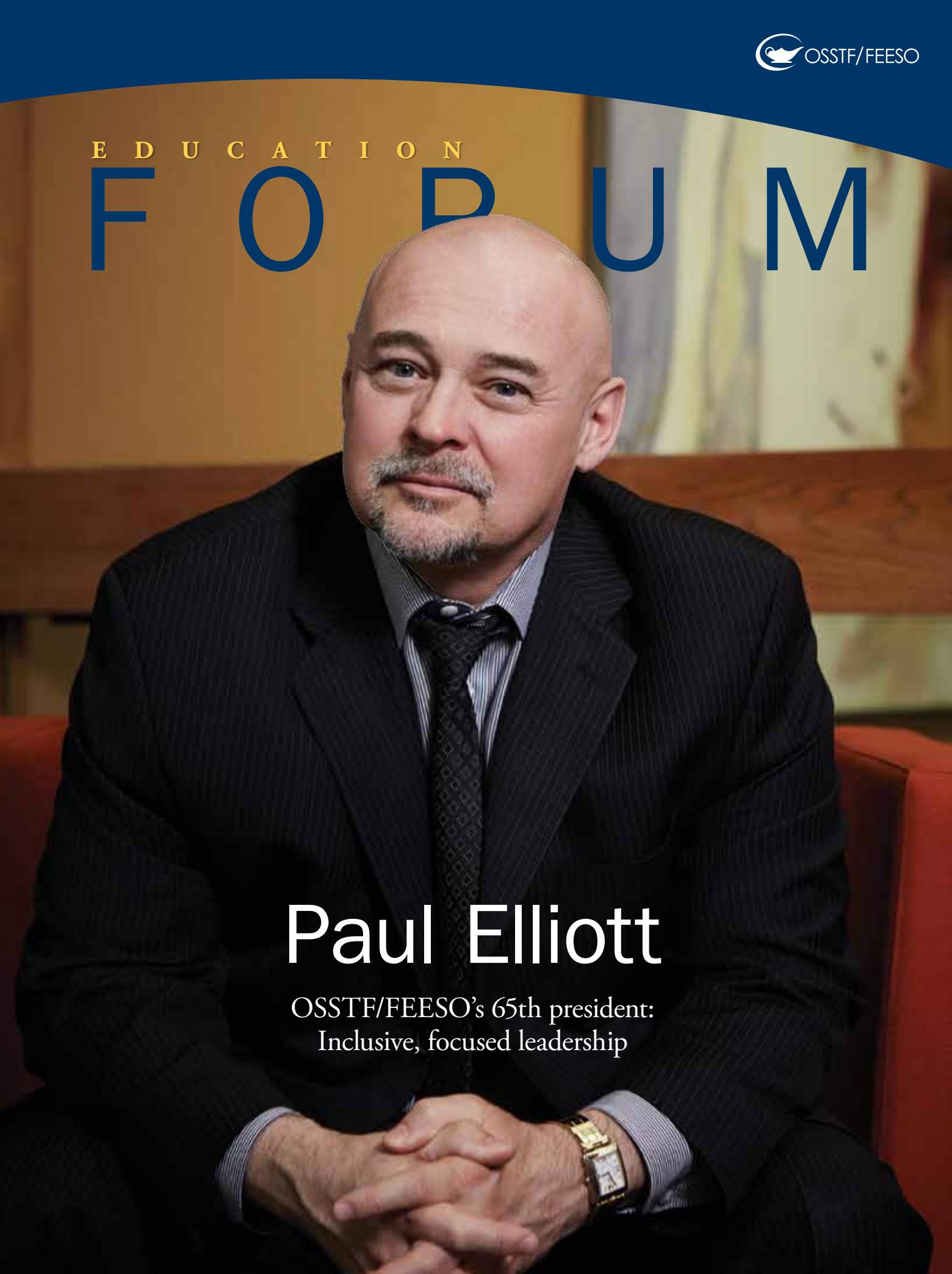


E D U C A T I O N

F O R U M

A portrait of Paul Elliott, a middle-aged man with a grey beard and mustache, wearing a dark pinstripe suit, a light blue shirt, and a dark patterned tie. He is sitting in a red armchair with his hands clasped in front of him. The background is a warm, out-of-focus interior.

Paul Elliott

OSSTF/FEESO's 65th president:
Inclusive, focused leadership



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Education Forum, Winter 2013

In retirement, I find *Education Forum* to be a great way to keep a view of OSSTF/FEESO. The Winter 2013 issue was especially wonderful at a time when members are wondering about the effectiveness of the union in the light of Bill 115. This issue reminds members of their values and their strengths. What an accolade to OSSTF/FEESO members! From the account of digging a foundation to the plight of First Nations in Guatemala to Bill Reith's photos in Stills, this issue of *Forum* is absolutely uplifting. Bravo!

I retired a year earlier than planned when the disconnect between administration and what really goes on with students had reached an intolerable level. Luckily for me, I had had many years of great support from the union, colleagues and administration. I reflect every day on how lucky I was to be a teacher for 38 years and especially to have the union as a support.

At present, teaching drama in education at Brock University, I curtail the horror stories and emphasize the positive effect these prospective teacher candidates will have in education. They will have to be very skillful at dodging the external negative demands. For entire semesters at Brock, I can expose these hopeful and bright minds to the complexities of strong classroom pedagogy. Students today need strong adults in their lives who are not hampered from providing boundaries and who support students as they struggle.

Suzanne Burchell, retired
Formerly District 21, Hamilton-Wentworth

Stills

In the Winter issue of *Education Forum*, in Stills, the fabulous picture of Cathedral Grove is from Vancouver Island, not Victoria Island, whose high Arctic location could not support the coastal forest shown.

David Moore, retired
Midland, ON

Editor's note: Thank you, David. This has been corrected in the online edition of that issue.



Working to end violence against women

A quick note to say how much we appreciate the article you included in *Education Forum* about our work and partnership. It's really fantastic. Needless to say, we love working with you, really value the support and look forward to doing more of the same in the new human-trafficking project. Thanks again and keep up the great work!!

Humberto Carolo
Director of Programs
White Ribbon Campaign

Barry Duncan: A 21st-century man for all seasons

Barry Duncan, award-winning teacher, author, media consultant, and founder and past president of the Ontario-based Association for Media Literacy, died on June 6, 2012.

Inspired by Marshall McLuhan's graduate courses at the University of Toronto, Barry sought cross-disciplinary opportunities to make McLuhan's ideas accessible to his high school students at Toronto's School for Experiential Education (S.E.E.), tearing down the barriers between "high" and "low" culture. In 1978, he co-founded the Association for Media Literacy (AML) and advocated for

media education in Ontario and globally. He researched and vetted international media literacy education conferences from China to Australia, attending most. He taught the Media Studies Additional Qualifications courses for both the University of Toronto and York University. He led a 10-person team to produce one of North America's most influential media literacy documents, the Media Literacy Resource

Guide (1989), and was the lead author of the best-selling textbook *Mass Media and Popular Culture*, as well as of *Transitions and Transformations*. In October 1995, Barry received the highest award from the Canadian Council of Teachers of English and Language Arts. In 1998, when media literacy was threatened with cancellation by the Harris government, Barry spearheaded a PR campaign that resulted in the subsequent reinstatement and expansion of media literacy in the curriculum.

Barry Duncan was a man for all seasons whose influence on his students, colleagues and the international media education community has been profound and will continue to be felt.

Carol Arcus
Vice-President,
Association for Media Literacy





Looking back on one era

Looking forward to the next

Six years ago, the cover story of the Spring 2007 issue of *Education Forum*, “Team player, team leader,” introduced OSSTF/FEESO members to Ken Coran and chronicled his path to the office of provincial president. Pierre Côté, then the editor of the magazine, stated, “When you sit down with Ken Coran in conversation, you get the sense he’s a person with humility, kindness, force of character, a strong belief that the team is greater than the sum of its parts and a desire to play the game to win.”

Of teamwork, Ken said, “I am very supportive of the educational team philosophy, because it does take a full team to make this system work and to contribute to the union. It defines our strength.” And in terms of leadership, Ken told Pierre, “As far as I know, the recipe for success is straightforward: Plan properly. Prepare carefully. Involve as many as you can. Execute with confidence. And get the job done.” Throughout his mandate, these ideals have been front and centre, and over the last, undeniably harsh and difficult, year, Ken and his team—on the executive, in the provincial office and in the membership at large—did get the job done. Yes, there were some losses as a result of mean-spirited and draconian legislation that stripped teachers and education workers of previously hard-won rights and provisions. However, what could have ended up so very much worse was mitigated through creative, even brilliant, bargaining—giving all members enhanced sick leave provisions and all Bargaining Units improved maternity benefits, to name just two—and this wouldn’t have been possible but for the planning and preparation and the cultivation of the grass-roots support that Ken has overseen these past six years as president.

Ken is the embodiment of this quotation by Vince Lombardi: “The price of

success is hard work, dedication to the job at hand and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.” As he passes the torch to the incoming provincial president, Ken can and should be proud of his dedication to this union and its members and the countless selfless

the next government. The outlook will be extremely bleak for Ontario if that happens, and especially so for those in public education. His platform, if carried out, will dismantle every positive step that has occurred in education since the Harris/Eves Tories were defeated in 2003, and threatens to send us hurtling

“The price of success is hard work, dedication to the job at hand and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand.”

hours of service he has given them. Best wishes as you move on to the next phase of your life, Ken! Happy retirement!

In this issue, Randy Banderob’s article “Inclusive, focused leadership: Seeing opportunity in adversity” introduces you to Paul Elliott, the 65th president of OSSTF/FEESO. Like Ken, Paul too is a tireless worker on behalf of the members. His path to the provincial presidency took him through many towns, many experiences and many roles across Ontario, and all have served to create the leader who will shepherd this union and its membership onwards as of July 1.

It is unlikely to be an easy ride, though. As I write, Kathleen Wynne has a tenuous hold on the minority Liberal government and Progressive Conservative party leader Tim Hudak is ratcheting up the anti-union rhetoric. Gord Bambrick’s article “Paths to prosperity or privatization?” outlines what Hudak’s education platform really means for Ontario in the event that the Tories form

down the road of privatization that is occurring in other jurisdictions.

The events of the last year have caused great tumult in public education and there is undoubtedly more on the horizon, but Paul Elliott is not daunted. His campaign website said this: “We are OSSTF. We will keep our eyes fixed ahead. We will draw strength from our victories and learn from our mistakes. But I need to know if you’re with me—for I am nothing without you.” The delegates to the Annual Meeting of the Provincial Assembly (AMPA) responded resoundingly, and so we move into the next era of OSSTF/FEESO history, with Paul Elliott at the helm. To meet these challenges successfully, Paul and his executive will need to have every single one of us in this great union stand with them, and so I challenge you to give them your unflagging support as a living testament of our motto: “Let us not take thought for our separate interests, but let us help one another.” ☞



Rétrospective d'une époque

Perspective l'avenir

Ly a six ans, l'article-vedette du numéro d'*Education Forum* du printemps 2007 « Un coéquipier, un chef d'équipe » présentait Ken Coran aux membres d'OSSTF/FEESO et racontait son parcours jusqu'au poste de président provincial. Pierre Côté, alors éditeur du magazine, déclarait : « Quand vous vous asseyez en sa compagnie, sa personnalité dégage de l'humilité, de la gentillesse, de la force de caractère, une croyance inébranlable dans le fait que l'équipe vaut mieux que la somme de ses membres et le désir de jouer pour gagner. »

À propos du travail d'équipe, Ken a précisé : « Je soutiens avec ferveur la philosophie de l'équipe éducative – il faut que toute l'équipe participe pour que ce système fonctionne et pour contribuer au syndicat. C'est la définition de notre force. » Et en matière de leadership, Ken a dit à Pierre : « En autant que je sache, la recette du succès est simple : Planifiez comme il se doit, préparez attentivement, faites participer autant de personnes que vous le pouvez, mettez en œuvre avec confiance et obtenez des résultats. » Tout au long de son mandat, ses idéaux étaient omniprésents et au cours de l'année passée, incontestablement rude et hostile, Ken et son équipe de l'Exécutif, du Bureau provincial et les membres en général, ont été à la hauteur. Oui, quelques pertes ont été enregistrées en raison d'une législation mesquine et draconienne qui a dépouillé le personnel enseignant et les travailleuses et travailleurs en éducation de droits et de dispositions durement acquis. Malgré tout, ce qui aurait pu être tellement pire a été atténué par une négociation créative, voire brillante, donnant à tous les membres des dispositions améliorées en ce qui concerne les congés de maladie et des prestations de maternité bonifiées à toutes les unités de négociation pour n'en citer que deux. Tout

cela n'aurait pu être possible sans la planification, la préparation et l'entretien de l'appui des militants de la base que Ken a supervisés au cours des six dernières années en tant que président.

Ken est l'incarnation de cette citation de Vince Lombardi : « Le prix de la réussite est un travail difficile, le dévouement à la tâche à accomplir et la détermination que si nous gagnons ou perdons, nous

**Tout comme Ken,
Paul travaille
sans relâche
pour les membres.**

avons accompli le meilleur de nous-mêmes à la tâche à accomplir. » Alors qu'il passe le flambeau au nouveau président provincial, Ken peut et devrait être fier de son dévouement au syndicat et à ses membres et des heures incalculables de service sans compter qu'il leur a consacrées. Nos meilleurs vœux alors que vous passez à la prochaine étape de votre vie, Ken! Bonne retraite!

Dans ce numéro, l'article de Randy Banderob « Leadership participatif : Voir une opportunité dans l'adversité » vous présente Paul Elliott, le 65^e président d'OSSTF/FEESO. Tout comme Ken, Paul travaille sans relâche pour les membres. La voie qui l'a conduit à la présidence provinciale lui a fait connaître de nombreuses villes, de nombreuses expériences et l'a fait endosser plusieurs rôles en Ontario et tout ceci a servi à créer le chef de file qui mènera ce syndicat et ses membres à partir du 1^{er} juillet.

Pourtant, ce ne sera probablement pas sans heurts. Au moment de ma rédaction, Kathleen Wynne a une faible emprise sur le gouvernement Libéral minoritaire et Tim Hudak, chef du parti Progressiste-conservateur, intensifie la rhétorique antisyndicale. L'article de Gord Bambrick « *Paths to prosperity or privatization?* » décrit ce que signifie réellement le programme électoral de Tim Hudak en matière d'éducation pour l'Ontario si les Conservateurs forment le prochain gouvernement. Les perspectives seront extrêmement sombres pour l'ensemble de l'Ontario si cela se produit et surtout pour l'éducation publique. Son programme, s'il est adopté, détruira toutes les mesures positives prises en éducation depuis la défaite des Conservateurs Harris/Eves en 2003 et menace de nous embarquer sur la voie de la privatisation déjà entreprise dans d'autres juridictions.

Les événements de l'an passé ont provoqué beaucoup d'agitation dans le domaine de l'éducation publique et ce n'est forcément qu'un début, mais Paul Elliott ne recule pas. Le site Web de sa campagne mentionnait : « Nous sommes la FEESO. Nous ne perdons pas l'avenir de vue. Nous tirerons la force de nos victoires et apprendrons de nos erreurs. Mais j'ai besoin de savoir si vous me suivez, car sans vous, je ne suis rien. » Les délégués à la Réunion annuelle de l'Assemblée provinciale (RAAP) ont répondu de manière retentissante et nous entrons donc dans la prochaine ère de l'histoire d'OSSTF/FEESO, avec Paul Elliott à la barre. Pour réussir à relever ces défis, Paul et son Exécutif auront besoin que chacun de nous dans ce grand syndicat se range avec eux et, par conséquent, je vous incite à leur apporter votre appui indéfectible en guise de témoignage vivant de notre devise : « Ne pensons pas à nos intérêts personnels, mais plutôt à nous entraider. » ☺

West Wind

A journey to discover Tom Thomson



“Every film is a scavenger hunt—a mystery, a search, an investigation,” Peter Raymont, co-director of *West Wind—The Vision of Tom Thomson*, said. The information gleaned from the filmmaker’s search for the iconic painter who inspired the Group of Seven provides important clues about Canada’s early 20th-century history and identity. Watching the film is like visiting an art gallery in which the paintings come to life in a collage of images, ideas and sounds.

Although a great deal of attention has been paid to Thomson’s death and possible murder, Raymont, co-director Michèle Hozer and producer/researcher Nancy Lang wanted their film to focus on the artist’s life and work. Through Lang’s strong detective work, more and more fragments of the artist’s history came to light. With fellow researcher Rebecca

Middleton, Lang read every book about Thomson, scanning footnotes for locations of archival materials. She searched for descendants of people who knew Thomson, in Leith, Seattle, Toronto and Algonquin Park.

“It was a scavenger hunt of the highest order,” Lang said. Sometimes her 18-month-long investigation produced unpredictable results. While visiting a home in North Toronto, Lang met a 92-year-old woman who had a canister in her basement that she thought might be connected to the artist. It turned out to be a 60-year-old audio recording of one of Thomson’s closest friends, Algonquin Park Ranger Mark Robinson.

“It was a quarter-inch reel-to-reel audio tape,” Raymont said. “We had to find an old machine that could play it at three and three-quarter inches per second. We

found a sound technician who could do it. Miraculously the old tape didn’t break while we were playing and digitizing it.”

Robinson’s voice figures prominently in Thomson’s story, providing an emotional link between the present and the past. A fatherly concern comes through the park ranger’s voice, conjuring a picture of a little understood, obsessive painter who ran outside in the rain to capture the essence of a storm. It gives a human face to the reclusive painter. The Robinson tape may well be Lang’s greatest find.

Sometimes the trail almost went cold. Lang found an audiotape of Thomson’s friend, Daphne Crombie, in the Algonquin Park Archives but the institution would not release it without permission from the family. Crombie had no known surviving relatives, but Lang and Middleton knew Crombie’s husband had fought in World War I and so they went to Veteran Affairs to find out where he was buried. On his headstone in Toronto were listed several familial names, and on the Ancestry.com website they located a great-nephew who was more than happy to grant permission for the use of the tape.

Once the historical clues had been put into place, Raymont and Hozer began selecting story elements. “Lots of times Rebecca and I found great stories, but they couldn’t be used because there was no visual support,” Lang said. “You need visuals of everything,” Raymont said. “You can’t make a film without photographs, archival film or paintings. Sometimes Michèle chose to shoot re-enactments.”

Initially, Hozer had trouble picturing how a documentary could be constructed out of 20 photographs and 16 letters. But as she started to film, a glimpse of the elusive artist’s personality emerged. Underneath the layers of paint and colour, she was able to imagine Thomson’s intentions, obsessions, likes and dislikes, as he

“Of all Canadian artists
he was, I believe,
the greatest colourist.
His aims were
truthfulness and beauty...
beauty of colour,
feeling and of emotion.”



observed the particular movement of a line, shadow or brush stroke.

Hozer then created eight to 10 core sequences, building bridges between sequences with music or sound. Together with Raymont, she filmed interviews with art historians, curators and authors who commented on the significance of the paintings. Actors were cast to read letters by Thomson, his family, Group of Seven friends and their patron, Dr. James MacCallum. “A film organically creates itself if you’re sensitive enough to feel it,” Raymont said. “It’s never clear what the order’s going to be. Michèle and I sat in the cutting room and played with the sequences—connecting them in ways that sometimes weren’t logical.”

Raymont knows a lot about creating films. He’s produced or directed more than 100 documentaries. And in his 40-year career, his films—such as *Shake Hands with the Devil: The Journey of Roméo Dallaire* and *Triage: Dr. James*

Orbinski’s Humanitarian Dilemma—have gleaned over 40 awards. “I don’t like to use narration,” he said. “That’s considered old-fashioned for documentaries—no voice of God unless the character is part of the scene, as in Michael Moore’s films. Instead of narration, we used voice-overs—terrific actors like Eric Peterson, Susan Coyne and Gordon Pinsent reading letters and diary entries. We needed two types of voices—those who knew the facts and those who provided emotional content.”

The result is an intricate mosaic of information that illuminates Thomson’s mind, juxtaposed with heart-wrenching testimonies from those who loved the artist and were shocked by his untimely death. Perhaps the most powerful moments are those in which Thomson’s fans celebrate his work. Art collector David Thomson (no relation to the artist) speaks about how the painter was “in the moment—truly in the moment.... I experience the sketches and

imagine the brush, the moonlight, that line that just moves all through the sky—that denotes the clouds reflected from the moonlight and the water.” In the words of Thomson’s friend, A. Y. Jackson, “Not knowing all the conventional definitions of beauty he found it all beautiful—musk, burnt and drowned land, log shoots, the flight of wild geese and the changing seasons of spring to summer to autumn.” “Thomson painted not merely to paint but because his nature compelled him to paint—because he had a message,” Thomson’s patron MacCallum wrote in tribute. “Thomson never gave utterance in words to the feelings of the glories of nature. Words were not his instrument of experience. Colour was the only medium open to him. Of all Canadian artists he was, I believe, the greatest colourist. His aims were truthfulness and beauty...beauty of colour, feeling and of emotion.”

After the film was completed, Lang created an educational website, www.tomthomsonart.ca, with funding from the Bell Broadcast and New Media Fund, featuring letters and photographs from her research, so teachers and students can encounter the artist she had grown to love. It includes an online gallery of 180 of Thomson’s paintings, thanks to permission from the Art Gallery of Ontario, the National Gallery of Canada, the McMichael Canadian Art Collection, the Tom Thomson Gallery and the Winnipeg Art Gallery.

Over the past year, the filmmakers have visited dozens of Ontario schools sharing Thomson’s story. A 47-minute version of *West Wind* was cut to fit within the normal classroom schedule. They would love to do more school presentations and hope to secure funding to create an online teachers’ guide for use across the curriculum. “It’s fantastic for kids to hear a story about somebody who speaks from the heart the way Thomson did. It’s inspirational,” Raymont said. “Tom Thomson created the visual identity of our country.”

To book the filmmakers for a school visit, call 416-703-5580 or e-mail info@whitepinepictures.com. ☺

Judith Robinson is an occasional teacher in District 20, Halton.



Why social-media literacy?

Use it or ignore it, but warts and all, it's here to stay



Social media are redefining education irrevocably. Most assignments become group assignments because of online collaboration. Students share resources, complaints, ideas and progress, sometimes with classmates, sometimes with unseen students or support organizations—locally and internationally. Encyclopedia and library archives provide instant access to word, image, video and audio information, and social media help share it. Because the Internet archives everything, students have access to past and current schoolwork. Teachers can exploit or ignore social media but they cannot stop them, and so social-media literacy is an essential 21st-century life skill that teachers must help their students acquire.

With the new learning environment come new opportunities, challenges and

responsibilities for teachers and students, each of which needs to be explored and understood to ensure their safe, ethical and productive uses. Social media enhance users' power and freedom—even to effect social change for good and ill—which require new responsibilities. Here are some issues and questions to share with students. We have organized them into three categories: identity, security and agency.

Identity

Since social media foreground social behaviours, the implications for identity are profound, especially in middle school where social capital is critical. To exercise this capital, students create avatars on Facebook, Tumblr and YouTube that are more than—and different from—their real selves. These experimental multiple personae range from

promising to troubling, but can also be beneficially instructive.

We share our multiple online selves at home, on the sidewalk, in the mall, on the bus and at school. Yet we look at screens individually. This paradox of being alone together can invite a lack of accountability in posting ideas anonymously and indiscriminately. But because our posts are actually neither anonymous nor ephemeral, we can't know our audience or the consequences of our messages. Even a single message can be rebroadcast to unknown readers and archived forever, redefining our identities in ways beyond our control or intentions.

As educators, we can help young people become media literate through understanding their roles in the media environment, controlling the quality of their disclosures and effectively using their tools for personal and social enhancement.

Useful questions might include:

- What are my online identities, and for which audiences have I created these identities?
- What personal information do I share, with whom and why? With what potential impact?
- What is more important to me: quantity or quality of friends?
- What would I post or not post if I were sharing my screen with my family, best friends, the police and school principal?
- How might I feel if, in 20 years, my daughter/son found this post in an archive?

Security

Security concerns are connected to issues of identity. When corporations engage in data-mining, they are seeking clues to our identity through our self-reported lifestyle choices. The more clues we provide, the more easily our identities can be used for commercial purposes to send us targeted advertising. In other words, who

The power and excitement that social media create must be balanced with appropriate protocols and etiquette, many of them new to students and teachers.



we are online has social value to us but commercial value to others.

Anything we do or put online can be co-opted or stolen by someone else (witness the revelations of Chinese, Russian and American hackers). As private and secure as many social-media users may feel, they are anything but that: passwords, personal and financial data are highly accessible. And we cannot assume our online data will become more secure in the future. It is safer to assume it cannot be, as any technology can be penetrated and surveilled.

Even though secure sites offer the feel of safety, social-media literacy empowers students to read data-user agreements carefully, to design and choose strong passwords with discretion, and to be mindful when communicating.

Some useful critical questions might include:

- What does privacy mean to me and how important is it?
- How private are my online conversations?
- What are the best ways to maximize my privacy?
- What is a privacy agreement and how does it protect and/or expose my information?
- Who might profit from my communications on the Internet?
- How much should my parents know, and how much are they able to discover, about my social-media activity?

Agency

With great power comes great responsibility. Social media provide great power, so students and teachers must negotiate and practise effective and responsible agency. Rules might originate at the school or classroom level, but many behaviours must result from students' self-control.

Social media allow research and collaboration beyond the classroom walls. Classrooms can be linked for collaborative learning across a school district, a country or to another continent. With this enhanced reach comes a need for new knowledge and skills, which must be learned and practised.

The power and excitement that social media create must be balanced with appropriate protocols and etiquette, many of them new to students and teachers. Students have tremendous opportunities to locate and access information that is far more comprehensive, current—and potentially erroneous—than ever before. They need to validate, process, represent and attribute the information effectively. Teachers and administrators must design rules and guidelines that don't undo the learning benefits that web access and social media afford. This might mean flexible access for different groups of students or practices that apply to specific conditions of learning.

Cyberbullying is a nexus of identity, security and agency. It threatens our freedom to define our own online identities by

attempting to force unwanted identities upon us. It violates our rights to security and hobbles our agency by demeaning our identities. Cyberbullying implicates everyone, whether as victim, bystander or perpetrator, but the online environment demands social-media literate responses. Social media operate in social spaces, so interactions similar to those in other social spaces—hallways, schoolyards, classrooms—will occur, including popularity contests, jokes, dares and bullying. Students and teachers need to explore the effects of the social-media environments on their interactions and agree on behaviours that support learning and respect. Such discussions need to occur transparently, prior to using social media, and again during use to monitor and adjust the policies and practices.

Useful questions might include:

- Which social-media platform(s) will best support this learning activity?
- What are the benefits and risks of using this social-media platform?
- What strategies will help us use social media effectively to learn?
- How might we respect each other's opinions and ideas?
- How might we best organize our interactions?
- How might social media be used to identify, confront and discourage bullying?
- What respect do I expect online and do I show that respect to others?

The online environment presents a host of educational opportunities and challenges. Social media are new, but we have seen new before: computers, the Web, smart boards. As with any exciting new media, teachers and students need to identify and utilize their power when and wherever they can to maximize learning. Social-media literacy can foster the critical thinking, reflection and skills that will allow students and teachers to meet the challenges and use social media appropriately and effectively. In fact, because social media are here to stay, it is our responsibility to do so. ☺

Neil Andersen, President of the Association for Media Literacy (aml.ca), is a retired media teacher and consultant from District 12, Toronto. **Carol Arcus**, Vice-President of AML, is a retired media teacher from District 16, York Region.





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International Solidarity

Neo-liberal policies
threaten the public good
the world over

By Sandra Cordero

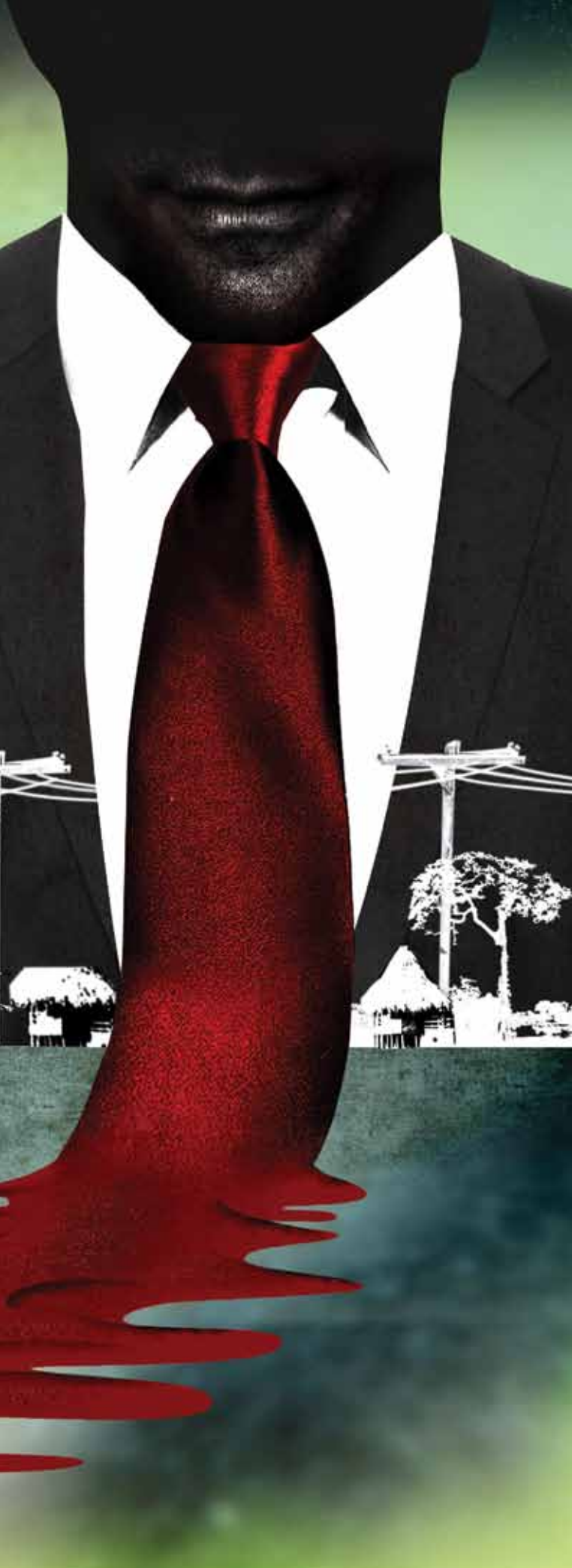
My name is Sandra Cordero and I was an elected union leader for the Union of Workers of the Bogotá Telecommunications Enterprise (SINTRATELEFONOS) in Bogotá, Colombia. Maintaining a clear stand against the privatization of telecommunications and for social justice and sovereignty made me a victim of persecution. I was fired and rehired on three separate occasions. I was twice criminally charged for supposedly being a promoter and organizer of activities against privatization (a victim of the criminalization of social protest) but those charges were later dropped due to lack of proof. I was threatened with more persecution and even death by the government's paramilitaries if I continued my activities as a union leader—no idle threat, given that more than 198 leaders were killed in 2001. As a result of all this repression, and having chosen not to emigrate voluntarily, much less walk away from my commitment to fight, I was forced into political exile.

To safeguard my life and the history of the trade union fight in Colombia, in June 2002, I, my husband, five other members of my family and three other families in similar circumstances immigrated to Canada through a political sponsorship by the Canadian Labour Congress as part of a pilot project to help save the lives of Colombian trade unionists.

As new immigrants, we were full of expectations of continuing our fight in a new country, yet also full of anxieties for new obstacles: primarily, learning a new language

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Solidarité Internationale

Les politiques néolibérales
menacent le bien commun
dans le monde entier

par Sandra Cordero

Je m'appelle Sandra Cordero et j'étais dirigeante syndicale élue du *Union of Workers of the Bogotá Telecommunications Enterprise* (SINTRATELEFONOS), à Bogotá (Colombie). Le fait d'avoir maintenu une prise de position claire contre la privatisation des télécommunications et en faveur de la justice sociale et de la souveraineté m'a conduite à être victime de persécution. J'ai été renvoyée puis réembauchée à trois reprises. Des accusations criminelles ont été portées contre moi à deux reprises pour avoir été soi-disant l'instigatrice d'activités pour contrer la privatisation (une victime de la criminalisation de la contestation sociale), mais ces accusations ont été abandonnées par la suite faute de preuves. J'ai subi de menaces de persécution, voire de mort par les forces paramilitaires gouvernementales si je continuais mes activités des dirigeante syndicale; ce n'était pas une menace en l'air quand on sait que 198 dirigeants ont été assassinés en 2001. Après tant de répression et pour avoir fait le choix de ne pas émigrer de mon plein gré et encore moins d'abandonner mon désir de me battre, j'ai été forcée à l'exil politique.

En juin 2002, afin de sauver ma vie et l'histoire de la lutte syndicale en Colombie, mon mari, cinq autres membres de ma famille et moi-même, accompagnés de trois autres familles dans des situations analogues, avons immigré au Canada, grâce à un parrainage politique du Congrès du travail du Canada dans le cadre d'un projet pilote visant à aider à sauver la vie de syndicalistes colombiens.

En tant que nouveaux immigrants, nous étions emplis d'espoir de pouvoir poursuivre notre lutte dans notre

ILLUSTRATION: ANTHONY TREMMAGLIA

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Excerpt from the article “A story of survival” by Grant Sundal in the Spring 2003 issue of *Education Forum*:

“The logic is as simple as it is ruthless. Colombian trade unions, and in particular public sector unions, have been vociferous opponents of the neo-liberal policies favoured by Colombia’s right-wing elite. In particular, unions have opposed deep government spending cuts, the wholesale privatization of public services, attacks on labour rights and massive layoffs of public employees. The unions believe these policies threaten to worsen conditions for the vast majorities of Colombia’s people already living in dire poverty, and have fought hard against them. The ruling elite, who represent about three per cent of Colombia’s population, see unions as a major obstacle to their agenda. They routinely accuse unions of stifling economic growth and scaring away foreign investment.”

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(we did not speak, read or write English) and adapting to a new rhythm of life and culture. Nevertheless, during our first year in Canada, we participated in different events where we spoke of our trade union problems and the human rights violations in Colombia. We called for solidarity through our interpreters, who did an excellent job of transmitting our message.

In my case, I was adopted by OSSTF/FEESO and the Communications, Energy and Paperworkers Union of Canada (CEP) for one year. These two sister organizations took on the challenge of accompanying us through this experience, and we accomplished much informative and educational work. At the end of this transitional phase, both organizations and I parted ways and took different paths in resisting the voracious agenda of budget cuts, social cuts and collective agreement reductions. As a result, my primary tasks became overcoming the communication barrier—as well as overcoming family calamities—and devoting myself to studying with the hope of finding a decent, unionized job.

Today more than ever there is a need to restart a strong campaign to fight against the continued murder of union leaders in Colombia over the last two decades and the exploitation of our mineral resources with workers’ money under the pretense of pension investments. Now more than ever workers need to unite globally to fight against privatization, social cuts and criminalization of social protests. We need to unite to eliminate the visible gap between the rich and the poor. Even in Ontario, over the last decade the level of poverty has increased. According to Lars Osberg and Andrew Sharpe of the Centre for the Study of Living Standards in the document “Beyond GDP: Measuring Economic Well-being in Canada and the Provinces 1981-2010,” published in September 2011, “Ontario experience[s] the largest change in income equality of anywhere in Canada, in percentage terms at 17.2 per cent, followed by British Columbia at 14.4 per cent.” No country will have

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nouveau pays, mais également envahis par la peur quant aux nouveaux obstacles qu'il nous fallait franchir : principalement l'apprentissage d'une nouvelle langue (nous ne parlions, ne lisions ni n'écrivions l'anglais) et l'adaptation à un nouveau rythme de vie et à une nouvelle culture. Malgré tout, cela ne nous a pas empêchés de nous joindre à plusieurs activités, au cours de cette première année au Canada, durant lesquelles nous avons parlé des problèmes auxquels notre organisation ouvrière avait été exposée et des violations des droits de la personne en Colombie. Nous avons lancé un appel de solidarité à travers la voix de nos interprètes qui ont très bien su transmettre notre message.

En ce qui me concerne, j'ai été parrainée pendant une année par OSSTF/FEESO et par le Syndicat canadien des communications de l'énergie et du papier (SCEP). Ces deux organisations apparentées ont relevé le défi de nous accompagner à travers cette expérience ce qui nous a permis d'exécuter notre mission d'information et d'éducation. Au terme de cette phase de transition, les chemins de ces deux organisations et le mien se sont séparés sans pour autant s'écarter de la voie commune empruntée à résister à la rapacité des coupures budgétaires, sociales et des réductions affectant les conventions collectives. Par conséquent, ma première tâche a été de surmonter les obstacles de communication en plus des infortunes familiales et de me consacrer à des études dans l'espoir de me trouver un emploi décent et syndiqué.

Aujourd'hui, il faut plus que jamais réamorcer une solide campagne de lutte contre les meurtres qui n'ont cessé d'être perpétrés contre les dirigeants syndicaux, en Colombie, au cours des deux dernières décennies et contre l'exploitation de nos ressources minières financée par l'argent des travailleuses et des travailleurs sous la façade de placements de retraite. Aujourd'hui plus que jamais, les travailleuses et travailleurs doivent s'unir à l'échelle planétaire pour lutter contre la privatisation, les coupures sociales et la criminalisation des protestations sociales. Nous devons nous unir pour que l'écart visible qui s'est creusé entre les riches et les

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Extrait de l'article « *A story of survival* » par Grant Sundal, dans l'édition du printemps 2003 d'*Education Forum* :

« La logique est aussi simple qu'elle est impitoyable. Les syndicats colombiens et notamment ceux du secteur public, ont été de fort opposants des politiques néolibérales appuyés par l'élite colombienne de droite. En particulier, les syndicats se sont opposés aux lourdes réductions des dépenses du gouvernement, à la privatisation à outrance des services publics, aux attaques contre les droits des travailleurs et aux mises à pied massives des employés de la fonction publique. Les syndicats croient que ces politiques menacent d'aggraver les conditions de vie de la majorité des Colombiens qui vivent déjà dans la misère et ils ont lutté farouchement contre celles-ci. L'élite dirigeante, qui représente à peu près trois pour cent de la population colombienne, considère les syndicats comme un obstacle de taille à leur programme. Elle les accuse couramment d'étouffer la croissance économique et de faire fuir les investissements étrangers. »



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peace or social justice as long as hunger and social cuts exist with impunity.

In October 2012, the Central Unitaria de Trabajadores (CUT; the Central Union of Workers) established October 20 as an

Now more
than ever
workers need
to unite globally
to fight against
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criminalization of
social protests.

international day of solidarity for fallen trade unionists to commemorate the 14th anniversary of the death of its vice-president, Jorge Ortega, who was killed on October 20, 1998, in Bogotá because of his opposition to neo-liberal politics that have resulted in so much misery, violence and corruption in Colombia.

If someone asked me what I could do in solidarity for the Colombian trade union movement, I would respond that I would actively participate in this campaign because no country, family, orphan or social fighter can live in peace if their leaders (their legacy) remain unpunished. Our unjustly fired colleagues are still without justice for being blacklisted; our exiled people are still without justice for suffering cultural banishment. ☹

Editor's note: This article was written in Spanish and translated into English and French for this issue. The first part of Sandra's story, "A story of survival" by Grant Sundal, can be read in the Spring 2003 issue of *Education Forum*.

Sandra Cordero is a former elected union leader for the Union of Workers of the Bogotá Telecommunications Enterprise (SINTRATELEFONOS) in Bogotá, Colombia.

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pauvres soit éliminé. Même en Ontario, dans les dix dernières années, le taux de pauvreté a augmenté. Selon Lars Osberg et Andrew Sharpe du Centre d'étude des niveaux de vie, dans le rapport intitulé *Au-delà du PIB : Mesurer le bien-être économique, Canada et provinces, 1981-2010*, publié en septembre 2011, « L'Ontario assiste au plus grand changement en matière d'égalité des revenus comparativement à n'importe où au Canada, ce qui équivaut à un pourcentage de 17,2 pour cent, suivi par la Colombie-Britannique à 14,4 pour cent. » Pas un seul pays ne pourra vivre la paix ou la justice sociale tant que la famine et les coupures sociales existeront avec impunité.

En octobre 2012, la *Central Unitaria de Trabajadores* (CUT), la Centrale unitaire des travailleurs, a instauré le 20 octobre comme la Journée internationale de solidarité pour les syndicalistes qui ont péri et ce, afin de commémorer le 14^e anniversaire de la mort de son vice-président, Jorge Ortega, assassiné le 20 octobre 1998, à Bogotá, en raison de son opposition aux politiques néolibérales qui ont entraîné tant de misère, de violence et de corruption en Colombie.

Si quelqu'un me demandait ce que je compte faire pour témoigner de ma solidarité envers le mouvement syndical colombien, je répondrais que je m'engagerais activement dans cette campagne, car pas un pays, ni une famille, ni un orphelin ou même un militant ne peuvent vivre en paix tant que leurs dirigeants (leur héritage) demeurent impunis. Justice n'a toujours pas été rendue à ces collègues renvoyés injustement et qui figurent sur une liste noire. Justice n'a toujours pas été rendue à ceux des nôtres qui ont dû s'exiler et qui souffrent du bannissement culturel. ☹

Remarque de l'éditrice : Cet article, d'abord écrit en espagnol, a été traduit en anglais puis en français pour les besoins de cette publication. La première partie de l'histoire de Sandra est racontée dans « A story of survival » par Grant Sundal, dans l'édition du printemps 2003 d'*Education Forum*.

Sandra Cordero est une ancienne dirigeante syndicale élue du *Union of Workers of the Bogotá Telecommunications Enterprise* (SINTRATELEFONOS), à Bogotá (Colombie).



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CREATING **COMPASSIONATE** CITIZENS

Empowerment through cross-cultural projects

By Erin Andrews

Children Inspiring Hope (CIH) is a non-profit organization based in the United States that facilitates a cross-cultural exchange of arts and education projects between students in North America and students in Ghana, West Africa. CIH aims to engender a deepened social consciousness and to create compassionate citizens of the world who, through their participation, will have the capacity to better understand and appreciate the interconnectedness of all people and things. CIH is an organization that focuses on the whole child; it nourishes the mind, heart and spirit of the children and the volunteers who, like me, become witness to the transformative nature of student-driven and globally minded education.

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DÉVELOPPER UN MONDE DE COMPASSION

Responsabilisation à travers des projets interculturels
par Erin Andrews

Children Inspiring Hope (CIH) est un organisme à but non lucratif, établi aux États-Unis qui facilite un échange interculturel de projets éducatifs et artistiques entre des élèves d'Amérique du Nord et ceux du Ghana en Afrique de l'Ouest. CIH a pour objectif de créer une conscience sociale approfondie et de développer un monde de compassion qui, en raison de leur participation, seront à même de mieux comprendre et d'apprécier l'interconnexion entre les gens et les choses. CIH est une organisation orientée sur l'enfant tout entier; elle nourrit la tête, le cœur et l'esprit des enfants et des bénévoles qui, comme moi, sont témoins de la nature transformative de l'éducation dirigée par les élèves et tournée vers le monde.

PHOTO: ERIN ANDREWS

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Volunteering as an Ambassador of Hope for CIH helps me to look beyond the frustrations I have about working for four years as a long-term occasional and daily substitute teacher and not yet securing a permanent position within an Ontario school board. Volunteering has become a way for me to realign my expectations and to cultivate gratitude for the many blessings in my life. It has helped me to become more grounded in my belief that we need to engage our students in meaningful dialogue that includes an examination of world issues if we want the world to become a better, more peaceful and accepting place. Working with students in Ghana and North America with this organization keeps me connected to what I believe it means to be educated and to be an educator.

CIH enriches school curriculum and character-education programs. The trips are focused thematically. The Fall focuses on shared humanity and peace-building while the Spring concentrates on earth stewardship. In both cases the direction, depth and scope of our conversations, and the creation of the artistic projects themselves, are decided by the students. The projects are a natural expression of what each child understands, values and appreciates about the topics we discuss. As a volunteer, I bear witness to an organic awakening. I watch, often through the lens of my camera, as the children pour every bit of themselves and their growing understanding of the world onto the page.

When people hear about CIH, their first reaction is that our programming is designed to help improve the situation of children in Ghana; they assume there is less to be gained by the students closer to home. The reality is, however, that CIH has an equally powerful impact on children on both sides of the exchange. CIH facilitators open the doors of the classroom and the world follows them in. Students in North America and Ghana watch video footage and slide shows of the friends with whom they are matched. While the students don't meet in person, their spirits and hearts connect as they see a smile spread across the face of the individual who receives the project that he or she took the time to create. The projects are often simple, such as creating drawings, letters or songs, but the power they possess to affect personal growth is truly inspiring.

CIH provides students with an opportunity to engage with their immediate and extended world. They think about what actions they can take within their own communities, reflect on their current practices and behaviours, and then extend this thinking internationally. The students in North America, in particular, begin to ask insightful questions and verbalize an appreciation for the simplified way of life in Ghana. They learn to see beyond the cultural stereotypes and generalizations about Africa and develop an ability to identify with, understand and empathize with others who, at least at first, appear to be different. The students recognize, in the smiles of the children they see, a sincere happiness. Many make a commitment to spend more time outdoors and less time in front of the computer and television. Others, like the four Grade 8 students from Atlanta who, after our water-themed exchange, raised over \$4,500 to have a well built in Rwanda, turn their newfound knowledge into

The projects are often simple, such as creating drawings, letters or songs, but the power they possess to affect personal growth is truly inspiring.



action. We have had classes of students, including a secondary school leadership class here in Ontario, decide, entirely on their own, to fundraise and donate the proceeds to CIH's scholarship fund (which currently provides six students in Ghana, four of whom are orphans, with the opportunity to attend school). Service projects like these are a natural occurrence once children identify themselves as members of a global community.

I am continuously amazed by the capacity of this organization to encourage curiosity, growth and reflection. Volunteering with CIH has expanded my humanity. I have been stretched, my senses have been sharpened and my emotions redefined by each of my trips to Ghana. The country and its people, but especially its children, have forever changed the composition of my heart. I have come to realize, in racing through school yards with hoards of laughing and joyful Ghanaian children, how amazing it feels to be overwhelmed by love. I have learned, by spending time in classrooms with students who enjoy the process of growing culturally and emotionally, that the impact of education increases exponentially when learning is supportive and student-driven. The time I have spent in Ghana has proved, over and over again, to be restorative, and it continues, even when I am far away, to guide my movements through the world.

I am grateful I have had the opportunity, while trying to

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PHOTO: AMY GAYLOR NEDRIGA





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Être une ambassadrice de l'espoir bénévole pour CIH m'aide à voir au-delà des frustrations que j'éprouve depuis quatre ans à occuper un poste d'enseignante suppléante occasionnelle à long terme ou à la journée sans avoir pu encore me trouver un poste permanent au sein d'un conseil scolaire ontarien. Le bénévolat a été pour moi l'occasion de redéfinir mes attentes et d'être reconnaissante pour toutes les bénédictions dont je suis comblée. Cela m'a aidée à réaffirmer ma conviction que nous devons inciter nos élèves à avoir un dialogue constructif qui comprend un examen des problèmes mondiaux, si nous voulons que le monde devienne un endroit meilleur, plus pacifique et tolérant. Le fait de travailler avec des élèves du Ghana et d'Amérique du Nord, par l'intermédiaire de cette organisation, me garde en contact avec ce que veut dire être éduqué et être un éducateur.

CIH enrichit les programmes scolaires et de développement du caractère. Les voyages sont axés sur des thèmes. Celui de l'automne porte sur l'humanité partagée et sur le renforcement de la paix, tandis que celui du printemps se concentre sur la protection de la planète. Dans les deux cas, la tournure, la richesse et l'étendue de nos conversations et la réalisation des projets artistiques eux-mêmes sont décidées par les élèves. Les projets correspondent à une expression naturelle de ce que chaque élève retient, apprécie et aime des sujets que nous abordons. En tant que bénévole, je suis témoin

d'un éveil naturel de la base. Quand les enfants s'appliquent sur le papier, je suis témoin, souvent à travers l'objectif de mon appareil photo, de la croissance de leur prise de conscience du monde.

Quand les gens entendent parler de CIH, leur première réaction est de penser que notre programmation a pour but d'améliorer la situation des enfants au Ghana; ils présument qu'il y a moins à acquérir pour les élèves qui vivent plus près de chez nous. Cependant, la réalité est que CIH a une incidence tout aussi percutante sur les enfants de part et d'autre de l'échange. Les animateurs de CIH ouvrent les portes de la salle de classe et le monde les suit à l'intérieur. Les élèves d'Amérique du Nord et du Ghana regardent des séquences vidéo ou des projections de diapositives et découvrent des amis avec qui ils deviennent correspondants. Bien que les élèves ne se rencontrent pas en personne, leur esprit et leur cœur se rejoignent alors qu'un sourire illumine le visage de la personne qui reçoit le projet qu'ils ont pris le temps de réaliser. Les projets sont bien souvent simples et prennent la forme de dessins, de lettres ou de chansons, mais l'effet de leur pouvoir qui génère l'épanouissement personnel est une source d'inspiration.

CIH fournit aux élèves l'occasion d'engager le dialogue avec leur univers local et au-delà des frontières. Ils envisagent les actions qu'ils peuvent entreprendre au sein de leur collectivité, réfléchissent à leurs pratiques et comportements actuels et élargissent ensuite

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cette réflexion à l'échelle internationale. Les élèves d'Amérique du Nord, en particulier, commencent à poser des questions très pertinentes et expriment une appréciation du mode de vie simplifié du Ghana. Ils apprennent à dépasser les stéréotypes culturels et les généralisations que l'on se fait de l'Afrique et acquièrent la capacité de s'identifier aux autres, de les comprendre et d'être compatissants envers ceux, qui au début du moins, semblent être différents. Quand ils voient le sourire des enfants, les élèves savent ce qu'est le vrai bonheur. Plusieurs s'engagent à passer plus de temps dehors et moins de temps face à un écran d'ordinateur et de télévision. D'autres, comme ces quatre élèves de 8^e année à Atlanta qui, après notre échange sur le thème de l'eau, ont recueilli plus de 4 500 \$ afin de financer le forage d'un puits au Rwanda, sont passés des connaissances nouvellement acquises à l'action. Nous avons vu des classes d'élèves, notamment une classe de leadership d'une école secondaire d'ici en Ontario qui, de sa propre initiative, a décidé de recueillir des fonds et de les remettre aux bourses d'études de CIH (qui, à l'heure actuelle, permettent à six élèves du Ghana, dont quatre orphelins, d'aller à l'école). Des projets de service comme ceux-ci sont un phénomène naturel dès que les enfants s'identifient comme membres d'une communauté mondiale.

Je ne cesse d'être étonnée par la capacité de cette organisation à encourager la curiosité, le développement et la réflexion. Mon bénévolat auprès de CIH m'a permis d'élargir mon humanitarisme. J'ai été mise à l'épreuve; mes sens ont été aiguisés et mes émotions redéfinies à chacun de mes voyages au Ghana. Le pays et ses habitants, et plus particulièrement ses enfants, ont changé mon cœur à jamais. Alors que je me frayais un chemin dans les cours d'école emplies d'une foule d'enfants ghanéens rieurs et joyeux, je me suis rendu compte qu'il est bon de se laisser submerger par l'amour. J'ai appris, en passant du temps dans des salles de classe avec des élèves qui sont heureux de grandir sur le plan culturel et affectif, que les effets de l'éducation augmentent de façon exponentielle lorsque l'apprentissage se fait dans un milieu propice et dirigé par l'élève. Le temps que j'ai passé au Ghana s'est avéré, à maintes reprises, revigorant et il continue, même loin de ce pays, à me guider partout dans le monde.

Alors que je cherchais à faire ma place dans cette profession, je suis reconnaissante que l'occasion m'ait été donnée de faire du bénévolat pour une organisation avec tant d'intégrité et de vision. Grâce à elle, je suis non seulement un être meilleur, mais aussi une meilleure enseignante. Le fait d'avoir franchi des frontières me permet aujourd'hui de retirer une plus grande satisfaction. Je sais aussi que j'ai pu ouvrir certains esprits et possiblement quelques cœurs en partageant mes histoires et mes photographies avec des élèves et des enseignants partout en Ontario. J'espère seulement qu'en fin de compte de plus en plus d'enseignants chercheront à inciter et à responsabiliser leurs élèves à trouver leur place dans le monde.

Pour de plus amples renseignements sur *Children Inspiring Hope*, pour recevoir leur bulletin d'information ou pour faire un don, visitez www.childreninspiringhope.org.

Erin Andrews est enseignante suppléante occasionnelle au District 17, Simcoe.

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find my place within this profession, to volunteer with an organization of such integrity and vision. I am not only a better person but also a better teacher because of it. I have found a great deal of meaning in my life by reaching beyond borders. And I know I have been able to open a few minds, maybe even a few hearts, by sharing my stories and photographs with students and teachers around Ontario. My hope is that, in the end, more and more teachers will begin to look for ways to truly engage their students and empower them to find their place in the world.

For more information about Children Inspiring Hope, to join our newsletter or to make a donation, please visit www.childreninspiringhope.org.

Erin Andrews is an occasional teacher working in District 17, Simcoe.







INCLUSIVE, FOCUSED LEADERSHIP

Seeing opportunity in adversity

By Randy Banderob

When he speaks with you, Paul Elliott looks you directly in the eye so you immediately know that, despite his busy schedule and demanding position, you have his undivided attention. Well-known and respected for being open and thoughtful, he is a man who listens more than he speaks.

For OSSTF/FEESO's 60,000 members, he is the one they will now rely on to act on their concerns and direct their collective membership in a time when both public education and labour are under great duress. This past March at our Annual Meeting of the Provincial Assembly (AMPA), delegates cast their votes and elected Paul Elliott as OSSTF/FEESO's 65th provincial president.

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Quand il vous parle, Paul Elliott vous regarde dans les yeux, vous savez donc, immédiatement, qu'en dépit de son emploi du temps chargé et de son poste exigeant, il vous accorde sa pleine attention. Bien connu et respecté pour être ouvert et réfléchi, c'est un homme qui écoute plus qu'il ne parle.

Pour les 60 000 membres d'OSSTF/FEESO, il est la personne sur qui ils compteront pour donner suite à leurs préoccupations et qui dirigera l'ensemble des membres à un moment où l'éducation publique et le monde du travail sont soumis à bien des pressions. En mars dernier, à notre Réunion annuelle de l'Assemblée provinciale (RAAP), les délégués se sont

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PHOTO: HENRIETA HANISKOVA

LEADERSHIP PARTICIPATIF

Voir une opportunité dans l'adversité

par Randy Banderob



While most will recognize Elliott as one of OSSTF/FEESO's long-standing vice-presidents, many do not know about his various and far-flung experiences across Ontario, both in the classroom and out.

Growing up in Grimsby and then Niagara Falls, Elliott remembers a childhood filled with outdoor adventures, "catching crayfish in Forty Mile Creek, hiking the 'mountain' and playing outside until the streetlights came on." He attributes his parents with having imparted the values of discipline and sacrifice. From his brothers, he learned about the importance of athletics and the arts. His sister taught him the value of compassion and empathy. "At the time, it's difficult to identify the influence of one's family," says Elliott, "but looking back I can see and appreciate their contributions."

A shy student attending A.N. Myer Secondary School, Elliott fondly recalls his drama teacher Mr. Hodwitz, "He was able to bring me out of my shell, and allowed me to discover a voice I didn't know I had at the time. I saw how well he handled all of us, and this taught me that respect given to another and the validation of one's experience is the greatest gift we can give one another. I owe him so much, and regret not ever thanking him or giving him the recognition he deserved."

Elliott's positive experience with drama led him to a lifelong connection to theatre. Aside from producing plays across Northern Ontario and Minnesota, he founded two improv groups that performed at fundraising events and conferences.

For Elliott, attending the University of Guelph was an easy choice, "It had an incredibly gorgeous campus and outstanding professors in the Biology department, and...it was in a great city to run in. You see, my life became very simple...classes, studying, and running. Not only was I intent on achieving my degree, I was also competing in 10K and 20K races almost every weekend, and training for a marathon in '85. Guelph was a great town to train and run in, and it has a great university to study at."

Before becoming a teacher, Elliott had an eye-opening experience driving a taxi in Niagara Falls. "I saw a part of the city

that I didn't know existed. I was struck by the sense of hopelessness I witnessed every day in one form or another," recalls Elliott. "Later, in the classroom I realized what kind of world some of my students came from and I knew that I had to help them realize that there is always hope... and that it's worth hanging on to."

He graduated with a Bachelor of Science and later took his Bachelor of Education at Brock University. He still has fond memories of his placement as a teacher candidate at the Toronto District School

Collective Bargaining Committee. "I know that many of us become involved because we see some form of administrative injustice somewhere along the line. I won't deny that was part of my motivation, but I also realized in those years that the working conditions for all us—teachers and educational workers alike—have a direct impact on the students we teach. I understood that to have positive impact on both, our working environment and the learning environment, I needed to be involved directly in the bargaining process.



Board's Outdoor Education School in Shelbourne, a place he describes as "a great experiential learning environment."

He continued his adventures around the province teaching at high schools in Rainy River and Fort Frances. Among the subjects he taught were English, Science, Biology, Chemistry, Physics and Drama. Elliott was always focused on becoming a better teacher, understanding the depth of knowledge required and always keeping up with the most update tools for instruction and pedagogical theories. The variety of subjects he taught reflected his own wide range of interests from early American literature to evolution.

In his second year of teaching, Elliott became the branch representative at his school and then found himself on the local bargaining committee. In 1998 he became Chief Negotiator for his District and later served a five year term on the Provincial

When I shifted from negotiations to the political side of OSSTF/FEESO, that bargaining experience has been useful in that I make sure that I understand the issues before trying to find solutions. Too often we jump in, before the problem is identified and start to deal with the 'symptoms' before we deal with the 'cause'."

Of his philosophy of leadership, demonstrated throughout his political career, Elliott says, "I believe in collaborative leadership where major decisions that move us in a particular direction are shared." Across the province, Elliott is recognized for that leadership and for his ability to connect with members from all bargaining units openly and honestly. From his first successful campaign, to his move to the Toronto area, he has been committed to meeting members at schools and work-sites around the province. Elliott has a

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prononcés et ont élu Paul Elliott comme 65^e président provincial d'OSSTF/FEESO.

Bien que la plupart reconnaissent Paul comme l'un des vice-présidents de longue date d'OSSTF/FEESO, plusieurs ne sont pas au courant de ses vastes et diverses expériences partout en Ontario, au sein de la salle de classe comme à l'extérieur.

Ayant grandi à Grimsby puis à Niagara Falls, Paul se souvient d'une enfance emplies d'aventures en plein air, « attraper des écrevisses à Forty Mile Creek, escalader la

cadeaux que nous puissions nous donner. Je lui dois tant et je regrette de ne jamais l'avoir remercié ni de lui avoir témoigné la reconnaissance qu'il méritait. »

L'expérience positive que Paul a eue avec le théâtre l'a conduit à développer un lien à vie avec le théâtre. Mis à part le fait qu'il a produit de nombreuses pièces de théâtre dans tout le Nord de l'Ontario et au Minnesota, il a fondé deux groupes d'improvisation qui se sont produits à l'occasion d'activités de financement et de conférences.

J'ai été frappé par le sentiment de désespoir sous une forme ou une autre dont j'étais témoin chaque jour » se souvient Paul. « Plus tard, en salle de classe, j'ai pris conscience de quel monde provenaient certains de mes élèves et j'ai su que je me devais de les aider à réaliser qu'il y a toujours de l'espoir... et que cela vaut la peine de s'y accrocher. »

Il a obtenu un baccalauréat ès sciences et ensuite a suivi son baccalauréat en éducation à l'Université Brock. Il garde de bons souvenirs de son stage en tant que



“I BELIEVE IN COLLABORATIVE LEADERSHIP WHERE MAJOR DECISIONS THAT MOVE US IN A PARTICULAR DIRECTION ARE SHARED.”

« montagne » et jouer dehors jusqu'à ce que les lampadaires s'allument. » Il attribue à ses parents de lui avoir transmis les valeurs de la discipline et du sacrifice. Ses frères lui ont appris l'importance du sport et des arts. Sa sœur lui a enseigné les valeurs de la compassion et de l'empathie. « Sur le moment, il est difficile de reconnaître l'influence de sa famille » dit Paul Elliott, « mais quand j'y repense, je peux voir quelles ont été leurs contributions et les apprécier. »

Élève timide fréquentant *A.N. Myer Secondary School*, Paul se souvient encore de son enseignant de théâtre, M. Hodwitz, « Il m'a fait sortir de ma coquille et m'a permis de découvrir une voix que je ne connaissais pas. J'ai vu à quel point il s'occupait bien de nous tous et cela m'a appris que le respect accordé à une autre personne et la reconnaissance de l'expérience de chacun sont les plus beaux

Pour Paul, ses études à l'Université de Guelph étaient une décision facile à prendre : « L'université était dotée d'un magnifique campus et de professeurs remarquables à la faculté de biologie et... elle se trouvait être une ville superbe pour courir. Ma vie est devenue très simple... aller en classe, étudier et courir. Non seulement j'étais déterminé à obtenir mon diplôme, mais je participais également à des compétitions de 10 et 20 km, pratiquement toutes les fins de semaine et je me suis même entraîné pour un marathon en 1985. Guelph était une ville extraordinaire pour s'entraîner et y courir et elle possède une superbe université où on peut faire ses études. »

Avant de devenir enseignant, Paul a eu une expérience qui lui a ouvert les yeux alors qu'il était chauffeur de taxi à Niagara Falls. « J'ai vu une partie de la ville dont j'ignorais l'existence.

candidat à l'enseignement à l'école d'enseignement de plein air du *Toronto District School Board* à Shelbourne, endroit qu'il décrit comme « un environnement propice à l'apprentissage par l'expérience. »

Il a poursuivi ses aventures à travers la province en enseignant dans des écoles secondaires à Rainy River et à Fort Frances. Parmi les matières qu'il a enseignées, il y a l'anglais, les sciences, la biologie, la chimie, la physique et le théâtre. L'objectif de Paul était toujours de devenir un meilleur enseignant, de comprendre les connaissances requises et de se tenir constamment informé des outils d'enseignement les plus modernes et des théories pédagogiques les plus récentes. L'éventail des matières qu'il a enseignées reflétait très bien sa vaste gamme d'intérêts, en passant des débuts de la littérature américaine à l'évolution.

/SUITE À LA PAGE 29

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profound respect for the membership and the local leaders that work tirelessly on their behalf; he recognizes that the strength of OSSTF/FEESO hinges on the mutual respect between all levels of the federation.

In 2005 Elliott was elected to the provincial executive as an Executive Officer, a position in which he served for two years, following which in 2007 he was elected as a Provincial Vice President. And as of July 1 this year, Paul Elliott becomes the Provincial President of the Ontario Secondary School Teachers' Federation. As he takes the helm, he is clearly aware of the tumultuous political times OSSTF/FEESO has faced and he is also keenly cognizant of the uncertainty that lies ahead. "My number one job, your Provincial Executive's number one job, must be to build a foundation of trust for without that foundation, we will never be as strong as we could be or should be."

Accomplishing this goal, Elliott understands, is vital. "At the heart of our federation, the core of what we do to serve our members, is collective bargaining. If our members to do not have faith in the process, and trust in those elected to ensure their working conditions are protected and enhanced we have failed them. That trust is established through openness, honesty and dedication. We have begun building a bargaining process that recognizes the new realities of a central table, along with the fundamental structure of local bargaining. It is a beginning. The first steps. But let's be honest. It won't be easy, and we're not alone. We must still deal with the goals of other affiliates, school board associations and the government and sometimes we don't all agree. But we must fight for OSSTF/FEESO solutions."

Ask him about what we have been through and where we are going and Elliott will fix his eyes on you, smile and tell you, "There is always opportunity. Even as we look to the other side of what we have been through over the last 15 months, we must look ahead, always look ahead, to where gains can be made and the opportunities that exist." ☺

Randy Banderob is an Executive Assistant in the Communications/Political Action department at the OSSTF/FEESO provincial office.



Au cours de sa deuxième année d'enseignement, Paul est devenu représentant de son école et s'est ensuite retrouvé au comité local de négociation. En 1998, il devint négociateur en chef de son district et a occupé plus tard un mandat de cinq ans au Comité provincial de négociation collective. « Je sais que plusieurs d'entre nous s'impliquent parce qu'à un certain moment nous avons été témoins d'injustice administrative. Je ne nie pas que cela a fait partie de ma motivation, mais je me suis également rendu compte au cours de ces années-là que les conditions de travail de nous tous, enseignants et travailleurs en éducation, ont des répercussions directes sur les élèves auxquels nous enseignons. J'ai compris que pour produire une incidence positive tant sur notre environnement de travail que sur celui de l'apprentissage, j'avais besoin de m'impliquer directement dans le processus de négociation. Lorsque je suis passé de la négociation à la politique d'OSSTF/FEESO, mon expérience en négociation a été utile pour m'assurer de bien comprendre les problèmes avant d'essayer de les résoudre. Trop souvent, nous intervenons avant que le problème ne soit réellement défini et nous commençons à traiter les symptômes avant de nous attaquer à la cause. »

De sa philosophie de leadership, démontrée tout au long de sa carrière politique, Paul Elliott dit : « Je crois en un leadership de collaboration dans lequel il y a partage des décisions importantes qui nous orientent dans une direction précise. » Aux quatre coins de la province, Paul Elliott est reconnu pour ce leadership et pour sa capacité à interpellier ouvertement et honnêtement les membres de toutes les unités de négociation. Depuis sa première campagne qu'il a menée avec succès jusqu'à son déménagement dans la région de Toronto, il s'est engagé à rencontrer les membres dans les écoles et les lieux de travail dans l'ensemble de la province. Paul respecte profondément les membres et les dirigeants locaux qui travaillent sans relâche pour eux. Il reconnaît que la force d'OSSTF/FEESO repose sur le respect mutuel entre tous les paliers de la Fédération.

En 2005, Paul Elliott a été élu à l'Exé-

cutf provincial à titre d'agent de l'Exécutif, poste qu'il a occupé pendant deux ans après quoi, en 2007, il a été élu à la vice-présidence provinciale. Et, à compter du 1^{er} juillet cette année, Paul Elliott devient le président provincial de la Fédération des enseignantes-enseignants des écoles secondaires de l'Ontario. Alors qu'il prend la barre, il est parfaitement conscient de la période politique tumultueuse à laquelle a

d'esprit, de l'honnêteté et du dévouement. Nous avons commencé à mettre sur pied un processus de négociation qui tient compte des nouvelles réalités de la table centrale parallèlement à la structure fondamentale de la négociation locale. C'est un début. Les premiers pas. Mais soyons honnêtes. La tâche sera ardue, mais nous ne sommes pas les seuls. Nous devons encore réagir aux objectifs des



« JE CROIS EN UN LEADERSHIP DE COLLABORATION DANS LEQUEL IL Y A PARTAGE DES DÉCISIONS IMPORTANTES QUI NOUS ORIENTENT DANS UNE DIRECTION PRÉCISE. »

cutif face OSSTF/FEESO et il est aussi profondément au courant de l'incertitude qui nous attend. « Ma tâche principale, la tâche principale de votre Exécutif provincial, doit être de bâtir une base de confiance, car sans cette base, nous ne serons jamais aussi fort que nous le pourrions ou le devrions. »

Selon Paul, l'atteinte de cet objectif est essentielle. « Au cœur de notre Fédération, la négociation collective est au cœur même de ce que nous faisons pour desservir nos membres. Si nos membres n'ont pas confiance dans le processus et en ceux qui ont été élus pour assurer la protection et l'amélioration de leurs conditions de travail, nous les avons laissés tomber. Cette confiance s'établit par de l'ouverture

autres affiliés, des associations de conseils scolaires et du gouvernement et, parfois, il nous arrive de ne pas être tous d'accord. Mais nous devons lutter pour les solutions d'OSSTF/FEESO. »

Parlez-lui de ce que nous avons vécu et où nous allons et Paul vous fixera du regard, sourira et vous dira : « Il y a toujours une possibilité. Même si on examine l'envers de la médaille des 15 derniers mois, nous devons nous tourner vers l'avenir, toujours l'avenir, où l'on peut réaliser des gains et là où les opportunités existent. »

Randy Banderob est adjoint exécutif au Secrétaire des communications/action politique, au Bureau provincial d'OSSTF/FEESO.

PATHS TO PROSPERITY OR PRIVATIZATION?

The Hudak plan for education

By Gord Bambrick

Neo-liberal reform, a movement currently on the rise in most of the world's industrialized nations, advocates for smaller government, tax cuts for corporations, the elimination of governmental controls on business and the removal of social services. Based on the ideals of Adam Smith's classical capitalism and the economic philosophy of Milton Friedman, it is easy to see why neo-liberalism is the policy of choice for today's billionaires and multinational corporations: it is they who have the most to gain from a deregulated system that removes all constraints from business. To this end, according to Donald Gutstein in *Not a Conspiracy Theory: How Business Propaganda Hijacks Democracy*, they finance right-wing think-tanks, such as the Fraser Institute, which fund scholarships and use clever media PR to promote their studies, report cards and other seemingly unbiased critiques of government inefficiency.

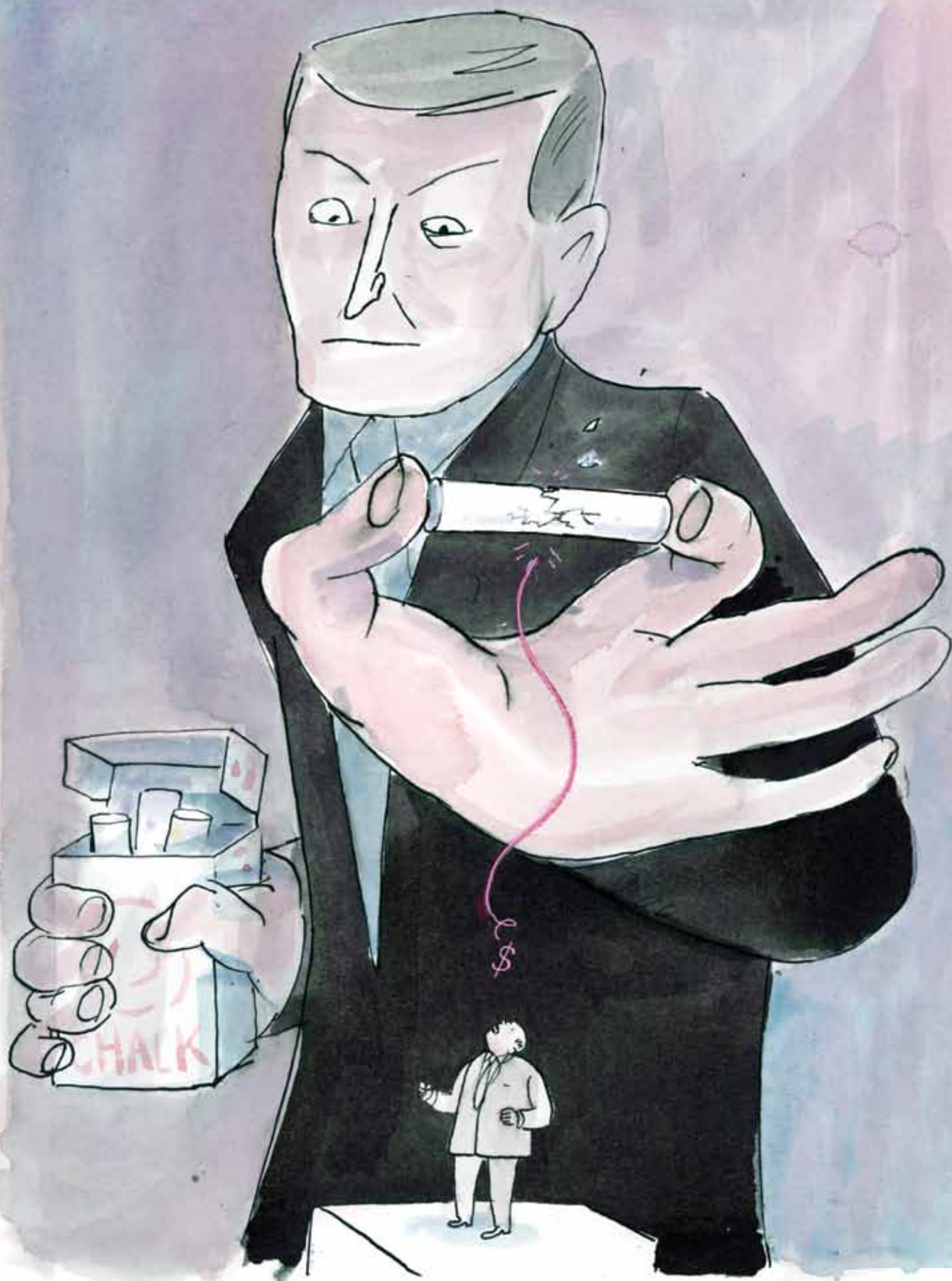
Neo-liberal education

In the realm of education, we may cherish notions of preparing well-rounded citizens for the greater good and a life of active involvement in a participatory democracy, but there is no place for such sentimentalism in the new scheme. Neo-liberals see public school systems at all levels as a huge drain on the economy, waiting to be "transformed" into a multi-trillion-dollar global marketplace. In the dreams of neo-liberal thinkers, parents are customers, schools are run for profit and the education system prepares workers to win jobs from other countries.

The neo-liberal transformation of education doesn't happen overnight though. First you need to "build capacity" for such far-reaching changes. Nonetheless, according to *The Global Assault on Teaching, Teachers and their Unions* by Mary Compton and Lois Weiner, neo-liberalism is

ILLUSTRATION: GRAHAM ROUMIEU





rapidly spreading around the world. In Ontario, neo-liberal capacity-building can be seen in most of the changes promised by Tim Hudak's Ontario Progressive Conservative Party's white paper titled "Paths to Prosperity: Preparing Students for the Challenges of the Twenty-First Century."

Naomi Klein's *The Shock Doctrine* explains how neo-liberal strategists use crises to manipulate the public into accepting new solutions. Hudak identifies "low expectations, lagging test results, off-target spending and disproportionate power for education unions" as the crises that this paper is supposed to address and that justify solutions that are the cornerstones of neo-liberal education reform: "raising the bar" of expectation, increasing pressure for improved test grade production, spending cuts and attacking unions. The paper quotes the Fraser Institute's March 2012 paper, "Time for Ontario to Consider Fundamental Educational Reform," to set the agenda for the PC platform: "The fiscal crisis on Ontario's doorstep demands action, either now or in response to a crisis later."

Schools as business

The crisis presented by a supposed culture of low expectations is used to try to steer us to an entirely new system. The PCs claim this is so because "education bureaucrats at Queen's Park, the school boards and teachers' unions" set the agenda and to counter this, we need "a principal- and teacher-driven system." This strategy of "site-based management" clears the democratic levers out of the way and sets the stage to transform schools into businesses or chains, such as those highlighted on the Fraser Institute's "School Chain Showcase" website. The white paper specifically prescribes eliminating board superintendents and freeing up principals to take control of things like class size, curriculum, money and, presumably down the road, hiring and firing, leaving the government "to set expectations, measure progress." In the U.S., this role is crucial, for schools that persistently underperform are typically closed and reopened as charter schools. Some of the well-known side effects of the school-choice agenda have also been

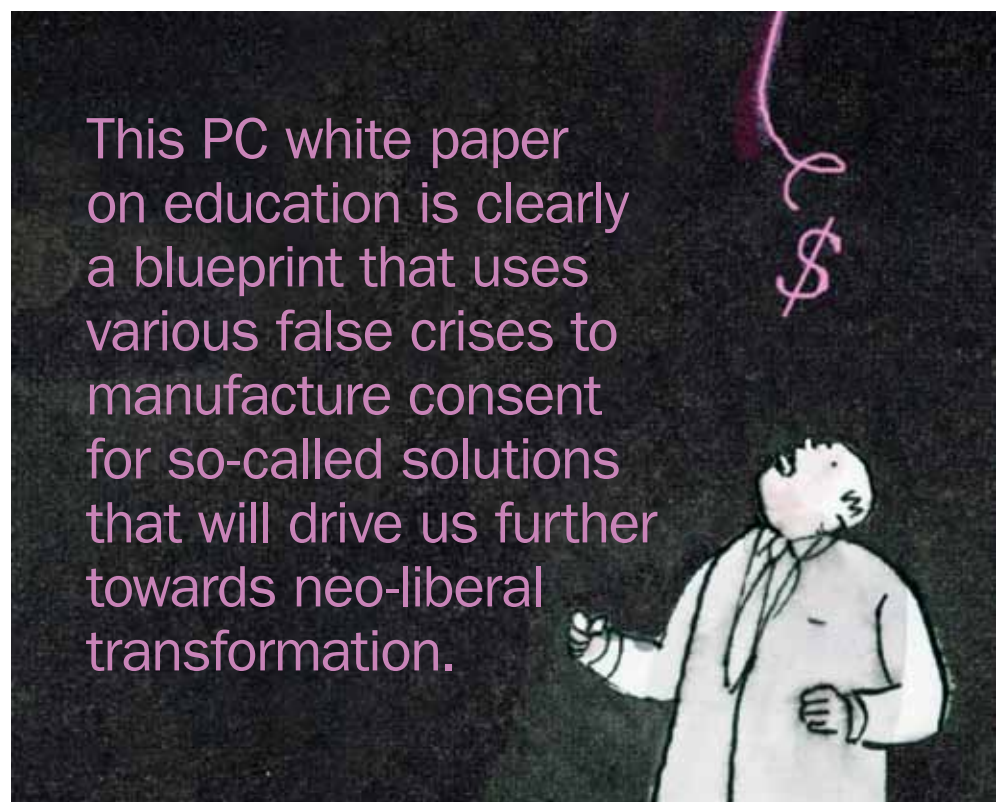
segregation by class, race and ethnicity, but these are ignored by the white paper.

From angry parent to "satisfied customer"

The white paper casts parents as the rightful owners of the public system, stokes their outrage with teachers and reconstitutes them as customers who have been getting ripped off. The new battle

From deficit to profit

Massive cutting to the education system in the name of a balanced budget will, in itself, create another useful crisis that will make funding from the private sector seem the common-sense solution. With less money for schools in under-enrolled rural districts, students will increasingly turn to online learning, an area that is already big business in the U.S. However,



cry—"We can't afford a 'not bad is good enough' attitude in Ontario"—implies a crisis of mediocrity. It claims that hard-earned tax dollars have been squandered: "For nearly a decade, the government has tried to persuade parents that spending equals results. People aren't that gullible. They want better education for their children, not more expensive education." The rabbit from the hat promised by PCs is that, with massive cuts, school improvement will soar to 90 per cent on provincial EQAO testing. Of course, part of the beauty of standardized tests is that you can cut virtually anything—heat, secretaries, custodians—without it necessarily showing up on tests. In this case, Hudak claims he can "Phase out 10,000 non-teaching positions to save \$600-million."

this has also led to the proliferation of private or charter virtual high schools that are immensely profitable due to unlimited class size, zero building or transportation expenses and no unions. The fact that those online schools in the U.S. provide inferior education is immaterial in the face of profits.

Further, the white paper says new schools will be built through public-private partnerships (P3s), as is increasingly being done in Alberta. Even though Alberta Federation of Labour President Gil McGowan indicated in a February 18, 2013 article in the *Edmonton Journal*, "We now have more than three decades of [international] experience with P3s and what that experience shows us is that P3s are a shell game that almost never

works for citizens and taxpayers,” this is ignored by Hudak, who is even ready to open the doors to privatization in schools during off hours. “For example, why not allow teachers from a Kumon learning centre to use a classroom after school one day a week?” asks the white paper.

From education to training

The broader crisis of the economy, which is used to justify neo-liberalizing education around the world, rests on the myth that failing, outdated education systems are always to blame for underemployment. While the manufacturing sector has been devastated in Canada and the U.S. as jobs have been exported to nations with fewer labour rights, the transformation of education from a societal good to an economic engine can now be justified in the name of being globally competitive. Arne Duncan, U.S. Secretary of Education, capitalized on the stock market meltdown with the slogan “We need to educate our way to a better economy.” In all of the U.S. think-tank literature, the jobs are still there, just waiting for properly skilled workers. Accordingly, the PC white paper states, “With Ontario’s continued high level of unemployment, it’s easy to forget that we are actually facing a future where labour shortages will be the norm. Not only will there not be enough workers, we are already seeing skills shortages where good jobs go unfilled because no one has been trained to do them.” As the PC white paper’s title suggests, schools are strictly to set students on “Paths to Prosperity” as opposed to paths to become caring, well-educated citizens.

“Financializing” the curriculum

The notion of children as economic units is nowhere more evident than in the white paper’s plans to implement “financial literacy.” While unemployment or underemployment is undoubtedly the real reason that so many people are poor in the U.S. and Canada, the white paper implies the solution is to teach kids how to use their money properly. “We will take the solid financial literacy work already done by groups like the Investment Funds Institute of Canada, the Jr. Economic Club of Canada, the Financial

Planning Standards Council and Junior Achievement Canada and introduce it in a structured way into our schools beginning at the earliest levels so that all of our children will develop the critical life skill of managing their money.”

Do we really want to let third parties become involved in setting our curriculum? Are we opening the door for other corporate giants to demand their piece of the pie? The big computer companies certainly hope so, as a January 13, 2009 Cisco press release suggests: “As we continue to engage with government leaders, institutions and educators, one of the most important points that is consistently raised is the need for public and private sectors to unite in an effort to extend access to quality education, increase graduation rates and create a consistent way to measure success,” said Anoop Gupta, Corporate Vice-President for the Unlimited Potential Group, the Education Product Group, and Technology Policy and Strategy at Microsoft. “Through this collaboration, we hope to inspire others to join the mission because we believe that, together, we can make greater impact towards ensuring students of today are better prepared for the workforce of tomorrow.”

“A realistic definition of a teacher’s job”

The recent protests by teachers and education workers against contract-stripping provide the ideal crisis to justify the white paper’s call to cut and privatize education as well as to cut teachers’ wages, the single greatest expense. And of course, while job sanctions are perfectly legal under the *Ontario Labour Relations Act*, neo-liberals characterize them as “using students as pawns” and cast teachers’ unions as the enemy. According to the white paper, “good” teachers volunteer out of love and “bad” ones only want unions, contracts and money. Hudak says, “Teachers like my parents knew they had more than a job. They knew the path they had chosen was not one that would lead to personal wealth but one that would generate the satisfaction of making a child’s life better.”

For effect, Hudak trots out the standard “union boss” villain, who “inflict[s]

this punishment on our children.” If Hudak’s goal to import union-killing “right to work” legislation from the U.S., and the white paper’s promise to “prevent unions from punishing teachers who want to help children” are realized, teachers will quickly be characterized either as good ones who will do anything to keep a job or bad ones who just want a contract. A major priority for the PCs is also to impose “a realistic definition of a teacher’s job.” Although teachers won’t be forced to do extra-curriculars, those who refuse can be appointed extra duties to free up teachers who do. When the boundary between volunteer work and paid contractual labour dissolves, a new pecking order will arise under principals pressured over results and perpetually driven to win “customers.”

This PC white paper on education is clearly a blueprint that uses various false crises to manufacture consent for so-called solutions that will drive us further towards neo-liberal transformation. This has been standard practice for political parties of all stripes. In Ontario, Mike Harris’s PC government built on the testing and accountability recommendations of Bob Rae’s NDP government’s Royal Commission “For the Love of Learning” by creating the EQAO. In turn, Dalton McGuinty’s Liberal government intensified the testing, accountability and school-shopping agendas in ways I explained in the article “Accountability on steroids” (*Education Forum* Spring 2011).

Each step taken towards neo-liberalization, considered in isolation, seems insignificant. Province-wide testing, for instance, seemed like a minor side issue at first, but now it has become apparent that such tests have become the goal of education around the world. Only when we learn to connect the dots among all of the seemingly minor, isolated changes will we begin to get the big picture of neo-liberal transformation, and, in finally recognizing our enemy, start to do something about it. ☹

Gord Bambrick is a teacher in District 17, Simcoe, and author of a chapter in *Becoming and Being a Teacher: Confronting Traditional Norms to Create New Democratic Realities* (2012).

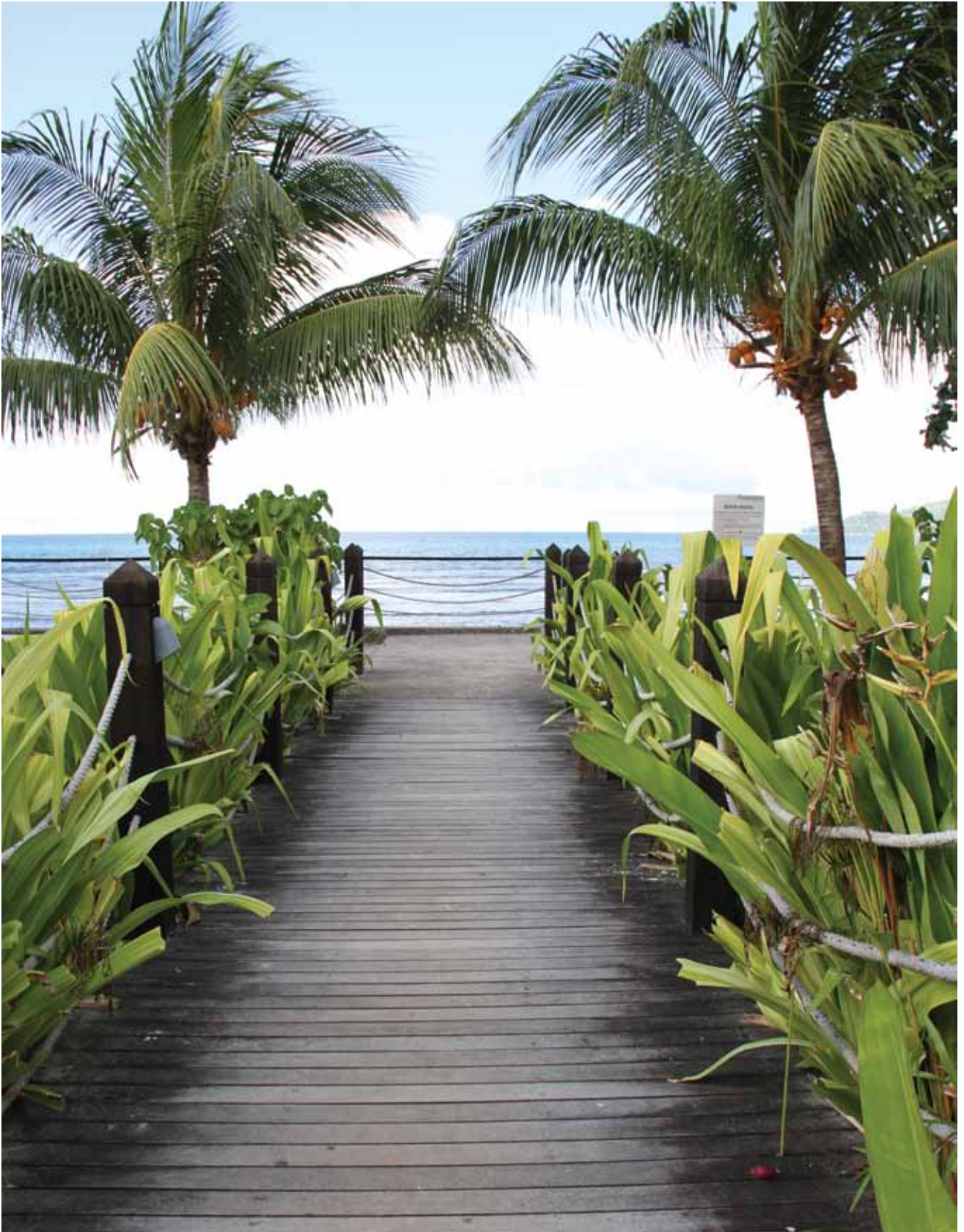


Around the world through a camera lens

Shawn Whitney teaches business, computers and photography at Adam Scott C.V.I. in Peterborough but is currently on a self-funded leave, travelling in Africa, the Middle East and Asia. His interest in photography has been heightened by his journey around the world. His work has been displayed at galleries/coffee houses in the Peterborough area. He has also photographed Ontario Federation of School Athletic Associations (OFSAA) Championships in basketball and lacrosse as well as the Women's World Field Lacrosse Championship tournament held in Ontario. 📷

Opposite: Boardwalk in Victoria, Seychelles. Below, clockwise from top left: Walking to dinner in Victoria, Seychelles; morning coffee at sunrise in Hua Hin, Thailand; evening ride to the next island in Victoria, Seychelles; afternoon shade in Victoria, Seychelles.







The vision of a young Canadian couple

Their gift that keeps on giving

The seed of the McMichael Canadian Art Collection was planted when a log home was constructed on 10 acres of land in Kleinburg owned by husband and wife team, Robert and Signe McMichael, in 1954.

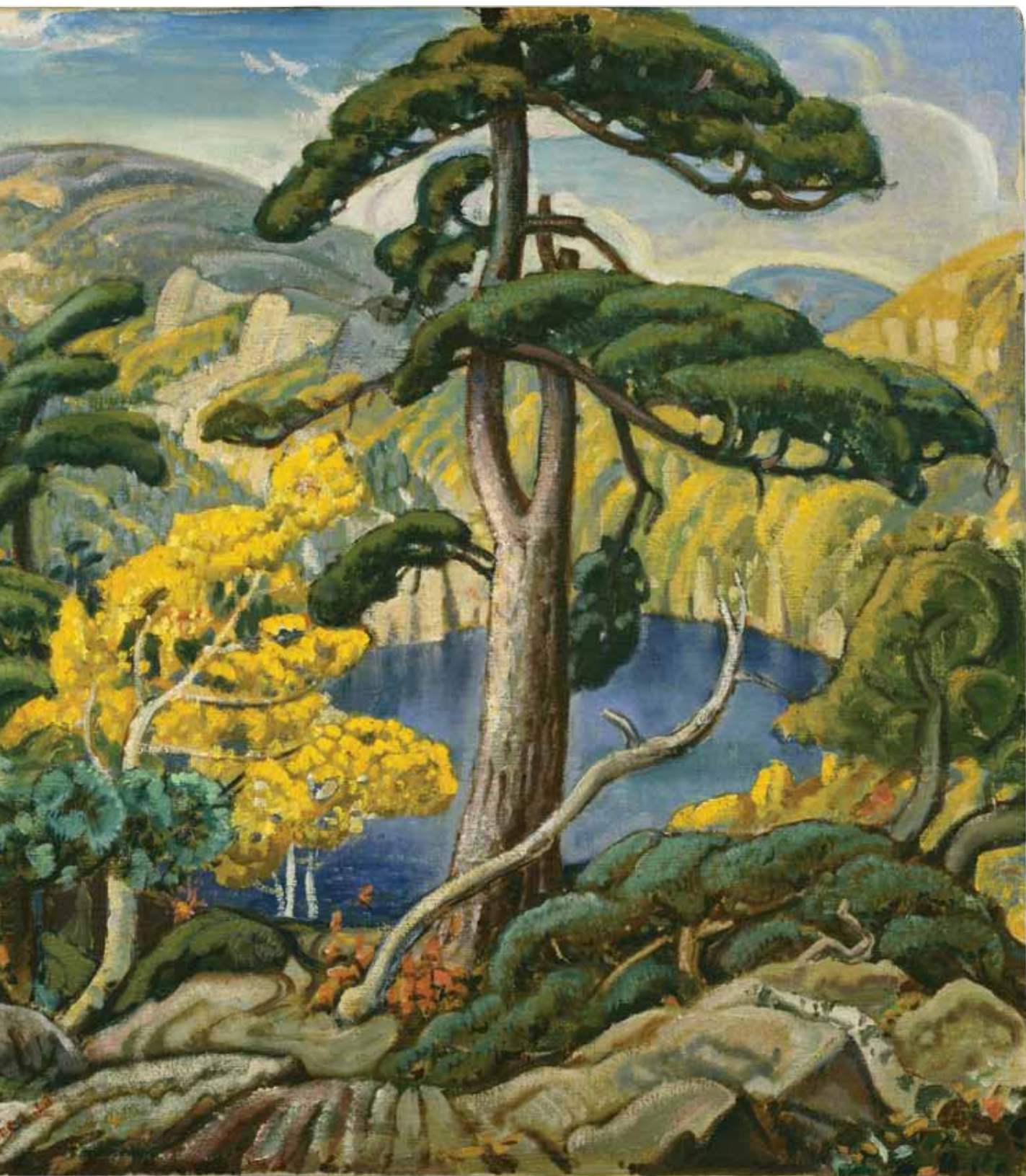
The couple not only loved the natural surroundings of rural Ontario but also loved the landscapes across Canada. They began to collect the artworks of artists such as Tom Thomson and members of the Group of Seven. In fact, the McMichaels' first two art purchases were by Tom Thomson and Group of Seven member Lawren Harris. These pieces were the first steps to fulfilling their dream to build a collection of Canadian art.

By the mid 1960s, the McMichaels accumulated an extensive art collection. They were generous enough to open their home so hundreds of visitors could view the work. Gradually, the importance of sharing their growing collection became obvious. The couple knew these works needed to be given a place of honour in Canadian culture. In 1965, the McMichaels donated their collection, and the home in which it was housed, to the province, and in July 1966, the McMichael Conservation Collection of Art opened its doors.

Known today as the McMichael Canadian Art Collection, the gallery is still situated in Kleinburg. Many extensions have been

Arthur Lismer (1885-1969), *Bright Land*, 1938, oil on canvas, 81.1 x 101.5 cm, Gift of Col. R.S. McLaughlin, McMichael Canadian Art Collection, 1968.7.9





made to the original house throughout the years, and the collection has grown from 194 to almost 6,000 works of art. It is open to the public Monday to Sunday from 10:00 a.m. to 4:00 p.m. (until 5:00 p.m. May 1- Oct. 31).

A visit to the gallery is a one-of-a-kind experience. Enveloped by the art and the environment in which it is displayed, you will be impressed by the beautiful works of renowned Canadian artists. The Collection also includes an abundance of pieces created by First Nations, Métis and Inuit artists.

The McMichael Canadian Art Collection houses 13 exhibition galleries. Their vast windows offer breathtaking views of the East Humber River Valley and the 100 acres of forested land that surround the gallery. This complements the northern forests beloved of the Group of Seven and the waterways important to Aboriginal peoples, both depicted in the art within the gallery.

Through a network of outdoor paths and hiking trails, visitors can explore the newly installed Sculpture Garden as well as the unique Artists' Cemetery, where six Group of Seven members, as well as Robert and Signe McMichael, have been laid to rest. The grounds and the McMichael's amazing collection of Canadian art offer students of all ages and backgrounds a unique opportunity for experiential and creative learning.

Every year, visitors number among the hundreds of thousands. Among those are approximately 30,000 students and educators from Ontario's school boards and private schools.

School programs offered by the gallery are designed according to the Ontario Ministry of Education curriculum expectations. Students are introduced to aspects of Canada's social and cultural history, challenging them to think critically about various



Tom Thomson (1877-1917), *Black Spruce in Autumn*, 1915, oil on board, 21.7 x 26.8 cm, Gift of Mrs. W. Tweedale, McMichael Canadian Art Collection, 1966.14



Emily Carr (1871-1945), *New Growth*, c.1936, oil on canvas, 46.4 x 65.1 cm, Purchased 1972, McMichael Canadian Art Collection, 1972.10

topics including national identity, challenges faced by First Nations communities and environmental changes. The programs are cross-curricular and can be integrated with a variety of subjects including science, geography, history, English, politics, media studies and ESL. The interactive tours and hands-on art studios encourage students to develop their abilities to observe, analyze and reflect in order to express themselves creatively, both orally and visually.

To address the particular needs of all students, the programs are flexible in content and delivery. Tours and studios can be customized to accommodate a particular lesson's topic or a broader study area. An on-site visit allows for a unique experience, with palpable examples of interactions between art, nature, culture and social life.

The Art2Go program brings McMichael educators to schools. A typical Art2Go visit consists of a multi-media presentation, handling objects and art-

making activities. The educators provide all necessary materials.

In 2012, the McMichael introduced the EnAbling Change Program, in partnership with the government of Ontario. This initiative supports the Education and Programs department in the development of gallery and public programming for visitors with intellectual disabilities. The gallery is ready and willing to accommodate all students and provide them with an engaging and meaningful customized learning experience.

To obtain a copy of the Educational Programs Brochure, sign up for *EdFlash*, the Education department's e-newsletter, and to access detailed information on the McMichael Canadian Art Collection and what it has to offer, please visit mcmichael.com.



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BOOK REVIEW

Play Like You Mean It

By Rex Ryan with Don Yaeger

Doubleday, 2011

288 pages, \$34.00

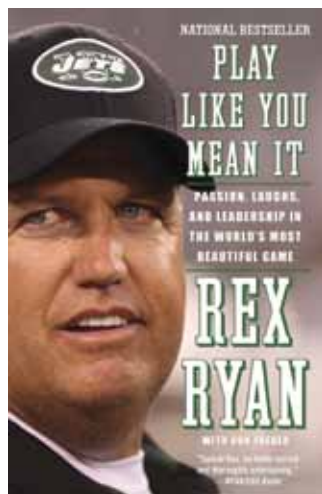
Reviewed by Wayne McFarlane

Play Like You Mean It is the perfect book for any football-fan teacher or education worker who wants to know a bit more about dyslexia and the inside story of coaching football. Its author, Rex Ryan, one of the loudest and most fun-loving coaches in the National Football League (NFL), also happens to have dyslexia.

What makes this book great for teachers is that Ryan doesn't gloss over this fact. He devotes an entire chapter, "Tackling Dyslexia," to his struggles with this learning challenge. He reveals that he would stay home from school when tests were due back because he knew how poorly he had done on them. He also writes about part of his school experience that took place in Ontario while his mother was working for the University of Toronto.

He illustrates his challenges in a clear and concrete way by comparing his reading abilities then to those of his teenage son, Seth, who does not have dyslexia. Ryan also writes about getting his degree, accomplished through hard work and receiving the help he needed.

However, if you only read the chapter on dyslexia you will miss other important leadership and teamwork lessons. Ryan has many qualities and skills that make him a great coach. He delegates tasks to his coaching staff. He gets them to use



their special abilities. He shows them how much he appreciates them. He creates an atmosphere of fun for his hard-working staff in a must-win environment. These are qualities that would serve anyone well even if one is not a coach.

This book is an easy summer read that may give you a better understanding of the students who have dyslexia in your classes, and give you renewed enthusiasm for your fall classes (and for the football season, if you are a coach).

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

Play Like You Mean It

Par Rex Ryan, avec la participation de Don Yaeger

Doubleday, 2011

288 pages, 34 \$

Critique de Wayne McFarlane

Play Like You Mean It est le livre idéal pour tout enseignant ou travailleur en éducation, supporteur de football qui veut en savoir un peu plus sur la dyslexie et sur les dessous de l'entraînement du football. L'auteur, Rex Ryan, l'un des entraîneurs les plus tapageurs et les plus marrants de la Ligue nationale de football (NFL), est aussi atteint de dyslexie. Ce qui fait que ce livre est idéal pour les enseignants est que Ryan ne minimise pas ce fait. Il y consacre tout un chapitre,

Tackling Dyslexia, sur ses luttes avec ce défi d'apprentissage. Il dévoile qu'il restait à la maison au lieu de se rendre à l'école quand ses exercices de contrôle devaient être remis, parce qu'il savait que son travail n'était pas bien fait. Il écrit également sur une partie de son expérience scolaire en Ontario, alors que sa mère travaillait pour l'Université de Toronto.

Il illustre ses défis d'une manière claire et concrète en comparant ses capacités de lecture à l'adolescence à celles de son fils, Seth, qui n'est pas dyslexique. Ryan écrit aussi sur l'obtention de son diplôme, obtenu grâce à un travail acharné et au soutien dont il avait besoin.

Toutefois, si vous lisez seulement le chapitre sur la dyslexie, vous passerez à côté d'importantes leçons en matière de travail d'équipe et de leadership. Ryan possède de nombreuses qualités et compétences qui font de lui un grand entraîneur. Il délègue certaines responsabilités à son personnel. Il fait en sorte que les membres de son équipe font usage des capacités qui leur sont propres. Il leur dit à quel point il apprécie leurs qualités. Il crée un climat détendu pour son personnel qui travaille avec acharnement dans un environnement où il faut toujours gagner. Ce sont des qualités dont tout le monde peut bénéficier même si on n'est pas entraîneur.

En plus d'être un livre qui se lit bien en été, il vous permettra de mieux comprendre les élèves dyslexiques et vous donnera un regain d'enthousiasme pour reprendre les cours à la rentrée (et pour la saison de football, si vous êtes entraîneur).

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

WEBSITE REVIEW

www.careersintrades.ca

www.métiersspécialisés.ca

Reviewed by Dan Machuk

The Careers in Trades website (www.careersintrades.ca) is a shared initiative of



Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA) and Skills/Compétences Canada (SCC). It is an informative site that is laid out in a clear and logical manner. It has ample information on many topics that can be easily narrowed down to fit the needs of visitors. The main tabs—"Why the Trades?" "What's an Apprenticeship?" "Where Do I Start?" "Resources" "Media Centre" and "About Us"—are ever-present throughout the site, making it easy to navigate.

Why the Trades? This section presents information that breaks the stereotypes about trades. It promotes the fact that trades offer good pay, opportunity, job satisfaction, respect and job security. It also provides some current statistics and explains the growing need for skilled trades workers. Over 200 trades from the four main sectors—Construction, Transportation, Service and Manufacturing—are listed, providing some possible ideas as well as helping people make informed decisions. Labour-market information is provided by province, which helps individuals determine which occupations suit their aptitudes and interests, where the jobs are and which occupations have the best prospects. It also helps people locate the most appropriate training and educational resources. You can search and learn about all these items through various links throughout the site.

What's an Apprenticeship? The site does a comprehensive job of answering the typical questions a prospective apprentice will have. An explanation of what an apprenticeship is, how long it takes, how much it costs, how much they "earn while they learn" and how trades are regulated are explained here. More statistics help sell apprenticeships by showing they have significantly reduced or eliminated student debt loads while their university undergraduate counterparts had average debt loads of \$25,000 in 2005. This section also contains testimonials from recent apprentices that many people can relate to. Those testimonials could be used creatively to



start a class discussion focusing on why, upon reflection, people are glad they chose the path they did.

Where Do I Start? This section is as well laid out as the rest, providing key information for choosing the right trade and how to get started. Information on Youth Apprenticeship Programs, finding a job and even financial support are covered and even further broken down by province where necessary.

The **Resources** section is divided into three areas. There are resources tailored to parents, employers and educators. There are slide presentations nearly 30 pages long that detail a lot of the content available from this site for the various target audiences. There are also pamphlets, posters and even lesson plans.

The **Media Centre** contains videos—26 from Skills Canada and 56 from the Canadian Apprenticeship Forum—as well as a small photo gallery, media resources and news releases.

As a technological education teacher, I would use this site to promote apprenticeships, especially during the careers portion of the course or any time a student seems interested in a trade as a career. However, guidance and co-operative education worker interacting with students considering trades, will also find the site a useful source of factual and relevant information.

Dan Machuk was a technological education

teacher prior to being appointed as the Teachers' Bargaining Unit Staffing Officer in District 11, Thames Valley.

www.careersintrades.ca

www.métiersspécialisés.ca

Critique de Dan Machuk

Le site web des métiers spécialisés (www.métiersspécialisés.ca) est une initiative conjointe de *Canadian Apprenticeship Forum*-Forum canadien sur l'apprentissage (CAF-FCA) et de *Skills/Compétences Canada* (SCC). Ce site informatif est présenté d'une manière claire et logique. Il propose de nombreux renseignements sur toute une gamme de sujets qui peuvent être facilement filtrés pour répondre aux besoins des visiteurs. Les onglets principaux sont Pourquoi les métiers? Un apprentissage? Par où commencer? Ressources, Centre des médias, À notre sujet et sont accessibles quel que soit l'endroit où on se trouve sur le site, rendant la navigation plus facile.

Pourquoi les métiers? Cette section présente des renseignements qui brisent les stéréotypes existant à propos des métiers. Elle met en valeur le fait que les métiers offrent des salaires intéressants, des possibilités, une satisfaction au travail, le respect et la sécurité d'emploi. Elle présente également quelques statistiques actuelles et explique la demande sans cesse grandissante pour des gens de métiers spécialisés. Sont répertoriés plus de 200 métiers répartis en quatre catégories principales : la construction, les transports, les services et la fabrication. Chaque catégorie présente des idées possibles aidant ainsi les gens à prendre des décisions éclairées. Des renseignements sur le marché de l'emploi sont fournis par province, ce qui les aide à déterminer quelles professions correspondent à leurs aptitudes et à leurs intérêts, où se trouvent les emplois et quels métiers offrent les meilleures perspectives. Cette section aide également à situer la formation et les ressources éducatives les plus appropriées. Plusieurs liens disponibles à travers le site vous permettent d'effectuer des recherches et d'acquérir des connaissances sur tous ces détails.

Qu'est-ce qu'une formation en apprentissage? Le site fournit des réponses complètes aux questions les plus attendues d'un apprenti éventuel. On donne une explication de ce qu'est l'apprentissage, suivie de la durée d'un programme d'apprentissage, de son coût et du fait que les apprentis « gagnent de l'argent tout en apprenant » et de la réglementation qui régit les métiers. Afin de valoriser la formation en apprentissage, d'autres statistiques montrent combien elle a permis de réduire considérablement, voire d'éliminer, l'endettement des apprentis en formation, alors que, en 2005, les étudiants quittaient l'université avec une dette moyenne de 25 000 \$. Cette section contient également des témoignages d'apprentis dont l'expérience est récente et à laquelle beaucoup peuvent s'identifier. Ceux-ci peuvent être le point de départ pour entamer une discussion en classe axée sur la raison pour laquelle, après réflexion, ces apprentis sont heureux d'avoir suivi ce parcours.

Par où commencer? Cette section est aussi bien agencée que les autres, donnant des informations essentielles sur la manière de choisir le métier qui convient et sur les premières étapes à suivre. Des renseignements sur les programmes d'apprentissage pour les jeunes, sur la manière de trouver un emploi et même sur l'aide financière sont offerts et détaillés par province au besoin.

La section **Ressources** est divisée en trois zones. Il y a des ressources qui sont destinées aux parents, aux employeurs et aux éducateurs. Des présentations d'environ 30 diapositives montrent sous forme détaillée beaucoup du contenu disponible sur ce site en l'adaptant aux différents publics cibles. On trouve également des pamphlets, des affiches et même des plans de classe.

Le **Centre des médias** contient des vidéos (26 de Compétences Canada et 56 du Forum canadien sur l'apprentissage), de même qu'une galerie de photos, des ressources pour les médias et des com-

muniés de presse.

En tant qu'enseignant d'éducation technologique, j'utiliserais ce site pour promouvoir l'apprentissage, notamment dans la partie du cours consacrée aux carrières ou chaque fois qu'un élève démontre de l'intérêt à suivre une formation d'apprentissage en vue d'exercer un métier. Toutefois, les enseignants en éducation coopérative, les conseillers en orientation, ainsi que tout enseignant ou travailleur en éducation interagissant avec des élèves qui montrent un intérêt pour les métiers trouveront que ce site est une source utile de renseignements factuels et pertinents.

Dan Machuk était enseignant en éducation technologique avant d'être nommé agent de dotation de l'unité de négociation du personnel enseignant du District 11, Thames Valley.

CONFERENCES AND PROFESSIONAL DEVELOPMENT

July 29–August 2, 2013

August 19–23, 2103

[CIF Teachers Mining Tour](#)

[Canadian Ecology Centre, Mattawa, ON](#)

Join us on our fourth annual Canadian Institute of Forestry teachers' five-day/ four-night fully sponsored Mining Tour and learn about and experience the modern mining sector. Sustainability, safety, technology and the "world of work" are the themes. Meet professionals in the field and go "down under" in a working nickel mine (Xstrata's Nickel Rim South). There is no registration fee but a deposit is required to hold your space on the tour. Space is limited to 30 participants per tour. First come, first served. Accommodations, meals, workshops and resources are included. For more information, visit www.canadianecology.ca/?page_id=711.

August 6–9, 2013

[CIF Teachers Forestry Tour](#)

[Canadian Ecology Centre, Mattawa, ON](#)

Join us on the 12th annual Canadian Institute of Forestry teachers' Forestry Tour and learn about forest science, research and management in a four-day/ three-night fully sponsored PD experience. Meet professionals in the field of forest science and research, as well as visit forestry operations and product mills. There is no registration fee but a deposit is required to hold your space on the tour. Space limited to 30 teachers. Accommodations, meals, workshops and resources are included. This program is only offered in English but French resources are available. For more information, visit www.canadianecology.ca/?page_id=714.

October 3–4, 2013

[Mislike Me Not: Understanding & Acceptance](#)

[Stratford Festival Annual Teachers' Conference](#)
[Stratford, ON](#)

Opening with a keynote presentation by Curt Tofteland, Founder and Producing Director of Shakespeare Behind Bars, the 32nd Annual Conference will underscore how Shakespeare is relevant and accessible to everyone and how drama in general can be seamlessly integrated across the curriculum. The conference fee includes workshops and seminars, performances of *Fiddler on the Roof* and *The Merchant of Venice*, and lunch on both days. The early bird deadline for registration is June 30. For more details, visit www.tffc.ca.

October 17–18, 2013

[Ophea Conference 2013](#)

[Allstream Centre, Toronto, ON](#)

The Ophea Conference provides an opportunity for educators, public-health professionals and other community leaders to increase their knowledge and skills to foster healthy active living for children and youth in their schools and communities. The Ophea Conference offers workshops and interactive sessions on innovative strategies for health



and physical education, sport and intramural activities, and a selection of health-promotion topics. Delegates are presented with creative strategies to support cross-curricular instruction, community involvement, and assessment and evaluation tools. They also have access to a wide variety of exhibitors and great resources. For more information, visit conference.ophea.net.

October 25, 2013

Fall Teachers' Day

Shaw Festival

Niagara-on-the-Lake, ON

Enjoy a hands-on workshop, lunch, a wine and cheese reception, and optional evening performance of *Our Betters* at the Royal George Theatre. The full-day, hands-on workshop is focused on the art of scenic painting led by Gwyneth Stark,

Shaw Festival's Head of Scenic Art. Gwyneth will guide participants to explore various painting methods and materials and the art of transforming set designs into full-scale scenery. A variety of painting tips and techniques will be demonstrated, providing opportunities for creative problem-solving. (Please wear appropriate clothing and footwear.). Enrollment is limited so register now! For more information, visit shawfest.com/teachersday.

October 23–25, 2013

ECOO 2013: Bring IT Together

Scotiabank Convention Centre

Niagara Falls, ON

The Educational Computing Organization of Ontario (ECOO) annual conference, Ontario's premier educational-technology conference, features an expanded

exhibition hall, keynote addresses from App Central Television's Amber MacArthur and Google's education evangelist Jaime Casap, and professional sharing by educators from all corners of the province. It is self-directed professional learning at its best, by teachers for teachers. For more information, visit ecoo.org.

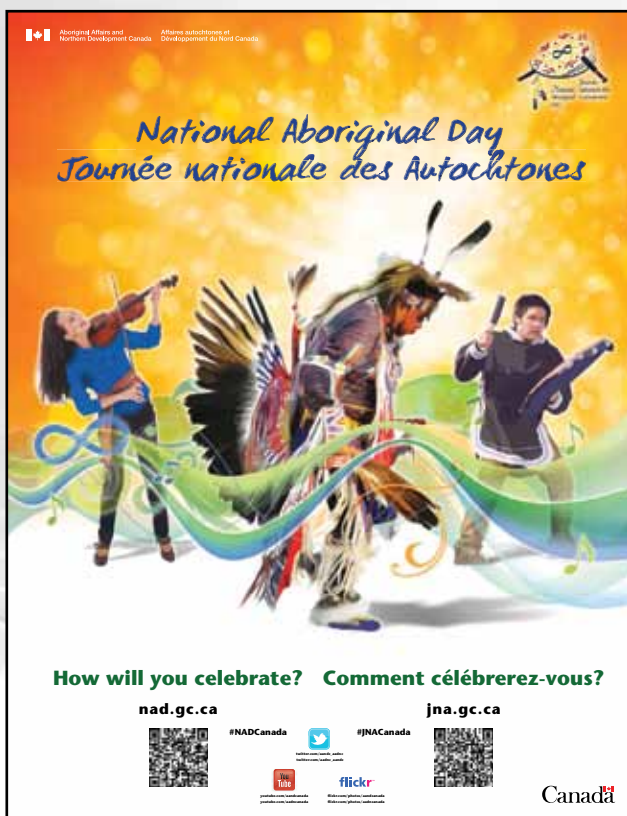
November 7–9, 2013

Momentum 2013

Scotiabank Convention Centre

Niagara Falls, ON

The Ontario Music Educators' Association (OMEA) and the Canadian Music Industry Education Committee's annual conference will feature keynote speaker Jim Papoulis, who has made significant contributions to choral music by revitalizing choral repertoire with songs that have roots in classical and world genres.



National Aboriginal Day
Journée nationale des Autochtones

How will you celebrate? Comment célébrerez-vous?

nad.gc.ca jna.gc.ca

#NADCanada #JNACanada

YouTube Flickr

Canada

National Aboriginal Day
June 21, 2013

Le 21 juin 2013 **Journée nationale des Autochtones**

Featured performances will include the Ontario Provincial Honour Band, under guest conductor Robert Sheldon, and the Ontario String Association Youth Orchestra with Mark Skazinetsky. Online registration opens June 1, 2013. For further information, visit www.omea.on.ca.

November 10–12, 2013

OSCA 2013 Diversity:

Vive la différence!

DoubleTree by Hilton Hotel, Toronto, ON

The 2013 OSCA conference will recognize and celebrate the diversity found in schools across the province that serve a variety of students and parents from diverse cultures, ethnicities, religions and socio-economic backgrounds. Diversity: Vive la différence recognizes the role not only of the guidance teacher-counsellor but also the role of all school staff and community partners in ensuring the diverse needs of our students are met and celebrated. Sessions will be available in

four conference themes: Community & Caring; Personal & Public; Pathways & Possibilities; A Plethora of Promising Practices. For more information, visit www.oscaconference.ca.

November 14–16, 2013

STAO/APSO 2013: Igniting Curiosity

DoubleTree by Hilton Hotel, Toronto, ON

The conference this year will offer sessions for teachers by teachers on assessment, curriculum, literacy, technology, safety, environment and critical thinking through inquiry-based learning. Steve Spangler of *Ellen* fame is the speaker for the plenary presentation each day. As always, there will be plenty of networking for teachers with an emphasis on elementary and pre-service teacher sessions on Saturday. The exhibit hall will have the latest resources and classroom-ready materials on display. This is the largest conference for science and technology in the province so come and see what's new! For more information and to register, visit stao.ca.



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With 3 Ontario certified secondary school campuses in China (Shanghai, Quanzhou and Jinhua)—The Canadian Trillium College is searching for qualified principals and teachers of: English, E.S.L., Mathematics, Physics, and Business & Social Science for **Sept. 2013**. Familiarity with ESL programs/services an asset.

Terms: Competitive compensation (CND\$) and free: return air, private furnished accommodation, local travel and more.

This is an ideal opportunity for retired teachers or beginning teachers or teachers on "teacher funded leaves" to experience the culture and mysteries of China.

Apply Now! Forward resume and cover letter to: Supervising Principal
Tel: 416-763-4121. Fax: 416-763-5225. Email: dmfolz@hotmail.com

OTHER PROFESSIONAL RESOURCES

Media Literacy Week 2013

November 4–8, 2013

MediaSmarts and the Canadian Teachers' Federation (CTF) are pleased to announce that marketing and consumerism will be the focus of Canada's eighth annual Media Literacy Week, held November 4-8, 2013.

The official theme of the week, "What's Being Sold: Helping Kids Make Sense of Marketing Messages," will encourage educators and parents to talk to children and teens about the marketing they encounter on a daily basis. During the week a variety of activities will take place across the country to raise awareness of marketing issues that affect children and teens, including body image, online marketing, food advertising, and tobacco and alcohol marketing.

The goal of Media Literacy Week is to promote the importance of digital and media-literacy education in Canadian homes, schools and communities. To find out how to get involved, visit www.medialiteracyweek.ca. ☺



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feelingbetternow.com/otip



feelingbetternow



TEACHERS LIFE

feelingbetternow.com/teacherslife

This program is offered to OTIP and Teachers Life members as part of their LTD benefits plan.



Last word

by Ken Coran, President

Mot de la fin

par Ken Coran, président

Meeting challenges

With strength, determination and belief in what we do

Relever les défis

Avec force, détermination et conviction en ce que nous faisons

Vince Lombardi, a great football coach, believed that “the achievements of an organization are the results of the combined effort of each individual.” I believe that too. It is why OSSTF/FEESO has persevered and prospered over 94 years. We have created, promoted and supported our education team, which has worked to make Ontario’s public education system one of the best in the world, while also advocating and protecting members to the best of our ability. This past year has challenged us on all of those fronts and tested our solidarity.

Our year has been marked by a constantly changing political environment featuring an anti-union federal government, a minority government headed by a new Premier, an opposition party taking a sharp turn to the right and the imposition of working conditions and terms on our members through Bill 115.

Our collective bargaining rights, our working conditions, our benefits and our rights to organize and to have a voice in our workplaces increasingly came under fire from all political spectrums. As a result, veteran members have had flashbacks of the many battles fought during the Harris years and newer members have learned some labour history and participated in their first political actions.

Since the release of the Drummond Report in February 2012 and still continuing today, you, our members, have rejected the “austerity agenda” that permeated the government’s approach to bargaining. You have participated in a broad range of protest actions designed to pressure the government and the opposition parties not to force public sector workers to pay for the economic downturn caused by banks, stock markets, financiers and speculators. Those actions included: lobbying, canvassing and leafleting, using strike votes, withdrawing administrative duties and staging political protests. You also withdrew from extra-curricular volunteer activities. In addition, a charter challenge court case was launched against Bill 115.

Large rallies were held at Queen’s Park in April and August in addition to dozens of weekly rallies organized by our districts and held around the province at Liberal and Conservative MPP offices, where we demanded a repeal of Bill 115. Member rallies were also held at every Liberal leadership debate. The largest demonstration in recent history took place

Vince Lombardi, grand entraîneur de football, estime que « les réalisations d’une organisation représentent la somme des efforts conjugués de chacun. » Je suis d’accord avec cette idée. C’est pour cette raison qu’OSSTF/FEESO a persisté et a réussi pendant plus de 94 ans. Nous avons créé, fait la promotion et appuyé notre équipe scolaire qui a fait du système d’éducation publique en Ontario un des meilleurs au monde tout en défendant et protégeant les membres de notre mieux. La dernière année nous a mis au défi sur tous ces plans et notre solidarité a été mise à l’épreuve.

Notre année a été marquée par le changement constant des situations politiques consistant en un gouvernement fédéral anti-syndical, un gouvernement minoritaire dirigé par une nouvelle Première ministre, un parti de l’Opposition qui a pris un virage extrême à droite et par l’imposition des conditions de travail et des conventions de travail de nos membres par le biais de la Loi 115.

Notre droit à la négociation collective, nos conditions de travail, nos avantages et notre droit à la syndicalisation et à être entendu dans nos lieux de travail sont de plus en plus souvent la cible d’attaques de la part de tous les niveaux politiques. En conséquence, les membres chevronnés se sont souvenus des nombreuses luttes livrées durant les « années Harris » et les membres les plus nouveaux ont appris de l’histoire syndicale et ont participé à leurs premières actions politiques.

Depuis la publication du Rapport Drummond en février 2012 et encore de nos jours, vous, nos membres, avez rejeté les mesures d’austérité qui ont imprégné l’approche du gouvernement en matière de négociation. Vous avez participé à un vaste éventail de mesures de protestation visant à exercer des pressions sur le gouvernement et les partis de l’opposition afin de ne pas obliger les travailleuses et travailleurs du secteur public à subir les conséquences du ralentissement économique causé par les banques, les marchés boursiers, les financiers et les spéculateurs. Ces mesures comprenaient lobbying, sollicitation et distribution de tracts, recours aux votes de grève, retrait des tâches administratives et organisation de manifestations politiques. Vous vous êtes aussi retiré des activités volontaires parascolaires. De plus, une contestation judiciaire fondée sur la Charte a été déposée contre la Loi 115.



outside Maple Leaf Gardens on January 26 and our members from across the province were front and center.

Your collective action and solidarity over the past 15 months directly or indirectly produced results that may not be viewed as significant at first glance:

- the NDP win in the Kitchener-Waterloo by-election in September 2012, which prevented a Liberal majority;
- a new Premier;
- a new Minister of Education;
- an early repeal of Bill 115.

However, together these results led to changes including improvements to the imposed conditions and a guaranteed new bargaining process for 2014.

You, our members, have shown us that you have the strength, determination and belief in what you do each and every day to meet the new challenges ahead.

Solidarity is not always easy to achieve in difficult circumstances, and some members had differing views on the strategy and tactics we employed in our fight against the government's attack on our bargaining rights, including the acceptable resolution. However, the first priority of any union is the protection of its members and their jobs, and that simple fact underscored every action taken.

We all know we can't win on every issue, but it is also necessary to understand that we have to play to win. Sometimes how we play today lays the foundation for determining tomorrow's future successes. The bargaining environment and how we bargain will continue to evolve. Experience has taught us that to be victorious in this extremely complex world, it is preparation, adaptability, teamwork and collaboration that make the difference. You, our members, have shown us that you have the strength, determination and belief in what you do each and every day to meet the new challenges ahead and to make a difference in our union and in public education.

I know that your new provincial executive team is dedicated and passionate. They have the skills and experience to plan, to strategize and to transfer words into action. You are in good hands.

It has been my honour and privilege to have served as your President for these past six years.

My final piece of advice is let our motto guide your actions: Let us not take thought for our separate interests, but let us help one another.

It won't let you down. ☺

De grands rassemblements ont eu lieu à Queen's Park en avril et en août en plus de dizaines de manifestations hebdomadaires organisées par nos districts et tenues dans l'ensemble de la province aux bureaux des députés libéraux et conservateurs dans lesquelles nous revendiquions l'abrogation de la Loi 115. Des rassemblements des membres ont aussi eu lieu lors de chacun des débats de la course à la direction du Parti libéral. La plus grande manifestation des dernières années s'est tenue en dehors du *Maple Leaf Gardens* le 26 janvier et nos membres des quatre coins de la province étaient aux premières lignes.

Votre action collective et votre solidarité au cours des 15 derniers mois ont donné, directement ou indirectement, des résultats qui peuvent ne pas être perçus comme importants au premier coup d'œil :

- Le NPD a remporté l'élection partielle dans Kitchener- Waterloo en septembre 2012, ce qui a empêché l'obtention d'une majorité libérale
- Une nouvelle première ministre
- Une nouvelle ministre de l'Éducation
- L'abrogation anticipée de la Loi 115

Mais ensemble, ces résultats ont entraîné des modifications, y compris des améliorations aux conditions de travail imposées et la garantie d'un nouveau processus de négociation pour 2014.

La solidarité n'est pas toujours facile à atteindre notamment dans des situations difficiles et certains membres avaient des vues divergentes quant à la stratégie et aux tactiques que nous avons mis en œuvre dans notre lutte contre les attaques du gouvernement sur nos droits à la négociation, y compris la solution acceptable. Toutefois, la principale priorité d'un syndicat est la protection de ses membres et de leurs emplois et c'est ce simple fait que nous avons fait ressortir dans chaque mesure prise.

Nous savons tous que nous ne pouvons pas remporter sur tous les points, mais il importe également de comprendre que nous devons jouer pour gagner. Parfois, la façon dont nous jouons aujourd'hui constitue le point de départ pour déterminer les réussites de demain. L'environnement de négociation et la manière dont nous négocions continuent d'évoluer. L'expérience nous a appris que pour remporter la victoire dans ce monde extrêmement complexe, ce qui compte c'est la préparation, la capacité d'adaptation, le travail d'équipe et la collaboration. Vous, nos membres, nous avez démontré que vous avez la force, la détermination et la conviction en ce que vous accomplissez jour après jour pour relever les nouveaux défis qui vous attendent et pour faire toute la différence au sein de notre syndicat et de l'éducation publique.

Je sais que votre nouvelle équipe à l'Exécutif provincial est dévouée et passionnée. Elle possède les compétences et l'expérience pour planifier, pour formuler des stratégies et pour passer de la parole aux actes. Vous êtes entre de bonnes mains.

J'ai eu l'honneur et le privilège d'avoir été votre président durant les six dernières années.

Mon dernier conseil est de laisser notre devise orienter vos actions : *Ne pensons pas à nos intérêts individuels, mais plutôt à nous entraider.*

Elle ne vous décevra pas. ☺



PRIDE

OSSTF/FEESO is proud to celebrate diversity and equality at Pride events in communities across Ontario. For information about Pride events near you, go to www.osstf.on.ca



OSSTF/FEESO est fier de célébrer la diversité et l'égalité lors des activités de la Fierté dans les collectivités ontariennes. Pour plus de détails sur les activités de la Fierté près de chez vous, visitez www.feeso.on.ca

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