



**REPORT TO THE ANNUAL MEETING 2010**



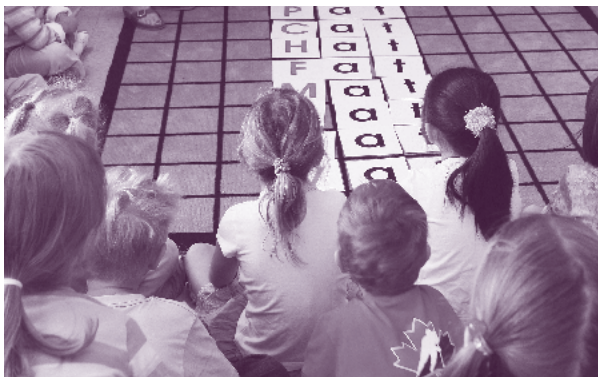
ETFO FEEO

ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

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Early Learning Program Success Story





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# 2009-2011 ETFO EXECUTIVE

**Sam Hammond - President**

Hamilton-Wentworth Teacher Local

**Susan Swackhammer - First Vice-President**

Grand Erie Teacher Local

**Hilda Watkins - Vice-President**

Greater Essex County Teacher Local

**Maureen Weinberger - Vice-President (Female)**

Halton Teacher Local

**Rian McLaughlin - OTF Table Officer**

Hamilton-Wentworth Occasional Teacher Local

**Executive Members**

**Karen Brown** - Elementary Teachers of Toronto Local

**Adelina Cecchin** - Greater Essex County Teacher Local

**Doug Cook** - Upper Grand Teacher Local

**Diane Dewing** - Upper Canada Occasional Teacher Local

**Rachel Gencey** - Durham Teacher Local

**Mike Lumb** - Limestone Teacher Local

**James McCormack** - Waterloo Region Teacher Local

**Deb St. Amant** - Kawartha Pine Ridge Teacher Local



**Sam Hammond**

*President*



**Susan Swackhammer**

*First Vice-President*



**Hilda Watkins**

*Vice-President*



**Maureen Weinberger**

*Vice-President (Female)*



**Rian McLaughlin**

*OTF Table Officer*



**Karen Brown**

*Executive Member*



**Adelina Cecchin**

*Executive Member*



**Doug Cook**

*Executive Member*



**Diane Dewing**

*Executive Member*



**Rachel Gencey**

*Executive Member*



**Mike Lumb**

*Executive Member*



**James McCormack**

*Executive Member*



**Deb St. Amant**

*Executive Member*



**Gene Lewis**

*General Secretary*



**Marilies Rettig**

*Deputy General Secretary*

# THE ELEMENTARY TEACHERS' FEDERATION OF ONTARIO

The Elementary Teachers' Federation of Ontario (ETFO) represents 76,000 members that include public elementary school teachers, occasional teachers, education support personnel, and professional support personnel. It is the largest teacher federation in Canada.

ETFO provides protective and professional services for members and promotes equity and social justice within the education system and the broader society.

ETFO members are dedicated professionals who work in over 2,600 schools across the province. They teach, support, and inspire almost one million children ranging in age from four to 14 years.

Approved each year at the Annual Meeting, the following priorities guide the activities and initiatives undertaken by the Federation:

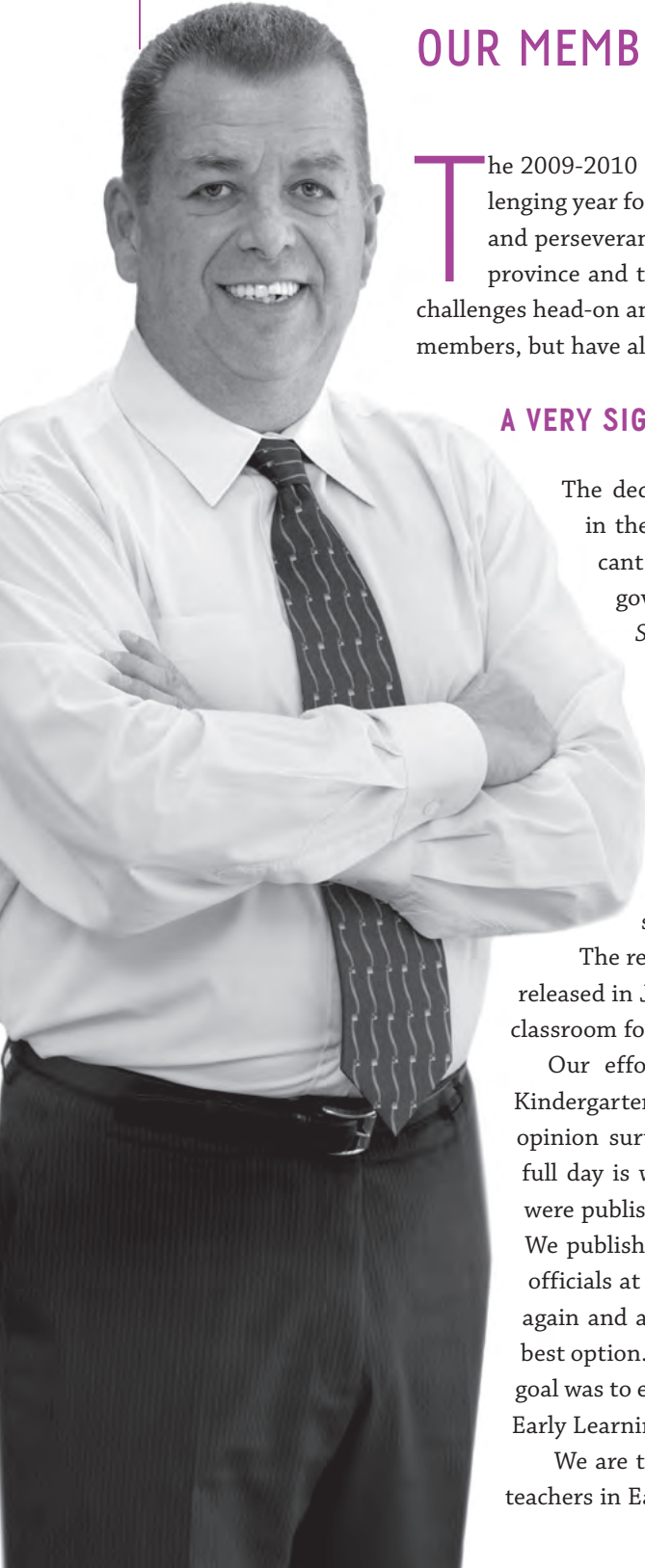
- ▶ to protect the collective bargaining rights of all members;
- ▶ to defend publicly funded public education;
- ▶ to serve the needs of the membership;
- ▶ to provide for the professional development of members;
- ▶ to promote social justice in the areas of anti-poverty, non-violence, and equity;
-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

The Executive has also endorsed key priorities for 2009-2011:

1. Protecting Today's Collective Agreements - Building for a Stronger Future
2. Making Our Schools the Safest in Canada
3. Protecting the Rights of All Children to a Quality Public Education
4. Advancing the Professionalism of Ontario's Elementary Teachers

## PRESIDENT'S REPORT

## OUR MEMBERS KNOW BEST



**T**he 2009-2010 school year, my first year as your president, was an exciting and challenging year for the Elementary Teachers' Federation of Ontario. With the hard work and perseverance of your ETFO Executive and the leaders of ETFO locals across the province and the support of our dedicated ETFO staff, we were able to meet these challenges head-on and effect major changes. The results have not only benefitted you, our members, but have also improved public education in this province.

## A VERY SIGNIFICANT VICTORY

The decision the government made in October to have a full-time teacher in the Early Learning Program classroom for a full day was a very significant victory for ETFO. As a result of our comprehensive discussions with government, the supporting legislation – *Bill 242, the Full-day Learning Statute Law Amendment Act, 2010* – confirms that teachers will not be required to take an additional qualification course, before and after school programs are not called classes, and principals cannot delegate responsibility for them to teachers.

This victory was preceded by a great deal of hard work. Ever since Premier Dalton McGuinty first promised full-day Kindergarten during the 2007 election campaign, the federation has worked hard to ensure that Kindergarten programs would be staffed by fully-certified teachers.

The report of the Premier's early learning advisor, Charles Pascal, which was released in June, 2009 proposed a staffing model that would have teachers in the classroom for only half a day.

Our efforts after the report was released stressed the need for full-day Kindergarten teachers. At the annual meeting, we released the results of a public opinion survey which showed that a qualified teacher in the classroom for the full day is what parents expect. Our editorial columns and letters to the editor were published in a number of daily and weekly newspapers across the province. We published advertisements and met with elected politicians and government officials at all levels to make sure they understood our position. We emphasized again and again that from a pedagogical perspective full-time teachers were the best option. Research and public opinion supported our position. Throughout, our goal was to ensure a full-time teacher and Early Childhood Educator (ECE) in every Early Learning Program classroom. In the end, the government agreed with us.

We are thrilled that Early Childhood Educators will work in partnership with teachers in Early Learning Program classrooms.

The Early Learning Program will be phased in over the next five years beginning in September, 2010. When fully implemented, it will have created 3,800 additional jobs for elementary teachers and 20,000 jobs for Early Childhood Educators. By pairing a certified teacher with a trained Early Childhood Educator, we ensure that four and five-year-old children will get the best possible start on their journey in school.

Despite our significant victory with the Early Learning Program, our work is far from done. We will continue to lobby the government and do whatever is necessary to seek solutions at the provincial level before problems crop up locally. For example, the average class size of 26 students violates the provisions of a number of our local collective agreements. As well, to be successful, the program must be structured to allow both the teacher and Early Childhood Educator to have planning time together that is in addition to the time provided in our collective agreements. We will defend our collective agreements and work to ensure these early learning classes are not the largest in the education system.

### ETFO THE BEST UNION TO REPRESENT ECES

The critical relationship between teachers and ECEs, and the working conditions for both, are just two of the reasons your ETFO Executive has decided to work to become the union representing ECEs working in public elementary and Catholic elementary schools across Ontario.

We recognize the important contributions ECEs make and have supported and advocated for them. If ECEs who work in the Early Learning Program are ETFO members, we can negotiate provisions that make it easier for both professionals to do their jobs while taking into account the unique role of each. ECEs will also have access to ETFO's broad range of high quality professional development opportunities. Being able to learn together will enhance both the working relationship between teachers and ECEs and the quality of the program they deliver to their students.

We believe that ETFO is the best union to represent ECEs working in public and Catholic elementary schools. When we are successful, I know that all ETFO members will welcome these new members into our Federation.



### EQAO TESTS AN OBSTACLE TO QUALITY EDUCATION

While the Liberal government has brought forward a number of positive changes to education in Ontario, its Early Learning Program for example, we continue to be concerned about provincial grade 3 and 6 testing under the Education Quality and Accountability Office (EQAO) initiative and how the results are being used. Originally conceived as a way to ensure accountability and ostensibly to improve education, EQAO tests have in reality become an obstacle to quality education.

EQAO tests are based on a very narrow definition of accountability: student achievement on one day on one written test. They in no way confirm the effectiveness of our schools or give parents a true picture of their children's progress. They provide only one assessment while teachers know that good program decisions require many assessments. Today this narrow and limited assessment is used to rank individual schools, students, and ultimately teachers. And, on the government's *School Information Finder* website, EQAO test results along with demographic information about household income and parental education levels are being used inappropriately to encourage the comparison of schools and neighborhoods.

Teachers have told us that the Ministry of Education's focus on increasing test scores has gone too far and is making it difficult for them to provide a balanced program for their students. They said the focus on data means that they do not have enough time for regular classroom instruction. They said they are concerned that there is a skewed emphasis on literacy and numeracy and not enough time to support other subjects including social studies, the arts, physical education, and design and technology. The end result is that their students are being denied a well-rounded education. This is what we heard when we polled ETFO members for your opinions on province-wide testing and gave you an opportunity to detail your experiences.

You told us, overwhelmingly, that it's time for the government to take action and eliminate or at least modify EQAO and the testing it administers. You also told us that change is needed at its sister organization, the Literacy and Numeracy Secretariat. Together these two agencies account for over \$100 million in annual government spending. On your behalf, we have told the government that these are two places, together with the dismantling of the *School Information Finder*, where it could cut spending and actually improve our schools.

ETFO believes that reducing unnecessary reporting leads to improved working conditions for teachers so that they have more time to do what they do best – teach! During the year, ETFO staff worked hard to make this happen. One example of this includes the Fall Progress Report.

## FALL PROGRESS REPORT



For years, you've told us that grading your students after only six to eight weeks could not give an accurate assessment of their progress. So the fall report card was not the best it could be. Parents asked for a more meaningful report on how their children were doing. We listened and worked hard with our education partners, including parent councils, schools, and school boards to find a better way to get more meaningful information to parents and their children. The government responded with the fall progress report, as a replacement for the fall report card.

So beginning in September, 2010, there will be a Fall Progress Report, followed by two provincial report cards, in January/February and in June. The Fall Progress Report will evaluate students on their learning skills and work habits. But instead of giving a mark or a grade, it will indicate how students are progressing, either very well, well, or with difficulty. Teacher comments will describe the steps that need to be taken so students can progress and grow. Overall, the modifications will promote and support more practical and efficient assessment practice by teachers. Some of the pressures that our members experience due to the rushed timelines to gather assessment data will be alleviated by the fact that they will not need to assign marks for the Fall Progress Report.

Work on behalf of our members is a continuing process. Significant decisions by the Executive this year include the setting of priorities for 2009-2011 (see page 3 of this Report to the Annual Meeting); implementation of numerous recommendations of the ETFO Equity Officer's Report (resolutions passed by the Executive are available on the ETFO website for your review); and approval of the ETFO Employment Equity Plan.

Attending to the health of our members, I along with the General Secretary and several executive staff attended numerous meetings early in the year with government representatives from the Ministries of Education, Health and Long-Term Care, and Labour regarding the H1N1 virus. Throughout these discussions, we developed our positions on H1N1 issues regarding teachers in the classroom which were included in a report to the Minister of Education.

Your Executive believes that it is important we work with our fellow union brothers and sisters, and support them in their struggles for equitable compensation and decent working conditions. That is why we supported the 61 Communications, Energy and Paperworkers Union of Canada Local 2003 members who were on strike at Cadillac Fairview. We supported them both on the picket line and financially and pushed the Ontario Teachers Pension Plan, which entirely owns Cadillac Fairview, to resolve the matter at the CF board table. We also provided our support, again both financially and on the picket line, to the production and maintenance workers in Sudbury (United Steel Workers Local 6500) and in Port Colborne (United Steel Workers Local 6200) who were on strike at Vale Inc.

It is a source of pride to our Federation, and to me personally, that elementary teachers are actively engaged in the labour movement in Ontario. As just one example, this year we had the largest number ever of ETFO delegates attend the Ontario Federation of Labour biannual convention.

I could not conclude this report without mentioning one key example of how ETFO members reach out to the broader community to provide support and assistance to people in need. Following the horrific earthquake in Haiti, ETFO responded quickly. Overall, donations from your provincial Executive, ETFO locals, and provincial office staff totaled almost \$133,000.

## WE HAVE MUCH TO DO TO REALIZE OUR GOALS

Change, challenge, and adjustment were the characteristics of 2009-2010. We can expect that this will continue to be the case in the year ahead. Forefront on the horizon are preparations for the next round of provincial bargaining and the provincial election.

We are committed to regaining the 2 percent loss in salary that was imposed by the government during the last round of negotiations. The Executive has already begun the planning process for 2012 negotiations and achieving salary parity is a key objective within our overall strategy to ensure our members receive the compensation and working conditions they truly deserve.

We are equally committed to imparting our education priorities to all political parties in advance of the provincial election. The ETFO education platform will address your key issues, the students you teach, and publicly funded education – issues such as class size, teaching resources, equal funding, student assessment, prep time, curriculum, and other issues that are at the core of the work you do every day.

It has been an honour and a privilege to have served the membership of our Federation over the past year. As teachers and education workers, you can hold your heads high and be proud in the knowledge that you perform one of the most important and demanding jobs in our society, that of preparing our young children for the many challenges they will face in the years ahead.


Our Federation has had a great deal of success over the past year. Yet we realize there is still much more to do to realize our goals and to continue to demonstrate that ETFO is an organization that works for you, the educators who are at the heart of ETFO and the public education system. I, along with your Executive, and with your continued support, am committed to a successful outcome.

**Sam Hammond**

President

## GENERAL SECRETARY'S REPORT

## ELEMENTARY TEACHERS DESERVE RESPECT



**T**eachers are the heart and soul of the elementary education system. Their work in the classroom provides society with important benefits – the education of our young children is critical for the well-being of our whole society. As professionals whose essential role is increasingly recognized, elementary teachers deserve respect. Reinforcing their professional autonomy has been one of the goals of ETFO collective bargaining. In the past year, we made gains in having our members' professionalism recognized; but we know that there is still a lot to be done.

## THE EARLY LEARNING PROGRAM

Recognizing the importance of learning in the early years, the government went forward this year with its new Early Learning Program. Teachers and Early Childhood Educators working in teams are key to its success.

Research now confirms that the early years of a child's education are critically important to the child's well being and life-long academic achievement. The Liberal government of Dalton McGuinty recognized this by implementing the new program with teachers and Early Childhood Educators (ECEs) in the classroom for the full day. Where numbers warrant, schools will provide programming before and after the regular school day. Providing full-day schooling and extended-day programming is a costly undertaking but one that will benefit Ontario and its citizens for years to come.

The demand for full-day programming shows that parents recognize the importance of early learning. They want the best for their children and they know their children are ready for the challenges of full-day learning. They also understand the importance of having both teachers and ECEs in the classroom for the full day.

The implementation of any new program presents challenges and this program will be no exception. Play-based learning is now the expected norm in Ontario Kindergartens, and teachers will have to be ready to defend their programming in the face of pressure from administrators and principals demanding more traditional, academic approaches.

Kindergarten teachers will no longer be alone in the classroom. However, there will be challenges inherent in sharing the classroom with another professional and in learning how best to work as a team. Both the teacher and the Early Childhood Educator will have a responsibility to ensure that this partnership works for the students in their care.

ETFO collective agreement provisions are also being put to the test. Teachers have dedicated planning time and that will be protected. Finding the time for teachers to be able to plan together with their new colleagues may present challenges for some school administrators. The success of this new program depends not only on the teacher and the Early Childhood Educator, but also on the system allocating sufficient resources to make it work.

Class size is a major concern: 26 is not a functional size for a group of four and five-year olds, regardless of the number of adults in the classroom. While the program is laudable, 26 students in a JK/K class just does not make sense. Some ETFO local collective agreements have language that restricts the number of children in primary and Kindergarten classrooms. The Federation will grieve any violations of its collective agreements.

Despite the challenges, we commend the government for its decision to go ahead with this new program in challenging economic times. Teachers are professionals who, along with their ECE colleagues, will implement this new program with energy and enthusiasm.

## PROTECTING TEACHERS' PROFESSIONALISM

Teacher professionalism and autonomy were enhanced by the collective agreements ETFO locals signed last year. ETFO's focus continues to be making sure the provisions of the new agreements are respected. We have been urging members to be active in defending their rights and pressing school boards and principals to make sure that teachers are treated as the professionals they are.

### ► STAFF MEETINGS

New language relating to staff meetings was placed in every teacher collective agreement. While teachers are expected to attend staff meetings and the Federation encourages teachers to do so, it is the Federation's position that the new provisions do not make attendance mandatory. The collective agreements also set standards for the scheduling, the length, and the frequency of staff meetings. Teachers should be consulted on the agenda for staff meetings.

### ► PREPARATION TIME

Similarly, issues of professional autonomy are evident in the use of preparation time. Collective agreements stipulate the minimum number of minutes of preparation time that teachers are to receive. The agreements are also very clear that how that time is used is strictly the teacher's decision to make.

► **REPORT CARDS**

ETFO worked hard to get the provincial government to eliminate the formal fall report card. We were pleased when the government implemented a less formal progress report card in the fall. Teachers will likely have to strongly resist pressures to make the progress report a more formal document than it was intended to be.

Teachers' collective agreements now provide two professional activity days to use to complete report cards. ETFO has worked this year to get boards and administrators to recognize that professional activity days for completing report cards must be scheduled to meet teacher needs, not other system needs. If parent interviews are mandated to be held during the school day they should be held on one of the board's PA days, not on one of the days scheduled for the completion of report cards. If such interviews are mandated to be held in the evening it is only reasonable that the teacher receive compensating time.

We also pointed out that teachers should be allowed to complete report cards at home. Teachers have for some years suffered the frustrations of trying to fill out electronic report cards using inadequate computer systems. Some boards have allowed teachers to work on report cards on their home computers. We applaud the boards that recognize the demands on our members' time and demonstrate respect for the professionalism of our members.



**FUNDING FOR ELEMENTARY SCHOOLS**

► **THE FUNDING GAP CONTINUES**

Despite the government's investment in early learning, funding for elementary students continues to lag behind that provided for secondary students. The amount provided per pupil for elementary students is several hundred dollars a year less than that provided per student in the secondary panel. We know that the foundations to life-long academic success are laid in the early years of a child's schooling. Perpetuating the gap in funding perpetuates the outdated idea that learning at the secondary level is more critical to lifelong success.

► **RESTRAINT**

The government's restraint program announced in the spring budget targets those who work in the public sector. Unionized employees, including ETFO members, are exempt from the restraint measures. However the government has said that there will be no funding for wage increases when collective agreements expire in 2012.

ETFO members have saved the government at least \$45 million per year as a result of receiving 2 percent less in salary increases than other education sector workers. Regardless of the fiscal climate, history has shown that there will always be reasons to push elementary teachers to accept less. Members rightfully expect that the government-imposed wage differential will be eliminated prior to or during the next round of bargaining. Our solidarity will make the difference.

### LOOKING AHEAD

The Early Learning Program will continue to unfold over the next few years. It is an initiative that will fundamentally change the shape of public education in this province. Elementary teachers and ECEs are proud to be able to bring their unique knowledge and skills to the teaching of Ontario's youngest citizens.

**Gene Lewis**  
General Secretary

# ETFO MEMBER SURVEY 2009-2010

The Elementary Teachers' Federation of Ontario (ETFO) distributes its comprehensive survey to all members each year to gather information on years of service, grades taught, professional qualifications, and other characteristics. When the information for this report was compiled, ETFO had received responses from almost one-half of its 76,000 members.

Information gained through the member survey helps to inform decisions ETFO makes about programs and activities and to predict future member needs.

## AGE

The majority of teacher members (61 percent) are between the ages of 35 and 54. Twenty-three percent are under 35. Over the past ten years, the percentage of members in the 45-54 age category has decreased from 43 to 29 percent, while the percentage in the 55-64 age category has increased from 6 to 16 percent and the percentage in the 25-34 age category has decreased from 24 to 22 percent.

## MEMBERSHIP POPULATION\*

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Teachers</b>	51,023	51,117	52,754	53,470	54,659	55,416	55,146	55,098
<b>Occ. Teachers</b>	13,797	15,813	16,137	17,243	18,556	19,495	20,541	21,239
<b>ESP/PSP</b>	255	334	307	334	288	294	281	284
<b>Total</b>	65,075	67,264	69,098	71,047	73,503	75,205	75,968	76,621

*\*The same member may have multiple membership types.*

## MEMBERSHIP

The impact of declining enrollment is reflected in the Federation's membership numbers. While there was a slight decline in the number of teachers in 2009-2010 compared with 2008-2009, the number of occasional teachers grew by 698, or almost 3.4 percent during the same period. This year marks the second year-over-year decline in the number of teachers since 2002-2003, while the number of occasional teachers has continued to increase every year.

## GENDER

Over the past nine years, the percentage of ETFO members who are women has remained stable at approximately 81 percent.

As would be expected, the age distribution among occasional teachers and ESP/PSP members is quite different. The majority of occasional teacher members are between 55-64 (36 percent) and 25-34 (28 percent). Twenty-nine percent are under 35. The percentage of occasional teacher members who are in the 45-54 age category has decreased from 25 to 11 percent over the past eight years. The percentage in the 55-64 age category has decreased from 42 to 36 percent, while the percentage in the 25-34 age category has increased from 15 to 28 percent. Among ESP/PSP members, 61 percent are over 45 and 16 percent are under 35.



### QUALIFICATIONS

Approximately 78 percent of ETFO members reported that they had their B.A., while slightly over 80 percent had their B.Ed and 13 percent had their master's degree.

Only 34 percent of ETFO members reported that they did not have a specialist certificate. Thirty-six percent of teacher members reported that they had one specialist certificate and 18 percent had two certificates.

Seventy percent of ETFO members have a QECO (Qualifications Evaluation Council of Ontario) rating of A4, while 20 percent have an A3 rating.

### YEARS OF EXPERIENCE

Fourteen percent of teacher members have less than five years of experience, 45 percent have less than 11 years of experience, and only 4 percent have more than 30 years of experience. The majority of teachers (31 percent) have 5-10 years of experience.

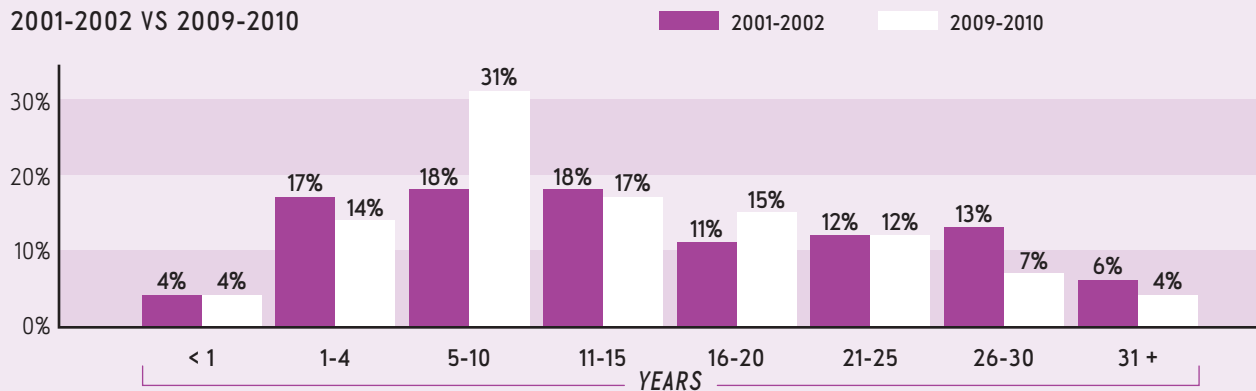
The experience levels of occasional teachers and ESP/PSP members continue to be quite different than that of teacher members.

Thirty-nine percent of occasional teacher members have less than five years of experience, 52 percent have less than 11 years experience, and 27 percent have more than 30 years experience. Sixteen percent of ESP/PSP members have less than five years experience, 47 percent have less than 11 years experience, and only 2 percent have more than 30 years experience.

### GRADES TAUGHT

ETFO teacher members are fairly evenly distributed among Grades 1-8, while only 3 percent of members teach Junior Kindergarten and 4 percent of members teach Senior Kindergarten. The percentage of members teaching in Kindergarten is expected to increase as Ontario's full-day learning program is fully implemented over the next few years.

TEACHER MEMBERS — YEARS OF EXPERIENCE  
2001-2002 VS 2009-2010



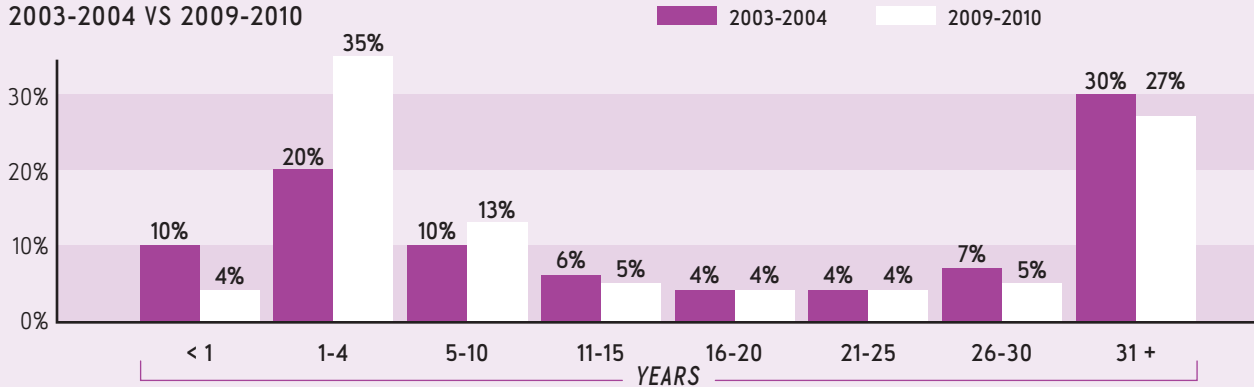
Approximately 37 percent of ETFO members reported that they taught a combined grade. As in past years, the most common combined grade is JK/SK. Overall, 5 percent of members reported that they taught in a triple combined grade.

Not surprisingly, survey results continue to show there are gender differences in grades taught. Eleven percent of women members reported teaching Grade 1, compared with only 2 percent for men. Twelve percent of men members reported teaching Grade 8 (down from 17 percent last year), compared with 7 percent of women members.

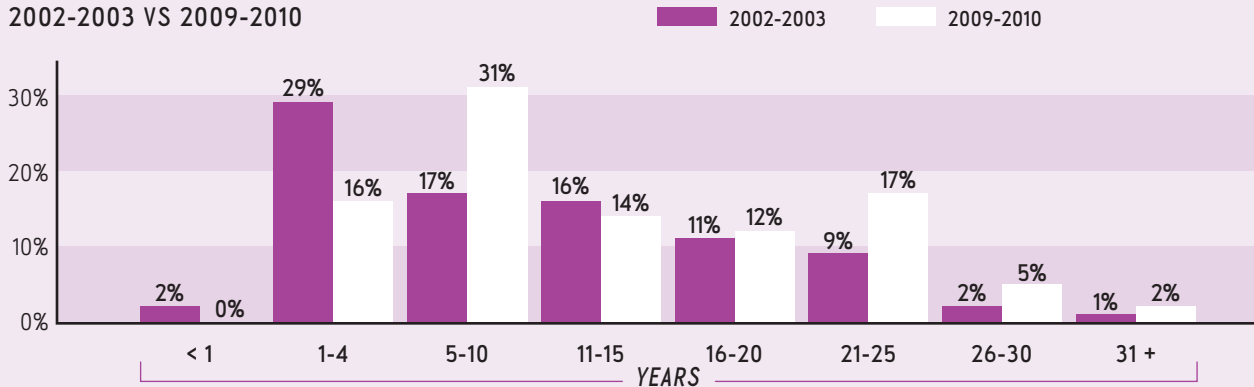
**PART-TIME WORK**

Only 11 percent of teacher members work part-time, with the overwhelming majority, 88 percent, working full-time. These percentages remain unchanged from the previous year. Only 3 percent of male teachers work part-time while 11 percent of female members work part-time. Part-time work among female teachers is down slightly from last year, while the percentage of men teachers working part-time remains unchanged.

**OCCASIONAL TEACHER MEMBERS — YEARS OF EXPERIENCE  
2003-2004 VS 2009-2010**



**ESP/PSP MEMBERS — YEARS OF EXPERIENCE  
2002-2003 VS 2009-2010**





### SELF-IDENTIFICATION

Similar to last year, only .3 percent of teacher members report being aboriginal. This compares with .5 percent for occasional teacher members and 1 percent for ESP/PSP members.

The percentage of members who report being disabled are .7 percent for teacher members and .4 percent for occasional teacher members.

One percent of teacher members and one percent of occasional teacher members identify as being lesbian, gay, bisexual, or transgendered (LGBT), similar to the previous year. Male teachers represent 52 percent of those teacher members who self-identified as LGBT.

The highest percentages of self-identification con-

tinue to be for racial minority; 4 percent for teacher members and 5 percent for occasional teacher members. These percentages are the same as reported in the last two years.

### ACTIVITIES OUTSIDE TEACHING

Like other professionals, teachers and occasional teachers have responsibilities and pursue activities that are outside of the teaching profession.

The majority of ETFO's teacher members (62 percent) have at least one dependent child. Fewer occasional teacher members reported having children compared with teacher members. Over 64 percent reported not having a dependent child, compared with 38 percent of teacher members.

Eight percent of teacher members reported that they are caring for a parent or other dependent adult, compared with 10 percent for occasional teachers.

When they are not attending to their professional and personal responsibilities, many ETFO members find the time to help others in their community. Almost 66 percent of teacher members report they were active in their community, with the most common activity being volunteer work (38 percent).

### MEMBERSHIP POPULATION\*

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
<b>Aboriginal</b>	.3	.3	.4	.3	.3	.4	.3	.4	.4
<b>Disabled</b>	.7	.6	.6	.6	.6	.5	.5	.8	.7
<b>LGBT</b>	1	1	1	1	1	1	1	1	.9
<b>Racial Minority</b>	4	4	4	4	4	4	4	4	4

*Male teacher members represented 52% of those members who self-identified as LGBT.*

# THE LEGISLATIVE YEAR IN REVIEW

## AUGUST 2009

**August 17** – The Ministry of Education released a discussion paper and announced the consultation process that would be adopted by the Working Group on the Elementary Curriculum. The overcrowded nature of the elementary curriculum, the focus of a longstanding lobby on the part of ETFO, will be addressed in the review.

## SEPTEMBER

**September 14** – The Legislature reconvened following the summer recess.

**September 17** – The St. Paul's by-election resulted in the Liberals retaining the seat created vacant by the retirement of Michael Bryant. Dr. Eric Hoskins won easily with 47.6 percent of the votes followed by high profile PC candidate Sue-Anne Levy who received 28.3 percent.

## OCTOBER

**October 7** – Bill 177, the *Student Achievement and School Board Governance Act, 2009*, received Second Reading. The bill, introduced in May 2009, aimed to clarify the role of school boards, trustees, board chairs, and directors. It also proposed a code of conduct for trustees and that school boards be required to develop and maintain multi-year student achievement plans and report on the success of the plans to employees and the public.

**October 27** – Premier McGuinty announced the long-awaited plan for the Early Learning Program (full-day Kindergarten). The government rejected the staffing model proposed by the Early Learning Advisor, Dr. Charles Pascal, and opted for the model proposed by ETFO, of having a teacher in the classroom throughout the school day rather than a half-day. The plan called for teachers to work together with early childhood educators. The Premier announced that the program would be phased in over a five-year period begin-

ning with 15 percent of eligible students enrolling in September 2010.

Attorney General Chris Bentley introduced Bill 212, the *Good Governance Act, 2009*, an omnibus bill that proposed a number of changes to the municipal elections process.

The proposed changes included moving the municipal voting day to the fourth Monday in October, improving the voters' list, and establishing new limits for campaign contributions. The proposals did not include a ban on political donations from corporations and unions as recommended in some quarters.

## NOVEMBER

**November 2** – Education Minister Kathleen Wynne announced a working group that would be assigned to develop financial literacy curriculum for elementary and secondary students. The announcement followed passage of a private member's bill on the topic sponsored by Liberal MPP Charles Sousa and supported by ETFO.

**November 5** – Speaking to business leaders at an Ontario Chambers of Commerce meeting, Premier McGuinty raised the spectre of unpaid days for public sector workers who, in his view, had not experienced the same effects of the recession as those in the private sector.

**November 16** – Finance Minister Dwight Duncan introduced Bill 218, the *Ontario Tax Plan for More Jobs and Growth Act, 2009*, which proposed a harmonized federal and provincial sales tax (HST). The tax policy became the focus of intense criticism from both Opposition parties throughout the session. The bill also proposed that school boards not be able to pass a budget with more than a 1 percent deficit without approval from the Minister of Education.

The Standing Committee on Social Policy adopted a number of amendments to Bill 177. The amendments went some distance in responding to ETFO's concerns

about the bill's proposed expansion of the government's authority over school boards.

**November 17** – After weeks of speculation about the government's plans to cut government expenditure by instituting unpaid days for public sector workers, the Premier, while speaking to reporters, dismissed the idea.

**November 18** – Bill 212 received Second Reading.

**November 23** – ETFO made a presentation to the Standing Committee on Social Policy which was reviewing Bill 168, the *Occupational Health and Safety Amendment Act, 2009 (Violence and Harassment in the Workplace)*.

**November 30** – Bill 177 received Third Reading.

## DECEMBER

**December 2** – Bill 218 received Second Reading.

**December 3** – Bill 212 received Third Reading.

**December 8** – The Auditor General released his annual report. The report included a review of the Education Quality and Accountability Office (EQAO) and Literacy and Numeracy Secretariat (LNS). The report recommended that the EQAO conduct more frequent on-site visits of schools to check pre-test preparations and administration of the test. The report had more substantial recommendations for the LNS, which, if implemented, would likely result in more pressure on schools and teachers to focus on collecting and analyzing assessment data.

**December 9** – Bill 218 received Third Reading.

**December 10** – The Legislature adjourned for the winter break.

**December 15** – Bills 212, the *Good Governance Act, 2009*, and 218, the *Ontario Tax Plan for More Jobs and Growth Act, 2009* received Royal Assent.

## JANUARY 2010

The Legislature did not sit.

**January 19** – Premier McGuinty shuffled his cabinet. The changes included appointing Leona Dombrowsky as Minister of Education to replace Kathleen Wynne who moved to the Ministry of Transportation.

## FEBRUARY

**February 4** – A by-election, caused by the resignation of Liberal MPP George Smitherman, was held. Liberal candidate Glen Murray won the election with 47.1 percent of the vote; NDP candidate Cathy Crowe came in second with 33.4 percent.

**February 16** – The Legislature reconvened.

**February 17** – Bill 242, the *Full Day Early Learning Statute Amendment Act, 2010* was introduced. The bill proposed the framework for the implementation of the full-day Kindergarten and extended day (Early Learning Program) planned for the 2010-2011 school year.

**February 18** – PC Education Critic Elizabeth Witmer introduced a private member's motion calling on the government to establish an Anti-Bullying Awareness Week. The motion passed with support from all three parties.

## MARCH

**March 4** – Bill 242 received Second Reading and was referred to the Standing Committee on Social Policy.

The Legislature was prorogued.

By-elections were held in the ridings of Leeds-Grenville and Ottawa West-Nepean. They were necessitated by the resignations of PC MPP Bob Runciman who was appointed to the Senate and Liberal Jim Watson who announced his intention to run in the Ottawa mayoralty race.

PC candidate Steve Clark won in Leeds-Grenville with 66.6 percent of the vote followed by Liberal candidate Stephen Mazurek who received 20.1 percent. Liberal candidate Bob Chiarelli won in Ottawa West-Nepean with 43.5 percent of the vote; PC candidate Beth Graham came second with 39 percent.

**March 8** – A new session of the Legislature commenced with a Speech from the Throne delivered by Lieutenant-Governor David Onley. The speech stated that the government “has made education its highest priority”.

**March 23** – ETFO participated in the hearings on Bill 242 held by the Standing Committee on Social Policy. The ETFO submission focused on the need to clarify the roles of the teachers and the early childhood educators assigned to the new Early Learning Program and the limitations on principals designating responsibilities related to the extended day component of the program.

**March 25** – Finance Minister Duncan presented the 2010 provincial Budget which announced a 3.6 percent increase in spending for elementary and secondary education. The Budget forecast expenditure increases for elementary and secondary education for the next two years.

The Budget announced a number of restraint measures including an additional two-year freeze for MPP salaries, a two-year salary freeze for non-unionized Legislative Assembly staff, and legislation that would, if passed, freeze the compensation structures for “non-bargained” employees in the broader public sector and the Ontario Public Service for two years. It did not, as speculated, announce unpaid days or any other interference with public sector collective agreements.

The Budget announced it would replace the \$63.5 million in funding for child care cut by the federal government.

## APRIL

**April 13** – The Standing Committee on Social Policy reported Bill 242 to the Legislature with a number of amendments. The amendments addressed ETFO’s primary concerns related to clarifying the respective roles and responsibilities of teachers and early childhood educators.

**April 22** – In response from concerns raised by a few religious leaders about the sections on human development and gender identity in the revised elementary Phys. Ed and Health curriculum, Premier McGuinty announced that the document would be shelved. He later revised the government’s position by announcing that the revised curriculum would proceed in September but without the sections on human development which would be subjected to further public consultation.

**April 27** – Bill 242 received Third Reading.

## MAY

**May 4** – ETFO representatives made a presentation to the Ontario Progressive Conservative Caucus Education Task Force. The presentation focused on why teacher merit pay should not be adopted as party policy.

**May 12** – ETFO held a successful MPP reception at Queen’s Park.

**May 18** – Bill 242, the *Full Day Learning Statute Amendment Act, 2010* received Royal Assent.

**May 31** – The Legislature approved the provision of sign-language interpretation for guests to the Legislature.

## JUNE

**June 3** – The Legislature recessed for the summer break.

# INSIDE ETFO

## EQUITY AND WOMEN'S SERVICES

An equitable and inclusive education system can be achieved through principles of respectful interaction, commitment to human rights, and harnessing our personal and collective power to address systemic injustices. Our goals are to be responsive to the diverse needs of our membership and to be a positive influence for change in society.

Teachers and educational workers play critical roles in fostering a positive climate for inclusion and developing strategies to address forms of oppression. Part of our responsibility is also communicating effectively about the reasons for our equity endeavors.

The programs offered through Equity and Women's Services (EWS) illustrate ETFO's commitment to social justice, women's equality, and broad-based equity concerns. Programs are geared to member needs, and include initiatives for members who face subtle and overt discrimination: women, racialized and Aboriginal members, members with a disability, and lesbian, gay, bisexual, and transgender members. Issues of poverty and class are also addressed.

Programs are developed and offered in the context of ETFO's constitutional object "to promote social justice in the areas of anti-poverty, non-violence and equity" and in the spirit of the definition of "equity" adopted by the ETFO Executive:

*"ETFO recognizes that we live in a society characterized by individual and systemic discrimination against particular groups. Within this context, ETFO defines equity as fairness achieved through proactive measures that result in equality for all".*

Following are some examples of the range of publications and programs offered by Equity and Women's Services in 2009-2010.

### I. MULTI-MEDIA RESOURCES FOR STUDENTS, MEMBERS, AND COMMUNITIES

#### AWARENESS, ENGAGEMENT, ACTIVISM: A SOCIAL JUSTICE APPROACH

This new online support resource connects Ministry mandates to social justice by highlighting a variety of culturally relevant texts, posing critical questions, and including a variety of lived experiences. The intent of the thematic resource is to provide a starting point for conversations about social issues and to offer strategies that can support teachers and students as we work to make our classrooms, schools, and communities more inclusive.

#### BUILDING UNDERSTANDING ABOUT CLASSISM

This pamphlet can assist in building an increased understanding and awareness of issues that relate to socio-economic class, class bias, and classism. It is also intended to help members become more prepared to challenge classism and increase their own understanding of how class issues impact students and families in schools.

#### CONNECTIONS: A KINDERGARTEN TO GRADE 8 RESOURCE FOR EVERYONE INTERESTED IN UNDERSTANDING GENDER-RELATED ISSUES, AND WORKING FOR SOCIAL JUSTICE

This curriculum resource features focus topics such as 'Ability', 'Human Rights', and 'Overcoming Adversity'. The *Creative Pieces* section includes personal stories that relate to themes such as 'Belonging' and 'Politics and Leadership'.

#### RACISM HURTS

Posters, stories, and lesson plans for primary, junior, and intermediate divisions are available online or for

SEPTEMBER 17, 2009

**EQAO Tests Not a Realistic Measure of Student Achievement**

purchase from shopETFO. The activities probe a range of social justice topics.

#### ROOTS OF EQUALITY

*Roots of Equality* is a grade one to eight resource, containing lesson plans designed to help educators foster students' healthy, equal relationships, and raise awareness of violence against women. ETFO partnered with Springtide Resources and the Ontario Women's Directorate to produce the resource, accompanying materials, and to develop a workshop. A French language resource is in development.

#### SEE ABILITY, NOT DISABILITY

This bookmark is designed to increase awareness about disability issues.

#### WE'RE ERASING PREJUDICE FOR GOOD

This classic collection of classroom resources on a range of broad-based equity issues is currently being updated. The new collection called *Social Justice Begins With Me* will be available for purchase from shopETFO in the fall of 2010.

#### WOMEN'S HISTORY MONTH POSTER: NEVER TAKE NO FOR AN ANSWER

ETFO celebrated the 80th anniversary of the Persons' case, a landmark in the struggle for Canadian women's equality, with a new poster for Women's History Month in October, 2009.

## II. LEADERSHIP DEVELOPMENT

#### LEADERS FOR TOMORROW WOMEN'S PROGRAM

2009-2010 marked the sixth year for the very successful Leaders of Tomorrow course. This year-long intensive program involves women ETFO members who self-identify as Aboriginal, disabled, lesbian/bisexual, transgender, and/or racial minority. The program involves intensive scaffolding of leadership skills by imminent members of the women's communities in Ontario and abroad. Through a variety of activities, participants are

enabled to discover the personal strengths by which they may achieve professional leadership in their union, career, and the broader community.

The program was designed in 2004 with the objective of empowering women from marginalized groups to seek out positions of leadership within their teacher local, the provincial office, and/or opportunities with the broader community. The guiding principles of the program are to build confidence, networking capabilities, public speaking and presentation skills, professional resumes, and the creation and implementation of a plan of action for future leadership goals.

#### DIVERSITY IN LEADERSHIP

Tina Lopes (co-author of *Dancing on Live Embers: Challenging Racism in Organizations*) led 18 members (self-identified in designated groups) through discussions on everyday forms of oppression and privilege, and reflection on building ETFO's equity capacities.

#### SOCIAL JUSTICE AND EQUITY CHAIR TRAINING

A full-day Social Justice and Equity Chair Training workshop was held at Leadership 2009. The program incorporated theory and practice to better equip teachers to pursue social justice issues in their school communities. Through a variety of activities and discussions, participants were encouraged to analyze the ways in which they teach social justice and inclusion in their classrooms, their motivation, and how to enlist support from their union when they encounter barriers.

#### STATUS OF WOMEN CHAIR TRAINING

ETFO provides training and resources to chairpersons of local Status of Women committees. Each fall, a workshop for members who are new to the role is offered at

OCTOBER 1, 2009

World Teachers Day a Time to Recognize Contributions of Teachers



the fall Leadership Training event. Members receive the resource binder for Status Chairs and have an opportunity to discuss their responsibilities with each other, with experienced Status Chairs, and with staff. Chairpersons also attended a full-day training session before the *...and still we rise* conference, enabling them to network and discuss ongoing local work. Following the training, status chairs attended the 10<sup>th</sup> annual *...and still we rise* conference. Feedback from the status chairs expressed their approval and support of both the training and the conference.

#### STANDING TOGETHER: ETFO'S SECOND ANNUAL EQUITY CONFERENCE

The second Annual Equity Conference took place on May 30-31, 2010 in Toronto. Keynote speakers Uzma Shakir and Tina Lopes engaged members in discussion of issues of race, class, and social justice. The two-day conference allowed members to critically reflect on their practice and provided resources for use in their classrooms.

#### NEXT STEPS SUPPORTING WOMEN'S INVOLVEMENT

A reunion of ETFO women members who completed the Leaders for Tomorrow program was held in April, 2010 in Toronto. The joint session allowed current participants to network with members from their locals or

regions and identify potential mentors. Participants listened to an energetic keynote from Uzma Shakir and the entire group discussed opportunities and barriers to women's leadership in ETFO, their school board, and the community at large.

### III. WORKSHOPS, CONFERENCES, AND PROFESSIONAL LEARNING COMMUNITIES

#### EQUITY WORKSHOPS

EWS workshops provide equity training to all members, in formats that can be modified for after-school meetings, professional development days, or weekend conferences. Thirty-five equity workshops were delivered in 2009-2010, in 22 locals. The following Equity Workshops were available in 2009-2010:

##### Access Without Borders (equity workshop on disability issues)

This workshop is intended to inform members about visible and non-visible disabilities, and provide strategies for combating physical, attitudinal, and societal barriers. In addition, this presentation contains a comprehensive resource section including materials on promoting inclusion in the classroom.

##### Connections

This workshop uses activities and creative pieces to engage students in learning about gender-related issues. A variety of social justice topics are addressed.

##### Power of Story

*The Power of Story* resources present real stories, lesson activities, and extensions that are linked to Ontario's curriculum expectations. The stories encourage the consideration of ways to demonstrate acceptance, appreciation, and inclusivity in our diverse Canadian communities.

**OCTOBER 27, 2009**

**Children Will Benefit From Government Decision on Early Learning**

### Beyond the Breakfast Program

This newly revised workshop works to dispel the myths of poverty in Ontario and throughout Canada and acknowledges that the image of poverty has changed substantially over the past two years. It provides opportunities to discuss difficult and challenging issues related to poverty, misconceptions about poverty, and offers strategies to support students, families, and communities. A curriculum resource for teachers from Grades 1-8 is also available to members when they attend the workshop.

### Imagine a World That is Free from Fear

This workshop presents ETFO's Kindergarten to Grade 8 resource that serves as a catalyst to initiate conversations about issues relating to homophobia and heterosexism. Themes include Pride and Self-Respect, Safe Schools and Safe Communities, Anti-Bullying and Conflict Resolution, and Relationships. This resource will be revised next fall and the new resource addressing issues of homophobia and inclusion will be released in 2011.

### Media Awareness

The focus of this workshop is to teach junior and intermediate students to become critical and informed consumers of mass media. Lesson plans are linked to the Ontario curriculum. Themes include: Television, Advertisements, Movies and Video Games, Music Videos and Lyrics, Clothing and Logos, and the Internet.

### Roots of Equality

This workshop introduces members to the *Roots of Equality* resource, designed to help foster students' healthy, equal relationships, and raise awareness of violence against women. Lesson plans for Grades 1-8 explore the following themes: Family, Friends, School, Community Connections, and Media.

### We're Erasing Prejudice For Good/Respecting Cultures and Honouring Differences/Effaçons les préjugés pour de bon

This workshop uses children's literature to address several social justice issues, such as classism, racism, sexism, heterosexism, ableism, and anti-semitism. The goal is to provide educators and students with a viable method of acquiring skills and knowledge to successfully navigate in a diverse world.

### Woman Abuse Affects Our Children

ETFO partners with the Ontario Women's Directorate and Springtide Resources in this program, which provides workshops for members on the effects of woman abuse on children and how educators can help.

### White Ribbon Campaign, Pilot Project, Let's Talk About It. Exploring Issues of Gender Equity and Violence Against Women

The Boys Conference is a partnership between the *White Ribbon Campaign* (WRC) and ETFO that brings together grade seven and eight boys to learn about issues such as healthy relationships, sexual health, gang violence, homophobia, media, and masculinities. The conference also gives teachers interested in addressing gender issues an opportunity to connect with each other and the resources we offer.

The Boys Conference and the Organizer's Manual have strengthened the capacity of ETFO locals and individual members to challenge and support boys in developing healthy attitudes and behaviours affecting gender equity and relationships.

Four locals organized conferences between the fall of 2009 and the end of the school year in

NOVEMBER 6, 2009

Teachers Call for H1N1 Flu Clinics in Elementary Schools



2010; Avon Maitland Occasional Teacher Local, Bluewater Teacher Local, Niagara Teacher Local and Grande Erie Teacher Local and Occasional Teacher Local. In total, over 260 boys in grades 7 and 8 and over 30 schools were able to benefit from these conferences. Participants and representatives from the various locals expressed appreciation for the support from White Ribbon Campaign representatives for their valuable role in the conferences as facilitators and keynote speakers.

#### PROFESSIONAL LEARNING COMMUNITIES WP

Three Professional Learning Community programs for women members were held. The programs allowed members to work individually and collaboratively to build their knowledge and skills around the complexities of working within and across differences. In the first session, participants explored issues relating to identity, white privilege, and pedagogy, and how these intersect and influence our practice. The second group explored the histories of educators and how gender, race, and sexual orientation play out in teaching and learning. The third session focused on self-understanding in relation to social justice endeavours.

#### FROM THEORY TO PRACTICE

This program challenged teachers to reflect on issues of privilege, the notion of inclusive curriculum, and

the barriers they encounter when moving forward in the area of social justice and equity. Through a variety of guest lecturers, activities, and discussions, participants were able to create practical inclusive curriculum material that was shared through the online component of the program for use in their classrooms.

#### ...and still we rise WOMEN'S CONFERENCE WP

Over 400 women attended the tenth annual conference which was planned around the theme, "*Working Together to Create Healthy Schools and Communities*". Four leadership strands were emphasized: Emotional Health and Well-Being, Curriculum, Social Justice Advocacy, and Strategies for Success. Keynote speakers included Dr. Jane Bluestein, Meg Soper, Sally Armstrong, and Myra Laramée. Messages from speakers and presenters described the challenges of equity educational endeavours and the importance of maintaining and supporting healthy choices. Workshop sessions provided practical strategies to encourage community engagement and inclusive classrooms.

#### VISIONS NEW TEACHER LEADERSHIP TRAINING WP

This conference, for women in their first five years of teaching, was held in Toronto in January 2010. Fifty members attended. Dr. Clare Kosnik shared findings from her study of beginning teachers. Members selected workshops from the following themes: Inclusive Classrooms, Problem Solving, Aboriginal Education, Critical Media Literacy, Disability Issues, and ETFO Leadership Opportunities.

#### RACE RELATIONS RETREATS/INITIATIVES WP

A provincial retreat was held on May 4-5, 2010, in Toronto. The program provided current information regarding the Ministry's Equity and Inclusion Strategy, opportunities for ETFO involvement and engagement, presentation skills development, and training for two EWS equity workshops – *Connections*, and *Awareness, Engagement, Activism: A Social Justice Approach*.

Kawartha Pine Ridge Teacher and Occasional Teacher Locals also held a local retreat on April 23-24,

**NOVEMBER 16, 2009**

**Rights of the Child Include the Fundamental Right to an Education**

2010. Twenty participants explored the theme of “Images” through music and reflective activities in relation to equity and social justice work.

#### IV. ADVOCACY, PARTNERSHIPS, AND SUPPORT

##### ABORIGINAL FESTIVAL 2009

The 10<sup>th</sup> Year of the Canadian Aboriginal Festival’s Education Day was held in November 2009. Over 9,000 students participated in activities that focused on Canada’s First Nation, Métis and Inuit people. Members of ETFO’s Aboriginal Standing Committee performed an original *Readers’ Theatre* script, and presented curriculum documents for primary, junior, and intermediate panels.

##### OISE, UNIVERSITY OF TORONTO PROGRAM

###### Beyond “It’s Elementary” Talking About Gender and Sexual Orientation in Elementary Schools

On April 8, 2010, ETFO participated in a community seminar for educators, parents, and researchers to discuss how to talk about gender, sex, and sexual orientation with children in elementary schools. This seminar was a partnership with the Centre for Urban Schooling, Equitable and Inclusive Schools of the Toronto District School Board (TDSB), The Mark S. Boham Centre for Sexual Diversity Studies of the University of Toronto, and the Gender-based Violence Prevention Division of the TDSB. ETFO provided resources for the event along with a display table featuring some of our resources such as *Imagine a World That is Free from Fear*, *Roots of Equality*, and *Connections*. The ETFO *Positive Space, Positive Place* brochure was available, along with LGBT posters and buttons.

##### EMPOWERING WOMEN THROUGH MUSIC WP

The goal of the workshop series is to help women prisoners, through music, emotive and express positive ideas about themselves and the world. The songs have lyrics that heal, nurture, and allow for personal growth.

##### LEAF (Women’s Legal Education and Action Fund) PERSONS DAY BREAKFAST

ETFO was a Patron Sponsor of the annual LEAF Persons Day Breakfast in October, 2009.

##### CANADIAN RACE RELATIONS FOUNDATION

ETFO was a Silver Sponsor of the Canadian Race Relations Foundation’s biannual Award of Excellence Symposium held on May 17-19, 2010.

##### LGBT ISSUES IN EDUCATION

On May 18, 2010, EWS staff participated in a conference called *Changing our Schools: We All Belong, Addressing Homophobia and Transphobia*. This conference was organized by the Canadian Safe School Network. A workshop on the ETFO resource, *Imagine a World That is Free from Fear* was presented to approximately 75 elementary teachers from the GTA.

ETFO once again proudly supported this year’s Annual Candlelight AIDS Vigil. ETFO also purchased advertisement space in the official *Pride Guide* to commemorate 30 years of Pride, and hosted a booth on both days of the Pride Parade this year in partnership with locals. ETFO members and staff marched in both parades.

##### SPRINGTIDE RESOURCES

ETFO has partnered with Springtide Resources for many years, and this partnership has informed our Breaking the Silence program, the creation of the *Roots of Equality* resources, and the *Woman Abuse Affects Our Children* program.

##### LOCAL ANTI-RACIST EDUCATION/EQUITY COMMITTEES

EWS continues to work with locals for anti-racist initiatives by providing funds to support ongoing local

NOVEMBER 18, 2009

Teachers Learn Strategies to Reduce  
Bullying in the Classroom



professional development opportunities or by assisting with planning events.

#### TAKE BACK THE NIGHT WOMEN'S PROGRAM

September is recognized for *Take Back The Night* activities across Canada. Events are designed to highlight the issue of violence against women, and as a reminder that safety issues for women and children are significant concerns in society today.

#### WORKING WITH EQUITY-SEEKING COMMUNITY GROUPS WOMEN'S PROGRAM

This program is a partnership with locals, through their Equity Committee(s), focusing on support for women in their community. Up to \$2,000 is provided for initiatives with equity and social justice emphasis, such as Human Rights and Anti-Racist Education. Funded projects include providing adolescent mothers and mothers-to-be with a safe, structured environment conducive to the learning of life and parenting skills, distributing backpacks for women and children, and sponsoring a fundraiser for "Sistering" services for marginalized and homeless women.

**NOVEMBER 24, 2009**

**Teachers Will Staff World's Largest Classroom at Aboriginal Festival**

## PROFESSIONAL SERVICES

The strength of ETFO is its members – the 76,000 teachers and education workers in the public elementary schools across Ontario. The mandate of Professional Services is to foster a strong, professionally competent, active membership, an effective leadership, and to maximize the visibility and credibility for the Federation.

### LEADERSHIP DEVELOPMENT

#### PROFESSIONAL LEARNING CHAIR TRAINING

This year's PL Chair Training took place September 25, 2009 as part of Leadership 2009. The theme was "*Diving Deeper: Understanding and Developing the Role of the Professional Learning Chair*". The day focused on assessing membership needs, communication with membership, and assessment of the professional leadership program. A highlight was the Professional Learning Chair carousel in which experienced PL Chairs shared their tips and tricks, and provided sample PL plans.

#### FALL LEADERSHIP TRAINING

ETFO's Leadership 2009 event was held September 25-26. Workshops were designed to provide local leaders with the tools needed for success in their various roles. Over 300 local leaders including presidents, executive members, and chairs of professional learning, political action, status, and social justice committees attended this event.

#### ETFO UNION SCHOOL

The fourth ETFO Union School wrapped up in May. Local leaders participated in the intensive three-part program to enhance their leadership skills, knowledge, and effectiveness. Two face-to-face sessions were connected by an online learning component and a practicum assignment.

Elaine Bernard, Executive Director, Harvard Trade Union Program, provided a stimulating start to the first session in her keynote “*Why Unions Matter*”. She followed up with a comprehensive workshop during the second session that will assist leaders in putting these ideas into practice.

Participants completed a self-report inventory prior to the first session and through follow-up workshops practiced emotional and social competencies widely recognized as key to one’s success. They experienced the realities of being an ETFO leader through in-depth discussion of case studies, a simulation of a typical day in the local office, and completed a practicum assignment to apply the skills presented in a practical way.

#### LOCAL LEADERSHIP TRAINING

Since this program began, ETFO staff have delivered over 94 customized training sessions for local leaders. The programs are modified to meet the unique needs of the local and range from one-half to two days. The sessions focus on identifying the local’s core objectives, reviewing the local’s current programs, and developing programs, activities, and processes that assist the executive in implementing the identified objectives. All this work is undertaken with the aim of increasing member engagement in the Union. These sessions provide an opportunity for the local executive to develop a key focus and build a sense of team as they work towards their shared goal.

#### WOMEN IN ACTION

*Women in Action* is ETFO’s oldest program designed to build women’s participation in the Federation. Delivered at the local level by ETFO women who are leaders in their own locals, *Women in Action* prepares women to participate in their local, fosters a network of activists in the Federation, and encourages women members to realize their leadership potential.

This year ETFO and the locals delivered *Women in Action* to 150 women from eight different locals.

## SUPPORTS FOR MEMBERS — WORKSHOPS

#### NEW TEACHER SERIES: STRATEGIES FOR SURVIVING WHILE SMILING

This practical four-part series was presented in six locals this year. Participants explored the components of creating community through cooperative learning and equity, building a safe learning community with effective classroom management, providing structures to promote problem solving and decision making, and planning for meaningful assessment and evaluation. Participants were provided with a wide variety of effective and current strategies to support their program planning and instruction.

#### LEADING EDUCATORS ACTIVELY DEVELOPING (L.E.A.D.): ENHANCING EMOTIONAL INTELLIGENCE

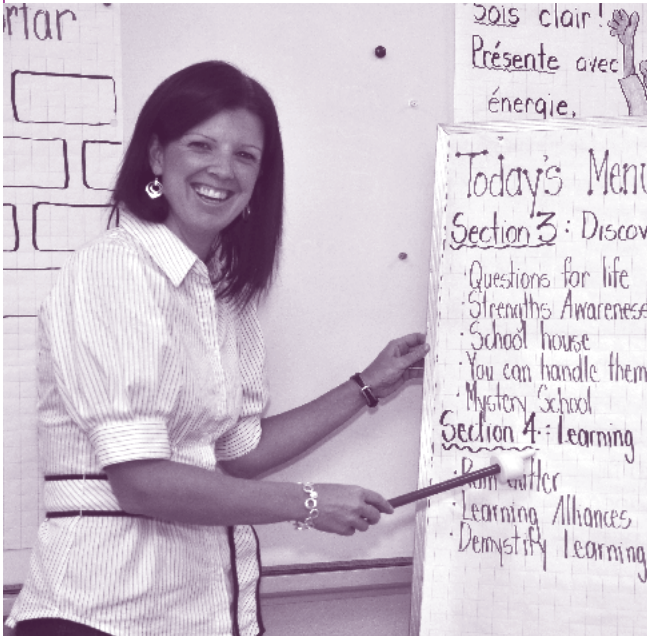
ETFO offers an annual professional learning opportunity for members who are consultants, co-coordinators, facilitators, coaches, and system-wide teacher leaders. This year’s conference, *Enhancing Emotional Intelligence*, took place on April 22-23 with 50 ETFO members attending.

Kim Bernhardt, a lawyer specializing in labour, employment, and human rights presented a key note address on “*Using Emotional Intelligence to Resolve Disputes in the Workplace*”. This was followed by a full day with educational consultant Howard Stone, where participants were engaged in exploring the importance and use of Emotional Intelligence in their work as facilitators of learning.

The members who attended this program support other members in their professional learning. This was an excellent opportunity for them to focus on their own professional learning and connect with other members in similar roles across the province.

DECEMBER 1, 2009

**Need to Promote an Understanding That Disability is Not Inability**



### SUPPORTING STUDENTS WITH SPECIAL NEEDS IN THE REGULAR CLASS

This two-part workshop, designed for all teachers, was presented in three locals during 2009-2010. As the number of special needs students in the regular classroom increases, it is essential that classroom teachers are supported in providing programming to meet these diverse needs. This workshop series focused on knowing your students and providing instruction based on their needs.

### NEW MEMBER WELCOME PROGRAM

ETFO continues to offer a program to welcome new members and help them understand ETFO programs, supports, and opportunities for involvement. The program includes a presentation by one of ETFO's released officers. The *Welcome to ETFO* book was distributed to over 2,000 new members in 33 locals in 2009-2010.

### ULTIMATE STRATEGIES FOR THE NEW TEACHER

*Ultimate Strategies for the New Teacher* is a full-day ETFO provincial workshop program available to locals.

A cadre of presenters led the workshop for beginning teachers (both contract and occasional) throughout the province in 2009-2010. Goals of the program are to introduce new teachers to a variety of practical strategies they can use in their classrooms, to provide an opportunity for new teachers to ask questions and network with each other, and to highlight ETFO as a professional organization interested in their professional learning.

The workshop topics include managing the environment, managing behavior, organizing for planning, using the curriculum, assessment, evaluation and reporting, and taking care of yourself. The workshop promotes managing the classroom effectively, thinking proactively, and using time wisely.

### ETFO MENTOR PROGRAM

The ETFO Mentor Program is an innovative professional learning program to develop teacher expertise in mentoring new teachers. Goals are to develop expertise in being an effective mentor, and to provide a professional development opportunity for teachers who will be or currently are a mentor for new teachers.

This program is offered in partnership with locals. In most cases, locals work with their district school board to use NTIP funds to release mentors to attend this program during the school day. There are currently two different ETFO Mentor Programs available to locals.

### PRESENTERS ON THE ROAD

The Presenters on the Road program offers a wide variety of workshops that are designed for members by members. ETFO locals chose and co-sponsor workshops for teachers in their local. The program underwent a major revision during 2009-2010, with the recruitment of new presenters, revised digital online booking procedures, and the movement of all evaluation forms to a digital format located on the provincial website. The program continues to address subject areas, and issues critical to teachers and their work, both as classroom teachers and other role specific

**DECEMBER 4, 2009**

**Elementary Teachers Remember and Honour Victims of Montreal Massacre**

assignments. New and experienced program presenters were trained at the ETFO provincial office. In all, 40 locals participated in the program. Plans are underway for 2010-2011 with several locals booking early.

#### **CLASSROOM MANAGEMENT FOR THE OCCASIONAL TEACHER**

This program provides occasional teacher locals with a cost-sharing opportunity to access a classroom management program based on the ETFO resource, *I am the Teacher*. The continuation of the classroom management workshop series for occasional teachers meets an immediate need for professional learning for occasional teachers by providing effective classroom management strategies and opportunities to network with other occasional teachers. Plans are in place to review and broaden the scope of the program for 2010-2011. In all, 20 locals participated in the program.

#### **THE WORKSHOP PRESENTER'S PALETTE**

The two-day training workshop was held in January 2010 for members interested in exploring leadership opportunities within ETFO and developing and presenting curriculum sessions for colleagues. Components included: developing a dynamic workshop description and workshop, enhancing facilitation skills, and tips for presentations. Participants were involved in the preparation of a workshop for possible presentation at a local, regional, or provincial activity. It is expected participants will apply for various professional development leadership opportunities in ETFO.

#### **TEACHERS VOLUNTEERING ABROAD**

Over 70 members from across the province attended this one-day ETFO conference in April to explore what it means to volunteer abroad. Participants learned about the challenges of working abroad as well as strategies for bringing international experiences home to Ontario. Speakers highlighted the importance of building unionism abroad. Ilana Landsberg-Lewis from the Stephen Lewis Foundation challenged participants to

consider the ethical implications of volunteering and international aid.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY CONFERENCE FOR WOMEN**

In May, ETFO hosted a provincial ICT Conference for Women at the University Of Ontario Institute Of Technology. Participants attended workshops on using software to enhance the curriculum, supporting English language learners, web design, podcasting, making connections to the arts, and more.

#### **FINANCIAL MANAGEMENT CONFERENCE**

ETFO hosted a financial management conference that was open to all members on December 4-5, 2009. The opening plenary session featured television host Alison Griffiths. Workshops were facilitated by professionals from the financial industry. Participants were provided with a forum to achieve an increased comfort level with various aspects of financial management.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY WORKSHOPS**

Every year locals can contact the provincial office to enter into a partnership to deliver workshops to members, with a focus on information and communication technologies. This year, four locals offered interactive programs for members. One multi-part series explored "Voice Threads" through the arts. Some workshops explained how to use interactive white boards. Others introduced members to new and existing Ministry-licensed software, as well as features of school board e-mail systems. These workshops continue to be well received, as the content is customized to meet specific local needs.

**DECEMBER 10, 2009**

**Elementary Teachers Celebrate Human Rights Day**

**INSTANT RECALL**

*Instant RECALL (Respecting the Expertise and Contributions of the Adult Learner to Leadership)* is a coaching workshop designed to provide ETFO members with the basic skills necessary to engage in a coaching relationship. The two-day workshop held in May addressed coaching adult learners, acquiring a basic inventory of coaching skills, working with adult learners, and understanding the coaching process.

**KNOWLEDGE MOBILIZATION NETWORK WEBSITE**

An ETFO Knowledge Mobilization Network (KMN) Website, where ETFO members who have completed masters or doctoral theses share their knowledge, is in development and will be ready to launch in September 2010. Two cohorts of ETFO member researchers have been recruited, one of which has been filmed and the other will be filmed in early summer. These researchers will engage participants in discussions about their research and applicability to classroom practice. Other additions to the website will include synopses of meaningful research for teachers, and links to significant research studies of interest to elementary classroom teachers.

**SUPPORTS FOR MEMBERS — RESOURCES****LEARNING TOGETHER: A TEACHER'S GUIDE TO COMBINED GRADES**

This year marked the publication of *Learning Together: A Teacher's Guide to Combined Grades*. This 204 page book is a practical, hands-on, teacher-friendly guidebook, full of planning, teaching, and assessment strategies that were developed and field-tested by ETFO's combined grade classroom teachers. This template-filled resource includes planning samples, checklists,

and reflection guides, as well as writeable templates on a CD, so teachers can easily customize material for their specific classroom use.

**PROFESSIONAL COURSES****ONLINE ADDITIONAL QUALIFICATION COURSES**

In September, the Provincial Executive approved a plan to develop and implement online AQ courses. A staff implementation team within the service area has been working to meet the 2010 summer launch of 21 online AQs as well as a number of face-to-face courses.

ETFO has contracted with Desire2Learn, an Ontario based company, to provide both the e-registration for the project as well as the actual online learning platform for each course.

The marketing for the courses has been very successful with a full-page ad in the December, March and May editions of *VOICE*.

A new AQ website went live in early January. A visit to [etfo-aq.ca](http://etfo-aq.ca) quickly provides the information an individual would need if they were thinking about taking an AQ course. The feedback on this new site has been extremely positive. Teachers can also link directly to the e-registration from the AQ website.

As had been expected, people are extremely excited about the new online courses. In particular, people in areas that are traditionally 'underserved' by AQ providers are happy to have more opportunities to pursue their professional learning. Similarly, teachers are quite appreciative of the \$650 course fee. Summer registration began April 15<sup>th</sup>. In one day, over 100 teachers had registered for courses, and at this writing 1650 teachers have signed up for an ETFO AQ online, face-to-face or Principal's Qualification Program (PQP) summer course.

Currently, plans are underway for the development of 30 more courses for 2011-2012.

**KINDERGARTEN ADDITIONAL QUALIFICATIONS COURSES (FACE-TO-FACE)**

ETFO continues to offer courses for Kindergarten teachers across the province. Courses were offered in

**JANUARY 12, 2010****Teachers Applaud Launch of Canada's First Full-Day Kindergarten Program**

Greater Essex, Hamilton, Peel, Simcoe, Durham, Upper Grand, Algoma, and Upper Canada. ETFO is the main provider of this AQ course in Ontario. It combines current educational research on the teaching of young children with the practical application teachers need. Many of these courses are being run in schools so candidates can observe how learning centres change and develop over time.

#### SPECIAL EDUCATION AQ COURSES (FACE-TO FACE)

This year, ETFO provided five Special Education Part 1 AQ courses and three Special Education Part 2 AQ courses. These courses were offered in Hamilton-Wentworth, Lambton Kent, Limestone, and Peel locals. Additionally, accreditation was received from the Ontario College of Teachers for the ETFO Special Education Specialist Additional Qualification Course.

#### PRINCIPAL'S QUALIFICATION PROGRAM

ETFO offered Parts I and II of the Principal's Qualification Program (PQP) in 2009-2010 in Halton, Peel, Toronto, Upper Grand, and York Region. Enrollment is down slightly from last year. Unlike other PQPs, these courses include ETFO presentations on collective bargaining and professional relations issues, covering such topics as collective agreements, grievances, supervision/evaluation of teachers, role of principal, duty to accommodate, human rights complaints, and College of Teachers investigations. Including this type of practical content in the curriculum is one way the ETFO program is distinct from the other PQP providers and ensures future school administrators are well aware of ETFO and the rights of teachers.

#### ETFO CREDIT COURSES

ETFO provided 112 credit courses to over 1,500 participants during 2009-2010. As of April 22, there were nine more courses scheduled to run during May and June 2010. The courses were offered throughout the province for teachers and occasional teachers in 20 ETFO Locals.

The 2010 ETFO Credit Course Instructor Training was held in July at Brock University in St. Catharines.



Instructor candidates were trained in the following ETFO credit courses: *Classroom Management: Orchestrating a Community of Learners*; *Collaborative Inquiry for Students: Preparing Minds for the Future*; and *Differentiated Instruction for Today's Classroom*. ETFO has a complement of 52 instructors offering courses across the province.

As of April 22, there were 46 credit courses scheduled in 11 locations during July and August.

#### ADVOCACY

##### LITERACY AND NUMERACY WORKING TABLE AND LEARNING TO 18 WORKING TABLE

To support the Ministry vision of K-12 alignment, these two working tables were combined this year and have met jointly twice to provide feedback and input on initiatives.

ETFO staff have continued to participate on the Ministry of Education's Learning to 18 Working Table. The mandate continues to be advisory in nature although the opportunities to provide feedback have decreased as a result of the implementation of various *Learning to 18* initiatives. ETFO continues to raise issues related to Grades 7 and 8 to ensure that decisions about programs include the elementary perspective and voice.

ETFO staff have also continued to participate on the Ministry of Education's Literacy and Numeracy Secretariat's (LNS) Literacy and Numeracy Working

JANUARY 19, 2010

Public Elementary Teachers Welcome  
New Education Minister

Table. The mandate of the working table is to provide feedback to the Student Achievement Division regarding initiatives and issues for JK to Grade 6 in Literacy and Numeracy. Various stakeholders are represented including teacher federations, parent groups, principal and supervisory associations, and representatives from various colleges, universities and community partners. This year, ETFO has raised issues and provided feedback on such topics as; The School Effectiveness Framework, the Impact of District Review Teams on Teachers, Schools in the Middle, School Work Study Teachers and other LNS initiatives.

#### EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO)

Last year, ETFO and the affiliates lobbied the broader educational community and the government to highlight and inform the issues surrounding EQAO and recommended “*A New Vision for Student Assessment in Ontario Schools*” which promotes random sample testing.

To date, the position paper has been presented to a wide circle of stakeholder groups. Feedback and opinions have been gathered and the position paper has been modified several times to accommodate new information and opinions.

This year, ETFO has significantly increased its focus on EQAO assessment and the extent to which the literacy and numeracy priorities have negatively affected classroom programs and meaningful instruction.

ETFO commissioned a poll from Environics to help develop a broader understanding of the views of members. It polled over 1,000 members in November 2009. Results confirmed to us that the majority of members do not perceive great value in EQAO tests and would like to see the money used for more direct classroom support.

A related campaign regarding ETFO’s opposition to the School Information Finder website was launched in the fall. This campaign included letters to education stakeholders and MPPs and a web-based e-mail campaign.

ETFO staff are currently developing an EQAO informative video to be launched at the Annual Meeting 2010. It emphasizes the importance of meaningful daily classroom assessment and highlights the negative effects of large scale testing on curriculum delivery, student learning, and the professional learning community. ETFO will continue to promote the importance and value of teachers’ ongoing daily assessment and the need to eliminate or significantly ease back on the ministry and school board data-driven initiatives.

Staff continue to attend the Assessment Advisory Committee meetings and provides ETFO input at each meeting relating to the agenda items.

#### GROWING SUCCESS — ASSESSMENT, EVALUATION AND REPORTING: IMPROVING STUDENT LEARNING (AER)

ETFO staff have been involved in the Ministry’s initiative to align the wide variety of assessment, evaluation, and reporting policies that exist in Ontario into a single Grade 1-12 policy document (Kindergarten to be added next year). *Growing Success – assessment, evaluation and reporting: improving student learning (AER)* has been developed to provide greater consistency in assessment policies between and within boards across the province.

ETFO staff have been involved in each round of the consultations process. ETFO continues to be represented during all stages of the process including the in-service sessions that have been conducted to begin the process of informing the system of the new policy and plans for implementation. The implementation of the policy involves the transition to new report cards – which include one fall Progress Report and two Provincial Report Cards.

This implementation and the support being provided for members are being monitored.

**JANUARY 20, 2010**

**ETFO Poverty Awareness DVD Continues in a Winning Mode**

### LEARNING FOR ALL K-12

This year, the Ministry released a draft document called *“Learning For All K-12”*. This resource furthers principles expressed in the *“Education for All”* document, expanding to a K-12 perspective. ETFO attended several meetings with the Ministry to provide input into the draft document as well as the planned roll-out of the document across the province. ETFO staff highlighted concerns around the potential for mandatory use of sample class and student profiles included in the document and the need for sufficient resources to support the range of students found in classrooms.

### ONTARIO COLLEGE OF TEACHERS

There has been a marked change in the relationship between ETFO and the Ontario College of Teachers. By developing a more positive working relationship with College staff we have been able to problem-solve around a number of issues this year. Professional Services staff meets regularly with OCT staff in Professional Affairs and Member Records to discuss new initiatives and voice concerns over current initiatives. Our advocacy role also involves assisting members who have certification issues with the College. ETFO was invited to participate in consultations this year that ranged from the possibility of a new AQ course that would deal with the realities of teaching LGBT students to a new AQ accreditation process. Additionally, College staff work closely with us as we develop our new online AQ courses.

### LABOUR MOBILITY

The Ontario legislature passed the legislation requiring the regulated professions to comply with the Federal Agreement on Internal Trade. This agreement requires that a professional who has a teaching certificate from another province or territory be given a certificate in Ontario. A significant rewrite of the legislation was required because of the complex teacher certification provisions in Ontario. ETFO staff met regularly with the Ministry to review proposed solutions and provide input. Because of the potential

issues around teacher staffing and assignment, the Ministry undertook a research project to examine best practices. ETFO worked to ensure that the voices of teachers were heard as a part of this review.

### OTF TEACHER EDUCATION WORKSHOP

The OTF Teacher Education Workgroup met every month during the school year. The Committee, comprised of representatives from all the OTF affiliates, examines issues surrounding teacher education in the province. This year’s focus was on issues of labour mobility, the agreement on internal trade and its impact on the teacher certification system in Ontario, the work of the local teacher education liaison committees, the practicum, and associate teaching. The Committee was also responsible for planning the annual joint symposium held with the Ontario Association of Deans of Education in May. The theme of the conference this year was *Whose Literacy is It?*

### SUPPORT FOR FACULTY OF EDUCATION STUDENTS

#### FEDERATION DAYS AT FACULTIES OF EDUCATION

ETFO made 19 presentations to teacher candidates at all 13 Ontario faculties of education. A PowerPoint presentation, delivered by the ETFO First Vice-President, outlines the governance and work of the organization. Teacher candidates receive a flash drive containing important ETFO information including lists of local presidents, the *Your Union, Your Profession, Your Future* publication, ETFO resources, and other publications. ETFO staff also provided workshops in classroom management and equity for faculty students at eight universities.

JANUARY 26, 2010

**Right to Play is Good News for Northern  
Aboriginal Communities**



## SPECIAL PROJECTS

### THROUGH AFRICAN EYES

As a follow up to the support in early childhood education provided to key educators from Bénin in early 2009, ETFO staff returned to Bénin in September to in-service two cohorts of 100 pilot school teachers on additional aspects of early learning. The focus was on emergent literacy and math, emotional intelligence, and observation practices in play-based learning. Staff continue to work on curriculum revision, resource development, and the creation of professional learning and teacher training modules.

In March 2010, ETFO staff, in conjunction with SYNAEM, the elementary teachers' union of Bénin, spent a week training teachers on how to photograph and write *Big Books* for shared reading. At the end of the week's training, the 16 participants produced the templates for seven Big Books. These books are being readied for printing and some will be available to teachers in Bénin this summer. The books will form part of an African collection that will also be for sale through ShopETFO.

Discussions are continuing with partners on how to implement training for the 800 early years teachers that will begin this summer. ETFO will play a major role in training the trainers. Meetings have been held with Dr. Stewart Shanker, an international researcher

in early years' education, who is advocating the World Bank to establish an early years research centre in Bénin for the continent of Africa.

## WORKING WITH OTHER ORGANIZATIONS

### TEACHER LEARNING AND LEADERSHIP PROGRAM (TLLP)

This Ministry program provides for extensive teacher leadership as teachers pursue their independent learning goals and receive funding, opportunities, and resources to share the results of their learning with other teachers. Professional Services staff were heavily involved in working with other affiliate staff and Ministry staff in this program. Candidates for the upcoming year were chosen and the program was reviewed. Staff presented two workshops on collaborative coaching (one in English and one in French) at the TLLP Symposium on May 6-7, 2010.

## COMMUNICATIONS

### VOICE

*VOICE* returned to a publication schedule of four issues per year in 2009-2010. Circulation was about 75,000 per issue. The magazine is mailed directly to members' homes, education professionals, and media representatives, and distributed to students at Ontario faculties of education.

The October issue focused on ETFO's annual meeting and the campaign to ensure that teachers lead the full-day Kindergarten program. It also included the 2009-2010 Women's Program insert, which highlights ETFO programs supporting women's leadership.

The December issue of *VOICE* responded to the government's decision that teachers would lead the full-day Kindergarten program with a feature article about ETFO members' experiences with such programs. Also featured were ETFO's new online AQ program and teacher-directed professional learning.

ETFO's campaign against EQAO testing was the focus of the March issue. Feature articles outlined the results of public opinion surveys and member experi-

**JANUARY 29, 2010**

**Black History Month Celebrated in Ontario Elementary Classrooms**

ence with EQAO testing. Additional feature articles discussed the move away from large-scale testing in jurisdictions world-wide and effective assessment practices in the classroom.

The May issue highlighted issues of concern to women members. Feature articles included stories about women in collective bargaining; a local president providing leadership in her community; and ETFO's programs and resources to help educators deal with issues of woman abuse.

### THE ETFO WEBSITE

The ETFO website, *www.etfo.ca*, continues to be a dynamic online presence delivering just-in-time information to members, partners, the media, and the public about federation events, campaigns, and programs. The site incorporates interactive technologies such as online surveys, forms and petitions; an e-mail campaign tool; a podcast; webcasts; photo albums; and RSS feeds for regularly updated content types such as media releases, Stewards' Mailings, and PRS Matters bulletins.

Major website sections were created this year to support ETFO's campaigns to dismantle the Ministry of Education's School Information Finder website, and to shape the rollout of full-day Kindergarten in the province. These sections included features such as custom graphics and branding, resource sections, campaign documents, a feedback form, and an 'e-mail your MPP' tool.

Web-based multimedia objects continued to play an important role in communicating key messages to members. A number of *President's Address* videos related to full-day Kindergarten and the Early Learning Program were produced and published on the website. Another video discussed ETFO's opposition to the School Information Finder website. Webcasts entitled *Pregnancy and Parental Leaves* and *A Day in the Life of Early Learning Professionals* were also published on the website.

A communications audit was conducted between September 2009 and April 2010, and yielded valuable

feedback on ETFO's main vehicles for communicating with members: the website, the @ETFO/FEEO eNewsletter, the Stewards' Mailing, and *VOICE* magazine. Improvements were made to the website based on this feedback. A flash image rotator was added to the ETFO home page to give greater profile to key events and content items. The calendar was also upgraded to present Federation events in a more user-friendly fashion.

A 'website optimization project' was completed this year to improve the functioning and stability of the ETFO website. The efficiency of the website was improved considerably by undertaking measures to compress data, and reduce data load of our pages. The main menu was replaced with a more efficient version that is also more accessible for members with disabilities. A number of patches and upgrades were applied that will prepare us for a major upgrade of the website platform next year, which will further improve the efficiency and accessibility of the website.

Website use has continued to grow. Prior to negotiations last year the website typically had 6,000 – 8,000 page requests per weekday during the school year. During the height of negotiations last school year, page requests regularly topped 20,000 per day, peaking at over 80,000 in February, 2009. The site has not reached the usage levels seen during negotiations this year. However, a typical weekday will still see between 8,000-13,000 page requests per day—an improvement to the usage levels achieved prior to negotiations.

### @ETFO/FEEO E-NEWSLETTER

The e-Newsletter was published bi-weekly during the 2009-10 school year and was regularly received by over 18,000 members. New subscriptions to the publication continue to be received via an online form on the web-

**FEBRUARY 4, 2010**

**Students Short-Changed by Government  
Focus on Test Scores**



site home page. Seventeen issues of the e-Newsletter were published during the school year, with an eighteenth issue to follow the Annual Meeting.

#### SUPPORTING LOCALS WITH WEBSITES AND CONTENT

This year the ETFO website team continued to work with Union Communications to provide locals with a low-cost website platform. Content from [www.etfo.ca](http://www.etfo.ca) continued to be pushed to local websites via newswires for PD events and pension links, and by providing locals with code to embed President's Address videos in local website pages.

#### COMMUNICATING WITH THE PUBLIC

Media relations is a primary tool for establishing a positive public profile for public elementary school teachers and for the Federation. Greater understanding and appreciation of the important role and contributions of elementary teachers is essential to the success of the Federation, the morale of our members, and the credibility and acceptance of our issues and positions.

ETFO communicates with the public through the media in numerous ways, including news releases on key developments, emerging issues, and relevant events; letters to the editor responding to education-related news articles; *op-eds* for newspapers (special articles that expand on issues relevant to the work of elementary teachers and to public education); newspaper, television, and radio interviews with the ETFO president; radio and TV ads; print campaigns; billboard advertising; and much more.

Throughout the school year, and more intensely when key issues arise, ETFO communications staff use a variety of these communications tools to positively position the Federation and elementary teachers with its various *publics* (parents, government, other teacher federations, and groups who have an interest in public education).

An overview of some key initiatives undertaken in 2009-2010 follows.

#### COMMUNICATING ETFO'S EARLY LEARNING PROGRAM POSITION

The report by Charles Pascal, the Premier's early learning advisor, proposed a staffing model that would have teachers in the classroom for half a day. ETFO editorial columns and letters to the editor stressing the need for full-day Kindergarten teachers were published in a number of daily and weekly newspapers across the province. In many newspaper, radio, and television interviews and our newspaper advertisements, President Hammond repeated the same message – that from a pedagogical perspective, full-time teachers were the best option.

In many instances, media coverage resulting from media relations efforts included editorials that responded negatively to ETFO's position. This provided an additional forum in which the Federation could respond with letters to the editor to expand on our position.

**FEBRUARY 9, 2010**

**Teachers Respond to Unique Challenges of Combined Grades**





### CLASSROOM ASSESSMENT SERIES

Throughout 2009-2010, ETFO offered, in collaboration with 12 teacher locals and two occasional teacher locals, an assessment series entitled, *Classroom Assessment That Works!*. This three-part series provided elementary teachers with support and professional learning in the area of meaningful and efficient classroom assessment.

Research gathered during the pilot in 2008-2009 was used to make significant improvements to the workshop sessions to better meet the needs of members.

The series highlighted a variety of assessment tools and strategies, provided information on how to gather data to be used for powerful feedback and reporting, as well as methods for using assessment data to inform instruction. It provided 25 members from each local with a toolbox of assessment strategies and information that could be used to reflect on their classroom programs and schools. There were approximately two weeks between each session for practice and reflection.

An impact analysis research study continues to be underway to gauge the extent of learning and needs of the members in attendance. This research includes pre- and post-session surveys and focus groups.

An assessment resource, which complements the

series, is currently being developed to support and inform classroom teachers in their understanding and practice of sound, meaningful, classroom assessment.

### COLLABORATIVE COACHING

This collaborative community of practice provided an opportunity for 11 teams, comprised of two teachers each, from across the province to explore a collegial coaching relationship that focused on the improvement of a specific teaching practice or teaching strategy. The focus and content of the coaching relationship was determined by the participants. Teams documented how the collaborative coaching relationship improved teacher efficacy.

Participants attended two face-to-face sessions and an online community of practice. The teams were provided with release time in their respective schools to facilitate successful implementation of the project.

ETFO developed a team website to facilitate and support teacher learning and collaboration throughout this project. An ETFO member studying to be a coach facilitated the acquisition of coaching skills. All teams had to reflect monthly on notions of collaborative coaching, understand the differences between praise and acknowledgement, develop and deploy active listening skills, and document changes in their coaching skills inventory. Participants presented a written report on their project. All projects will be posted on the ETFO website along with a resource guide on collaborative coaching skills.

**FEBRUARY 22, 2010**

**Labour, Women's Groups Release Reality Check on Women's Equality**

### GLOBAL EDUCATION CURRICULUM INQUIRY PROJECT

This project was a joint initiative between ETFO and the Ontario Institute for Studies in Education/University of Toronto (OISE/UT).

The project developed a cadre of experienced members who designed and field tested a resource handbook for the teaching of global education in the elementary classroom. The handbook will be available for download on the ETFO website. A team website helped writers learn together and share global education ideas. External expertise was provided by graduate students of OISE/UT, studying in the area of global education, who acted as facilitators of the team sites.

This collective curriculum inquiry project resulted in the production of a Global Education Web book entitled, *Educating for Global Citizenship – An ETFO Curriculum Development Inquiry Initiative*. The launch of the book was advertised through the ETFO e-newsletter. ETFO members and others who wish to use the Web book will be asked to indicate, through a feedback loop that will appear on the ETFO website, how they have used it and to post any changes, revisions, additions, or extensions to it directly to the website. This will enable ETFO to track the use, applicability, and the impact of this new resource.

### INCLUSIVE CURRICULUM SYMPOSIUM: FROM THEORY TO PRACTICE

This conference challenged teachers to reflect on issues of privilege, the notion of inclusive curriculum, and the barriers they encounter when moving forward in the area of social justice and equity. Through a variety of guest lecturers, activities, and discussions participants were able to create practical inclusive curriculum material that was shared through the online component of the program.

### INNOTEACH

*Innoteach* was a technology-enhanced program for leveraging the expertise of ETFO members and the power of the Internet to facilitate the sharing of innovative practices that improve student learning, while

illustrating new ways of thinking about teaching and learning.

Through face-to-face meetings and an online website, teachers participated in a community of practice which focused on collaboration and the use of critical friends' protocols to critique earned objects and discuss suggestions from colleagues on how to improve the learning objects.

A number of ETFO members have worked online to create media-rich learning objects that capture their innovative classroom practices. Each learning object author is featured on the Innoteach website in a video or narrated presentation providing insights into the learning object including: curriculum expectations, templates, samples, related readings, and research.

*Innoteach.net* illustrates new ways of thinking about teaching and learning. Teachers anywhere in the province can view the learning objects or download and share them at a staff meeting or professional learning event. An extra benefit of the Innoteach project was knowledge the Federation gained on how to set-up and resource blended communities of practice.

In order to understand how the learning objects will be used, ETFO has also prepared a feedback loop on the Innoteach site that invites feedback from teachers using the learning objects. By indicating how they used the learning objects, the impact on their students and on their teaching, and by suggesting how to extend the use of the learning object, these teachers will ensure that the Innoteach site will continue to be a living resource.

### POVERTY PROJECTS

For the past three years, ETFO's Poverty and Education Projects have been providing members with professional learning opportunities to help them address their understanding of poverty and support the needs

MARCH 1, 2010

Fraser Report Card Not a Friend of Student Learning

of students facing socio-economic challenges. With current economic trends increasing the number of families and students who are at risk and widening the gap between rich and poor, it is paramount that schools ensure all students have equal access to school resources and services. The goal of ETFO's work on poverty and education is to educate members and in turn, the broader community about the reality of poverty and its impacts on Ontario's future.

In 2009-2010, the poverty projects that ETFO initiated over the past three years are ongoing, but there already have been positive changes in schools across the province. ETFO continues to build partnerships and to find creative educational solutions that minimize income as a determinant of student achievement.

#### Poverty Series "Possibilities"

ETFO conducted a four-part professional development series entitled, *Possibilities: Poverty Issues in Schools* in five school boards this year. Each board, in consultation with the ETFO local, selected up to five schools to participate. Each school sent five teachers and one administrator to the series. ETFO funded release time, presenters, and materials associated with attending the four-part series in Lakehead, Keewatin-Patricia, Rainbow, Durham, and Hasting-Prince Edward. The goals of the series were to assist schools in creating inclusive and inviting school communities, and create safe and caring learning environments while developing strategies and plans of action to support children and families living in poverty.

#### Poverty and Education — "Danny" Sharing Day

On April 23, 2010, ETFO hosted a conference attended by over 100 participants from our 2008-

2009 *Danny* schools who shared their school-based projects. Individual projects varied from enrichment activities to developing school-based projects in their school community that would sustain themselves after the ETFO funding was completed.

The former Deputy Minister of Education, Dr. Ben Levin, spoke about the difference schools can make in the lives of children living in poverty. Researchers from Brock University and OISE/UT shared the research being done for ETFO around the success stories of schools facing challenging circumstances. They highlighted how the schools they researched focused on finding solutions for all learners, rather than on limitations. ETFO knows that a well-supported teacher can make a difference in improving the academic success of children living in poverty.

#### Nutrition for School Learning

While organizing and leading ETFO's Education and Poverty Projects, we continually hear that many of our schools facing socio-economic challenges are struggling to provide the nutritious food for their students that is necessary for active participation in school learning.

ETFO has continued its *Nutrition for School Learning* partnership with the Grocery Foundation, a "not-for-profit" foundation formed by Canada's major grocery chains. Public donations generated by the *Toonies for Tummies* fundraising campaign, enable the foundation to purchase commodities such as milk, bread and fruit. The Foundation makes these products available to elementary schools through a voucher system. This year, there was a huge expansion to the project with over 140 schools nominated to participate in the Nutrition for School Learning partnership program.

#### Beyond the Breakfast Program Revision

This very popular workshop available to locals was revised this year to include substantial changes in poverty statistics and other pertinent information.

**MARCH 4, 2010**

**Women's Full Participation Part of Economic Recovery**

The revisions ensure that the workshop includes current and accurate information so that members are able to learn the full extent of the impact of poverty on education. It also acknowledges that the image of poverty has changed substantially over the past two years, and gives teachers an opportunity to discuss difficult and challenging issues related to poverty, misconceptions, and strategies to support students, families, and communities.

### SOCIAL JUSTICE RESOURCE

*Awareness, Engagement, Activism: A Social Justice Approach* began in the fall of 2009, when ETFO issued a call to members to write an online curriculum resource for use with students from Early Years to Grade 8. A writer team worked collaboratively to produce lessons for the resource and a 90-minute workshop for teachers on the resource.

The online resource was designed to be cumulative and modifiable over time by encouraging users to contribute new books, activities, and make comments or suggestions. A lesson plan template, as well as a feedback form, is included to facilitate inclusion of new ideas. The resource will provide viable strategies to integrate social issues into the elementary curriculum and support the Ministry of Education's equity and inclusion vision for students.

Paper copies of the resource will be distributed to members at workshops and will be available for sale at cost recovery from ShopETFO.

### SUMMER ACADEMY 2010

Once again this summer, ETFO offered an enhanced *Summer Academy* program. Over 1,700 teachers participated in upwards to 70 three-day courses across the province. Course topics included: grade specific sessions, classroom management, planning, special education, assessment, occasional teaching, and many others. The courses provided practical strategies to support members preparing for upcoming school year. While members explore issues related to the classroom, the courses also provide an outstanding opportunity



for ETFO to reinforce its policies and positions on many issues including standardized testing, the early years, combined grades, classroom assessment, and social justice. The courses are offered in partnership with many locals and some district school boards.

### TEACHERS LEARNING TOGETHER

*The Teachers Learning Together (TLT)* program was created over the last three years by ETFO to support members and their professional learning through team action research projects. Action research is a model of professional learning which supports teachers as they seek to discover answers to questions or issues they may have regarding their classroom practice. Action research provides teachers with an opportunity to choose the learning they want to explore, and is job-embedded and connected to their classroom.

MARCH 25, 2010

**Teachers Applaud Budget Support of Early Learning and Child Care**

### Teachers Learning Together: Mathematics Celebration Symposium

The culmination of the *Teachers Learning Together: Mathematics Project (Phase 2)* was the *Celebration Symposium* held in November, 2009. This event allowed 38 teacher teams, from across Ontario to share their learning with each other. The major theme was the importance of action research as a model of professional learning and what a valuable opportunity this project is for ETFO, our university partners, and members across the province.

The second day of the event enabled teacher teams to continue to deepen their learning about mathematics with Dr. Catherine Twomey Fosnot, a world-renowned speaker and professor of education at The City College of New York and the director of Mathematics in the City.

### Phase 3 Projects

The project was extended into the 2009-2010 school year for a selection of teacher teams from Year 2 who wanted to delve further into their topic and to provide further time for learning and consolidation of knowledge in mathematics. This unique TLT program has continued to connect classroom teachers, occasional teachers, consultants, ETFO, and faculty members from three universities (Trent, Brock, and OISE/UT).

Teacher teams continued to: connect with colleagues; expand their mathematical content knowledge; reflect on effective mathematics instruction; take risks; and implement their new learning in their classrooms to support students. Feedback from members who have participated in this initiative highlights the importance of teacher choice in their professional learning.

### Teachers Learning Together Action Research Guide and University Case Study Resource

The *Teachers Learning Together Action Research Resource Guide* was written specifically for the TLT project to support teachers through the action research journey. The guide includes templates, tips for working through the different stages of Action Research, and suggestions for effective data collection and analysis. A CD was also developed to provide writable PDF versions of every line master in the guide. The guide is being revised and will be available for purchase in the fall of 2010.

A University Case Study Research book is also currently being written by our university partners to highlight their findings from their case study research over the last two years. The resource will discuss key themes, ideas, and implications for teacher action research in Ontario and beyond.

### Teachers Learning Together Research

This program has also helped to support ETFO's research agenda. A pre- and post-teacher survey was completed by all participants in both phases of the project. The data collected will help to inform the research community (provincially, nationally, and internationally) on a scale that has not been done before in action research. Our initial review of literature indicated there is little research available with a sample the size of our TLT project regarding teacher-led action research supported by the knowledge and expertise of educational researchers. As a result, this is an excellent opportunity for this unique partnership to explore this area of research. Several research articles have been submitted to referred journals and the project has been shared at various conferences including the Ontario Education Research Symposium.

**APRIL 22, 2010**

**Environmental Stewardship Must be Grounded in Sound Knowledge**

**TEACHING FOR DEEP UNDERSTANDING INSTITUTE AND SUPPORTS**

A *Teaching For Deep Understanding Summer Institute* was offered in July, 2009 to 25 members. The Institute shared modules developed by an ETFO writing team that helped participants identify common fundamental concepts across curriculum expectations and develop their knowledge and practice of teaching for deep understanding. Based on their presentations at the Summer Institute, the writers made revisions that result in a Web book tentatively entitled, *Teaching for Deep Understanding: An ETFO Curriculum Learning Resource Initiative*.

The ETFO Teaching for Deep Understanding Web book was available as a link from the ETFO website this summer. Teachers who download the Web book from the site will be asked to indicate how they used the thematic units and to provide feedback. The Web book will help teachers integrate concepts of teaching for deep understanding throughout the elementary curriculum.

**RESEARCH, PROGRAM EVALUATION, AND IMPACT ANALYSIS**

Over the past four years, ETFO has been very fortunate to be able to conduct a number of research projects attached to the enhanced professional development programs. Sixteen projects have been done in partnership with various university researchers, from Brock University, OISE/UT, Queen’s University, Trent University, the University of Western Ontario, and York University.

Some of the research has added to the body of knowledge in Ontario and beyond; some has helped shape particular programs, responding to member needs and experiences; and some has added to our understanding of effective and sustainable professional development programs for elementary educators. Using research evidence to assist in program development and delivery is of key importance for the team delivering these programs.

All the research has been done in a collaborative manner. In many cases, the research was conducted by a team of university researchers, often including more

than one university. In addition, the research was conducted collaboratively with research staff at ETFO, to refine methodology, to discuss processes along the way, to finalize reporting, and to examine implications.

During 2009-2010, research is being conducted on the assessment series, the arts series, and the equity and inclusion program. In addition, research from 2008-2009 has helped shape the continuing assessment series and possibilities poverty series. Both of these programs were able to take the information from the impact analysis research to refine the programs to better meet the needs of members.

An added benefit of the partnerships that ETFO has been involved in is that the university researchers have come to have a deep understanding of the work that ETFO does for their members and elementary education in Ontario. In addition, as the university researchers make presentations and submit papers for publication, information on the role of ETFO spreads even further.



**PROTECTIVE SERVICES**

**COLLECTIVE BARGAINING**

**ENFORCEMENT**

It is an old maxim in the collective bargaining world that once collective agreements are signed, the real work begins.

With every newly-minted set of collective agreements, there are always enforcement hurdles, but this year’s have proven especially challenging. There is a reason for this. School boards entered into last year’s negotiations with the aim of gaining increased “flex-

**APRIL 26, 2010**

**Safety on the Job Means Rejecting a Business as Usual Philosophy**

ibility” with respect to their control over the working lives of teachers. Flexibility is long-standing management code. In schools today, it means efforts to achieve control over the use of teachers’ preparation time, and to attempt to get teachers to take on more and more (unpaid) work.

Negotiated preparation time for teachers rose to 210 minutes per five-day cycle this year. All teacher collective agreements contain provisions to ensure that preparation time is used for professional activities *as determined by the teacher*. Unfortunately, some boards have chosen to overlook this phrase, and have attempted to impose activities during preparation time including professional learning communities, learning about and using yet another new assessment program, and training. There have been several grievances in this area, as there have also been with respect to implementing the five-day cycle over which preparation time is to be scheduled.

There have been a large number of grievances as well in other areas where language was negotiated pursuant to the Provincial Discussion Table Agreement. The current collective agreements contain new provisions for all teachers around staff meetings. Though teachers are expected to attend staff meetings, they are not required to do so, a distinction that has eluded some boards.

For occasional teachers in many areas, job security remains a key issue, as more and more names continue to be added to occasional teacher lists in those boards where there are no caps which might prevent the employer from doing so. ETFO continues to fight for the rights and professional recognition of occasional teachers by their employers in areas such as access to safe schools (Bill 157) training.

## TRAINING

Last fall’s collective bargaining conference focused on the importance of enforcing member rights under the collective agreement, including human rights enforcement. Steward training, which occurs in each teacher local throughout the year, is a key component of ETFO’s advocacy work. The enforcement message was also the focus of numerous steward training workshops delivered across the province over the course of the school year.

Our women’s Collective Bargaining Conference was held in early May, allowing women members from across the province to build their skills and knowledge in the area of negotiations. As well, our long-running *Think on Your Feet* program was offered again for women members this year.

Collective bargaining staff also assisted other ETFO service areas by presenting workshops in venues such as the Principals’ Qualification Course, Leaders for Tomorrow, Fall Leadership, and And Still We Rise.

## ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

Resource materials and other support were developed with respect to the new Customer Service Standard which has come into effect for school boards under the AODA. We look forward to the other Standards which will soon be rolled out in the areas of transportation, communications and information, the built environment, and employment.

## HEALTH AND SAFETY

We continue to experience a high number of both work refusals and Ministry work orders in school boards. Health and safety remains an on-going concern, particularly with respect to student violence, for educational assistant members. The Union has had to press boards to put in place appropriate protocols such as team and emergency plans, back-up systems, and special equipment. The Union has continued to promote health and safety awareness through its regional training for women health and safety activists, as well as its signa-

**APRIL 27, 2010**

**Full-Day Kindergarten Builds the Foundation for Future Success**

ture fall health and safety provincial conference – now in its third successful year. Next fall, the Protective Services area will welcome a new colleague, whose work will focus exclusively on issues of health and safety.

#### EARLY LEARNING PROGRAM (ELP)

The ELP is an exciting new program that will provide new opportunities, and also new challenges, for ETFO Kindergarten and Junior Kindergarten teachers. As it is rolled out, it is important to ensure that member rights in such areas as negotiated class size and workload provisions are respected. This spring, collective bargaining staff assisted locals in organizing meetings across the province to share information and address concerns well in advance of the program's official implementation this September.

#### PROFESSIONAL RELATIONS SERVICES

Staff in Professional Relations Services (PRS) advise individual members, groups of members, stewards, and local leaders on a variety of issues and challenges which arise in the workplace. A PRS staff person is on call daily to provide assistance.

#### TEACHER PERFORMANCE APPRAISAL

The TPA process is a complex web of procedural steps which sometimes lead to heightened scrutiny, criticism, and stress. PRS staff help members understand the process, and provide assistance to those undergoing TPA. Where appropriate, staff attend TPA meetings, help develop Improvement Plans and counsel teachers who face unsuccessful ratings. Staff advise members who face termination and resignation options as a result of the TPA process.

#### COLLEGE OF TEACHERS

Complaints and reports to the College may be filed by members of the College, members of the public, or school boards that are complying with mandatory or optional reporting requirements under the *Ontario College of Teachers' Act* and the *Education Act*. PRS staff

advise on appropriate responses to complaints, and coordinate the preparation of legal defenses with legal counsel in response to Investigation Committee proceedings, Fitness to Practice proceedings, or Discipline Committee proceedings. Staff also liaise with College of Teachers officials to provide input on procedures and policies adopted by the College and lobby for changes to legislation.

#### SAFE SCHOOLS/HARASSMENT AND ABUSE OF AUTHORITY

There is increasing awareness of personal harassment/abuse of authority in the school setting. PRS staff assist members in filing complaints under Board policy, defend members against complaints, negotiate resolutions, and protect members' workplace rights and health and safety. All members have the right to be free from violence in their workplaces. Staff provide options and constructive solutions for these problems. This year, staff have been actively involved in overseeing the government's activities on the safe schools front. Bill 157 (*Keeping Our Kids Safe at School Act*) is now law. Bill 168 (*Recommendations for Occupational Health and Safety Amendment Act: Violence and Harassment in the Workplace*) came into effect on June 15<sup>th</sup>. ETFO has been active in providing input to government on proposed legislation, preparing briefs on issues, and in lobbying. PRS staff prepare workshops for members and briefs for presentation to government around increased protection from all forms of violence, including cyber bullying and harassment.

#### HUMAN RIGHTS VIOLATIONS/WORKPLACE ACCOMMODATIONS

PRS staff counsel members who are complainants or respondents under Board policies governing *Human*

MAY 2, 2010

Quality Public Education is the  
Foundation for Future Success

*Rights Code* violations and assist in finding constructive resolutions. Often, discrimination on the basis of disability is involved and our members need workplace accommodations, whether through re-assignment, transfers, reduced workloads, the provision of assistive devices, etc. Staff negotiate workplace accommodations and can assist with the transfer or re-assignment process, along with the provision of appropriate medical documentation. Over the past year, PRS staff have counselled members facing, or lodging, allegations of discrimination on the basis of race, gender, sexual orientation, and other grounds prohibited under the *Human Rights Code*.

#### CHILDREN'S AID SOCIETY (CAS) COMPLAINTS AND INVESTIGATIONS/CRIMINAL CHARGES

CAS complaints have become an occupational hazard and are on the increase. The process is extremely stressful for members. Staff assist in coordinating the legal response and strategy, as well as helping members cope with the process. Similarly, allegations of criminal misconduct such as assault, sexual assault, or sexual abuse of students require urgent and immediate intervention by PRS staff in coordination with legal counsel. CAS and police complaints are often closely linked to College of Teachers investigations and employment repercussions. Staff counsel members on how to respond, when to remain silent and how to exercise their right to do so, and how to address the legal issues facing them when such complaints are filed.

#### LONG-TERM DISABILITY (LTD)

Our LTD caseload remains steady as we continue to assist members with information, legal services, and assistance in appealing claims that have been unfairly denied by the insurer.

#### WORKPLACE SAFETY AND INSURANCE BOARD (WSIB)

There has been a significant increase in calls and claims related to workplace injuries. The provincial office continues to educate members on their rights and obligations under the WSIB system. ETFO's resource, *A Member's Guide to the Workplace Safety and Insurance Board*, is available to all members on ETFO's website. The resource is a useful tool in assisting with the filing of WSIB claims. The WSIB's priority is early and safe return to work initiatives, and ETFO, both provincially and locally, has been very active in assisting members with return-to-work plans following workplace accidents.

#### PRS MATTERS AND ARTICLES IN VOICE

PRS staff prepare materials throughout the year to keep members informed about legal and professional issues. Topics covered in 2009-2010 included Bill 157, the Annual Learning Plan, Teacher Performance Appraisal, the duty to report under the *Child and Family Services Act*, Bill 168, the delegation of 'Safe Schools' duties to teachers, and professional boundaries. These articles are available on ETFO's website under *Advice for Members*.

#### WEB VIDEOS

Web videos are available to help members deal with PRS services, teacher performance appraisals, and pregnancy and parental leaves.

#### PLANNING AND PROGRAMMING COURSE

This course is available to members experiencing difficulties in the area of planning and who have been working with PRS staff. Participants may be members who have received unsatisfactory performance appraisals, who are "on review," or who have been assigned to a division they have not taught before. The course is intended to assist teachers with planning, by using Ministry curriculum documents, classroom management strategies, and techniques for building positive relationships with staff and parents. The course is offered at the provincial office, and locally upon request.

**MAY 13, 2010**

**We Need to Break the Silence About Homophobia**

### WORKSHOPS AND CONFERENCES

Over the 2009-2010 year, ETFO members had numerous opportunities to attend workshops and conferences that were offered under the umbrella of Protective Services. Our focus in workshops and conferences is to prevent professional problems before they arise by informing members of their rights and obligations. Workshops also address recent changes to education legislation.

Throughout the year, PRS staff respond to requests from stewards, local leaders, individual members, and faculties of education to address a variety of professional issues. Workshops on harassment, bullying and abuse of authority, dealing with difficult situations, Bill 157, professionalism, workplace accommodations, performance appraisal, parent-teacher relationships, professional boundaries, the Ontario College of Teachers, allegations of assault, and pregnancy and parental leaves were presented throughout the year.

### FOCUS ON ADVOCACY

The PRS women's leadership conference was held on April 15-16. The theme of the conference, *Focus on Advocacy*, encompassed many of the broad range of issues and activities that are part of the role of PRS staff and local leaders. The program provided various perspectives on the many pieces of legislation and legal issues which members encounter. This included police/CAS allegations, Ontario College of Teachers' complaints, Bill 168, Bill 157, accommodations, Teacher Performance Appraisals and human rights complaints. A panel of three local leaders shared their stories of getting involved in the Union, offered some essential advice based on what they've learned in their advocacy roles, and encouraged other women to get involved in local leadership.

### PERILS OF PERFECTIONISM

Now in its sixth successful year, this workshop continues to be oversubscribed and well received by our membership. Two full weekends are devoted to exploring the benefits and risks inherent in perfectionism and to setting goals for positive change. In the fall of this year, a former group of Part One participants attended Part

Two. In the spring, a second group of forty members participated in both Parts One and Two.

### STAY CALM AND CARRY ON

This regional conference was offered again this year as a result of its popularity in the previous year. This year, over 80 participants attended conferences in Kingston and Sudbury. The key focus was the issues that create serious problems for members in several aspects of their daily lives. Experts presented workshops on mental health issues; improving your financial life; and relationship building with students, colleagues, and administrators. The keynote address was on the power of positive thinking.

### ASSERTIVENESS TRAINING

In response to feedback from members, this successful workshop was offered to 30 participants. The focus was on developing insights and skills to address difficult situations such as conflict, bullying, and aggression in the workplace.

### WOMEN IN DIVORCE: WHAT ABOUT THE CHILDREN?

Over 40 percent of marriages end in divorce. This important and sensitive topic became the focus of a first-time workshop for members interested in learning more about divorce. Experts in the fields of finance, family law, and mediation explored all the implications of separation and divorce with a focus on the well-being of children who are affected by such changes in their lives. The key theme of the workshop was '*marriages end but families don't*'.

Finally, staff offered leadership development workshops at the ETFO PQP courses, Leaders for Tomorrow, Union School, Fall Leadership, and the fall Collective Bargaining Conference.

MAY 20, 2010

Recognize Gender Identity in Ontario's  
Human Rights Code

## POLITICAL ACTION

### EARLY LEARNING PROGRAM

ETFO began the 2009 school year by continuing to lobby the government to adopt a staffing model for the proposed Early Learning Program (full-day Kindergarten) that included a teacher in the classroom throughout the instructional day. The report of the Early Learning Advisor, Dr. Charles Pascal, had recommended limiting teachers to a half-day.

In August, ETFO released a public opinion poll conducted by *Envionics Research Group* that indicated strong support for full-day Kindergarten and for those programs being staffed by full-time, certified teachers. The Federation followed up the research report with a position paper that outlined the policy rationale for a full-time teacher. When the Legislature reconvened in mid-September, ETFO met with the Minister of Education, Premier's office staff, and the Opposition parties to outline ETFO's support for the overall intent of the Pascal report but to explain how the staffing model was not in the best interests of students.

ETFO's lobbying efforts were successful. On October 27, 2009, Premier McGuinty announced the government's plan for implementing the Early Learning Program. The government's staffing model included a teacher full-time in the classroom working with an early childhood educator.

### SCHOOL INFORMATION FINDER

During the fall, ETFO representatives attended the Ministry of Education Partnership Table discussions related to the ministry's *School Information Finder* (SIF) website with the hope that being part of a common front in opposition to the SIF would encourage

the government to dismantle the site. While the ministry committed to making changes, in particular to how the demographic data is presented, there was no indication that the government would respond to ETFO's core concerns, including the inappropriate use of EQAO data. In December, President Hammond advised the Minister of Education that ETFO was withdrawing from the Partnership Table discussions. In February, the Federation launched a website-based campaign calling for the site to be dismantled.

Although the Ministry of Education indicated that major changes would be made to the site, no changes had been made by the time this report went to print.

### LOCAL LOBBYING

ETFO held a successful two-day lobbying training session for local presidents in February. The session was designed to help presidents prepare for constituency-based meetings with their respective MPPs. The session was well-received by local presidents and led to a significant increase in the number of local MPP meetings held this year. Concerns related to EQAO testing and school-based literacy and numeracy initiatives were the focus of the meetings. As part of the strategy to build positive relationships with MPPs, ETFO organized a Queen's Park reception for MPPs in May that was well attended by MPPs and local presidents.

### ATTENDANCE AT POLITICAL CONVENTIONS

ETFO representatives participated in the hospitality suites hosted by the Ontario Teachers' Federation (OTF) and the affiliates at both the Ontario Liberal Party annual meeting held in Windsor in October and the Ontario Progressive Conservative Party annual meeting held in Ottawa in March. The Ontario NDP did not hold a convention this year.

### ONTARIO PC CAUCUS EDUCATION CONSULTATIONS

ETFO was one of a number of education organizations that accepted an invitation to participate in a round of consultations held by the Ontario PC caucus this spring in anticipation of the party's 2011 election

**JUNE 24, 2010**

**Summertime is Classroom Time for Many Elementary Teachers**



# OUTSIDE ETFO

## ETFO AND THE CANADIAN TEACHERS' FEDERATION

ETFO is the largest affiliate of the Canadian Teachers' Federation (CTF). We proudly participate actively in the work of CTF.

ETFO President Sam Hammond and General Secretary Gene Lewis represent ETFO on the CTF Board of Directors.

### PROJECT OVERSEAS

Since 1962, Canadian teachers have been making a difference in the professional lives of teachers in developing countries through Project Overseas. Teachers involved with Project Overseas work with teacher organizations in Africa, Asia, the Caribbean, and the Middle East to offer professional development programs to teachers. In turn, these teachers learn and grow as professionals.

Last year at the ETFO Annual Meeting, delegates voted to increase the number of participants in Project Overseas to 14.

ETFO members participating in Project Overseas this summer include:

- Dana Kosowick (Rainy River), team leader in Anguilla
- Bruno Dallaire (Ontario North East), team member in Burkina Faso
- Sharlene Bourjot (ETT), team member in Ghana
- Karen Ingram (Halton), team leader, and Carrie Schoemer (ETT), team member in Grenada
- Wes Delve (York Region) and Anne Dahmer (Waterloo Region), team members in Liberia
- Deirdre McKie (Ottawa-Carleton), team leader, and Taina Jantunen (ETT), team member in Saint Vincent
- Marcia Lee (ETT) and Michael Beetham (Waterloo Region), team members in Sierra Leone

- Patricia Heath (ETT), Lorna Evans (Ottawa-Carleton), and Julie Stanley (Bluewater), team members in Uganda

Again this year, ETFO held a one-day session for returning Project Overseas participants. Janice Gregg, a former member of the International Assistance Committee and previous participant in Project Overseas, facilitated the day. Returning participants discussed their experiences overseas and the ways in which they will bring the experience back home.

### CTF TRUST

Through the CTF Trust Fund, ETFO contributes to

- Gender Equality in the Caribbean to provide leadership training, trade union education, and professional development;
- the Federation of Mongolian Education and Science Unions to provide assistance to Mongolian English/ESL teachers through professional development;
- the Northern African Women's Network to strengthen the leadership capacity of women in their unions and in their profession;
- the Pan African Teachers' Centre to train teachers to write books and publish them;
- the South Asia Association for Regional Cooperation Women's Network to train women to deliver leadership programs for women;
- West African Women in Education Network to improve the status of women teachers in 14 countries in West Africa; and
- the Association of South East Asian Nations to continue to promote the involvement of women in the teacher unions in Malaysia and Indonesia.

In addition, ETFO through the CTF Trust provides overseas scholarships to women and girls in Sierra Leone, India, and Mongolia.

## EARTHQUAKE RELIEF IN HAITI

This year, we were all moved to act by the earthquake in Haiti. Individual ETFO members contributed to many charities. ETFO locals donated over \$50,000 to earthquake relief, most of it going to the Canadian Red Cross and Médecins Sans Frontières. ETFO provincial matched those donations and contributed \$53,000 to the CTF Trust to be used in Haiti by Education International to assist with the rebuilding of schools and training of teachers.

## WOMEN AND GIRLS INTERNATIONAL PROJECTS

ETFO has entered into bilateral projects with teacher unions in the Caribbean, South America, and Sub-Saharan Africa, which promote the involvement of women in the union, advance the rights of women, and promote the education of girls. These programs supplement the quality education initiative of Education International, which advances the rights of girls to access quality education. The projects are also consistent with both the Canadian International Development Agency (CIDA) and the United Nations priority on achieving the Millennium Development Goals as they relate to women, girls, and education.

The five project areas included the Bénin big book project, a partnership with Bénin Teachers and the Ministry of Education and Government of Bénin to develop big books for all schools providing early learning programs. A partnership with the Uganda National Teachers Union provides leadership development programs for women, while a partnership through the Canadian Teachers' Federation provides programs to retain girls in school. In Cambodia, ETFO is funding the development of a vocational training centre and literacy centre for girls and women. In Peru, ETFO has a partnership with Right to Play to assist with the development of early childhood learning programs focused on young girls and a literacy program for young girls and teens. In Columbia, ETFO partners



with a Non-Governmental Organization, the City of Medellín's Foundation for Progress and Education Development, to assist young single mothers with children between 5 to 14 years of age who have been identified as being "at-risk".

Each of these projects will have a profound and very positive impact on the lives of thousands of women and girls in countries where they desperately need support.

## ETFO AND RIGHT TO PLAY

Three years ago, ETFO entered into a partnership with Right to Play. Right to Play is an international humanitarian organization that uses sport and play programs to improve health, develop life skills, and foster peace for children and communities in some of the most disadvantaged areas of the world.

Under this partnership, ETFO has supported staff members going to Dubai and to Cambodia to work with local agencies in advancing the goals of the organization.

## THROUGH AFRICAN EYES

*Through African EYES: The Bénin Project – An International Partnership to Promote Early Years Education* is another collaborative project in which ETFO and Right to Play are participating.

ETFO staff members Anne Rodrigue and Joan Littleford have travelled to Bénin, West Africa twice

this past year to help the Ministry of Education work with early years educators, principals, and superintendants to implement a national early childhood curriculum for children ages 3 to 6 years.

The implementation of an Early Childhood Education (ECE) Curriculum in Bénin is not a short-term project. In order for Bénin's initiative to take hold and serve as a model for other Sub-Saharan African nations, sustainable sources of funding are needed. ETFO funding is helping.

This year the first books were produced under the Big Book Project. They will be printed in Africa for use in Africa and printed here in Ontario for use in elementary classrooms.

## RIGHT TO PLAY - PERU

Again this year ETFO supported Right to Play's work in Peru. There, 33,000 children are participating in a Right to Play program being delivered by early childhood educators. Right to Play is working with the Peruvian Ministry of Education to strengthen early childhood education programs on a national level.

## THE SIMÓN BOLÍVAR YOUTH ORCHESTRA OF VENEZUELA

In October ETFO funding made it possible for 600 elementary school students to attend a symphony concert given by the Orquesta Sinfónica Simón Bolívar of Venezuela. This 250-member youth orchestra was founded by José Abreu, who came to Toronto (with the orchestra) to receive the Glenn Gould prize. Orchestra membership gives children and youth from poor families an opportunity to train as classical musicians. For more information, visit [fesnojiv.gob.ve](http://fesnojiv.gob.ve).

## ETFO AND THE COMMUNITY HERE AND ABROAD

ETFO as an organization and ETFO members individually made significant contributions to the community this past year.

ETFO makes annual donations to organizations that support women and children abroad. This year, in addition to the donations made to CTF, described above, ETFO made a donation to *Hope for Rwanda's Children's Fund*, to provide scholarships for girls and women in that country. ETFO also provides scholarships for teachers in the Women's Wing of the Swaziland National Association of Teachers.

ETFO, through MATCH International, provides support for the *HIV/AIDS Media and Community Education Program*, implemented by the Caribbean Association for Feminist Research and Action (CAFRA). The program has been developed to raise awareness of the causes, effects, and prevention of HIV/AIDS to the population of eight Caribbean islands. This project will affect over 1,000 youth directly with one million reached indirectly.

Through CODE (Canadian Organization for Development Through Education), ETFO is providing funds for the *Children's Book Project - Providing a Sustainable Literate Environment in Tanzania*.

Every year ETFO donates \$15,000 to organizations whose goals are to improve the status of women and/or girls in Ontario or Canada. This year, donations were made to the Canadian Breast Cancer Foundation, the Canadian Women's Foundation, the Canadian Women's Health Network, the National Congress of Black Women Foundation, the Older Women's Network, the Retired Women Teachers of Ontario, Willow Breast Cancer Support and Resource Centre, and the Women's College Research Institute.

ETFO made donations to more than 90 women's crisis centres across Ontario. Donations include \$500 to the crisis centre, or a start-up grant of \$2500 for



# 2010 ETFO AWARD RECIPIENTS

## ABORIGINAL WOMEN IN EDUCATION BURSARY — WOMEN'S PROGRAM

Courtney Bernard	non-ETFO member
Tara Hedican	Upper Grand Occasional Teacher Local
Lauren Roberts	non-ETFO member
June Sowden	non-ETFO member

## ARTS AND CULTURE AWARD

Philip May	Rainbow Teacher Local
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## CURRICULUM DEVELOPMENT AWARD

Linda Baker	Hamilton-Wentworth Occasional Teacher Local
Rian McLaughlin	
Nancy Purich	
Barb Wallace	

## DOCTORAL SCHOLARSHIP AWARD

Jeff Bumstead	Waterloo Region Teacher Local
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## DOCTORAL SCHOLARSHIP AWARD — WOMEN'S PROGRAM

Rebecca Codack	Peel Teacher Local
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## ETFO MEMBER BURSARIES

Madhusudan Aggarwala	Thames Valley Occasional Teacher Local
Glen Ronald Mulvihill	Renfrew County PSP Local

## ETFO BURSARIES

*(for sons and daughters of ETFO members)*

Sara Benoit	Peel Teacher Local
Brad Booker	Avon Maitland Teacher Local
Kaley Calberry	Hastings-Prince Edward Teacher Local
Natalie Chauvin	Ottawa-Carleton Teacher Local
Chelsea Crozier	Renfrew County Teacher Local
Assuntina Del Gobbo	Niagara Teacher Local
Hilary Kilbreath	Hastings-Prince Edward Teacher Local
Jason Klwak	Peel Teacher Local
Cassie Pharazyn	Lambton Kent Teacher Local
Cassandra Torok	Greater Essex County Teacher Local
Emily Vallance	Upper Canada Teacher Local
Kimi Yap	Elementary Teachers of Toronto Local

## ETFO BURSARIES — DESIGNATED GROUPS

*(Persons with a disability, visible minorities, Aboriginal persons, lesbians, gay, bisexual, transgender persons)*

Calvin Makela	Rainbow Teacher Local
Tanjo Tennant	non-ETFO member
Mary Elizabeth Wilcox	non-ETFO member
Michael Guang Yang	non-ETFO member

## ETFO BURSARIES — WOMEN'S PROGRAM

*(Women with a disability, visible women minorities, Aboriginal women, lesbian, bisexual, transgender women)*

Manjot Chandan	non-ETFO member
Holly Keech	non-ETFO member
Morgan Whitfield	non-ETFO member
Yinan Zhang	non-ETFO member

## HEALTH AND SAFETY ACTIVIST AWARD

Colin Wackett	York Region Teacher Local
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## HONORARY LIFE MEMBERSHIP AWARD

Barb Burkett	Ontario North East Teacher Local
Margaret Dempsey	Provincial President, FWTAO
Cathryn Hare	Peel Teacher Local
Sheryl Hoshizaki	Provincial President, FWTAO
Bill Martin	ETFO Executive Staff
Lynda McDougall	Upper Grand Teacher Local
Wendy Van Straten	York Region Teacher Local
Maret Sädem-Thompson	Provincial President, FWTAO

## HUMANITARIAN AWARD FOR AN ETFO MEMBER

Betty Knight	Peel Occasional Teacher Local
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## HUMANITARIAN AWARD FOR A NON-ETFO MEMBER

Sue Diotte

## INNOVATIVE PROJECTS ON BEHALF OF CHILDREN LIVING IN POVERTY

Amy McLaren	Grand Erie Teacher Local
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## LOCAL WEBSITE OF THE YEAR AWARD

Anshu Paliwal	Peel Occasional Teacher Local
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**MASTER'S SCHOLARSHIP**

Michael Frankfort York Region Teacher Local  
 Sharron Rosen Elementary Teachers of Toronto Local  
 Ionna Vana Pistiolis Elementary Teachers of Toronto Local  
 Lee-Ann Sparling Peel Teacher Local

**MASTER'S SCHOLARSHIP — WOMEN'S PROGRAM**

Lorraine Bailey Elementary Teachers of Toronto Local  
 Shelley Cooke Peel Teacher Local  
 Tanya Demjaneko Elementary Teachers of Toronto Local  
 Deidre Mitchell Peel Teacher Local

**MULTI-MEDIA AWARD**

Angie Bolt Superior-Greenstone Teacher Local

**NEW TEACHER OF THE YEAR AWARD**

Krystyna Kazilis York Region Teacher Local

**NEWSLETTER EDITOR'S AWARD** *(multi-sheet category)*

Cecile Leach Halton Occasional Teacher Local  
 Anthony Bruce Stodart Elementary Teachers of Toronto  
 Local

**NEWSLETTER EDITOR'S AWARD** *(single-sheet category)*

Todd Rimmington Niagara Teacher Local

**OCCASIONAL TEACHER OF THE YEAR AWARD**

Carole Edgar Peel Occasional Teacher Local

**WOMEN'S STUDIES SCHOLARSHIP AWARD**

Karen Naik Elementary Teachers of Toronto Local

**WOMEN WORKING IN SOCIAL ACTIVISM ON BEHALF OF  
 WOMEN AND CHILDREN AWARD — WOMEN'S PROGRAM**

Women's Municipal Campaign School Committee

**WOMEN WHO DEVELOP SPECIAL PROJECTS IN SCIENCE  
 AND TECHNOLOGY**

Kim Haynes Kawartha Pine Ridge Teacher Local  
 Laurel Merriam Kawartha Pine Ridge Teacher Local  
 Carol Peterson Kawartha Pine Ridge Teacher Local  
 Betty-Anne Smith Kawartha Pine Ridge Teacher Local  
 Kim Strong Kawartha Pine Ridge Teacher Local

**WRITER'S AWARD** *(published)*

Christopher Dinsdale York Region Teacher Local

**WRITER'S AWARD** *(unpublished)*

Jacqueline Kelly Niagara Teacher Local

**WRITER'S AWARD — WOMEN'S PROGRAM** *(unpublished)*

Sue Irwin Hamilton-Wentworth Teacher Local

# 2009-2010 ETFO STANDING COMMITTEES

## Aboriginal Education Committee

Larry Beardy	Keewatin-Patricia Teacher Local
Leslie Fallaize	Durham Teacher Local
Charlotte Neckoway	Lakehead Occasional Teacher Local
Darline Pomeroy	Kawartha Pine Ridge Teacher Local
Debbie White	Peel Teacher Local

## Annual Meeting Committee

Gail King	Simcoe County Teacher Local
Ruth Mackie	Rainy River Teacher Local
Ann Pharazyn	Lambton Kent Teacher Local
Pamela Rogers	Hamilton-Wentworth Teacher Local
Sharlene Smith	Lakehead Teacher Local

## Anti-Racist Education Committee

Sadhna Bablani	York Region Teacher Local
Rachhpal Gill	Elementary Teachers of Toronto Local
Azmina Mohamed	York Region Occasional Teacher Local
Zubeda Patel	Peel Teacher Local
Nilmini Ratwatte	Peel Teacher Local

## Awards Committee

Inta Aldridge	Hamilton-Wentworth Teacher Local
Sheri Birch Bayley	Simcoe County Teacher Local
Sherrie Guthrie	Ottawa-Carleton Teacher Local
John Neville	Lambton Kent Teacher Local
Kim Pearson	Waterloo Region Occasional Teacher Local

## Collective Bargaining Committee

David McLaren	Limestone Occasional Teacher Local
Darlene Mead	Algoma Teacher Local
Steve Prowse	Upper Canada Teacher Local
Melissa Sault	Grand Erie Teacher Local

## Disability Issues Committee

Cheryl MacMillan	Niagara Teacher Local
Adam Peer	Peel Teacher Local
Tina Rodway	Durham Teacher Local
Aviva Rosenberg	Peel Teacher Local
Leigh Ann Wheeler	Kawartha Pine Ridge Teacher Local

## Early Years Committee

Lotje Hives	Near North Teacher Local
Elizabeth Kettle	Ottawa-Carleton Teacher Local
Margaret Mapley-Jackson	Lakehead Teacher Local
Corinne Scarfo	Lakehead Teacher Local
Ron Vine	Hamilton-Wentworth Teacher Local

## Environmental Committee

Ron Ballentine	Halton Teacher Local
Antonella Ciampa	Greater Essex County Teacher Local
Antonino Giambrone	Elementary Teachers of Toronto Local
Valerie Inksetter	Hamilton-Wentworth Teacher Local
Todd Rimmington	Niagara Teacher Local

## French as a Second Language Committee

Diana Andrews	Elementary Teachers of Toronto Local
Bruno Dallaire	Ontario North East Teacher Local
Rose Huysentruyt-Closs	Grand Erie Teacher Local
Mario Spagnuolo	Greater Essex County Teacher Local
Barbara-Ann Sutherland	Algoma Teacher Local

## Human Rights Committee

Alice Assor-Chandler	Halton Teacher Local
Karen Chow	Hastings-Prince Edward Occasional Teacher Local
Rochelle Coombs-Paulus	Elementary Teachers of Toronto Local
Lorna Evans Afolabi	Ottawa-Carleton Teacher Local
Michael Thomas	Thames Valley Teacher Local

## Intermediate Division Committee

Kevin Adams	Trillium Lakelands Teacher Local
Susan Gardner	Ottawa-Carleton Teacher Local
Dave Henderson	Hastings-Prince Edward Teacher Local
Mareika Lubkiewicz	Halton Teacher Local
Walter Onyskiw	Limestone Occasional Teacher Local

## International Assistance Committee

Wes Delve	York Region Teacher Local
Yasmin Khan	Elementary Teachers of Toronto Local
Adrianna Knight	Halton Teacher Local
Hilda Postenko	Lakehead Teacher Local
Maribeth Williams	Lakehead Teacher Local

**Lesbian, Gay, Bisexual, and Transgender Members Committee**

Jensen Caughlin	Thames Valley Teacher Local
Gordon Dunbar	Upper Grand Teacher Local
Shawn Forth	Trillium Lakelands Teacher Local
Livia Resendes	Elementary Teachers of Toronto Local
Jason Schwartz	Thames Valley Teacher Local

**New Members Committee**

Mark Carter	Niagara Occasional Teacher Local
Jennifer Gray	Keewatin-Patricia Teacher Local
Patricia Heath	Elementary Teachers of Toronto Local
Matthew Jackson	Peel Teacher Local
Catherine Moreau	Hamilton-Wentworth Occasional Teacher Local

**Occasional Teachers Committee**

Ross Haley	Bluewater Occasional Teacher Local
Mary Karchemny	Waterloo Region Occasional Teacher Local
Marion Mutton	Toronto Occasional Teacher Local
Susan Rauscher	Halton Occasional Teacher Local
Betty Lou Twiddy	York Region Occasional Teacher Local

**Occupational Health and Safety Committee**

Jacalyn Beveridge	Toronto Occasional Teacher Local
Lesly Kapush	Lakehead Teacher Local
Melissa Timm	Elementary Teachers of Toronto Local
Colin Wackett	York Region Teacher Local
Valence Young	Renfrew County Teacher Local

**Pension Committee**

Nancy Falat	Rainbow Teacher Local
Ken Gee	Limestone Occasional Teacher Local
Marina Howlett	Upper Grand Occasional Teacher Local
Monica Rusnak	Ontario North East Teacher Local
Carolyn Walker	Bluewater Teacher Local

**Political Action Committee**

Kari Lowry	Upper Grand Teacher Local
Pierre Martin	Hastings-Prince Edward Teacher Local
Dorothy Ramsay	Simcoe County Teacher Local
Jane Roberts	Limestone Teacher Local
Craig Smith	Thames Valley Teacher Local

**Professional Development/ Curriculum Committee**

Shannon Bailey	Keewatin-Patricia Teacher Local
Michael Beetham	Waterloo Region Teacher Local
Janet Fraser	Ottawa-Carleton Teacher Local
Steven Stenman	Limestone Teacher Local
Teri Jane Thayer	Limestone Teacher Local

**Professional Relations and Discipline Committee**

Nancy Hutcheson	Waterloo Region Teacher Local
Patti Monteith	Waterloo Region Teacher Local
Ron Rivait	Lambton Kent Teacher Local
Kurt Uriarte	Peel Teacher Local
Debi Wells	Limestone Teacher Local

**Special Education Committee**

Tia Aitken	Elementary Teachers of Toronto Local
Gundi Barbour	Upper Grand Teacher Local
Leslie Blais	Rainbow Teacher Local
Anne George	Renfrew County Teacher Local
Sylvia van Campen	Upper Canada Occasional Teacher Local

**Status of Women Committee**

Janice Balesic	Peel Teacher Local
Linda Di Cesare	Elementary Teachers of Toronto Local
Lee-Ann Matteau	Algoma Teacher Local
Jane Nicholson	Lambton Kent Teacher Local
Susan Ritchie	Algoma Teacher Local

**Teacher Education/Faculty Liaison Committee**

Judith Arai	Near North Teacher Local
Marie Clarke	Lakehead Teacher Local
Tim Cunningham	Peel Teacher Local
Doris Duni	Elementary Teachers of Toronto Local
Jacquie Hawken	Ottawa-Carleton Teacher Local
Michelle Maker	Kawartha Pine Ridge Teacher Local
Gina Marcon	Greater Essex County Teacher Local
Frank McCavitt	Thames Valley Teacher Local
Charlotte McMaster	Limestone Teacher Local
Nancy Meehan	Hamilton-Wentworth Occasional Teacher Local
Judy Perkes	Waterloo Region Teacher Local
Sara Pidgen	Rainbow Teacher Local
John Whitman	Durham Teacher Local

# 2009-2010 ETFO LOCAL PRESIDENTS



## ALGOMA

Occasional Teacher Local  
Teacher Local

**Peter Mead**  
**Vel Liut**

## AVON MAITLAND

Occasional Teacher Local  
Teacher Local

**Kim Finlayson**  
**Merlin Leis**

## BLUEWATER

Occasional Teacher Local  
Teacher Local

**Kathy McCarre**  
**Nancy Lawler**

## DURHAM

Occasional Teacher Local  
Teacher Local

**George Taylor**  
**Rachel Gencey**

## GRAND ERIE

Occasional Teacher Local  
Teacher Local

**Kevin Utley**  
**Donna Howey**

## GREATER ESSEX COUNTY

Occasional Teacher Local  
Teacher Local

**Catherine Cocchio**  
**Adelina Cecchin**

## HALTON

Occasional Teacher Local  
Teacher Local

**Al Bero**  
**Marg Macfarlane**

## HAMILTON-WENTWORTH

Occasional Teacher Local  
Teacher Local

**Rian McLaughlin**  
**Lisa Hammond**

## HASTINGS-PRINCE EDWARD

Occasional Teacher Local  
Teacher Local

**Karen Chow**  
**Karen Fisk**

## JAMES BAY

Teacher Local

**Jennifer Knight**

## KAWARTHA PINE RIDGE

Occasional Teacher Local  
Teacher Local

**Marsha Jones**  
**David Wing**

## KEEWATIN-PATRICIA

Occasional Teacher Local  
Teacher Local

**Robert Calder**  
**Anne Saltel**

**LAKEHEAD**

Occasional Teacher Local Nancy Nix  
 Teacher Local Ellen Chambers Picard

**LAMBTON KENT**

Occasional Teacher Local Marion Collop  
 Teacher Local Ron Rivait

**LIMESTONE**

Occasional Teacher Local Ken Gee  
 Teacher Local Mike Lumb

**NEAR NORTH**

Occasional Teacher Local Jan Heinonen  
 Teacher Local Nancy Kilgour

**NIAGARA**

Occasional Teacher Local Gary Anderson  
 Teacher Local Sharon Aloian

**ONTARIO NORTH EAST**

Occasional Teacher Local Dave Livingston  
 Teacher Local Lorri Spaans

**OTTAWA-CARLETON**

Occasional Teacher Local David Wildman  
 Teacher Local Peter Giuliani

**PEEL**

Occasional Teacher Local Shazilla (Shelly) Jan  
 Teacher Local Tim Cunningham

**RAINBOW**

Occasional Teacher Local Val Duhaime  
 Teacher Local Barb Blasutti

**RAINY RIVER**

ESP Local Jackie Dupuis-Brandli  
 Occasional Teacher Local Mickey Christiansen  
 Teacher Local Trevor Bowles

**RENFREW COUNTY**

ESP Local Suzanne Pilkington  
 Occasional Teacher Local David Cresswell  
 PSP Local Joan Bradley  
 Teacher Local Alice Paige

**SIMCOE COUNTY**

Occasional Teacher Local Skip Reeves  
 Teacher Local Janet Bigham

**SUPERIOR-GREENSTONE**

Occasional Teacher Local Artie Cooper  
 Teacher Local Colleen Lemieux

**THAMES VALLEY**

Occasional Teacher Local Terry Card  
 Teacher Local Phillip Mack

**TORONTO**

Occasional Teacher Local Marion Mutton  
 Teacher Local Martin Long

**TRILLIUM LAKELANDS**

Occasional Teacher Local Tracy Blodgett  
 Teacher Local Steve Colliver

**UPPER CANADA**

Occasional Teacher Local Diane Dewing  
 Teacher Local Marg Merpaw

**UPPER GRAND**

Occasional Teacher Local Andrew Aloe  
 Teacher Local Ruth McLean

**WATERLOO REGION**

Occasional Teacher Local Judith Cutts  
 Teacher Local James McCormack

**YORK REGION**

Occasional Teacher Local Betty Lou Twiddy  
 Teacher Local Nadia Ciacci

# ETFO STAFF

JUNE 15, 2010

## ACCOUNTING/BUDGET/ shopETFO

Gamini Abeyasinghe  
Massimo Ascenzi  
Cindy Chen  
Franca DiMeo  
Andrea Francis  
Michael Humphries  
Leigh-Anne Shaw  
Ping Xie

## ADMINISTRATION/ INTERNAL SERVICES

Ruth Alam  
Jo-Anne Alzner  
Karen Ayotte  
Pat Balyk  
Lynda Beebe  
Jennifer Dunham  
Natalia Ermashova  
Priya Fernando  
Gene Lewis  
Gloria McManus  
June Miller  
Molly Ng  
Lindsey Provan  
Marilies Rettig  
Janice Rogers  
Nancy Romain  
Olesia Romanko  
Pauline Scott  
Lorraine Stewart  
Trish Titcombe

## EQUITY AND WOMEN'S SERVICES

Susy Costa  
Sonia Ellis-Seguin  
Althea Jensen  
Kalpana Makan  
Sherry Ramrattan Smith  
Elizabeth Strater (also PFS)  
Nicole Tighe  
Carol Zavitz

## MEMBERS' RECORDS/FEES/ RECONCILIATION

Nirmal Lutchmedial  
Dale Moorcroft  
James Points  
Nicole Thomson  
Donna Turney  
Doris Yue

## OFFICE SERVICES (OS)

Jill Annette  
Gary Brookes  
Pauline Lanthier  
Maryna Leuchanka  
Daniel Page  
Bernard Rolston  
Jackie Seccombe

## PROFESSIONAL SERVICES (PFS)

Carol Aldover  
Nancy Baldree  
Jane Bennett  
Adele Bertram  
Johanna Brand  
Cynthia Chorzepa  
Ruth Dawson  
Jerry DeQuetteville  
Cydne Dufresne  
Valerie Dugale  
Maria Fernandez  
Cécile Gauthier  
Jim Giles  
Bonnie Gul  
Jason Johnston  
Ilona Kozlova  
Joanne Languay  
Valerie Lewis  
Joan Littleford  
Victoria Wilson  
Samira Maherali  
Yu-Ming Matsuura (also PTS)  
Stephen Mau  
Patricia McAdie  
Vivian McCaffrey  
Melanie McClelland  
Janet Millar Grant  
Jennifer Mitchell (also PTS)  
Mary Morison  
Joanne Myers  
Vitusha Oberoi  
Dennis Peter  
Kathy Pigeon  
Mona Renzone  
Anne Rodrigue  
Larry Skory  
Donna Strachan  
Marie Trojette  
Krista Walford

## PROTECTIVE SERVICES

Ahlam Abd-Al-Shtar  
Susan Ansara  
Diane Balanyk-McNeil  
Mary Bricco  
Christine Brown  
Evelyn Doucett  
Mark Fallis  
Valentina Fetterly  
Romona Gananathan  
Rosaleen Geridis  
Kulsum Haji  
Derek Hulse  
David Kendall  
Lorna Larmour  
Colleen Lee  
Kathleen Loftus  
Kruti Macwan  
Lynn McClean  
Joyce McClelland  
Adele Miskelly  
Nadine Moore  
Sharon O'Halloran  
Erin Orida  
Inessa Petersen  
Sharron Raymond  
Laura Richmond  
Matthew Romain  
Rosemary Scheffer  
Susan Thede  
Carrie Turney  
Harold Vigoda  
Jim White

## TECHNOLOGY AND COMPUTER SERVICES

Tania Bogachova  
Carol Henry  
Jo-Ann Scott  
Theresa Varey

We also recognize the contributions of ETFO staff who have retired, taken leave, or resigned from the Federation over the past year.









# REPORT TO THE ANNUAL MEETING 2010

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ELEMENTARY TEACHERS' FEDERATION OF ONTARIO



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