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NettWORKING

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MARTIN LONG, PRESIDENT

OF VISIONS AND VOICES AND CHANGE GONNA COME

The TDSB has undergone a change of leadership at the top, with both the Chair of the Board and the Director of Education positions seeing new leaders installed in the space of a few months. We wish outgoing Chair John Campbell and Director Gerry Connelly all the best for the future, and thank them for their past contributions.

Director Chris Spence has outlined his “Vision of Hope” for the future and both I, as President, and the ETT Executive as your representatives, are engaged in a dialogue with the Director about his vision for the future of the TDSB. We start from a common aspiration – wanting to see all our students achieve to their maximum abilities, and to see our community be a safe and fair one for all. We may differ on how to achieve this. For example, we can concur very quickly on the need to have specialist subject teachers across the elementary panel, and especially in the junior and intermediate divisions. At the same time, the single-gender school proposal, for one example, and the Accommodation Review Committee (ARC) process leading to likely school closings for another, are much more controversial, and we may well opt to stay out of the debate on one, and actively speak out against the other.

Time will tell, but we have engaged in respectful and thoughtful conversations with Director Spence, and intend to continue this on your behalf. We were given cause to hope that the Board leadership can approach issues in an open-minded way with the decision to permit teachers to work from locations other than their usual workplaces on the November 13 PA day. The pilot was successful, and we look forward to its continuation.

But while the Director has had a “vision”, we at ETT have been hearing “voices” – and they are the voices of the grassroots membership. Last year, ETT arranged for over 80 members, randomly chosen, to meet in eight groups and have in-depth discussions about their daily working lives. The results have been compiled in the report “Voices from the Classroom: Experiences and Perspectives of Elementary Public School Teachers in Toronto”.

The document makes fascinating reading – please look out for its release online in the new year and in particular mark your calendar for a gala release of the report on February 2, 2010, in the evening at Enoch Turner Schoolhouse.

We welcome Trustee Bruce Davis to the position of Chair of the Board. Bruce

is an energetic, thoughtful person with a lot of ideas and a skill set that lends itself to his challenging new position. Both Bruce Davis and outgoing Chair John Campbell have referred to the “change agenda” at the Board, and to the new Director as a “change agent”, which prompts me to ask the question...Whatever happened to “peace and stability”? Was that such a bad thing, and when did it become so out of fashion?

Many, but by no means all, of the changes coming are good and necessary, but the system, and the individual stressed-out teacher in the classroom, can only cope with so much change and continue to deliver at the optimum level. We know the change to all-day kindergarten - one of the positive changes, no doubt about that – will be taking place over the next three years, and will present significant organizational challenges. Let’s think long and hard before we pile a lot more change on top of that one.

On behalf of all here in the ETT office, I wish you the very best for the new year, and look forward to seeing you at our union functions in 2010 and beyond.



Enforcement of the New Collective Agreement

JOHN SMITH, CHIEF NEGOTIATOR

There have been some significant changes to the Collective Agreement language and it is your job to ensure they are enforced.

The following are five of the major changes:

1. Supervision Time: There is a hard cap of 80 minutes of supervision time for a five day period. This cap can not be pierced for any reason. All time in the school day is accountable. Any time teachers are scheduled on the supervision schedule, required or assumed that they are to watch children, collect students, keep an eye on students or there is an expectation that these things happen then that time must be counted as supervision time. This time could occur at recess, before or after school, at lunch time, during entry time or at transition time.

2. Preparation Time: Teachers are entitled to 420 minutes of preparation time in a 10 day cycle. If during a ten day period they do not receive 420 min-

utes they need to have this time paid back within 15 days. Preparation time must occur during the instructional day. Teachers decide what professional activities they will do during their preparation time.

3. Report Cards: By October 13th each year teachers should be fully aware and have input into the timelines for report cards and be clear as to the format and structure of the report cards. The November PA day is for report card writing activities. These activities are directed by the teacher.

4. Staff Meeting: The time on regular staff meetings should be achieved through consensus at a meeting at the start of the year. There can only be one staff meeting a month and the time shall not exceed 75 minutes. Teachers are allowed to place items on the agenda. Teachers are expected (not mandated) to attend. This is the only meeting occurring in our own time that we are expected to attend.

5. Staffing Committee: A new Staffing Committee is elected each year by November 1st. The principal, the vice principal and the school steward shall be on that committee. A meeting solely of ETT members shall decide the number and composition of the committee. The principal has no input into the number or the teacher reps on the committee. The Staffing Committee's role is to develop the job description for the POR, develop the school model, supervision and preparation time schedules, the length and time of instructional periods and their equitable distribution.

This is the most important committee for teachers and gives them important input of the running of their school and a variety of working conditions.

IF YOU HAVE ANY QUESTIONS ABOUT THESE ISSUES OR IF THERE ARE ANY PROBLEMS ENFORCING THEM IN YOUR SCHOOL, CONTACT YOUR EXECUTIVE LIAISON.

CHILD CARE AND PARTICIPATION IN UNION EVENTS



AN ELIGIBLE CHILD CARE PROVIDER IS SOMEONE WHO IS NOT EXPECTED TO MIND THE CHILD IN THE ABSENCE OF THE PARENTS OR GUARDIAN.

EUGENE JAMES, SECRETARY/TREASURER

One of the unique ways your Union encourages member participation is by allocating funds for child minding. This year, the Executive and the ETT Budget Committee allocated \$6,000.00 in the “Event Support” budget line, in part, to provide dependent care for members who attend ETT meetings.

Members who attend committee meetings can receive onsite child minding or a reimbursement for expenses paid for child care outside of ETT. Onsite child care is provided by a qualified child care provider in a room that is child friendly. If you would like to receive onsite child care you are asked to fill out and return the registration in a timely way. The child minding service is only provided if members pre-register. Committee members who arrange their own child minding are reimbursed for expenses paid to an eligible child care provider.

An eligible child care provider is someone who is not expected to mind the child in the absence of the parents or guardian. Proof of payment in the form of a receipt or letter from the child care provider is required to receive reimbursement.

Many members have taken advantage of this service to attend ETFO Annual Meetings, ETT General Meetings, committee meetings and ETT workshops. It is hoped that more members will access this service and get involved in Union activities.



AFTER NEGOTIATIONS, HERE WE ARE...

DON'T IGNORE
THE COLLECTIVE
AGREEMENT,
OR BE A PARTY
TO ITS EROSION.

ANDY LOMNICKI, EXECUTIVE OFFICER

The wrap up of our contract negotiations occurred late in April 2009. We went through a ratification process in May, and we expected that copies of the Collective Agreement would soon thereafter be making their way to teachers across the system.

However, it took till the end of November 2009 for the arrival of the Collective Agreements in hard copy at our work sites, even though it is the employer's responsibility to provide these copies "as soon as possible following the signing of the collective agreement" [A.6.0.]. Curiously during this lag in time, there were numerous cases of "confusion" around new contract provisions, where teachers were being given erroneous information, and there even seemed to be attempts at erosion of new gains. The Collective Agreement remains the source for many of the rights that we have in our workplace. Without a working knowledge of our rights too often we can be taken advantage of in our workplaces. We can be fooled, manipulated and coerced, into giving up what others have fought so hard to obtain.

We have received calls to our office from teachers being told that:

- they must sign up for a certain number of extra-curricular activities (even though the Board and Union agree that extra-curricular activities are voluntary);
- it is not important to record (extra) supervision minutes because it is our "professional responsibility" and one

shouldn't quibble over "just a few minutes";

- staff meetings are mandatory when in fact there is language stating that there is an expectation to attend – not an obligation;
- teachers are told they "must voluntarily" give up their prep time to attend afternoon workshops, assemblies, etc., when the underlying principle remains that prep time used for professional activities is to be "determined by the teacher" [D. 15.1];
- when you finish your 40 minutes of "uninterrupted and continuous lunch period free from teaching and non-teaching duties" [D.1.0.], you somehow "owe the balance" of your lunch period to the employer (?).

Perhaps the most troubling issue that had emerged recently was the issue around the just completed PA Day on November 13th, which was to be utilized for assessment and reporting. To put that day into context, teachers must understand that this was a day bargained for, to partially address the tremendous workload demands on them. Yet, even here, individual principals tried to impose a half-day workshop or in-service on assessment

practices into the day. We uncovered schools where report cards were due (days) before the November 13th PA Day, with the follow-up question of what then, would teachers be expected to work on, on Nov. 13th? In those cases teachers were left with the door open for imposed work, or "required peer editing", something that in fact is not required. Through the intervention of the Union, in the end the Director of Education responded by permitting teachers to work on report cards at locations of their choice. The new Collective Agreement is now in our respective work sites. Keep it handy, and open it often. Invite your Executive Officers into your school to discuss and highlight key areas in your Collective Agreement. Refer to it when in doubt about new provisions, or your workplace rights.

DON'T IGNORE THE COLLECTIVE AGREEMENT, OR BE A PARTY TO ITS EROSION.

YOUR HEALTH & SAFETY...

IT'S IMPORTANT!



SONIA ELLIS-SEGUIN, HEALTH AND SAFETY COORDINATOR

Your Executive and Health and Safety Officers are kept abreast of the health and safety issues in schools by teachers who fill out the necessary forms and send them to the office. It is your responsibility to know your rights as they pertain to your safety and how to access assistance in time of need. Please take a moment to familiarize yourself with the following health and safety reporting forms.

JOINT HEALTH AND SAFETY COMMITTEE (JHSC) VIOLENT INCIDENT FORM 699C

This form is to be used to track and/or document violent incidents against staff. Some incidents may be bites: spitting, punching etc. Permission from your administrator is not required to complete or submit this form.

HEALTH AND SAFETY CONCERN FORM

A Concern is defined as a potential or existing hazard which presents risk to the health and safety of individuals in the workplace. Teachers are encouraged to bring to the attention of their administrator or through their Union representative their Occupational Health and Safety (OH&S) Concern. Teachers are asked to describe the concern, its background and suggestions for resolutions. The Administration has 5 days to respond to the concern, including the action to be taken.

EMPLOYEE REPORT OF ACCIDENT OR INJURY FORM (ERAI)

What to do when you are injured at work? Immediately complete an Employee Report of Accident or Injury (ERAI) and fax or email it to the Employee Health and Welfare Office (EH & WO) within the Board. Immediately advise your administrator of the injury. All workplace injuries must be reported to the EH & WO. Be sure to keep a copy of the form for yourself. The Board and all Union groups have produced a brochure outlining step by step the procedure members should follow if injured at work. This brochure should be posted in every school. Your Health and Safety Site Contact and your Union Steward should have a copy of this brochure. You can also obtain a copy of this brochure by contacting ETT.

WSIB EXPOSURE INCIDENT FORM

When would you use an Exposure Incident Form? You should complete a WSIB Exposure Incident Form if you

have had an exchange of bodily fluids, either a bite, a scratch breaking the skin, or any sputum, feces, urine contacting an open sore.

This form is an opportunity to document that you may have been exposed to biological hazards. This form goes into permanent long term storage at the Program for Exposure Incident at WSIB. This is more of a precautionary step in protecting yourself in the future. Please note that you have no way of knowing which contagious diseases an individual student has, so you must assume that all students are infected. In the event that disease symptoms appear in the future, there would be a record that the illness may have been caused at work.

All forms mentioned can be obtained by contacting ETT, your Health and Safety Site Contact, your Union Steward or by visiting the TDSB website. If you have any questions regarding any of the forms or health and safety concerns be sure to speak with your Health and Safety Officer, Adam Wadon (awadon@ett.on.ca) for the NW/SW area of the Board and Melissa Timm (mtimm@ett.on.ca) for the NE/SE area of the Board. As well be sure to contact your Executive Officer.

Be in the know...especially when it concerns your health and safety!

ETT Health and Safety Site Contacts.....watch out for upcoming workshops and training sessions offered by the Health and Safety Committee of ETT!

MANAGING YOUR INCREASING WORKLOAD: THE POWER OF A POSITIVE AND PROFESSIONAL NO

LISA MASTROBUONO, EXECUTIVE OFFICER/GRIEVANCE COORDINATOR

More professional demands, fewer resources, a frenetic work pace, multiple meetings, evening and weekend work, reduced professional autonomy and less support has, unfortunately, come to define the average ETT member's working conditions. In recent years, heavy workloads have been exacerbated by a plethora of initiatives from the Ministry, Board and Families of Schools. As a result, many teachers call ETT complaining of stress, anxiety, depression, low morale, burn-out, less enthusiasm for their work and questions about leaving the profession. Medical leaves related to stress have become a normal part of our work landscape. One way for teachers to take back control of their time is to learn the value of expressing a "positive and professional no" in their workplaces. A positive and professional no is not about being negative.

It means:

I am a highly-skilled professional who needs some measure of control over my time in order to do quality work; My pedagogical knowledge and professional judgment matter, too;

- I decide for myself what I will and will not do;
- Time outside of the instructional day is my own, and I can turn down requests by others for that time if I choose;
- I do not have to justify my private circumstances to others;
- People can ask me to do anything they want; just because I'm asked doesn't mean I have to do it;

*Call your
ETT Executive
Officer for advice,
strategies
and support.*

- I have the right to object to excessive work demands. A positive and professional no derives from what we are supporting, rather than what we are against.

It preserves:

- personal relationships;
- family and personal time;
- work productivity, quality and creativity;
- physical stamina and mental health;
- enthusiasm for teaching and engagement in school activities. Remembering what we are supporting gives us a sense of direction and the energy to sustain our positive and professional no in the face of resistance. Setting limits can initially be a challenge, so you may want to:
 - mentally practice the conversation you are going to have with your principal or colleague (or practice with a friend);
 - anticipate some "push back" and craft a response ahead of time;
 - get other members on staff to use a positive no (there's strength in numbers!).

DEFINING "CORE" VERSUS "EXTRA" DUTIES

Given the onslaught of obligations we face each and every day, it's sometimes difficult for teachers to distinguish the essential components of their work from those that are "extra". The following guidelines may help: Extra-curricular activities are voluntary. No one should feel pressured or "guilt-tripped" into taking on extra-curricular responsibilities; Attendance at Ministry, TDSB or FOS professional development outside of instructional day is voluntary. When you are directed to attend PD during the instructional day, make sure to always take your preparation time, or make arrangements to have prep time paid back to you; Planning and assessment are time-heavy components of a teacher's professional responsibilities. Look for ways to be more efficient by developing templates and assessment tools that are quick and easy to use. Use resources that are available on various websites, and share resources with colleagues; Respect the boundaries that your colleagues set for themselves by recognizing that participation in school activities outside of the instructional day (e.g., coaching, literacy nights, fun fairs, etc.) is optional; As a staff, re-examine school activities and, by consensus, pare down those activities to a manageable number; Make sure your school is complying with Collective Agreement limits on workload (e.g., supervision time caps, report card timelines/content requirements, parent-teacher interview lieu time, etc.); If a heavy workload is affecting your health and morale, and you are finding it difficult to set firm work/life boundaries, call your ETT Executive Officer for advice, strategies and support.

MARK YOUR CALENDARS

ETT EXECUTIVE MEETINGS

REGULAR EXECUTIVE MEETINGS

Mondays 1:30 - 4:15

EXTENDED EXECUTIVE MEETING

Extended Executive meetings are to be held from 4:30 pm. If you wish to make a formal deputation please contact Darlene Dimock at the ETT office 416 393- 9930 ext. 233 within 72 hour notice of your intention.

DEPUTATIONS will take place between 4:30 and 5:30 and will be restricted to three minutes.

January 18

March 22

April 19

May 17

June 21

GENERAL MEETINGS

January 14

February 18

May 26

OTHER IMPORTANT DATES

JANUARY

14: General Meeting

29: TGIF Social - The Crooked Cue

FEBRUARY

1: ETFO - Award Deadline (first group)

2: Gala release of "Voices from the Classroom: Experiences and Perspectives of Elementary Public School Teachers in Toronto"

15: Family Day

18: General Meeting

19: Young Men's Conference - OISE

20-21: New Teacher Weekend Getaway

27-28: Hockley Valley Weekend Getaway

MARCH

4: International Women's Day Celebration

15-19: March Break

APRIL

30: ETFO Award Deadline (second group)

MAY

26: ETT General Meeting

JUNE

9: Retirement Reception - The Old Mill Inn

16: ETT Annual Dinner - Liberty Grand

Awards

The Elementary Teachers of Ontario (ETFO) has many awards for our members. You can view and download the applications for the ETFO awards at www.etfo.ca.

The awards listed below are due at the ETFO office by February 1.

The ETT President's signature is required on most of the award application forms.



- Anti-Bias Curriculum Development Award
- Arts and Culture Award
- Children's Literature Award
- Curriculum Development Award
- Curriculum Development Award - Women's Program
- ETFO Local Website of the Year Award
- Health and Safety Activist Award
- Honorary Life Membership Award
- Humanitarian Award for a Non ETFO Member
- Humanitarian Award for an ETFO Member
- Innovative Projects on Behalf of Children Living In Poverty Award
- Local Leadership Award
- Multi-Media Award
- Multi-Media Award: Women's Program
- New Teacher Award
- Newsletter Editor's Award
- Occasional Teacher of the Year Award
- Outstanding Role Model for Women Award - Women's Program
- Rainbow Visions Award
- Science and Technology - Women's Program
- Women Working in Social Activism on Behalf of Women and Children Award - Women's Program
- Writer's Award
- Writer's Award - Women's Program

The Elementary Teachers of Toronto congratulates the following recipients of the 2009 ETFO awards.

Ricardo Rodriguez, Runnymede PS
New Teacher of the Year Award

Adam Wadon, ETT Health & Safety Officer
Health and Safety Activist Award

Shernett Martin, Cummer Valley MS
Writer's Award - Women's Program

Allina Lee, Timberbank PS
Bev Saskoley Anti-Racist Scholarship Award ETFO

Mary Ampomah, Lawrence Heights MS
ETFO Bursaries - For persons with a disability,
visible minorities, Aboriginal persons

Tamara Mervin, daughter of Ellen Mervin,
Silver Springs PS
ETFO Bursaries - For sons and daughters
of ETFO members

Angie Ortlieb, Finch Ave PS - Master's Scholarship

Karen Naik, Humber Summit MS
Master's Scholarship - Women's Program

Antonino Giambrone, City View Alternative
School - Doctoral Scholarship

ANY QUESTIONS CONTACT ROZ GERIDIS,
ETT AWARDS COMMITTEE LIAISON



STEWARD TRAINING

TUESDAY, OCTOBER 27
DELTA CHELSEA HOTEL



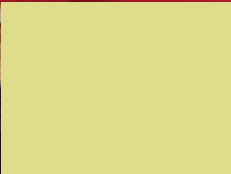
PHOTOS BY EUGENE JAMES



**STEWARD
TRAINING**
THURSDAY, OCTOBER 29
OLD MILL



PHOTOS BY EUGENE JAMES





STEWARD TRAINING

TUESDAY, NOVEMBER 3
CENTENNIAL COLLEGE RESIDENCES

