendees, while social functions provide networking opportunities. The exhibits offer an opportunity to showcase the latest products, services, publications, software, and teaching tools to members, as well as to expand contacts and networks. For more information or to apply to be a presenter, visit www.teslontario.net/conference.

**November 12–15, 2015**
**STAO2015—Science Teachers' Association of Ontario Conference**
**Toronto, ON**
You can count on compelling and relevant information, techniques, and resources to energize your instruction and invigorate your teaching career. This is the forum to start discussions about science education from the broadest perspective to the very specifics of skills and techniques that improve performance in the classroom. Plan now on attending STAO2015 in Toronto, November 12–14, 2015. There is no better way to learn about the latest science and education trends. Witness and experience the latest innovations in science teaching. For more information or to apply to be a presenter, visit www.stao.ca/cms/conference-home.

**November 16–17, 2015**
**Ontario Healthy Schools Coalition Conference**
**Ottawa, ON**
Discover how school communities across Canada are enhancing the well-being of children and youth. Be inspired to affect positive change in your school community through dynamic keynote presentations, interactive workshops and presentations, brainstorming sessions and opportunities to connect with others and build communities of practice. For more information visit ontariohealthyschools.com.

**December 4, 2015**
**Copyright Symposium**
**Ontario Library Association**
**Hart House, Toronto, ON**
A number of libraries are already offering 3D printing services allowing patrons to bring digital files to create physical objects at the library. This creates incredible opportunities, but also presents challenges for libraries involving copyright and other intellectual property rights. Come join this day-long symposium to explore the legal implications of 3D printing for libraries. For more information visit www.accessola.org.

**January 27–30, 2016**
**Ontario Library Association Super Conference**
**Metro Convention Centre, Toronto, ON**
The Ontario Library Association is Canada's largest library organization and OLA's Super Conference is Canada's largest continuing education event in librarianship. Within the Super Conference event is the country's largest library tradeshow. The program is a tribute to the ability of OLA members to balance the cutting edge and the practical in a way that can satisfy an increasingly diverse number of member interests and needs. For more information visit www.olasuperconference.ca.

**February 18–19, 2016**
**Reading for the Love of It 2016 Annual Language Arts Conference**
**Sheraton Centre Hotel, Toronto, ON**
This extraordinary conference is celebrating its 40th anniversary and will feature a special guest appearance by Michael "Pinball" Clemons. Aside from the numerous course and workshop conferences, keynote speeches will be made by Wab Kinew, Ann-Marie MacDonald and Kenneth Oppel. For more information visit: www.readingfortheloveofit.com.

**February 19–21, 2016**
**Ontario Coaches Conference**
**Marriott Gateway Hotel, Niagara Falls, ON**
The Coaches Association of Ontario promises practical takeaway skills, techniques and approaches that you can learn one day and apply the next. Courses offered are suitable for community coaches, club coaches and coaches of high performance athletes. Take advantage of the opportunity to connect with other coaches and listen to inspirational speakers. For more information visit: www.coachesontario.ca/conference.

**February 26, 2016**
**The Ontario Educators' Conference Creating Safer Schools**
**Toronto, ON**
The Canadian Centre for Gender & Sexual Diversity is proud to present our second annual Ontario Educators' Conference: Creating Safer Schools. This comprehensive training day invites 250 educators, teachers, administrators, school board employees & community organization from across the province to participate. For more information visit: jersvision.myshopify.com/collections/professional-development.

education

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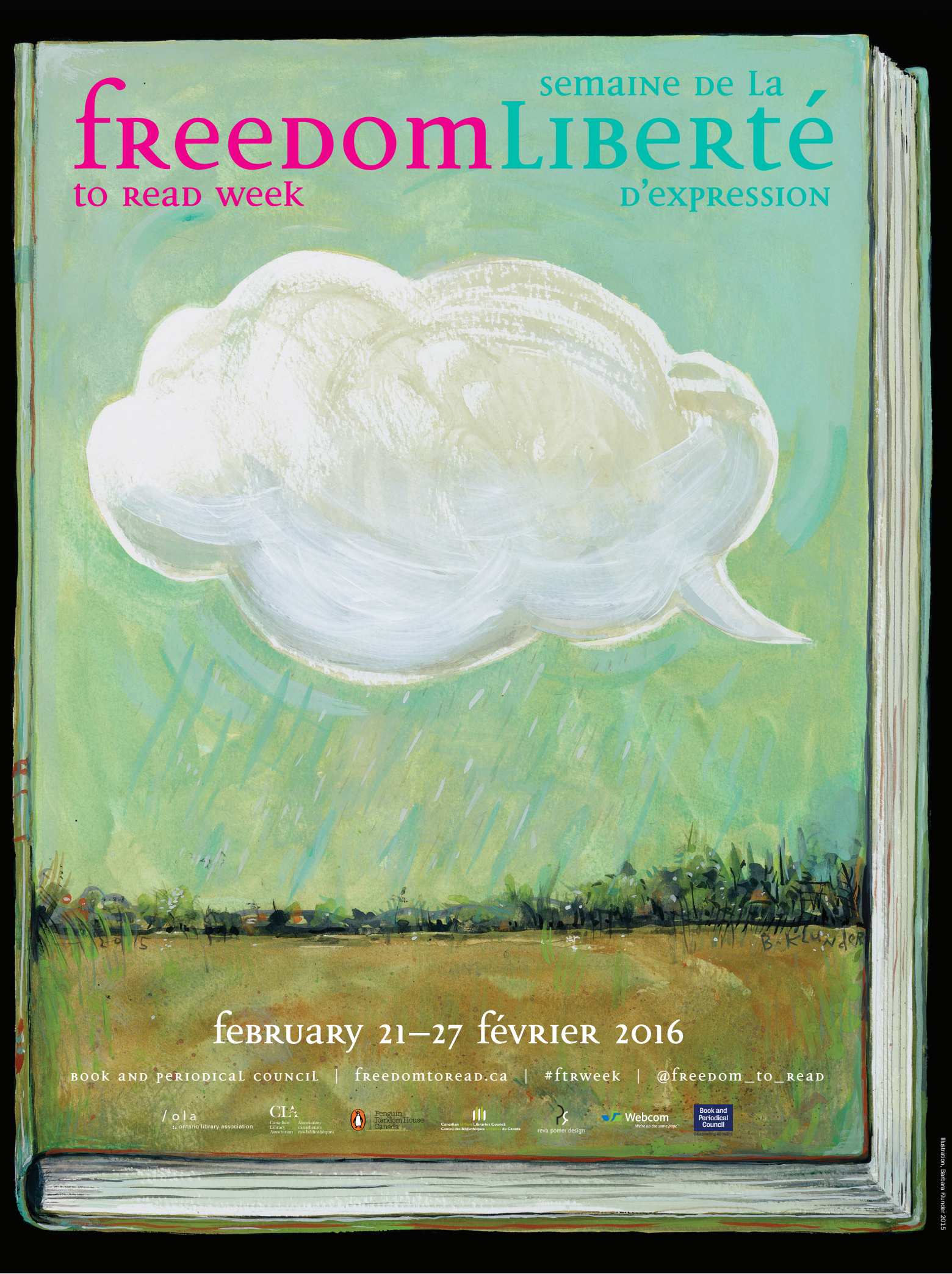


Illustration, Barbara Klunder 2015

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