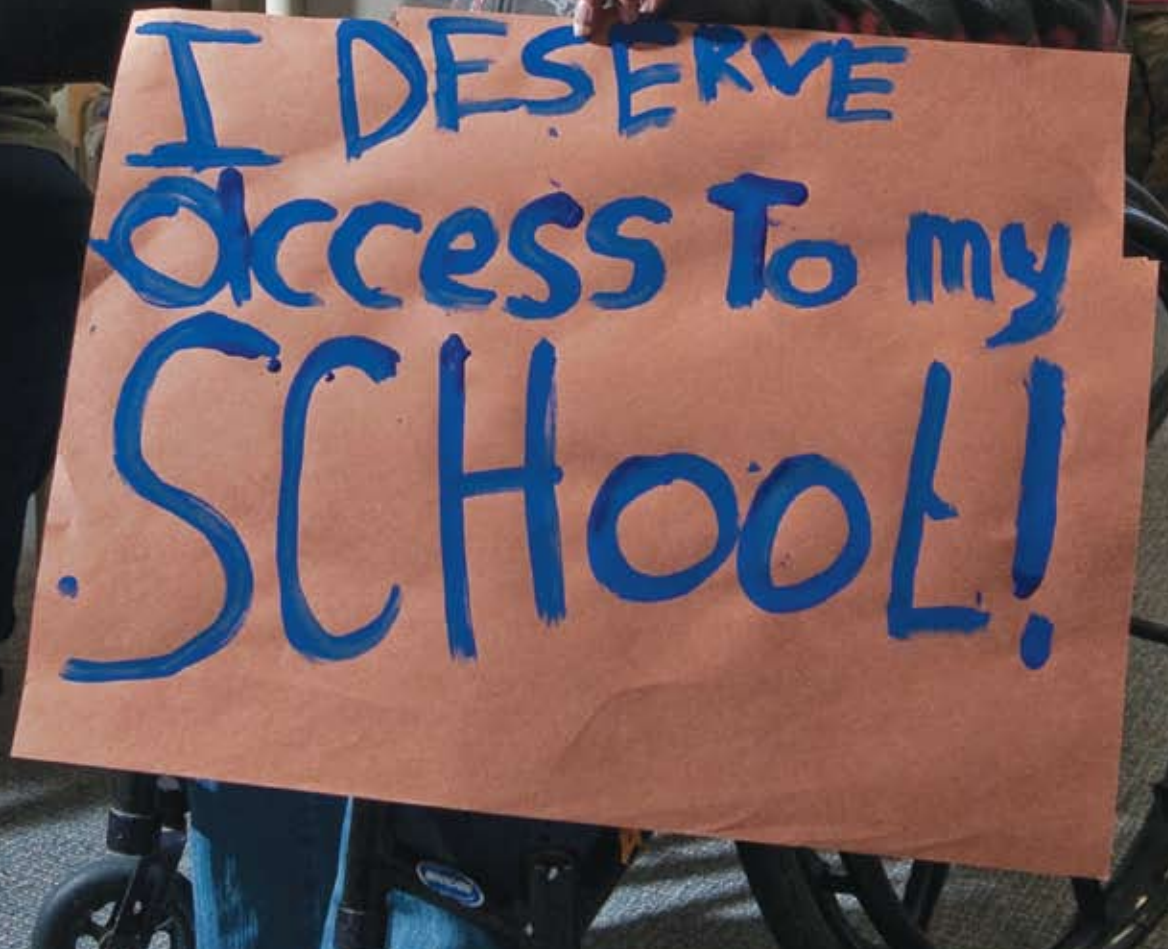


E D U C A T I O N

F O R U M

Attawapiskat gets a new school

A Christmas gift of hope



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Public education = public good

The underpinnings of a thoughtful, civil society

IHer message in the document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, Kathleen Wynne, then the Minister of Education, wrote, "Our schools need to help students develop into highly skilled, knowledgeable, and caring citizens who can contribute to both a strong economy and a cohesive society."

OSSTF/FEESO shares these objectives for public education. Several of our policies encompass these goals, and in fact, even our Bylaws include the following statement: "A member of OSSTF shall recognize the supreme importance of effective learning and teaching in the continuing development of students as individuals and citizens."

This issue of *Education Forum* provides numerous examples of how our members are modeling effective learning and compassionate citizenship in their work lives and in their interactions with students, and of why caring about the public good is important to society.

The cover story by Colleen Canon, "Attawapiskat gets a new school," tells of how three committees in District 11, Thames Valley, worked together on several initiatives to raise awareness of the plight of school children in Attawapiskat who had been without a school since 2000. Their voices were not being heard by the federal government until their plea was amplified by many thousands of other voices across the country.

Kerra Gardner's article "Holocaust education" shares her experience with a documentary film project spearheaded by Carleton University. In the film, Holocaust survivors relate their experiences to students so that these personal histories will not be lost over time when those survivors are no longer with us to tell their stories in person.

The article "The classroom as 'think tank'" by Karne Kozolanka reviews *Critical Lessons: What Our Schools Should Teach*, a recent book by Nel Noddings. Noddings asserts that the classroom is a critical venue where students should wrestle with the important questions facing society today in order to become critical thinkers and caring individuals.

Each of the three books featured in our Forum Picks section offers insights

...members are modeling effective learning and compassionate citizenship in their work lives and in their interactions with students...caring about the public good is important to society

and ideas into encouraging our students to become thoughtful caring people. In particular, *The World Needs Your Kid: How to raise children who care and contribute*, by Marc Kielburger, Craig Kielburger and Shelley Page, written specifically for parents, "supports the idea that it is through fostering awareness and thinking more critically about society that we can help our children identify ways to—and moreover *want* to—better our world by the choices they make."

The importance of being part of a union and the broader labour commu-

nity is not always understood by our own members, let alone by the general public. In this issue, we present two articles that give valuable insights into activities, past and present, at home and around the world. "United we stand," explains the origins of International Workers' Day, or May Day as it is popularly known, and why it is significant to the labour movement and the improvement of the working lives of all people, not just union members. "Chile's Pedagogical Movement Project" describes why Chile's teachers' organization is working hard to "revive civil society and a sense of the right to participate after the many years of dictatorship." We can put our own situations into perspective by reading about other countries where educators are sometimes targeted because they teach students how to be critical thinkers and to value democracy.

In a somewhat different vein, frequent contributor Judith Robinson brings us "A breath of fresh air," an article explaining how Ontario schools could be "greened" following the European model, where schools' ventilation and lighting systems are being upgraded to ensure that students have an optimal learning environment.

Finally, William Dodd's article "Using our brains to enhance learning" explains that "with basic knowledge from cognitive science, teachers can help students to improve their learning and studying skills, and enhance their intellectual performance." He outlines some common roadblocks to learning and to remembering and what educators can do to help students overcome them.

As always, we hope that you will find something in this issue to reflect upon and to enrich your own life and work, and those of the students with whom you interact. ☺





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Éducation publique = bien public

Les piliers d'une société civile prévenante

Dans le message qu'elle nous adresse dans le document intitulé « *Comment tirer parti de la diversité : Stratégie ontarienne d'équité et d'éducation inclusive* », Kathleen Wynne, alors ministre de l'Éducation, déclare : « Nos écoles doivent aider les élèves à devenir des citoyennes et citoyens bien formés, instruits et bienveillants qui peuvent contribuer à une économie vigoureuse et à une société cohésive. »

En termes d'éducation publique, OSSTF/FEESO a les mêmes objectifs. Plusieurs de nos politiques les englobent, et nos règlements comprennent même l'énoncé suivant : « Un membre d'OSSTF/FEESO reconnaîtra l'importance suprême d'un apprentissage et d'un enseignement efficaces pour le développement continu des élèves en tant qu'individus et citoyens. »

Ce numéro d'*Education Forum* fournit de nombreux exemples de la manière dont nos membres modèlent un apprentissage efficace et des citoyens soucieux des autres dans leur vie professionnelle et dans leurs interactions avec les élèves, tout comme il explique pourquoi il est important de se soucier du bien public pour la société.

L'article-vedette de Colleen Canon, intitulé « *Attawapiskat gets a new school* », raconte comment trois des comités du District 11, Thames Valley, ont collaboré à plusieurs initiatives visant à faire prendre conscience de la situation critique des élèves d'Attawapiskat qui n'ont plus d'école depuis l'an 2000 et dont les revendications n'ont été entendues par le gouvernement fédéral que lorsqu'elles ont été relayées par des milliers d'autres voix de part et d'autre du pays.

L'article de Kerra Gardner intitulé « *Holocaust education* » décrit l'expérience qu'elle a vécue lors de la réalisation d'un projet de documentaire sous la houlette de l'Université Carleton et grâce auquel

les survivants de l'holocauste racontent leur propre histoire aux élèves pour qu'elle ne soit pas oubliée lorsque ces personnes ne seront plus là pour nous les raconter de vive voix.

L'article intitulé « *The classroom as 'think-tank'* », signé par Karne Kozolanka, est une analyse de l'ouvrage récent intitulé « *Critical Lessons: What Our Schools Should Teach* » de Nel Noddings dans lequel l'auteure soutient que la salle de classe est un lieu essentiel où les élèves doivent s'attaquer aux questions importantes de la société actuelle pour devenir des penseurs critiques et des personnes altruistes.

Chacun des trois ouvrages présentés à la section « *Forum Picks* » donne des conseils et des idées sur les moyens de pousser

« ...nos membres
modèlent un
apprentissage efficace... »

les élèves à devenir des personnes plus altruistes. En particulier, l'ouvrage intitulé « *The World Needs Your Kid: How to raise children who care and contribute* » de Marc Kielburger et Craig Kielburger, en collaboration avec Shelley Page, qui est écrit spécifiquement pour les parents, « soutient l'idée qu'en favorisant une meilleure prise de conscience et en réfléchissant de manière plus critique à la société, nous pouvons aider nos enfants à imaginer des moyens d'améliorer notre monde par les choix qu'ils font et surtout veulent faire. »

L'importance d'appartenir à un syndicat et au monde du travail au sens large n'est pas toujours comprise par nos propres membres délaissés par le grand public. Ce numéro comprend donc deux articles contenant des idées précieuses à ce sujet. L'article intitulé « *L'union fait notre force* » explique les origines de la Journée

internationale des travailleurs, plus communément appelée « fête du Travail », et les raisons pour lesquelles elle est importante dans le mouvement ouvrier et l'amélioration de la vie professionnelle de tout un chacun, et non pas seulement des membres du syndicat. Qui plus est, le « projet de mouvement pédagogique du Chili » décrit les raisons pour lesquelles le syndicat des enseignantes et des enseignants chiliens s'efforce de « ranimer la société civile et de redonner un sens au droit de participation après les longues années de dictature. » Nous pouvons mettre notre propre situation en perspective en lisant ces articles sur d'autres pays où les agents d'éducation sont parfois pris pour cible parce qu'ils enseignent aux élèves à être des penseurs critiques et à apprécier la démocratie.

Dans un registre quelque peu différent, Judith Robinson, qui contribue souvent à notre magazine, nous apporte « un souffle d'air frais » dans son article qui explique comment « mettre au vert » les écoles ontariennes en suivant le modèle européen qui tente de faire en sorte que les écoles soient dotées de systèmes de ventilation et d'éclairage efficaces pour optimiser le milieu d'apprentissage.

Enfin, l'article de William Dodd intitulé « *Using our brains to enhance learning* » explique qu'avec des connaissances de base des sciences cognitives, les enseignants peuvent aider les élèves à améliorer leurs techniques d'apprentissage et d'étude et leurs performances intellectuelles. L'auteur met en avant certains obstacles courants à l'apprentissage et à la mémorisation et les moyens par lesquels les agents d'éducation peuvent aider les élèves à les franchir.

Comme toujours, nous espérons que vous trouverez dans ce numéro des occasions de réfléchir et d'enrichir votre vie personnelle et professionnelle, ainsi que celle des élèves avec qui vous travaillez. ☺



In praise of trades

I have not yet read Matthew B. Crawford's book *Shop Class as Soul Craft: An Inquiry into the Value of Work*, but wholeheartedly agree that the closing of Timothy Eaton B.T.I. was a mistake ("In praise of trades," *Education Forum*, Fall 2009). I retired from that school. It was a very special school that taught me that there needs to be an eclectic balance between academics and shop classes.

I believe that the school's demise was a result of political fallout in an attempt to save money, thereby helping to destroy a culture of education that contributes to the varied learning abilities of all Canadian students.

Art Jaszczyk

District 12, Toronto

I have to thank you for the fabulous Fall 2009 issue of *Education Forum* that just arrived. I immediately read "In praise of trades"—a great and thoughtful piece. I will forward it to our Apprenticeship Committee, which has just produced a series of fact sheets on Apprenticeship that are available in both French and English on our website at www.ofl.ca.

Pam Frache

Education Director
Ontario Federation of Labour

Compliments for "In praise of trades" and Paul Finkelstein's "The screaming avocado café," (*Education Forum*, Fall 2009). The two articles are complementary and make a strong argument for re-examining the purpose of education, from JK to grade 12, if we are to prepare citizens for life-long learning in a "knowledge economy." Perhaps it is time to examine the impact of removing design and technology and family studies programs from grades 7 and 8 and look at the UK,

which mandates design and technology within the National curriculum.

Formal and informal learning acquired at school or at home, in such hands-on pursuits as cooking healthy foods and enhancing one's home environment, have been discounted as irrelevant by the generations who were educated for a consumer society. In the last century, subjects such as home economics (sewing and cooking), art and music, physical education, industrial arts and manual training were introduced to schools across the industrialized world as part of the arts and crafts movement. A creative, self-reliant population was seen as a necessary step in the development of a civilized society.



Matthew Crawford (*Shop Class as Soul Craft: An Inquiry into the Value of Work*) seems to suggest these qualities are still needed in society and could redefine the "knowledge economy" to include all citizens, rather than just a few.

Sara McKittrick

Coordinator, Technological Studies
Ontario Institute for Studies in Education

Resurrection of the Dead Sea Scrolls

The Fall 2009 issue of *Education Forum* came out while I was attending sessions of a stellar conference on the Dead Sea Scrolls at UofT. I was especially proud to be able to give copies to some of the world's greatest Bible scholars, who

were incredibly pleased to see OSSTF/FEESO show such interest in the Dead Sea Scrolls. Overall, it's a fine issue.

David Orenstein

District 12, Toronto

The Luddites were right

I read with great interest the essay entitled "The Luddites were right" (*Education Forum*, Fall 2009) and I even considered seeking permission to use this piece with a senior English class, because the essay addresses key issues related to education in the present century. Then I arrived at the conclusion, which says, "the Internet, the most powerful research tool we have ever built, is actually 70 per cent pornography in content." This kind of assertion has its roots in a 1995 article by Martin Rimm in the *Georgetown Law Review Journal*. This article received attention from *Time* magazine and many other media and political sources, but its claims were quickly and utterly refuted, and *Time* even published a retraction.

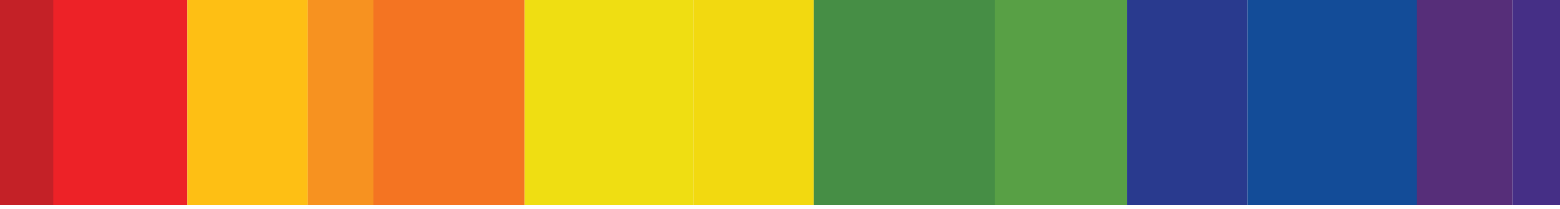
One cannot easily say how much of the Internet is pornographic. For example, a Google search on the word 'sex' would naturally hit sites of a pornographic nature—along with sites dealing with sex-role stereotyping, sexual harassment and sexual dimorphism in mud shrimp. Person-to-person sharing of erotic and pornographic material cannot be tracked at all. Some current estimates suggest perhaps 12 per cent of all sites are pornographic in nature; certainly, it is far less than half. This information can be easily discovered.

I don't need to indicate the irony that an essay decrying our students' lack of research skills ends with such a statement.

J.D. DeLuzio

District 11, Thames Valley





creating spaces embedding equity in education

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We, as classroom teachers and educational workers, must recognize, address and overcome the barriers which exist particularly for marginalized groups and individuals. This resource will provide school staff with practical tools for learning. Intended to provide activities and instructional materials, this resource will be a valuable addition to have when working towards the goals of inclusive education.

Creating Spaces: Embedding Equity in Education is organized into seven stand-alone chapters focusing on the following issues: sexual orientation and homophobia; low socio-economic status and academic achievement; sexual harassment, gender identity and gender violence; students with physical, emotional and intellectual disabilities; aboriginal communities and respect for indigenous ways of knowing; visible minorities and racism; and minority stereotyping.

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A breath of fresh air

A European model for greening Ontario's schools



While the eyes of the world were on Copenhagen in October 2009, Ontario's school boards were hard at work finding their own ways to reduce carbon emissions.

According to Thomas Mueller, president of the Canada Green Building Council, 35 per cent of the greenhouse gas emissions in this country come from existing buildings. He believes we can cut that figure in half.

It is no secret that most of Ontario's schools could be more energy efficient. Many were built at a time when energy efficiency was not a prime concern. Walls are poorly insulated, windows are drafty and heating systems inefficient. Retrofitting those old buildings can be a Herculean challenge, not only because of the cost but also because such extensive renovations must be done while schools are closed, which gives contractors a very tight time constraint within which to complete the work. In addition, many

structures contain lead and asbestos, substances that are dangerous and difficult to deal with when they are airborne, and so it is essential that schools be closed while this work is underway.

Premier Dalton McGuinty announced in April 2009 that his government was investing \$550 million over a two-year period to assist Ontario's schools to install more energy efficient heating, ventilation and air conditioning systems and boilers, and to conduct energy audits.

In 2008, there were 4,026 elementary schools and 897 secondary schools, a total of 4,923 schools province-wide. If the funding were divided up equally, which it will not be, each school would receive less than \$12,000—not enough to do much of a retrofit. School boards are scrambling to figure out what they can do with a limited amount of funding. The money must be spent by March 2011. Many school boards have already hired contractors to conduct energy

audits of their schools, and some of the suggested strategies are already being implemented. Other incentives are also currently being offered to school boards through the Ontario Power Authority, Natural Resources Canada ecoENERGY and the Government of Canada's Incentive for Renewable Energy, to name just a few. None of these will be enough to bring schools completely up to scratch, but they can make a significant contribution to the overall school environment.

While Canada is putting Band-Aids on a very large problem, much of Europe is well ahead of us. As part of the European Union's commitment to reduce energy consumption by 20 per cent by 2020, and to reduce by four the carbon emissions from existing buildings, public schools throughout Europe are undergoing a green overhaul. Nicolas Nath, Managing Director of Internet Energy Solutions (IESC), a Canadian company with a subsidiary office in France, said that the French government is pouring millions of dollars into making sure that every public school in the country is not only cost and energy efficient, but is also creating a healthy and positive space for learning. IESC has been instrumental in implementing energy conservation audits and reconstruction programs at 20 French schools—essentially a pilot project for the rest of the country.

At the September 2009 Green Building Festival at the Direct Energy Centre in Toronto, Nath told international builders, contractors, engineers, government officials and educators that the French Government has made an important commitment to green school building innovation, and he encouraged Canadian educational administrators to follow suit.

“The government of France is offering zero interest loans for retrofits for schools,” he said. Loans are also available for school boards in Ontario—but not interest free. Borrowing the money often isn’t the best option for us.

For the French, the green revolution is not just a way to balance their books, but also a way to recreate the educational environment. The atmosphere for learning is extremely important to the French: care is taken to ensure that the air is fresh and the ventilation system is pristine.

Nath involved high school students in data collection as he attempted to quantify where energy was being lost in French schools. He was surprised to learn that 53 per cent of energy was being consumed when buildings were empty by machines such as heating pumps, ventilating systems, security equipment and office machines. Computers turned out to be the second highest energy consumers—at 28 per cent of the total electrical consumption.

The first stage in IESC’s approach to

...53 per cent of energy was being consumed when buildings were empty by machines such as heating pumps, ventilating systems, security equipment and office machines. Computers turned out to be the second highest energy consumers—at 28 per cent of the total electrical consumption

the greening of schools was to implement energy conservation. Energy use can be curbed by 20 per cent with little or no financial investment—certainly good news for school board administrators.

Although many schools in Ontario are already turning off lights in classrooms when no one is in the room and switching off computers when not in use, Nath also suggests that teachers maximize the use of natural lighting—leaving drapes open on sunny days in the winter, and using solar blocking blinds in the summer, for example.

Stage two is to examine existing hardware and replace dysfunctional systems with more efficient ones. He often replaces lighting with lower voltage fluorescent lights, plastic blinds or curtains with solar shades to block the sun, or upgrades ventilation systems to heat recovery systems that extract and reuse heat. He suggests installing nighttime ventilators in warmer months to extract excess heat. He favours water recuperation systems to collect water for lawn care and suggests installing low flow toilets.

In his third stage, Nath looks at energy efficiency and suggests upgrades to the insulation from the exterior of the building with eco fibres such as wood or wool fibres. He may increase ventilation with more windows that open to prevent the buildup of bacteria. He suggests windows be upgraded to triple glazing to prevent heat loss during colder months.

In the fourth stage, incorporating renewable energy sources, Nath suggests installing thermal systems to heat water (depending on water consumption levels), and placing solar photovoltaic cells on roofs to generate electricity and feed it to the grid.

If extensive energy audits are conducted, and proper funding is found, we could soon see a revitalization of existing schools that will make a significant contribution to student learning. No longer will we have perpetual student drowsiness due to stale air, overheated classrooms and polluted particulates. Like the French, our schools may soon become healthier and more productive environments. ☺

Judith Robinson is an Occasional Teacher Bargaining Unit member in District 20, Halton.



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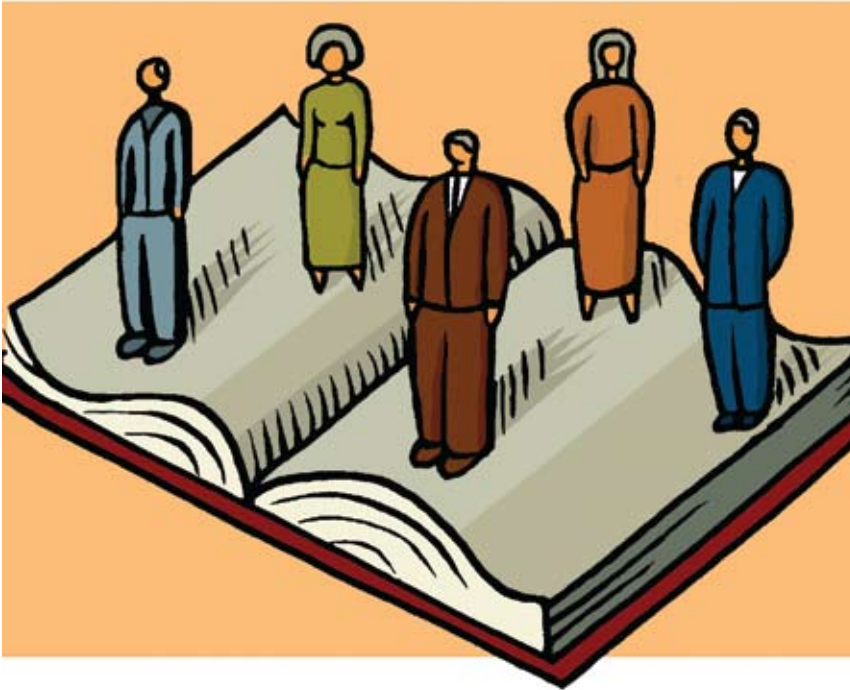


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Holocaust education

Reaching students through a survivor's account



How do we teach today's youth to remember something they themselves have not witnessed in their lifetime? How do we teach teenagers to care about the person sitting beside them, let alone people who came before them and fought for something that was bigger than they have ever known? As a teenager, I found it extremely difficult to link what I read in a textbook with real life events. Though I knew what I was reading must be true, I never fully understood why I should care passionately about something a textbook was telling me. That all changed in university when I heard a first-hand account of a period of history, by someone who lived it, who breathed it—a part of history that I had only read about.

In fourth year WWII history we were required to listen to a Holocaust survivor speak in the auditorium. There wasn't an empty seat in the room. The speaker's wife sat directly in front of me.

She cried throughout the entire two-hour presentation as her husband told the story of his family and how they were all killed after getting off the train in Auschwitz. He was the only survivor. He explained in great detail how he watched his family die, how he survived Auschwitz, and how he fled to Newfoundland once the war was over. As if this were not enough, he then relived the train to trip Auschwitz—swaying back and forth on stage while he described the baby who died in arms of the woman who stood beside him. He rolled up his sleeve to show tattoos on his forearm of the Star of David and the number he was given when he entered the concentration camp. He couldn't get his arm back into his jacket as he was trembling so much by then. His wife left her seat to be by his side, to help him compose his emotions so he could continue.

In that moment, I recognized that this man had single-handedly linked

together the understanding between a textbook and real life for everyone in that auditorium. The key was the first-hand account of what had actually happened. On that evening, no one could argue with what he or she had heard and the passion that they had seen.

When I began teaching, I was placed in a grade 10 history class and faced with the daunting task of how to teach teenagers about the individuals who had died in these concentration camps. How could I give justice to the survivors who left those camps forever changed? How could I help link the facts with the passion that would forever change the students who sat in my classroom? When the opportunity presented itself to have a Holocaust survivor speak to my class, I could not pass it up. I recognized this as the experience my students needed to help connect with the course material, and thus, to better understand the facts of the past. Students could then help pass on the stories they had heard first-hand of the Holocaust and relate those to the next generation.

The speaker's visit gave rise to another opportunity, that of taking part in a documentary that captured Holocaust speakers and their stories. My students jumped at the idea of being "famous," but did not fully understand what they were going to be a part of. We spent three weeks getting ready for a visit from Holocaust survivor Anna Czajezncky. All the students were eager to be as well informed as possible. We created posters and collages portraying our ideas of what hatred can do to a human being. Each student was responsible for demonstrating, through a visual aid, what he or she had learned during our WWII unit. When Anna arrived to tell her story, the students sat awestruck as they listened—just as I had done years before. Just as reading the material could

not prepare myself or my students for a first-hand account by a survivor who now sat before them. Tears rolled down many faces, showing that they truly cared about what they were hearing.

The documentary *Living History* will allow students to see how each survivor was personally affected by the Holocaust

Due to the sensitive and emotional nature of the Holocaust, it is not often given the attention it deserves in the classroom. We force student to memorize dates, battles, commanders and campaigns. While all of these have their importance, the magnitude of the murder of six million

Jews cannot be accurately examined in a page or two of statistics. The documentary *Living History* will allow students to see how each survivor was personally affected by the Holocaust. There are millions of stories just like Anna's, each different, but each owed recognition and the respect it deserves. It is important that the next generation will be able to hear the accounts of Holocaust survivors and be directly impacted by these personal stories through documentaries such as the one we were proud to be a part of. The generation of first-hand accounts will soon be gone. Who will be left to tell their stories? It is my hope that through education, we will inspire future generations to truly respect the significance of this tragic period in history and to ensure that the mistakes of the past are less likely to be repeated. ☺

Kerra Gardner is a history teacher at Cairine Wilson Secondary School in District 25, Ottawa-Carleton.

Students talk with Holocaust survivors

For years, Holocaust survivors have played an important role in public education and their presentations have had a significant impact on students and teachers.

Living History, produced by the Zelikovitz Centre, Carleton University, and the Jewish Federation of Ottawa, documents the interaction between Canadian Holocaust survivors and students in the classroom. It is directed by Gemini-nominated filmmaker Francine Zuckerman.

This free resource will be available in three thematic educational modules targeted at elementary and high school students and adults. Each module will be supplemented with rich online educational materials developed by a curriculum expert. To view a 20-minute trailer, go to: www.carleton.ca/jewishstudies/livinghistory.html.



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The classroom as “think tank”

Why teaching critical thinking is essential in public education



Most days I spend my lunchtime chatting with a colleague in the woodshop, my classroom. Our conversations inevitably turn to the challenge of confronting major issues of the day in our classrooms. When classrooms are workshops for examining our culture, we become transformed by the experience. The idea of using classrooms as cultural works-in-progress resonates with Nel Noddings in her latest book, *Critical Lessons: What Our Schools Should Teach*—a critical examination of critical thinking and its absence in public education.

According to Noddings, critical thinking encourages an assessment of arguments and what she refers to as “diligent and skilful use of reason on matters of moral/social importance—on personal decision making, conduct, and belief.” A major strength of the book is her explicit demonstration and use of controversial issues facing society that teachers could explore in classrooms. Noddings assumes

that the work of teaching is less about covering things and more about delving into them. She would have us question the role that our classroom practice plays in the culture outside school. Noddings suggests that students and teachers “turn a reflective eye on their own thought processes and work habits.” Simply put, Noddings would have us organize our classrooms in terms of how the broader culture should work.

Noddings believes that critical thinking is necessary on controversial topics central to everyday life: teaching and learning, war, homemaking, other people, parenting, animals and nature, advertising, gender and religion. The topics are presented as chapters in extended discussions that amount to a primer on how one might construct an identity within the culture. The basis for identity construction in the book is self-understanding in light of how internal and external forces affect one’s life.

Noddings begins by suggesting that we ask basic questions connected to what it means to learn: Must I learn everything the teacher or expert sets out? Is it all right to do less than my best work? Under what conditions do I do my best? Why do I work hard (or not work hard) in school? When we talk with students about these questions (and we rarely do—instead, we talk at them), we often propagandize. Without thinking critically ourselves, we simply pass on the party line: Work hard, get high marks, go to a good college, get a good job, make lots of money and buy lots of stuff! Will this bring happiness? Is this what education is all about?

Such questions raise foundational ones related to tacitly held theories of what motivates students: do we work with the motives that students bring with them (intrinsic), or, do we encourage new forms (extrinsic) that direct them in areas as yet undiscovered? These are important considerations because our view of motivation (and learning) invariably plays itself out in what we do in our classrooms. Can we have it all: rewards, learning and meaning-making? Noddings systematically walks us through competing views, critical questions, possible choices and the potential consequences of such choices.

Although most of the book resonates with me, the chapters on war and on advertising and propaganda are particularly strong and reason enough to read the book. A few words on advertising and propaganda: How do we know the difference between the two? How do they overlap? What is their relationship and place with respect to the realities of living in a consumer society? Noddings believes that the rise of a “consumer republic” presents problems for living democratically, especially in a society “that defines cit-

izenship more in terms of consumption than of civic action.” It follows that such concerns are connected to the availability of fresh water, healthy food and other social justice issues at home and abroad.

Noddings also examines the attractiveness of war and the social construction of masculinity. Broad questions such as “why does the warrior model still captivate the human imagination?” are identified as topics for deeper discussion. Noddings encourages us to take such questions to our classrooms, telling us that students deserve to have opportunities for exploring “the motives and reasons that lead people to uphold their initial positions or to reject them.” At what point does a position become ideological? How equipped are we at defending a change of mind or a refusal to do so?

What are the lessons of the World Wars, the Vietnam War and the present wars in Iraq and Afghanistan? Challenges arise from such discussions, for example: How can we situate such lessons against

Can we have it all: rewards, learning and meaning-making? Noddings systematically walks us through competing views, critical questions, possible choices and the potential consequences of such choices

the backdrop of climate change and the looming social upheaval connected to it? Tackling such moral questions requires the use of specific tools to judge how our finest ideals of justice stack up when it comes to examining faults in our society. Noddings thinks that the faults should be faced, “where possible the fault should be held up against the ideal for criticism. In this way, the examination of the fault enhances the ideal and calls forth new, better informed commitment.”

Similar patterns repeat themselves throughout the book. For example: What is it about making a home that requires

critical thinking? What about socialization? There are ways in which we can discuss and examine everyday behaviour in light of cultural differences or our gender. Noddings challenges the assumption that young people will learn parenting at home. She provides opportunities for thinking about dominant mythologies in literature and about experiences that underpin and inform how we parent. They warrant discussion. The same holds for making a living. How do we cope with questions regarding what should be learned in light of our respective abilities, socio-economic backgrounds and



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realistic opportunities? What work is worthwhile doing and how would one know the difference from work that is not? Furthermore, who gets to go to university and how can we think critically about such choices?

Although the book addresses the American experience, it remains instructive as a call for strengthening what we know as liberal education. Similar, progressive themes are played out in the Common Threads materials supported and developed by OSSTF/FEESO members. The “think globally and act locally” themes that run through those resources are present in this book as well. Indeed, her call to critical action suggests a balancing act that requires us not only to be specialists in our own way, but also to develop “an incredibly rich breadth of knowledge that we do not demand of any other specialists.” The ability to reflect on our experience in the world is the vehicle for this. The goal is a developmental one, less about information processing (important as that is) and more about developing knowledge consisting “of well-developed capacities to figure things out.” Such a characterization of liberal education warrants our attention, for it strikes deep at the heart of what I think we desire as teachers and education workers: to make a difference, to serve and to impel our students to do the same. ☺

Karne Kozolanka is a teacher at LaSalle Secondary School and the Chairperson of the Political Action Committee in District 27, Limestone.

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When I grow up,
I want to be a
Helicopter Pilot.
Please help me Succeed

Attawapiskat gets a new school

A Christmas gift of hope

By Colleen Canon

So this is Christmas
And what have you done
Another year over
And a new one just begun
...
And so this is Christmas
For weak and for strong
For rich and the poor ones
The road is so long

John Lennon scribbled these lyrics on a scrap of paper almost 40 years ago. They hold as much meaning now as they did for my generation in that moment of time. On December 8, 1980, Lennon was killed, leaving us a legacy of social activism, protest and peaceful dissent in which our goal is to make this world a better place. Imagine. And while my generation's youthful idealism has often been tested over the years, it has been our task to pass the torch on to a new generation of social justice activists.

On December 8, 2009 Attawapiskat Chief Theresa Hall learned that her community's ten-year fight for a new school was over. It was fitting that the good news came on the anniversary of Lennon's death. Despair turned to hope. The federal government announced that the children of the Cree town of Attawapiskat were finally "on the list" for a new elementary school—the residents of her First Nation community on James Bay (160 km north of Moosonee, 500 km north of Timmins) were ecstatic over

the news. Said Hall, "They were overwhelmed, especially with Christmas around the corner."

Here in Thames Valley, students, their teachers and educational workers also celebrated the victory and what it will mean for this tiny First Nation community so far to the north.

NOVEMBER 2008

Our involvement in this human rights issue began more than a year ago, when members of District 11, Thames Valley

first heard news of their plight and the federal government's indifference to it. Our Human Rights, Status of Women and Political Action Committees all joined hands to take action.

The three committees sponsored a bus for 40 Thames Valley students, from six secondary schools, and seven teachers to attend an Attawapiskat Human Rights Forum at OISE/UT in Toronto on November 26, 2008. Our students were part of the largest student-led children's rights conference in Canadian history, as they joined in the fight for a new school for the children of Attawapiskat. A YouTube clip describing the plight of this remote

you doing this to a people." Charlie Angus, MP for Timmins-James Bay called the situation, which he referred to as "educational apartheid," "shameful, immoral, a disgrace." Most moving of all were the Attawapiskat students. Among them was Shannon Koostachin, an International Children's Peace Prize nominee. "We are the children who aren't willing to sit at the back of the bus any longer. We want what every Canadian child deserves. We met in Ottawa with Chuck Strahl (Minister of Indian Affairs and Northern Development) who cut the meeting short and left the elders with tears in their eyes. We have been patient long enough. We are tired of

the 400 children in the nearby portables to dangerous chemicals and fumes so noxious that students had to be removed from the portables. A state of emergency was declared. Despite repeated urgent appeals, the government announced it had no plans to build a new school in Attawapiskat.

MAY 2009

Through the efforts of District 11, Thames Valley committees and their hard working chairs, the fight for a school for the "forgotten children" of Attawapiskat came to London. At the invitation of OSSTF/FEESO, Charlie Angus was the special guest at a Student Forum at H.B. Beal Secondary School on May 22, 2009. Students converged to hear first-hand of the appalling conditions that continue to exist for these First Nation students. Angus asserted that, "Education is a fundamental Human Right and this situation is a violation of the UN convention on the Rights of a Child." Students returned to their home schools galvanized to take action.

Charlie Angus was also a special guest, musical this time, at an OSSTF/FEESO member fundraiser for Attawapiskat at the London Music Club. Voices for Attawapiskat was a sold-out success, billed as "an evening of song, awareness, activism, fun...and a little shame." Performers included Maya Two Feathers and vocal music teacher Sharon Beeler, who spoke proudly of her own Micmac heritage. Charlie was once billed by Peter Gzowski as the "poet laureate of northern Ontario." One of his songs compares the children of Attawapiskat to the diamonds mined nearby on James Bay, the poignant lyrics conveying the message that children should be the most precious commodity in this abundant country of ours.

Charlie's visit was made possible through the assistance of London-Fanshawe MP Irene Mathysen, an OSSTF/FEESO member and educator. As a teacher, Irene shared our passion for this issue and was there with support at every juncture. Her assistance was invaluable.

JUNE 2009

The District 11, Thames Valley Human

Our students were part of the largest student-led children's rights conference in Canadian history, as they joined in the fight for a new school for the children of Attawapiskat

First Nation community was the catalyst. It was through the Internet that young people across Canada first learned that these children had been without a school since the building had been condemned in 2000 due to toxic contamination from a diesel fuel spill some 20 years before. The YouTube video received massive attention and the movement grew.

The conference brought Attawapiskat students together with students from across Ontario and had a profound impact on all of us. At the microphone, Ontario Regional Chief Angus Toulouse said, "We are asking for what every other Canadian community takes for granted—a school." Muschkegowuk Grand Chief Stan Louttit concurred, "Canada, I am ashamed

broken promises. We are not going away. We are standing up for our rights."

Our own Thames Valley students stood in solidarity with these young people. Among our delegation were students from Chippewa of the Thames, and their teacher who had once taught in aboriginal communities in the far north. She spoke of the appalling conditions of those schools. Our students shared their outrage at the microphone and spoke of the new schools that were being built in our home communities of St. Thomas and Woodstock. Oh Canada, how could this be?

MARCH 2009

News arrived that the condemned school building has been demolished, exposing



Rights, Status of Women and Political Action Committees launched yet another initiative, the Student Voices for Attawapiskat Creative Arts Contest. The challenge was to deliver a powerful message to the federal government that the children of Attawapiskat deserve a new school. Entries, in visual and written form, numbered in the hundreds.

Winners came from six secondary schools in Thames Valley. Committee members and chairs Liz Akano, Cheryl Harper and Fred Moroz hosted the gala awards presentation evening on October 21, 2009. Parents, teachers and representatives from Irene Mathysen's office

attended. The poster entries were displayed that evening and were published for broad distribution. All submissions, posters and letters, were assembled to be delivered to Chuck Strahl, Minister of Indian Affairs and Northern Development, in Ottawa.

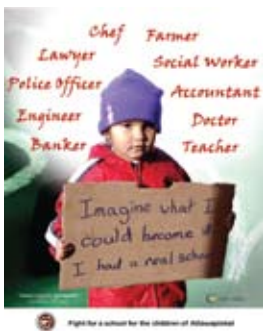
NOVEMBER 2009

Two Thames Valley secondary students and their teacher, R.J. Wieczor, travelled to Parliament Hill in Ottawa in November as Human Rights Ambassadors. They visited the House of Commons, were greeted by Irene Mathysen and Charlie Angus and delivered all sub-

missions directly to the office of Chuck Strahl, thus sending the powerful collective message: "Education is a fundamental Human Right. The children of Attawapiskat deserve a new school."

The written submissions were eloquent and hard-hitting. Here are excerpts from three student's letters:

As a country, we are known internationally for our altruism and hospitality. What does it say to the rest of the world if we cannot provide for those within our own borders? The current situation in Attawapiskat taints Canada's upstanding reputation and I, along with all the others aware of this atrocity, am losing faith in



Three of the winning entries in the Student Voices for Attawapiskat Creative Arts Contest, sponsored by District II, Thames Valley



On November 26, 2008, 40 Thames Valley students and seven teachers attended an Attawapiskat Human Rights Forum at OISE/UT in Toronto



our government. Please, reconsider your previous decision before the damage to the youth of Attawapiskat...is irreversible.

It is upsetting to hear that you still have not built a school for the children of Attawapiskat. These are children of our beautiful land, and they are as much deserving of an education as anyone else. I believe our education in Canada is what makes us such a wonderful and strong country, and without it these students will never get to experience the power and freedom that comes with knowledge and education.

*The children are the future of Canada, we are all special. One of us might cure cancer or be the next Prime Minister. ALL kids have a **right** to education, they deserve it...We all depend on our educa-*

tion. You wouldn't be in your position today if you hadn't gone to school and worked hard. I am asking that you give the children of Attawapiskat a chance at education too.

These are powerful words from students with highly developed social sciences! And these are just a few examples; every letter spoke from the heart about this very important issue.

The crisis in Attawapiskat was the focus at the November 2009 Ontario Federation of Labour conference in Toronto. Shannon Koostachin spoke to the assembly, with few dry eyes in the house. OSSTF/FEESO delegates at the microphone spoke about the need for action from the broader labour community. It was even suggested in the

house of labour that we head up north and build a school, as volunteers did in New Orleans after Hurricane Katrina. Canadian passivity must be replaced by action. Indifference to injustice by the citizens of any country is not benign.

DECEMBER 8, 2009

The long-awaited good news arrives. The children of Attawapiskat will finally have what every child deserves—a school.

The Students Helping Students Campaign made a difference in the lives of Canadian children who had been forgotten by our government. While we know that there are 40 other native communities in a similar state of crisis, this small victory is enough to keep that flame of hope alive. Hope for the next generation.

First Nations children in Canada

PHOTO: LAM SHARP



You deserve the best...

deserve the same educational opportunities as non-native students. By joining in this fight, our students have seen that actions can actually fuel change and correct injustice. Margaret Mead said, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."

Imagine. John Lennon would have been proud. ☺

Colleen Canon is the Teachers' Bargaining Unit President in District 11, Thames Valley.

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www.chrt-fedp.gc.ca
2. Register individual or organizational support for Jordan's Principle, a child-first principle to resolving inter-governmental jurisdictional disputes.
www.fncfcs.com
3. Join Amnesty International Canada in putting an end to inequitable child welfare funding for First Nations children.
www.amnesty.ca
4. Help the children of Attawapiskat First Nation get a safe school. Go to www.fncaringsociety.com to watch a two-minute video and to learn how you can take action.
5. Help reshape the child welfare system by endorsing the Reconciliation in Child Welfare: Touchstones of Hope for Indigenous Children, Youth and Families. www.fncaringsociety.com
6. Learn how to respectfully engage young people in your organization's work by registering your support for the Declaration of Accountability on the Ethical Engagement of Young People and Adults in Canadian Organizations.
www.fncfcs.com
7. Support the Many Hands, One Dream principles to guide improvements to Aboriginal health care, resulting in healthier Aboriginal children and youth.
www.manyhandsonedream.ca

—www.fncaringsociety.com



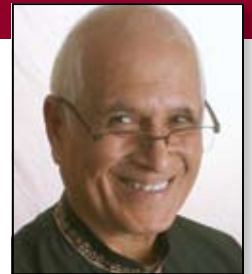
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United we stand

International Workers' Day and Canada's contribution

By Randy Banderob and David Roberts

While May 1st, International Workers' Day, is commemorated as Labour Day in most countries around the world, in Canada and the United States, Labour Day is the workers' holiday celebrated at the beginning of September. Both, however, celebrate the achievements of the labour movement in securing workers' rights.

In the early 1800s, the six-day work week, with each of those work days being 12-hours long, was common. While some compassionate business owners allowed employees to work shorter hours on Saturdays, other businesses required much more: some bakers reported working 20-hours a day, seven days a week.

Workers' demands for 10-hour days were heard in both Europe and North America. By the middle of the century some gains were made. In 1837, US President Martin Van Buren announced that all government employees would work 10 hours a day. Other workers used this to negotiate similar conditions. Workers in Australia, however, were ahead of their time; they demanded an eight-hour work day using the slogan, "eight hours work, eight hours recreation, eight hours rest," and they successfully secured this demand in 1856.

In 1884 in Chicago, Illinois, the Federation of Organized Trades and Labor

Unions (which later became the American Federation of Labor) at its national convention proclaimed that "eight hours shall constitute a legal day's labor from and after May 1, 1886." In the spring of 1886, hundreds of thousands of workers across the nation organized strikes in support of this demand.

In Chicago, approximately 40,000 workers prepared for the strikes and distributed leaflets that stated, "Make your demand for eight hours with weapons in your hands to meet the capitalistic bloodhounds, police, and militia in proper manner." As days passed, the

/CONTINUED ON PAGE 24



L'union fait notre force

La Journée internationale des travailleurs et la contribution du Canada

Par Randy Banderob et David Roberts

Bien que le 1^{er} mai, Journée internationale des travailleurs, soit célébrée sous le nom de fête du Travail dans la plupart des pays, au Canada et aux États-Unis, la fête du Travail est la journée de congé des travailleurs qui est célébrée au début de septembre. Toutes deux soulignent néanmoins les accomplissements du mouvement ouvrier dans la garantie des droits des travailleurs.

Au début du XIX^e siècle, il était courant que les travailleurs accomplissent six journées de travail de 12 heures chacune par semaine. Si, par compassion, certains patrons permettaient à leurs employés de travailler moins le sa-

medi, d'autres entrepreneurs exigeaient beaucoup plus. Par exemple, certains boulangers devaient, dans certains cas, travailler 20 heures par jour, sept jours sur sept.

Les revendications des travailleurs qui réclamaient des journées de dix heures se sont propagées en Europe comme en Amérique du Nord. Au milieu du siècle, ils obtinrent en partie gain de cause. En 1837, Van Buren, président des États-Unis annonça que tous les fonctionnaires travailleraient dix heures par jour. D'autres travailleurs s'en servirent pour négocier des conditions de travail semblables. En Australie, par contre, cer-

tains travailleurs étaient déjà en avance sur leur temps. Ils exigèrent une journée de travail de huit heures en scandant : « Huit heures de travail, huit heures de loisirs, huit heures de repos ». Ils obtinrent gain de cause en 1856.

En 1884 à Chicago, dans l'Illinois, la FOTLU (*Federation of Organized Trades and Labor Unions*) qui devint par la suite l'AFL, ou *American Federation of Labor*) proclama à son congrès national que « la journée de huit heures constituera la durée légale de travail à compter du 1^{er} mai 1886. » Au printemps de cette même année, des centaines de milliers

/SUITE À LA PAGE 25



number of striking workers swelled to 100,000. Even scabs, who had been brought in as replacement workers, began joining the protest. Warnings of possible bloodshed proved true and scores of protesting workers were beaten with clubs and shot by police.

In response to police violence, labour leaders arranged for a rally at Chicago's Haymarket. The rally was not terribly well attended and the mood of the crowd was peaceful enough that even the mayor stopped to listen. However, at 10:30 p.m., just as the rally's last speaker was finishing, a group of policemen moved in to disperse the group. As the police line advanced, someone threw a bomb into their ranks. The resulting explosion killed one police officer on the spot and sent the rest into a panic. They fired their weapons indiscriminately, killing workers, wounding civilians, and even shooting each other. Seven police officers died later of their injuries.

Soon afterwards, the protest organizers were arrested, tried and summarily sentenced to death. The four went to the gallows singing "La Marseillaise," and one shouted, "The time will come when our silence will be more powerful than the voices you strangle today!" Today, their trial is considered to have been one of the most egregious miscarriages of justice in American history.

The leaders' deaths only strengthened the resolve of the labour movement. Two years later, the American Federation of Labour wrote to its European counterpart, the Second International, requesting that they join them in their fight for the eight-hour day, and that this new international effort use the date of May 1st to recognize the tragedy of the Haymarket Affair. Since that time, May 1st has been known as International Workers' Day.

In Canada, the origins of our Labour Day can be traced back to 1872 with a dispute between the Toronto Typographical Union and the *Toronto Globe*. The union went on strike demanding a 54-hour work week. George Brown, editor of the *Toronto Globe*, struck back, charging them with conspiracy under archaic labour laws. Twenty-four union leaders

were arrested, sparking more protests. Prime Minister Sir John A. MacDonald had the outdated laws repealed and soon all unionized workers were demanding a 54-hour work week.

By the 1890s, annual labour festivals and picnics were being held across Canada during late summer. Visiting labour leaders from the US took the idea back home and soon Americans, too, were celebrating Labour Day at the end of every summer. In 1894, Prime Minister John Thompson officially proclaimed the first Monday of

together Quebec's three largest union organizations, representing 210,000 of the 250,000 public employees who were looking for an eight per cent raise to keep pace with inflation, and job security.

In April of 1972, The Common Front workers across Quebec walked off the job. After ignoring back-to-work injunctions, more than 100 workers were fined and received jail sentences. When the general strike was over, Louis Labarge, Marcel Pepin and Yvon Charbonneau, leaders of the three unions that had combined to

**On May 1, 2010, take a moment to think
of Michèle Gauthier and the thousands of
others who have helped to bring the labour
movement to where it is today**

September to be Labour Day. US president Grover Cleveland quickly adopted the same practice in order to compete with May Day, which drew uncomfortable attention to the Haymarket Affair.

Recent Canadian history shows another May Day-type incident. In 1971, typographical workers at the newspaper *La Presse* were locked out over editorial differences between workers and the paper's new owner, Paul Desmarais. In October 1971, five months after the lockout began, the union movement held a mass demonstration in support of *La Presse* workers. Though it was an orderly protest, Desmarais and the Montreal police characterized it as unruly, claiming the unionists were responsible for "waves of violence."

Workers created a blockade around the building, and eight were arrested. The next day, Montreal Mayor Jean Drapeau passed an anti-demonstration bylaw. On the heels of this announcement, 15,000 workers staged a march. The police were called in and a brutal fight ensued between workers and police. Hundreds on both sides were injured, and one young college student and left-wing activist, Michèle Gauthier, lay dead in the street.

Following this incident, The Common Front was formed. This brought

form The Common Front, were jailed as a result of having urged their workers to ignore the injunctions.

This action by the government created unanticipated consequences. Workers, including longshoremen, teachers, maintenance workers, nurses, textile workers, white-collar workers and bus drivers—over 300,000 in all—spontaneously walked off the job in sympathy with the jailed union leaders. This became the largest general strike in North American history and overwhelmed the government. In response, the three jailed union leaders were released on the condition that they direct their members to return to work.

This workers' revolt in May 1972 was a pivotal event in the workers' movement that was felt in Quebec and all across Canada. On May 1, 2010, take a moment to think of Michèle Gauthier and the thousands of others who have helped to bring the labour movement to where it is today. ☺

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

David Roberts teaches at Peterborough Collegiate and Vocational School in District 14, Kawartha Pine Ridge.



de travailleurs du pays organisèrent des grèves de solidarité.

À Chicago, environ 40 000 travailleurs se préparèrent à la grève et distribuèrent des tracts déclarant : « Exigez les huit heures de travail l'arme au poing pour tenir tête aux limiers, aux policiers et aux milices capitalistes comme ils le méritent. » Au fil des jours, le nombre de travailleurs grévistes passa à 100 000. Même les briseurs de grève devant effectuer des remplacements se joignirent à la protestation. L'effusion de sang tant redoutée eut bien lieu. La police matraqua et tira sur des dizaines de travailleurs grévistes.

Réagissant à la violence policière, les dirigeants syndicaux organisent une marche de protestation dans le quartier Haymarket de Chicago. La marche rassemble pourtant un nombre limité de manifestants et la foule est assez calme pour que même le maire s'y arrête pour écouter. Néanmoins, à 22 h 30, alors que le dernier orateur termine son allocution, un groupe de policiers avance pour disperser le groupe. C'est à ce moment que quelqu'un jette une bombe à leurs pieds. L'explosion tue un policier et sème la panique dans les rangs. Les policiers commencent à tirer indistinctement, tuant des travailleurs, blessant des civils et tirant même sur les leurs. Huit policiers sont finalement tués.

Peu après, les organisateurs de la protestation sont arrêtés, jugés et condamnés sommairement à mort. Les quatre accusés scandent *La Marseillaise* alors qu'ils montent à la potence et l'un d'eux s'écrie : « Le jour viendra où notre silence sera plus puissant que les voix que vous étranglez aujourd'hui! » De nos jours, leur procès est considéré comme l'une des erreurs de justice les plus flagrantes de l'histoire américaine.

La mort des dirigeants ne fait qu'attiser le mouvement ouvrier. Deux ans plus tard, l'AFL écrit à son homologue européen, la Deuxième Internationale, pour lui demander de se joindre à la lutte pour les huit heures de travail par jour et faire en sorte que ces nouveaux efforts internationaux aboutissent à la reconnaissance de la tragédie de l'affaire de Haymarket dans la journée du 1^{er} mai. Depuis lors, le

1^{er} mai est devenu la Journée internationale des travailleurs.

Au Canada, les origines de la fête du Travail remontent à 1872 lorsqu'un conflit éclate entre le *Toronto Typographical Union* et le *Toronto Globe*. Le syndicat appelle à la grève et exige une semaine de travail de 54 heures. George Brown, rédacteur en chef du *Toronto Globe*, se défend en accusant les grévistes de conspiration en vertu de lois du travail archaïques. 24 dirigeants syndicaux sont arrêtés, ce qui ne fait qu'attiser les protestations. John A. MacDonald, premier ministre, fait abroger les lois dépassées ce qui incite bientôt tous les travailleurs syndiqués à exiger la semaine de 54 heures.

Vers les années 1890, des festivals et des pique-niques sont organisés à la fin de chaque été pour les travailleurs. Les dirigeants syndicaux américains en visite reprennent l'idée à leur compte et les Américains ne tardent pas eux aussi à célébrer la fête du Travail à la fin de chaque été. En 1894, John Thompson, premier ministre du Canada, proclame officiellement le premier lundi de septembre fête du Travail. Grover Cleveland, président des États-Unis adopte rapidement la même pratique pour contrebalancer le 1^{er} mai, qui n'est pas sans rappeler l'affaire embarrassante de Haymarket.

Plus récemment dans l'histoire canadienne, un autre incident s'est produit un 1^{er} mai. En 1971, les typographes du journal *La Presse* subissent un lock-out à cause d'un différend éditorial qui les oppose au nouveau propriétaire du journal, Paul Desmarais. En octobre 1971, soit cinq mois après le début du lock-out, le mouvement syndical organise une manifestation de masse pour soutenir les travailleurs de *La Presse*. Si les protestataires se montrent disciplinés, M. Desmarais et la police de Montréal qualifient pourtant le mouvement de « turbulences » en prétendant que les syndicalistes sont responsables de « vagues de violence ».

Les travailleurs bloquent l'accès au bâtiment et huit d'entre eux sont arrêtés. Le jour suivant, Jean Drapeau, maire de Montréal, promulgue un décret anti-rassemblement. À ce moment, 15 000 tra-

vailleurs entament une marche. La police est appelée sur les lieux et un affrontement brutal s'ensuit avec les travailleurs. Les blessés se comptent par centaines de part et d'autre et une jeune collégienne et activiste de gauche, Michèle Gauthier, est retrouvée morte dans la rue.

Suite à ces incidents, le Front commun est formé pour rassembler les trois plus grands syndicats. Il représente 210 000 des 250 000 fonctionnaires québécois et réclame une hausse de salaire de huit pour cent, en phase avec l'inflation, et une plus grande sécurité d'emploi.

En avril 1972, les travailleurs membres du Front commun débraient partout au Québec. Après avoir ignoré les injonctions de retour au travail, plus de 100 d'entre eux sont condamnés à une amende et à une peine de prison. À la fin de la grève générale, Louis Laberge, Marcel Pépin et Yvon Charbonneau, les dirigeants des trois syndicats regroupés pour former le Front commun, sont emprisonnés pour avoir incité les travailleurs à ignorer les injonctions.

Cette décision du gouvernement a des conséquences imprévues. Les travailleurs, y compris des débardeurs, des enseignants, des travailleurs d'entretien, des infirmiers, des travailleurs du textile, des cols blancs et des conducteurs d'autobus, dont le nombre atteignait plus de 300 000, débraient spontanément par solidarité avec les dirigeants syndicaux emprisonnés et entament la plus grande grève générale de l'histoire nord-américaine. Le gouvernement est dépassé et, en réponse, il fait relâcher les trois dirigeants syndicaux à condition qu'ils demandent à leurs membres de revenir au travail.

Cette révolte des travailleurs de mai 1972 a été le tournant du mouvement ouvrier et a eu des retentissements partout au Québec et au Canada. Le 1^{er} mai 2010, ayez une pensée pour Michèle Gauthier et les milliers d'autres personnes qui ont permis au mouvement ouvrier d'en arriver là où il en est aujourd'hui. ☺

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Using our brains to enhance learning

Overcoming the roadblocks

By William W. Dodd

The essence of learning is to store new items of information in your brain. The essence of thinking is to retrieve appropriate items of information from memory and then combine those items to form new items. Memory is the key to all learning and thinking. Without memory, every moment is the present, there is no past and there is no learning.

Every teacher and every student should be familiar with the essential characteristics and limitations of human memory and the best strategies for overcoming these limitations.

Cognitive science is a relatively new field of research devoted to studying neural structures of the brain and developing models of learning and remembering. Cognitive science integrates research from applied psychology, neurology and artificial intelligence. With basic knowledge from cognitive science, teachers can help students improve their learning and studying skills and enhance their intellectual performance.

No one knows exactly how the interactions of signals flowing through a network of neurons in one's brain actually lead to the formation of memories. Still, daily experience and experiments in psychology do reveal some of the basic properties of human memory.

Two simplifying concepts provide useful aids in appreciating the learning process and the workings of memory. These concepts are:

- While there is a tendency to regard the brain as a thinking machine, from an evolutionary point of view it is more effective to consider the human brain as a survival machine. Over millions of years, evolution has shaped the brains of our ancestors so that their brains were expert at processing environmental information and making rapid

ILLUSTRATION: BLAIR KELLY



decisions. Our ancestors were able to find dinner rather than become dinner, survive competitive confrontations and live long enough to reproduce. Our own brains are still structured to gather input from our senses, mix in data from our memories and then rapidly devise the best survival strategies to match our circumstances.

By regarding the brain as a survival machine, we have a simple test for many hypotheses about memory and learning. If a proposed feature has the potential to have helped an ancient ancestor survive, then that proposal is worthy of closer scrutiny.

- In describing specific memories, the concept of a “memory item” is very useful. A memory item is simply defined as all the neural information that corresponds to a simple event or a simple description that you might store in memory. With this terminology, complex memories can be regarded as collections of items.

To illustrate the usefulness of the “survival machine” and “memory item” models consider the question: “Why don’t humans simply remember everything that they encounter and have all that information instantly available whenever needed?” (That would certainly make teaching simpler and learning easier.)

The ability to remember everything leads to at least three fundamental difficulties. They are:

- The process would be very inefficient. Most of what we do every day is repetitive. It probably would not help your chances of survival if you could remember the colour of socks you wore every day during the past year.
- While our senses detect a vast amount of information, most of it is trivial. Storing the knowledge of every itch that we scratched and every flower that we passed would have very little survival value.
- A vast memory of mostly trivial items would require a lot of processing time to find any particular item of interest. Biological brains are very sluggish compared to electronic computers. For survival, we need the ability to find and process crucial information and make appropriate responses in real time. We cannot afford to have our conscious minds cluttered

with libraries of meaningless data.

Hence, we do not remember everything, and choosing to remember specific items can be a challenging learning task.

FOUR ROADBLOCKS TO LEARNING

Basic research in cognitive science has revealed some basic properties of memory that can create a number of roadblocks to academic learning.

TIME

By its very nature, memory includes a time factor. There are indications that memory has four timescales: immediate-term, short-term, medium-term and long-term. The properties of immediate-term memory are of particular interest.

Immediate-term memory has evolved so that your conscious mind is aware of only the latest information derived from your senses, or retrieved from your deeper memories. If you do not use that information within about 30 seconds, it fades from memory and is replaced by new information. When you are hunting for dinner in a forest, you want to keep track of the trees and animals around you at the moment, not those you encountered a few minutes ago. When you are driving down the highway, you want to keep track of the vehicles and obstacles around you at the moment, not the truck you passed five minutes ago.

Often your teaching efforts direct students’ attention to new information that they collect in their immediate-term memories. The challenge is then to help them convert that information into longer-term memories before it dissipates.

CAPACITY

Different types of memory also have distinct capacities. In particular, working memory, closely allied with immediate-term memory, has a limited capacity of about seven items at a time, and this in itself creates a bottleneck for learning new material.

The limit of seven items in working memory is an average. Some people can keep track of a few more, some a few less. (Try remembering the names of seven people as you are introduced to them at a social gathering.) The capacity of work-

ing memory is like a narrow bookshelf that can hold only seven books. You can only add a new item by displacing at least one existing item.

The features of working memory also imply another interesting property. The items currently in your working memory correspond to your focus of attention. Those items are what you are thinking about right now. If your attention strays and your working memory takes in a few new items, then some of the old items are dropped. Have you ever set out to accomplish a task in another room, but by the time you get there you have forgotten what you intended to do? As you moved from room to room you were probably thinking about other issues and working memory was forced to drop a few items, including your task item.

SPECIALIZATION

Biological memory systems are specialized to store specific types of content.

We have specialized memories for sensory input, for emotional experiences, for physical procedures and for spoken language—but none for written language. Although writing systems were first devised some 5,000 years ago, universal literacy has only been practical since the development of the printing press in the fifteenth century. Since then, there has been insufficient time for evolution to produce specialized memory banks for storing written material.

This lack of specialized memory banks for written material creates a roadblock for academic learning. We can only store memories of written material by co-opting other memory systems. Most often visual or auditory memory systems are used.

OBSERVATION

In the past 20 years, researchers have discovered that our brains possess special mirror neurons that are dedicated to learning by observing the actions of others. Specific mirror neurons are activated when we observe someone else performing a task, when we perform that task ourselves, or even when we just think about performing that task. It is thought that mirror neurons are the



keys to learning language and understanding the actions of others.

The existence of mirror neurons explains why some tasks are relatively easy to learn, while others tend to be much more difficult. When a learning task has physical manifestations, our mirror neurons can help us to copy and reproduce those manifestations. We are skilled at observing and repeating physical behaviours. Watching somebody think offers few clues as to how they do it. For example, we can learn to speak a language by listening to a fluent speaker and by watching the movements of the lips and tongue. In comparison, it is more difficult to learn to write a story by watching an author at work because the key steps occur inside the author's brain. Mirror neurons are designed to help us learn how to skip rope, but are not designed to help us learn history.

No wonder learning from lectures and studying from textbooks are challenging tasks! Our brains are not well adapted for dealing with written information. We can only deal with seven items at a time, and even those seven items will fade away in about 30 seconds if they are not used productively. We have no specific adaptations for dealing with written language and it is difficult to mimic intellectual activity without any physical activity to follow.

GETTING AROUND THE ROADBLOCKS

Every teacher and every student should become familiar with the four roadblocks to academic learning described above, and then use the following three tips work to develop corrective practices to make academic learning more efficient.

TEACH YOUR STUDENTS TO FOCUS, LINK, GROUP AND REPEAT [FLGR]

Focus

Working memory can only handle seven items at a time, so it is essential to devote all of that limited capacity to one task at a time.

- Take a few moments to reset your working memory on the current task.
- Avoid distractions.
- Stay motivated.
- Stay on topic.

Link

New memory items are always linked to existing memory items. You can deliberately create constructive links by thinking about relationships among new items that you are learning.

- Create logical links among topics.
- Create positive associations.
- Repeat and emphasize the links and associations to strengthen them.

Group

Working memory may be limited to seven items at a time, but it is possible to group memory items so that you are actually working with seven groups of seven items.

- Organize any material you want to learned.
- Create small groups of related items.
- Create groups of groups.

Repeat

Going over material several times helps move memory items from immediate-term memory to longer-term memory.

- Reread material several times.
- Work through several examples.
- Repeat after a few minutes, a few hours, a few days, a few months.

DESIGN LESSON PLANS TO COUNTERACT THE ROADBLOCKS

Design lessons that include repetitions based on the following pattern:

- Review and consolidate every few minutes (this helps focus student attention).
- Introduce new material in chunks of six or seven ideas.
- Build links among these ideas to create groups of related information.
- Link new groups to older established concepts.
- Provide a practice session so students can repeat basic ideas, explore implications and create their own links.

Your students' hearing and vision skills utilize highly developed neural networks. Engage hearing networks by reading written material aloud. Make better use of visual networks by helping them to visualize the situations that printed words depict. For example, aural learners tend to use phonics when

learning to read, and develop better skills at spelling and learning foreign languages, while visual learners tend to use the sight-method for reading, and develop better skills for spatial tasks and problem solving. A good strategy for students is to switch back and forth between aural and visual modes to take full of both neural networks.

Devise physical demonstrations to illustrate creative processes. A physical demonstration will help students engage their mirror neurons while they try to duplicate the process.

A good mathematical solution can have the elegance of a beautiful poem, however, students do not know intuitively how to produce such a solution. Try to illustrate the trial-and-error effort that would go into creating a good solution.

Presenting a model essay does not necessarily help students create a similar essay. It may be more useful to show students how to edit a draft essay through several revisions.

INTRODUCE YOUR STUDENTS TO THE REALM OF COGNITIVE SCIENCE

Although human memory has its limitations, students can learn to work around those limitations. The key concept is that students can learn how to learn more efficiently and so we must teach our students explicitly how to do so. The more we can learn about how the brain remembers and learns, the better able teachers and students alike will be to take advantage of that knowledge to enhance student success. ☞

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Brain-based learning and teaching

- *Mapping the Mind* (R. Carter)
- *Phantoms in the Brain* (V.S. Ramachandran & S. Blakeslee)
- *Teaching with the Brain in Mind* (E. Jensen)
- *The Evolution of Consciousness—The Origins of the Way We Think* (R. Ornstein)
- *Train Your Brain—A Guide to Clear Thinking* (W.W. Dodd)



EL CONTROL DURA
CONTRA EL
PREMISMO



ON/17

Chile's Pedagogical Movement Project

The Memory Museum in the neo-liberal
experimental farm

By Larry Kuehn

The teachers' organization in Chile, the CPC, has been carrying out a project they've named the Pedagogical Movement for the last ten years. It is a union teacher research project supported by the BCTF International Solidarity Fund, along with teacher unions in France and Sweden and Education International.

They call it a movement because it is not individuals doing research just to better their own situation. Rather, it is a collective reflection on important educational issues, particularly in the context of reviving civil society and a sense of the right to participate after many years of dictatorship.

I was in Santiago, Chile in January of this year to help celebrate the CPC

ILLUSTRATION: LINO

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Projet mouvement pédagogique au Chili

Le Musée de la Mémoire à la
ferme expérimentale aux idées néolibérales

Par Larry Kuehn

Depuis dix ans, le syndicat des enseignantes et des enseignants du Chili (le CPC) poursuit un projet qu'il nomme le « mouvement pédagogique ». Il s'agit d'un projet de recherche des enseignants syndiqués qui est soutenu par le Fonds de solidarité international de la FECB, par d'autres syndicats d'enseignantes et d'enseignants de France et de Suède ainsi que par l'Internationale de l'Éducation.

Ce projet est appelé « mouvement » parce qu'il ne porte pas sur des personnes qui effectuent des recherches uniquement pour améliorer leur propre situation, mais qu'il est plutôt un moyen collectif de réfléchir sur des questions d'éducation importantes, plus particulièrement dans le but de ranimer la so-

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Movement's 10th anniversary. The celebration took the form of a pedagogical conference.

Teams of teachers in each region in the country have carried out research in areas of concern, from curriculum to student and societal issues. They are working in the country that was the experimental farm for neo-liberal ideas. Milton Friedman and his cronies at the Chicago school in the 1970's advised Augusto Pinochet's dictatorship to privatize schools, services, industry and even pensions. Private schools (with state subsidies) now have 55 per cent of the country's students. Privatized pensions lost 30 per cent or more of their value in the market declines of the past year. If Chileans live too long, or investments lose their value, and the funds in a Chilean's personal pension account run out, then that person no longer receives a pension.

Many teacher projects looked at the impact of these policies on education. While the formal power of the military dictatorship has faded, history is very much alive in Chile.

The second day of the conference began with a visit to the Memory Museum. Its aim is to keep alive the memory of the coup in 1973 that overthrew Salvador Allende, the elected president, and which initiated a long period of dictatorship. A second focus of the museum is human rights violations in other countries. For example, on display are copies of Truth and Reconciliation reports, including those from South Africa.

This new museum had been opened officially just a few days before our visit by then President Michelle Bachelet.

Bachelet's father, a military officer, died of cardiac arrest after being tortured for supporting President Allende rather than going along with the military coup which put Pinochet into power. Bachelet and her mother were arrested soon after his death, tortured and forced into exile. Bachelet returned to Chile in 1979, and was elected president in 2006.

The runoff election for a new president was to take place just two days after the end of the conference. Chile has a one-term limit for the presidency, so Bachelet was not able to run again, though, according to polls, 70 per cent of the country supported her. The run-off candidates—one left-wing; the other right-wing—were running neck-and-neck, said pollsters, one with just over, the other just under, 50 per cent of the country's support.

The Memory Museum shows a very moving multi-screen film in which military jets take off and then bomb the presidential palace. President Allende, shown in a military helmet and carrying a gun, looks as uncomfortable as one might expect of an academic and politician who is more used to fighting with words. Later, Allende is heard in what he knew would be his last radio broadcast to the people.

As I watched the film, I recalled hearing an interview on CBC's *As It Happens* that took place from within the presidential palace as it was under attack. My memories of listening to that radio report of the September 11, 1973 events are as strong as those I have of watching live televised coverage of towers falling on another September 11.

Just before the presidential palace was taken by the military, Allende was killed, with the official story that he killed himself,

rather than facing capture, torture and exile.

You get an idea of what he might have expected when you come to one corner of the museum and see a metal bed frame, and next to it a wooden box with wires coming out of it. People were tied to the bed; electricity was run through the wires, reaching every spot a body touched the metal that criss-crossed the frame.

**The Memory Museum
shows a very moving
multi-screen film in
which military jets take
off and then bomb the
presidential palace**

On one wall of the museum hang pictures of former members of the Allende government who were later assassinated while in exile. Another wall of pictures shows many of the thousands killed, or "disappeared," after the coup.

A bilingual staffer from one of the US teacher unions pointed out to me that the narration said that the final word to the military to go ahead with the coup was given in English, not Spanish. Nothing more needed to be said to understand the underlying message of complicity.

The Chilean teachers in our group were clearly greatly affected by their visit to the museum. They talked later about the importance of remembering, so this is never allowed to happen again.

However, just before my trip to Chile, I was in Honduras and there, as in Chile years ago, those who resist the coup, many of them teachers, have been killed, disappeared or detained. The military was in the streets and even running the so-called election. Many Latin Americans elsewhere are afraid of another round of the coups and military governments that dominated the region, not just in Chile.

The Memory Museum is intended to be an inoculation against Chile going down that road again.

However, on January 17, 2010 the right-wing candidate, Sebastián Piñera, was elected with just over 50 per cent of the vote. TV news in Latin America showed right-wing supporters celebrating, not by shouting the name of the new president—they were shouting "Pinochet."

Not everyone wants to remember the same things. ☹

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ciété civile et de redonner un sens au droit de participation après les longues années de dictature.

Je me suis rendu à Santiago (Chili) en janvier pour aider à souligner le 10^e anniversaire du mouvement. La célébration a eu lieu sous la forme d'une conférence pédagogique.

Des équipes d'enseignants provenant de chacune des régions du pays ont mené des recherches sur les domaines préoccupants, du programme éducatif aux élèves, en passant par les questions sociétales. Ils travaillent dans le pays qui a servi de ferme expérimentale aux idées néolibérales. Dans les années 70, Milton Friedman et ses amis de l'École de Chicago appellent la dictature Pinochet à privatiser les écoles, les services, l'industrie et même les pensions. Les écoles privées (bénéficiant de subventions du gouvernement) comptent à présent 55 % des élèves du pays. Suite à la privatisation, les pensions ont perdu au moins 30 % de leur valeur à cause du déclin économique de l'année passée. Si les Chiliens vivent longtemps ou que les investissements perdent de leur valeur, lorsque les fonds versés sur leur compte de pension s'épuisent, ils ne touchent plus rien.

Certains des projets des enseignants se penchent sur les effets de ces politiques sur l'éducation. Si le pouvoir absolu de la dictature militaire s'est estompé, l'histoire demeure bien vivante au Chili.

La deuxième journée, notre programme a débuté par la visite du Musée de la Mémoire. Ce musée vise à préserver la mémoire du coup d'État qui a renversé Salvador Allende, le président élu, en 1973, et qui a servi de point de

départ à une longue période de dictature. Le musée s'intéresse également aux violations des droits de la personne dans d'autres pays. Il présente notamment des exemplaires des rapports *Vérité et Réconciliation*, dont ceux d'Afrique du Sud.

Ce musée flambant neuf a été inauguré il y a quelques jours par la présidente du pays, Michelle Bachelet qui, en son temps avait elle-même été arrêtée, torturée et forcée de s'exiler. Son père, officier de carrière, est mort d'un arrêt cardiaque suite aux tortures infligées pour avoir soutenu le président Allende plutôt que de se rallier au coup d'État militaire.

Le second tour de l'élection présidentielle a eu lieu le 17 janvier, soit deux jours après la fin de la conférence du mouvement pédagogique. Au Chili, comme un président ne peut briguer un second mandat consécutif, Madame Bachelet ne pouvait se présenter de nouveau. Selon les sondages, sa cote de popularité atteignait néanmoins les 70 %. Les deux candidats de gauche et de droite sont arrivés à égalité dans les sondages, l'un atteignant un peu plus de 50 % tandis que l'autre le talonnait.

Le Musée de la Mémoire projette un film sur écrans mul-

tiples des plus touchant. Les avions à réaction de la junte décollent pour bombardier le palais présidentiel. On voit le président Allende coiffé d'un casque militaire et armé, aussi mal à l'aise dans cet accoutrement que peut l'être un universitaire et homme politique plus habitué à des joutes oratoires. On entend ensuite Allende faire ce qu'il sait être sa dernière allocution radiophonique à son peuple.

Je me souviens avoir écouté une entrevue de l'émission « *As It Happens* » de la CBC enregistrée dans le palais présidentiel lors de son attaque. Je garde un souvenir aussi vivant de cette émission radio relatant les événements du 11 septembre 1973 que celui des émissions de télévision montrant l'effondrement des tours, un autre 11 septembre.

Juste avant que les militaires s'emparent du palais présidentiel, M. Allende fut exécuté, la version officielle étant qu'il s'était donné la mort au lieu d'être capturé, torturé et exilé.

On comprend ce qui l'attendait à la visite de la section du musée où est installé un lit en métal relié par des fils électriques à une boîte en bois. On y attachait les gens, on branchait le circuit électrique et l'électricité parcourait tous les points du corps qui touchaient les parties en métal qui s'entrecroisent sur le lit.

Sur l'un des murs sont présentées des photographies des anciens membres du gouvernement Allende, assassinés plus tard en exil. Un autre mur est consacré aux milliers de personnes exécutées ou qui ont « disparu » suite au coup d'État.

Le représentant bilingue de l'un des syndicats américains m'a fait remarquer que, selon l'explication donnée, le dernier mot adressé aux militaires pour lancer le coup d'État avait été prononcé en anglais et non en espagnol. Dès lors, rien n'est à ajouter pour comprendre le message de complicité sous-jacent.

Les enseignants chiliens qui nous accompagnaient ont bien évidemment été touchés de leur première visite au musée, déclarant plus tard combien il était important de se souvenir de ces événements pour qu'ils ne puissent jamais se reproduire.

Je me remets pourtant à penser à mon séjour au Honduras d'il y a deux mois. Comme au Chili, les gens qui ont résisté au coup d'État dans ce pays, et dont bon nombre étaient des enseignants, ont été exécutés, ont disparu ou ont été jetés en prison. Les militaires occupaient alors les rues et ont même dirigé les prétendues élections. Ailleurs, nombreux sont les Latino-Américains qui craignent une autre série de coups d'État et les régimes militaires qui ont dominé la région, et pas seulement le Chili.

Pour le Chili, le Musée de la Mémoire sert de vaccin qui l'empêche de s'engager de nouveau sur cette voie. Malgré tout, le 17 janvier, c'est le candidat de droite qui a été élu avec un peu plus de 50 pour cent des votes. La télévision latino-américaine a alors montré certains des partisans de droite qui fêtaient sa victoire non pas en scandant le nom du nouveau président, Sebastián Piñera, mais en criant « Pinochet ».

Pour d'autres, les souvenirs se veulent différents. ☹

Larry Kuehn est directeur, Recherche et technologie à la Fédération des enseignantes et enseignants de la Colombie-Britannique et est présentement responsable de leur programme de solidarité internationale.



Brush and paddle

Mike Caldwell is an OSSTF/FEESO member who teaches English and visual art at Parkside Collegiate Institute in St. Thomas. A major portion of his artwork is inspired by his love of the outdoors and his passion for wilderness canoeing. The little painting included in this selection—“Francis Lake under Clouds”—reflects hours spent sitting in a canoe with fishing rod in hand. This vantage point has

lead to many canvases that feature a very low horizon line, a scruff of land and a massive sky—all of which put the human experience in perspective.

Dreams and memories are another source of inspiration for Mike. They have provided two recurrent motifs for his low relief woodcarvings: flying birds and wolves on the prowl. He is happiest either paddling or experimenting with paint and wood in his basement studio. ☺



(Clockwise from right)
 “Under Spider Lake,” carved elm, 2004
 “Wolves in the Forest,” carved and painted basswood, 1996
 “Francis Lake under Clouds,” oil on canvas, 2008
 “Cosmic Village,” mixed media, 2001







Beyond the classroom by Ronda Allan





The City of Toronto Archives

Preserving the answers to our past

If you are not the first owner of your house, you may have tried to find out the date your house was built. Or perhaps you've pondered the question of who lived there before you. You may even have wondered how much your house sold for each time it changed hands over the years.

Luckily, there is a place to find the answers to all of those questions, and more—the City of Toronto Archives.

The City of Toronto Archives is the hub of all historical information about

the province's largest city. Not only do they have archival information about your home and neighbourhood, but also on vast amount of topics about this great city, including answers to questions such as:

- When did Toronto first get electric lights?
- When did the Island Airport open?
- Where was Toronto's first baseball stadium?
- When did the Metropolitan Toronto government come to exist?
- When was Hurricane Hazel?



An outside view of the City of Toronto Archives building



Inside the City of Toronto Archives building, the main floor gallery provides an ever-changing view of items. Here, a display documents Toronto's medical history

PHOTOS: RONDA ALLAN



The Archives has a database that retains a wide range of archival resources. Some of their holdings include complete lists of government and non-government records, and a topical guide that groups the holdings into broad subject areas such as architecture, environment, neighbourhoods and transportation.

Documents cover the spectrum of the social, political, economic and natural history of Toronto—minutes and reports by City Council and its committees; photographs dating from 1856; architectural and engineering drawings; maps dating from 1792; audiovisual items such as DVDs and videotapes; and city directories dating from 1834.

Everyone is welcome, from individuals who wish to carry out historical research, to educators leading curriculum-based programs for elementary and high school groups. Tours for college and university students, programs for ESL students and guided visits for all other interested groups are offered.

Using the archives as aids, the educational programs cover curriculum expectations for grade 9 geography (helping to demonstrate how to identify and explain



King Street East, south side looking west, 1856

factors influencing demographics and migration, gather geographic information from primary sources and use different types of maps to interpret geographic relationships, history identify characteristics of urban environments) and grade 10 history (evaluate impact of urbanization, explain changes in economic conditions and social welfare programs).

The grade 12 program, which is designed to connect with the Grade 12 Interdisciplinary Studies curriculum course IDC4UI, Archives and Local History,

addresses many issues in Unit 1, Theory and Foundation of Local History and Archival Studies.

The Archives is able to create themed tours and programs to complement many other areas of the Ontario curriculum in a range of subjects.

Examples of recent tours include: grade 7 and 9 geography students studying changes in the environment in Toronto, and specifically, surrounding their school; grade 8 and 12 history students investigating immigration and demographic changes within the city; and grade 11 and 12 English Literature students, who have been reading novels by authors who conducted much of their research using records at the City of Toronto Archives.

Much of this information is easily accessible through the Archives' user-friendly website at www.toronto.ca/archives. It also offers a link to search archived scanned images (gencat.eloquent-systems.com/toronto.html).

If you prefer a hands-on approach and would like to visit in person, admission and programs are free.

Programs run weekdays during regular hours; visits outside of these hours can be arranged. Advance booking is required. Contact public programming at 416-397-5000, ext. 3 or archives@toronto.ca.

Whether you are an educator or an individual with a keen interest in history, a visit to the City of Toronto Archives is a worthwhile trip indeed to research and celebrate our roots and the contributions of those who have made us, this city, and even our province and country, what we are today. ☺



Celebrating Victory in Europe Day on Bay Street, May 7, 1945

The City of Toronto Archives

255 Spadina Road, Toronto M5R 2V3
416-397-5000
Open Mon. to Fri., 9 a.m.–4:30 p.m.,
Sat., 10 a.m.–4:30 p.m.



Bloor Street Viaduct, looking east, July 18, 1917



Keeping you in the loop

Reviews, conferences, PD opportunities, and other items of interest

BOOK REVIEWS

The World Needs Your Kid:

How to raise children who care and contribute

by Craig Kielburger, Marc Kielburger and Shelley Page

Published by Me to We Books, 2009

360 pages, \$19.95

Reviewed by Tina Lirette

At some point in their careers, educators become aware that what they may consider to be simple words or small actions can, in fact, have a significant impact on a student. Of course, a parent's influence is manifold and carries tremendous responsibility. As a parent, I often wonder what I can do to ensure that my daughter grows up to be a confident and contributing member of society. I also worry that if I take one false step I might ruin my daughter forever.

There is an uplifting and inspiring resource in the myriad of parenting books that reassures parents that creating socially responsible children is easier than they might think. Brothers and founders of Free the Children and the Me to We enterprise, Marc and Craig Kielburger, have teamed with Shelley Page (mother and award-winning author) to bring us *The World Needs Your Kid: How to raise children who care and contribute*. The authors believe that everyone is hard-wired with the ability to feel for others and that parents have a vital role to play in nurturing the “Three Cs”—Compassion, Courage and a sense of Community.



Each of these “Cs” heads its own section in the book and is explored in detail. The brothers tell the story of their own modest upbringing and share inspirational anecdotes from notable sources, including Archbishop Desmond Tutu, Mia Farrow, Steve Nash and Justin Trudeau. Spliced into the narrative are parenting tips, simple how-to guides and inspirational quotations. “Small Actions Every Day” sections throughout the book provide dozens of ideas that can easily be incorporated into daily routines.

These elements are meant to inspire and encourage readers, whether parents or educators, to believe seemingly insignificant modifications to actions and outlooks can have an impact on the world. The Kielburgers reassure us that it is possible to raise socially responsible children without having to do anything extraordinary. “Your children are watching,” say the authors, “If you are compassionate, so they will also try to be.”

Following the tenets of the Me to We philosophy, this book supports the idea that it is through fostering awareness and the ability to think more critically about society that we can help our children identify ways to—and moreover *want* to—better our world by the choices they make. *The World Needs*

Your Kid is a useful guide that can help lay the groundwork for raising children who both care *and* contribute.

Tina Lirette is a secondary alternative education teacher in District 11, Thames Valley.

Group Skits: 50 Character-Building Scenarios for Teens

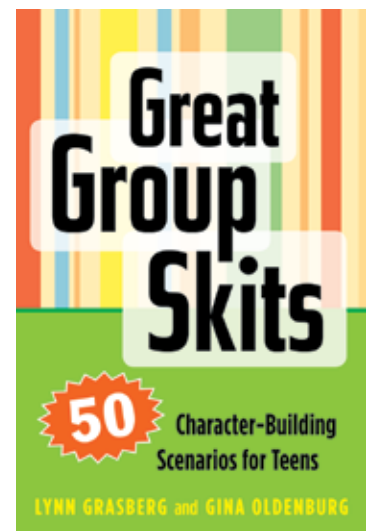
by Lynn Grasberg and Gina Oldenburg

Published by Search Institute Press

192 pages, US\$16.95

Reviewed by Wendy McIsaac

Communication, multicultural awareness, diversity and character education are instrumental if we are to make a difference in our communities. *Great Group Skits: 50 Character-Building Scenarios for Teens* offers up activities for students to engage in thought-provoking improvisations—giving them a platform to incite change and build upon the foundation of character education. This book tackles specific issues such as bullying, self-reflection, cliques, homework stress, family



dynamics, job interviews, language barriers, working together and gossip and gives excellent resources for both experienced facilitators and facilitators new to improvisation to help guide students through each exercise. A



quotation on the back cover sums it up nicely: “Wonderfully inventive, concise, and enlightening...a must-have for the beginning instructor or the seasoned veteran.”

The authors are both seasoned performers, each with more than 30 years of experience. Grasberg teaches conflict resolution through improvisational theatre and presents skill-building keynotes, assemblies and training programs for schools, businesses and government agencies. Oldenburg is the executive director of the Creative Expressions Center, a nonprofit performing-arts centre and theatre that provides opportunities for youth to explore, utilize and celebrate their creativity, culture, talents and relationships while learning critical life skills through the arts and entrepreneurship.

Great Group Skits: 50 Character-Building Scenarios for Teens is a wonderful read that captures numerous issues and concerns many students encounter as they make their way through adolescence. Skits are grouped into six themes: Imagination, Teamwork, Communication Skills, Motivation and Leadership, Peer Pressure and Integrity, and Conflict Resolution. Each skit is laid out in a way that makes it easy to interpret and to guide students through the improvisation.

Overall goals for each theme are clearly stated, as are the overviews and objectives. The individual skits focus on physical and mental activity and finish with alternatives and extensions to each theme. Each of these extensions clearly states suggested instructions and interventions.

When issues in the classroom arise, as they do, teachers can access an issue-specific skit to incorporate into their practice. The integration of the arts, social skills, character education and physical engagement in the myriad of skits offered makes this book an excellent choice for teachers looking for ways to facilitate change, develop

strong morals, build upon values and bring character education into their practice.

Wendy McIsaac is a drama teacher at North Park Collegiate and Vocational School in District 23, Grand Erie.

100 Photos That Changed Canada
Edited by Mark Reid

Published by HarperCollins Canada

240 pages, \$45

Reviewed by Danielle Curtis

The glow of the headlights backlight Terry Fox on his run down a desolate stretch of the Trans-Canada Highway. This image evokes emotion from all Canadians. We remember his story, his journey and his unwavering determination. Terry Fox is a symbol of hope for all Canadians, and his story—and this photograph—changed us all. This photo certainly belongs in *100 Photos That Changed Canada*, edited by Mark Reid, and it is one of the book’s highlights.

This book is an extension of a project that Reid took on through the magazine he edits—*The Beaver* (now known as *Canada’s History Magazine*). It is a compilation of important Canadian images, each accompanied by a brief essay written by a prominent Canadian that examines the importance of the

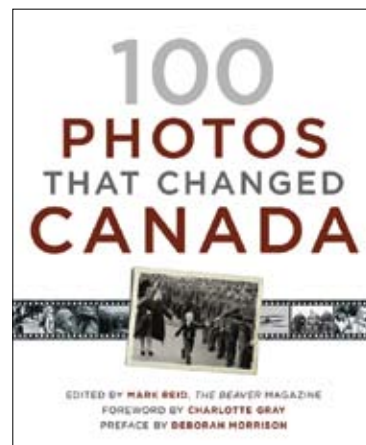


photo and the impact it has had on the Canadian landscape.

Other photographs in the book include: Canadian troops returning from their victory at Vimy Ridge; a lone wolf leaping from ice floe to ice floe as the Canadian ice shelf deteriorates; Margaret Trudeau dancing at Studio 54 on the eve of her husband’s fall from leadership; the standoff at Oka between a Canadian soldier and a Mohawk warrior; and Corporal Clayton Matchee posing with tortured Somali prisoner Shidane Arone. These photos helped shape our political, emotional and environmental landscape.

As a photography teacher, I was expecting the photographs to steal the show. Instead, they have been given less



PRINCIPALS—TEACHERS

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prominence than the essays; in some cases, the photos are given only one quarter of the page with poorly done collage-type layouts behind them. Reid should have exploited the impact that full-page photos can have, but instead, only a few full-page photos are included. Many photos are interesting, but the photos themselves did not do anything to change Canada. Instead they are merely a documentation of the changes that had already taken place.

On the other hand, the essays are good. The moments they depict are relevant to shaping Canada and they do capture our nation's history, temperament and emotion. Overall, this book does identify moments that changed Canada, but individually, many of the photographs do not. For this reason, I suggest that the book is a more valuable resource for a history class than for a photography or media arts class. ☺

Danielle Curtis is a photography and media arts teacher at Pauline Johnson Collegiate and Vocational School in District 23, Grand Erie.

CRITIQUE DE LIVRE

The World Needs Your Kid: How to raise children who care and contribute

Écrit par **Marc Kielburger, Craig Kielburger et Shelley Page**

Publié par **Me to We Books**
360 pages, 20 \$

Critique par **Tina Lirette**

À un moment donné de leur carrière, les travailleuses et travailleurs en éducation ont pris conscience de l'effet considérable qu'avaient sur les élèves de simples mots autoperçus ou des actions apparemment insignifiantes. Partant de cette idée, il est raisonnable de penser que l'influence qu'un parent a sur son enfant est multiple et a une portée considérable. En tant que mère, je me suis souvent demandée ce que je pou-

vais faire pour que ma fille grandisse et devienne un membre à part entière de la société à laquelle elle apporterait sa contribution. Je me suis aussi inquiétée du fait qu'un seul faux pas pourrait anéantir ma fille.

Heureusement, il existe maintenant une source d'inspiration et de joie dans la myriade d'ouvrages sur le rôle des parents qui leur apprend que former des enfants socialement responsables n'est pas si difficile qu'on le pense. Frères dans la vie et fondateurs de Enfants Entraïdés et de *Me to We*, Marc et Craig Kielburger ont collaboré avec Shelley Page (mère et auteure lauréate de prix), pour publier l'ouvrage *The World Needs Your Kid: How to raise children who care and*



contribute. Les auteurs sont convaincus que toute personne a un sens inné du bien-être d'autrui et que les parents ont un rôle essentiel à jouer dans l'entretien des valeurs de compassion, de courage et d'une certaine idée de la collectivité.

Ces « trois C » forment les trois volets de l'ouvrage qui explore chacun d'entre eux en détail. Le livre raconte l'enfance modeste des deux frères et est émaillé d'anecdotes inspirantes de personnalités comme l'archevêque Desmond Tutu, Mia Farrow, Steve Nash et Justin Trudeau. Le récit fait parfois place à des conseils d'éducation des enfants, à des guides pratiques et simples

à utiliser et à des citations qui sont autant de sources d'inspiration. Les sections intitulées « *Small Actions Every Day* » (petites actions quotidiennes) qui enrichissent l'ouvrage fournissent des dizaines d'idées à incorporer dans la vie quotidienne. Ces divers éléments inspirent et encouragent les lecteurs, qu'ils soient des parents ou des travailleuses et travailleurs en éducation, à croire qu'une modification pouvant paraître insignifiante de nos actes et de notre perception peut avoir un effet sur le monde. En outre, ils nous rassurent au sens où ils nous font comprendre qu'il est possible d'élever des enfants socialement responsables sans rien faire d'extraordinaire. « Vos enfants vous observent, déclarent les auteurs, et si vous faites preuve de compassion, ils essaieront de faire de même. »

Suivant les principes de la philosophie de *Me to We*, cet ouvrage soutient l'idée qu'en favorisant une meilleure prise de conscience et en réfléchissant de manière plus critique à la société, nous pouvons aider nos enfants à imaginer des moyens d'améliorer notre monde par les choix qu'ils font—et surtout *veulent* faire. *The World Needs Your Kid* est un guide utile sur les principes fondamentaux de l'éducation des enfants qui se soucient des autres et contribuent à la société. ☺

Tina Lirette est une enseignante en éducation alternative dans les écoles secondaires du District 11, Thames Valley.

CONFÉRENCES

March 25–27, 2010

Active Learning/L'Apprentissage actif
Ontario Modern Languages Teachers Association

DoubleTree by Hilton—Toronto Airport
A growing body of research confirms that when it comes to learning, one size doesn't fit all. No two children are alike, nor do they learn in exactly the same way. As such, differentiated instruction and student engagement in language is

the theme of the 2010 Spring Conference. Keynote speaker is Karen Hume, author of *Start Where They Are—Differentiating for Success with the Young Adolescent*. In addition, there will be a wide array of engaging and inspiring workshops to support your professional practice.

For details and conference registration information, visit www.omlta.org.

April 7, 2010

OSCA Pathways Conference
Ontario School Counsellors' Association
Wilfrid Laurier University
Waterloo, Ontario

This conference for Guidance Counsellors, Career Studies Teachers and Student Success Teachers presents sessions to share information to help students make wise choices in all pathways. Keynote speaker is Farley Flex, *Canadian Idol* judge and household name on the Canadian music scene. There will be sector panels for health care, emergency services, performance arts, service industries and trades.

For details and conference registration information, visit www.osca.ca.

April 19–20, 2010

Bridging the Gap...Creating Pathways & Enhancing Success
Ontario Association for Students At Risk
Toronto Airport Marriott Hotel

This, the OASAR's 22nd annual conference, features three keynote speakers and 48 workshops covering such strands as mental health issues, youth issues, special education support, student success and hands-on technology, as well as vendor and publisher displays. Early bird deadline is March 12, 2010.

For details and conference registration information, visit www.oasar.org.

April 25–27, 2010

Making it Work!
Ontario Co-operative Education Association

Hilton Hotel and Suites Niagara Falls/Fallsview and Fallsview Casino Resort
Niagara Falls, Ontario

Keynote speaker is Marc Kielburger and workshops will include such topics as differentiated instruction, Specialist High Skills Majors, OYAP, continuous intake, job twinning, dual credits, transitions, expansion of coop and job shadowing.

For details and conference registration information, visit www.ocea.on.ca.

April 29–May 1, 2010

EcoLinks 2010:
Teaching Solutions for your Classes
Ontario Society for Environmental Education
Garriock Hall, Seneca College
King City Campus

The focus will be on helping teachers integrate environmental education into every subject in every grade. The emphasis is on the science and technology curriculum revisions, the social studies and geography curriculum and other subject areas including literacy and art. Keynote speaker will be Gord Miller, Environmental Commissioner of Ontario. Early bird deadline is April 2, 2010.

For details and conference registration information, visit www.osee.ca.

May 6–8, 2010

OCTE 2010:
Resources to Engage Students
Ontario Council for Technology Education
Nottawasaga Inn, Alliston Ontario
This conference, for science and technology teachers K–8 and technology teachers 9–12, consists of workshops and seminars to help teachers embrace the newly revised Technology curriculum. Keynote speakers will address current issues and a large vendors market will focus on literature and software, supplies and materials and tools and machinery specific to technology education. Early bird deadline is April 2, 2010.

For details and conference registration information, visit www.octe.on.ca.

July 5–10, 2010

CODE Camp
Council of Ontario Drama and Dance Educators
Stratford, Ontario

CODE offers this dynamic enrichment opportunity for experienced drama teachers. The 6-day course will provide a professional learning community that will offer participants a chance to expand their knowledge and skills and share their strengths. Participate in high quality relevant workshops, share resources; plan units within a creative community environment; expand your network of teaching professionals and artists; enjoy great live theatre at North America's leading classical theatre; and engage in stimulating discussions.

For details and registration information, visit www.code.on.ca.

PROFESSIONAL LEARNING RESOURCES

**Safe@School Phase 2:
Equity and Inclusive Education**
By Lindy Amato

An exciting new resource kit for teachers and education workers was delivered to every secondary school

1000 TEMPORARY TATTOOS WITH YOUR SCHOOL'S LOGO
\$149
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www.schooltattoos.ca
Tel. (613) 567-2636 Ottawa, Ontario



in the province at the end of January. The unique materials focus on equity and inclusive education, and were designed specifically as a support for those working with students in grades 7–12 to counter homophobia, racism and sexism. The resources are the most recent products of *Safe@School*, a collaboration between the Ontario Teachers' Federation (OTF) and the Centre ontarien de prévention des agressions (COPA).

Safe@School Phase 2 materials:

- DVD—containing a video called *Hear Me Out* and a selection of students' creative expressions about equity and inclusion;
- book—a professional learning module offering information and strategies to counter homophobia, racism and sexism in our schools; and
- posters and pins—to foster dialogue and creative expression with students.

The project websites provide useful resources, strategies and ideas for promoting equity and inclusive education: www.safeatschool.ca and www.changeourworld.ca.

For further information about the kit or the *Safe@School* project, please contact OTF at 416-966-3424 or 1-800-268-7061. ☎

Lindy Amato is the Director of Professional Affairs at the Ontario Teachers' Federation.

RESSOURCES D'APPRENTISSAGE PROFESSIONNEL

Bien-être à l'école étape 2 : Équité et éducation inclusive

Par Lindy Amato

À la fin du mois de janvier, chaque école secondaire de l'Ontario a reçu une nouvelle trousse de ressources uniques et stimulantes. Axées sur l'équité et l'éducation inclusive, ces ressources sont destinées particulièrement au personnel enseignant et au personnel de soutien qui travaillent avec les élèves de la 7^e à la 12^e année en vue de les aider à contrer l'homophobie, le sexisme et le racisme dans les écoles. Il s'agit du tout dernier volet du programme *Bien-être à l'école*, une initiative lancée conjointement par la Fédération des enseignantes et des enseignants de l'Ontario (FEO) et le Centre ontarien de prévention des agressions (COPA).

La trousse renferme les ressources suivantes :

- un DVD comprenant une vidéo intitulée *J'ai quelque chose à dire* ainsi qu'une sélection de créations artistiques d'élèves sur l'équité et l'inclusion;
- un module d'apprentissage en format livre pour le personnel enseignant et le personnel de soutien qui contient de l'information et des stratégies visant à réduire l'homophobie, le sex-



- une série d'affiches et d'épinglettes visant à favoriser le dialogue et l'expression créatrice des élèves.

Les deux sites Web du projet contiennent également des ressources, des stratégies et des idées pour promouvoir l'équité et l'éducation inclusive :

www.bienetrealecole.ca

www.changersonmonde.ca.

Pour en savoir plus sur la trousse ou le projet *Bien-être à l'école*, veuillez communiquer avec la FEO au 416-966-3424 ou au 1-800-268-7061. ☎

Lindy Amato est directrice des relations professionnelles à la Fédération des enseignantes et des enseignants de l'Ontario.

CALL FOR PRESENTERS

The OSSTF/FEESO Educational Services Committee's next conference, *Tools & Toys...Technology in Education/ Outils et jeux... Technologie en éducation*, will be held October 27–29, 2010, and will focus on the varied impact of technology upon educational settings in Ontario.

Educational workers and related professionals are invited to submit a workshop proposal relating to the theme of the conference for consideration. Further information about possible topics and the workshop proposal application form can be found at www.osstf.on.ca. Deadline for submission is April 9, 2010.





Last word

by Ken Coran, President

Mot de la fin

par Ken Coran, président

More than just bargaining

Your union works for you in many ways

Without question, the primary function of a union is the protection of its members. This is accomplished in a variety of ways: through successful collective bargaining, vigilant contract maintenance and ensuring that the professional needs of its members are met. As an education union representing not only public high school teachers but also a wide variety of other educational workers in all four publicly funded school systems as well as in the university and independent school sectors, OSSTF/FEESO is well-established and highly regarded as a knowledgeable and significant voice in education.

Even though current collective agreements with school board employers are in place and don't expire until August 31, 2012, we are currently facing a number of unique challenges. Fortunately, OSSTF/FEESO has the strength and flexibility to deal with any circumstances that arise, and any curve balls thrown its way.

Of immediate concern is the economic situation in which the province finds itself. It has been clear from briefing sessions we have had with the government that there will be pressure on school boards to find efficiencies and do more with less in some areas of their budgets. OSSTF/FEESO believes that education funding must be preserved, and we believe, along with other public sector unions, that the primary focus of the next provincial budget must be to preserve and create good jobs, and to ensure a green and sustainable future for children.

Further, there is a great need to ensure that post-secondary funding is used to operate institutions, not just build more buildings. It is a well-documented fact that education is the key to economic recovery, and so we must ensure that funding at all levels of the education system meets the demands of both students and workers, each of whom have different needs, and that viable pathways to apprenticeships in skilled trades, to college and to university are enhanced.

Another significant challenge that OSSTF/FEESO is dealing with is the sheer number of new government initiatives and new legislation and regulations which have been introduced, all of which have an impact upon members. OSSTF/FEESO monitors and provides input into all of these,

Bien plus que des négociations

Votre syndicat œuvre en votre nom de multiples façons

L va sans dire que la fonction principale d'un syndicat est de protéger ses membres. Ce travail revêt des formes multiples : succès des négociations collectives, vigilance au niveau du maintien des conventions et efforts déployés pour faire en sorte de répondre aux besoins professionnels des membres. En tant que syndicat en éducation représentant non seulement les enseignantes et les enseignants des écoles secondaires publiques, mais aussi un vaste éventail d'autres travailleurs en éducation des quatre systèmes scolaires financés par les deniers publics et du secteur universitaire, OSSTF/FEESO s'est établi et a su se faire une réputation de porte-parole considéré et bien informé de l'éducation.

Si les conventions collectives actuelles signées avec les conseils scolaires employeurs n'expirent que le 31 août 2012, nous devons néanmoins relever en ce moment un certain nombre de défis uniques en leur genre. Fort heureusement, OSSTF/FEESO a la force et la souplesse nécessaires pour parer à toutes les situations.

L'une des préoccupations immédiates est la conjoncture économique que connaît la province. Suite aux séances d'information auxquelles nous avons participé avec les représentants du gouvernement, il est évident que ce dernier met la pression sur les conseils scolaires pour qu'ils trouvent des moyens d'être plus efficaces et, dans certains postes budgétaires, d'en faire plus avec moins. OSSTF/FEESO est convaincu que le financement de l'éducation doit être préservé et croit, tout comme d'autres syndicats du secteur public, que le prochain budget provincial doit être axé principalement sur la préservation et la création de bons emplois tout en assurant un avenir écologique et durable aux enfants.

D'autre part, le besoin est grand de faire en sorte que le financement des établissements postsecondaires serve au fonctionnement des institutions et non pas seulement à construire plus de bâtiments. C'est un fait reconnu que l'éducation est la clé de la reprise économique; nous devons donc faire en sorte que le financement à tous les niveaux du système éducatif réponde aux exigences des élèves et des travailleurs, selon leurs besoins, tout en améliorant les voies d'accès à l'apprentissage de métiers spécialisés pour les collégiens et les étudiants d'université.



whether it be the training of members regarding the new roles and expectations that are required as a result of the passage of amendments to the *Safe Schools Act*, or the introduction of new curriculum, or assessment, evaluation and reporting policies—to name just a few. All of these have implications for the professional lives and working conditions of our members, and as such, are of concern.

In addition, OSSTF/FEESO studies pertinent trends in education and their impacts upon the education system and our members. We don't operate in a vacuum and so education trends in other jurisdictions such as the United States, the United Kingdom and other areas of the world can sometimes influence education in Ontario. Trends such as charter schools, merit pay and student achievement tied to job evaluations are

...OSSTF/FEESO is well-established and highly regarded as a knowledgeable and significant voice in education

...OSSTF/FEESO s'est établi et a su se faire une réputation de porte-parole considéré et bien informé de l'éducation

right-wing notions that assume education can be run like a market-driven enterprise. Therefore, it is incumbent on OSSTF/FEESO not only to be cognizant of these trends but also to evaluate them and develop plans of action to deal with them before they gain footholds here.

With the recent cabinet shuffle in the provincial government, we now have a new Minister of Education, Leona Dombrowsky, and a new Minister of Citizenship and Immigration, Dr. Eric Hoskins, and so the onus is on OSSTF/FEESO to build relationships with these new Ministers and their staffs in order to ensure that they are aware of issues we have identified and that the progress we have made on those issues is not lost.

On a local level, OSSTF/FEESO is also very much involved in municipal election preparedness. We all want to live in healthy and safe communities which provide services for our families. As such, we must ensure that we have strong municipal governments that understand our communities' needs and work to meet them. Specific to individual communities are the school board trustee elections—it is important to have strong trustees who understand the needs of public education and the educational workers who deliver that education.

In so many areas, and on so many levels, the work of our union continues in order to meet the needs and provide for the best interests not only of our members and our students, but on a broader scale, the communities in which we live. ☺

OSSTF/FEESO doit relever un autre défi de taille, celui du nombre absolu de nouvelles initiatives gouvernementales, de nouvelles lois et de nouveaux règlements qui ont été promulgués et qui ont tous un effet sur nos membres. OSSTF/FEESO surveille tout ceci et donne son avis, qu'il s'agisse, pour ne citer que quelques exemples, de la formation des membres sur leurs nouveaux rôles et les nouvelles attentes du gouvernement suite à l'adoption des amendements à la *Loi sur la sécurité dans les écoles*, du lancement de nouveaux programmes éducatifs ou des politiques d'évaluation et de communication du rendement. Tous ces sujets influent sur la vie professionnelle et les conditions de travail de nos membres et sont donc préoccupants.

En outre, OSSTF/FEESO étudie les tendances pertinentes en matière d'éducation tout comme leurs effets sur le système éducatif et nos membres. Nous ne travaillons pas en vase clos et les tendances qui se dessinent dans d'autres pays, notamment aux États-Unis et au Royaume Uni, peuvent parfois influencer sur l'éducation en Ontario. Des tendances comme les écoles à charte, la rémunération au mérite et le fait de lier les résultats des élèves aux évaluations des postes sont des notions de droite qui partent du principe que l'éducation peut fonctionner comme une entreprise commerciale. Il est par conséquent

du devoir d'OSSTF/FEESO non seulement de se renseigner sur ces tendances, mais aussi de les évaluer et de mettre au point des plans d'action pour les contrer si elles devaient s'implanter ici.

Suite au récent remaniement du gouvernement provincial, une nouvelle ministre de l'Éducation, Leona Dombrowsky, et un nouveau ministre de la Citoyenneté et de l'Immigration, Eric Hoskins, ont été nommés. Il nous incombe donc d'établir une relation avec ces nouveaux ministres et leur équipe de manière à faire en sorte de les tenir au courant des préoccupations qui sont les nôtres pour que les avancées obtenues ne soient pas perdues.

À l'échelle locale, OSSTF/FEESO participe activement aux préparatifs de l'élection municipale. Nous voulons tous vivre dans des collectivités saines et sûres qui fournissent des services à nos familles. C'est la raison pour laquelle nous devons faire en sorte d'avoir un gouvernement municipal fort, qui comprend les besoins de nos collectivités et s'efforce d'y répondre. L'élection des conseillères et des conseillers scolaires en est le corollaire. Là encore, il importe d'avoir des conseillers forts qui comprennent les besoins de l'éducation publique et ceux des travailleuses et des travailleurs en éducation chargés de la dispenser.

Somme toute, le travail de votre syndicat se poursuit pour répondre aux besoins et agir dans le meilleur intérêt non seulement des membres, mais aussi des élèves auprès de qui nous travaillons dans les écoles et des collectivités dans lesquelles nous vivons. ☺



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