

# The Supply Line

ETFO Thames Valley Occasional Teachers' Local

Volume VII, Issue 5

June 2005

## President's Notes:

It has been a challenging but ultimately rewarding few months since our last newsletter, due in large part to the Work to Rule campaign of our Teacher colleagues which affected us all. Assignments were cancelled when Teachers withdrew from Professional Development sessions and our Long-Term Occasional Teachers were confronted with many dilemmas regarding report cards and field trips. However let us congratulate the Teacher Bargaining Team who ratified a new agreement that concludes August 31, 2008 and surpasses the Provincial Framework. Because of our previous negotiations, Occasional Teachers will receive the same percentage increase as the Teachers:

- Effective September 1, 2004 – 2% increase;
- Effective September 1, 2005 – 2% increase;
- Effective September 1, 2006 – 2% increase;
- Effective February 2, 2007 – 1% increase;
- Effective Sept. 1, 2007 – 1.8% increase;
- Effective Feb. 1, 2008 – 1.4% increase; and
- Possible additional salary based on provincial tax revenues and the Ontario Consumer Price Index for 2006-07, 2007-08.

Thus members will receive a pay July 8, 2005 for 2% retroactive salary for all short-term and long-term occasional teaching days in 2004-2005. As well, when you resume teaching in September, you will receive an additional two per-cent raise. N.B. Money in lieu of benefits for Long-Term Occasional Teachers will be paid on July 22, 2005.

Your Local is pleased that this year, we were able to provide a membership event each month. We hosted hundreds of our members at venues such as Bellamere Winery - Fall General Meeting, the Idlewyld Inn – Charity Silent Auction, Four Points Sheraton – Inaugural Banquet to recognize service of Occasional Teachers, and of course the Lamplighter Inn for numerous sessions of professional development and for our Spring Elections and Annual Meeting.

As well, we were pleased to meet so many of you at the photo shoots for our new ID Badges, at the New Teacher workshops and at the orientation sessions for new hires to the Occasional Teacher List.

This year members of your Local have participated on Board Committees, visited the regional members of Provincial Parliament, participated in the Ontario College of Teachers' forum regarding Teachers' Qualifying Test, co-chaired the TVDSB Main Joint Health and Safety Committee, hosted twenty-five OT Local presidents and their delegates at a provincial conference in London, led regional Collective Bargaining Conferences throughout Ontario, attended the Teachers' Pension Plan Annual Meeting, spoken to students at Althouse College, chaired ETFO's Collective Bargaining Standing Committee, and hosted the newly formed Thames Valley Union Council where leaders of the ETFO Teachers' Local, the CUPE bargaining units, OSSTF and your OT Local "meet on a regular basis to promote Union solidarity and to discuss and assess emerging issues in schools common to several Union groups, in order to facilitate a resolution."

It has indeed been our busiest year since the 1998 inception of ETFO and it could not have been possible without your support and without the teamwork of your elected Executive. It is a pleasure to work alongside these people who are so committed and talented.

Please find enclosed and make use of our Local pocket calendar which has information about next year's events, school information and contact numbers you need to know.

Best wishes for a well-deserved break and as the song goes, "See you in September".

*Terry Card*

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## **Criminal Offence Declarations**

Regulation 521 requires that the Board must collect annual Criminal Offence Declarations for all staff who might come into direct contact with pupils. Declarations are now available on the TVDSB Employee Portal and may be completed online. Compliance with this legislation is mandatory and is a condition of your employment.

### **LTO POSTINGS 2005 – 2006**

More long-term postings will be available on Monday, August 15, 2005. N.B. You may forfeit an LTO for a permanent position but not for a different LTO assignment.

**June 30 is a paid PD day for all LTOs.**



## **Photo ID Badges**

If you attended one of our voluntary photo shoots but have not yet received your Photo ID Badge and lanyard, you may pick it up at the TVDSB Central Education Centre reception desk in London, 1250 Dundas Street.

Summer hours are:

Monday – Thursday: 8 AM - 4 PM

Friday – 8 AM – Noon

### **Photo Shoots 2005**

Members who did not attend a photo shoot last year may come to either the Central Education Centre on September 26, 2005: 4PM-6PM or arrange to attend the photo shoot from 4PM – 6PM at our Fall General Meeting at the Elm Hurst Inn on November 2, 2005. Please advise the Local office of your intentions at 641-3936.



## ***Workplace Hazardous Materials Information System (WHMIS)***

In response to action taken by your Local, Occasional Teachers will now receive an honorarium of \$25 as compensation for the time it takes to complete the on-line WHMIS recertification module. The test is available on the Employee Portal. Click on *WHMIS* in the left border and then go to *Training*. You are a *Casual Employee in a Position that involves Teaching*.

The test will take approximately one hour and a passing grade is 80%. Maintain a copy of your Final Test Result ID Number and for clarification contact: Staffing Officer Sandi Douglas at TVDSB Human Resource Services  
Email: [s.douglas@tvdsb.on.ca](mailto:s.douglas@tvdsb.on.ca) / Phone: 452-2925 / Fax: 452-2478



The TVDSB posts all new permanent teaching positions at [www.applytoteach.ca](http://www.applytoteach.ca). Ensure that your registration is current and that you have selected The Thames Valley Board. To be eligible for reimbursement for the single board registration fee, submit an Evaluation Report received within the preceding twelve months and a receipt of your registration to:

Email: [s.douglas@tvdsb.on.ca](mailto:s.douglas@tvdsb.on.ca) / Phone: 452-2925 / Fax: 452-2478

**NEW PERMANENT TEACHING POSITIONS EXPECTED THE WEEK OF July 8, 2005**

## **Employee Accident/Incident Report**

All workers should be familiar with the TVDSB Employee Accident/Incident Report form and where it is kept in the building. Anytime a worker is injured, this form must be completed. Anytime there is a “near miss” where an incident occurred that could have resulted in injury, this form must be completed.

WHY? For several reasons:

1. First, all workers have the duty to report to their immediate supervisor (the principal) all hazards that they are aware of and any injury that has occurred in the workplace.
2. When an injury is reported, the supervisor can consider the cause and take their responsibility to address the hazard in their school. This could be something as simple as having a repair request submitted by the custodian to a more complex investigation with the assistance of the Safety Department.
3. If a worker needs medical attention or is unable to work following the day of injury, this could result in a workers' compensation claim to WSIB (Workers' Safety and Insurance Board). If the Employee Accident/Incident Report is not completed, the WSIB forms don't get completed by Disability Management at Human Resource Services and the school could get a \$500 fine for failure to notify WSIB of a workplace accident.
4. All the information from the Employee Accident/Incident Report is needed by the Joint Health and Safety committees. By looking at the type of accidents and the causes of these accidents within TVDSB, the Main Committee can make recommendations for prevention methods (e.g. training, new procedures, new products used, changes in physical layout, etc.) so that similar accidents don't happen again.

The focus of accident/incident reporting is always what can be done to prevent this injury from happening again. Reporting is not just a duty under the law. It is a moral obligation.

## **Critical Injuries**

Critical injuries are a more severe type of employee accident. These injuries have special provisions under the law. These include:

- Immediately report the injury, calling for first aid and emergency services as needed.
- These injuries must be phoned into the Health and Safety Department by the principal immediately. Failure to do so could result in a fine to the school.
- The Health and Safety Department contacts the Ministry of Labour and provides notice of a critical injury as required by law.
- A member of the Main Committee that has certification training will be contacted by the Health and Safety Department to conduct an investigation which can include onsite inspection, interviews of witnesses, supervisor, staff, and the injured worker (if possible).
- The area of the accident is not to be cleaned in any way until the investigation has been conducted by the Certified Member of the Main Committee.
- Field trip locations are the approved workplace of the worker and critical injuries at these locations must be reported in the same way (e.g. a teacher breaking a leg on a skating trip).
- The designated Main Committee member writes a report on the critical injury including recommendations
- This report is forwarded to the Ministry of Labour within 48 hours.
- A Ministry of Labour Inspector could visit the school to follow up on the recommendations made to see if they have been put into place.

Critical injuries are defined under Regulation 834 as an injury of serious nature that:

- Places life in jeopardy;
- Produces unconsciousness;
- Results in substantial loss of blood;
- Involves the fracture of a leg or arm but not a finger or toe;
- Involves the amputation of a leg, arm, hand or foot, but not a finger or toe;
- Consists of burns to a major portion of the body; or
- Causes the loss of sight in an eye.

## **TUTORING AND CONFLICT OF INTEREST GUIDELINES FOR MEMBERS**



Professional Relations staff in Protective Services receive many calls from members asking whether they can engage in private tutoring on their own time. Before engaging in private tutoring, however, you should know that ETFO has made public statements opposing the referral of students in publicly funded schools to private education providers. ETFO believes that every student in the public system should have access to the resources, services, and support needed to experience success.

Although ETFO does not support privately funded tutoring, members are legally able to engage in tutoring on their own time. It is important that members familiarize themselves with the Ontario Teachers' Federation policy on tutoring which requires adherence to the following two rules: First, in engaging in private tutoring, the teacher must not tutor their own students for remuneration. Second, if the teacher accepts a student for tutoring, the teacher should consult the student's regular teacher. In any private tutoring arrangement, the teacher will be in violation of the Code of Ethics if he or she makes adverse comments about the student's regular teacher, or if the teacher interferes in an unwarranted manner between the student and the student's regular teacher.

### **Conflict of Interest**

Teachers are also bound by the Professional Misconduct Regulation 437/97 under the Ontario College of Teachers Act. Section 26 states that a teacher is guilty of professional misconduct when practicing the profession while in a conflict of interest. While the Regulation does not define what constitutes a conflict of interest, arbitrators and courts have frequently commented on this issue in the context of assessing disciplinary penalties imposed on employees who place themselves in a conflict of interest. Public servants, such as teachers, are held to higher standards than other employees in conflict of interest situations.

Teachers, in particular, are regarded as influential role models and moral leaders in the community, and are held to high standards of conduct both on and off the job. Inappropriate conduct on their part has the potential to destroy the trust and confidence the community places in them and the public education system. For these reasons, teachers must act more scrupulously than most to avoid being in a conflict of interest situation.

Teachers should be guided by the following rules which have been held to apply to public servants:

- They must not advance their own agendas, financial or otherwise, that might prejudice their employer's interests or reputation
- They must not seek for private gain to make use of information not available to the general public to which they have access by reason of their official duties
- They must not place themselves in situations where their judgment could, even unconsciously, be affected by their private business
- Their interest in their private financial affairs must not clash, or appear to clash with their employer's interests

### **Guidelines for Members**

Some school boards have policies on tutoring and if a teacher breaches the policy, he or she may be disciplined and/or reported to the College of Teachers. Here are some specific guidelines which should be considered before engaging in tutoring:

- Find out whether the board has a policy about tutoring and follow it
- Private tutoring should not take place on school property or during the instructional day
- Members should not tutor their own students for financial gain
- Members should not advertise private tutoring through connections at school, through school or board publications, or through the board's computer network
- Regular communication should occur with the student's own teacher so as not to work at cross purposes or outside the regular classroom curriculum
- Members tutor students at their own risk, and may not be eligible for ETFO support should problems arise from the private tutoring situation

*Members are advised to consult Professional Relations staff in Protective Services at (416) 962-3836 or 1-888-838-3836 for additional advice if concerned about a possible conflict of interest.*

### TVDSB Accident Statistics

In 2004, TVDSB ETFO members reported 296 injuries as follows:

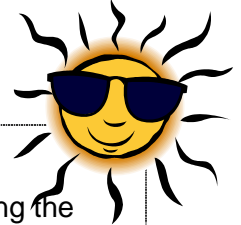
90 – aggressive behaviour  
86 – fall  
45 – struck or contact by  
25 – struck against  
22 – over exertion/strain  
14 – slip/no fall

5 – exposure  
4 – caught in, under, on or  
between  
4 – other  
1 – repetitive body motion



As a result of these statistics, the TVDSB Joint Health and Safety Committee, co-chaired by your President Terry Card, has turned its attention to violence in the workplace. The Ministry of Labour is taking an active interest in reduction of violence in the workplace through the use of an effectively implemented prevention plan. A local Ministry of Labour Inspector has met with our Board to outline 15 areas of expectation. A draft Board plan, outlining policy, procedures, and provisions to address these issues is in the works this year with a goal for implementation in the fall.

Source: Health and Safety ETFO Site Committee Members Newsletter #2



### Permanent Teaching Positions

Watch for permanent teaching postings on the Apply to Teach website beginning the week of July 4<sup>th</sup>. This is the only way to apply for permanent teaching positions with the Thames Valley District School Board. The web address is [www.applytoteach.ca](http://www.applytoteach.ca)

### Thames Valley District School Board Vision Committee

First Vice President Nancy Miller was pleased to represent our local on the Board's Vision Committee for the 2004-2005 school year. The focus of the committee was to provide input to the board on how the Board's Vision Statement could be internalized among all employee groups. Our representation on the committee was important to ensure that occasional teachers were considered in this process. The committee was made aware of the difficulties in training an employee group such as ours whose members are mobile across many schools in the board. The committee will continue its work in the coming school year to make recommendations on the Vision implementation process.

### Payment for June 30<sup>th</sup> PD Day



If you are in an LTO position until the end of the school year, you are expected to attend and entitled to be paid for the June 30, 2005 PD day. Check your July 22, 2005 pay statement to make sure you received payment for that day. If not, contact TVDSB payroll or your local ETFO office at 641-3936.

TVDBS electronically submits the Record of Employment for Occasional Teachers. For more information regarding E.I. benefits. Check:

**A Member's Guide to Employment  
Insurance [www.etfo.ca](http://www.etfo.ca) -  
Occasional Teachers**

## **A Terrific P.D. Opportunity - \$25.00 Book Rebate**

Many members took advantage of this terrific opportunity to expand their library of resources. Here is a sampling of some of the books bought by our fellow members. They received a \$25.00 rebate from their local for purchasing:

### **Conversations by Regie Routman**

Comments: "It provides sound advice on how to structure a Language Arts Program, and what the components of the program should look like. It provides information and book titles for all levels of elementary school."

### **Light and Sound by Avalyn McGinley**

#### **Let's Explore Canada by Trudy Mauti and Deborah Sherman**

Comments: "Both these publications contain excellent lessons and activity sheets for grades 4 to 5 Science and Social Studies - within the curriculum units for Light/Sound and Canada - great resources!"

### **Laugh and Learn: 95 Ways to Use Humour for More Effective Teaching and Training by Doni Tamblyn**

Comments: "Humour can be a great tool for teachers, and even more so for occasional teachers. Meeting new students in new schools throughout the year is a challenge in which humour can ease the way."

### **The Big Book of Phonics Fun K-3 by Barbara Wilson**

Comments: "It is an excellent resource including lesson plans, worksheets, and songs to accompany phonics lessons. It also includes word lists and games and it's for grades K - 3."

### **How to Teach Art to Children by Joy Evans and Tanya Skelton**

Comments: "Full colour photographs of completed sample art projects for each of the lessons in this book enhance the step-by-step directions for teaching the elements of design."

### **Grammar Workbook Grade 7-8 by Dr. Vicki Gallo Sullivan**

Comments: "It provides quick grammar lessons with reprintable worksheets which would come in handy for short grammar lessons. It would be especially useful if the classroom teacher has not left a specific Language Arts lesson."

## **More Book Recommendations and Comments...**

### **Creating the Dynamic Classroom by Shwartz & Pollishuke**

Comments: "Provides inspiration to those struggling to begin their new profession. Also provides ideas for dynamic groupings and presentation styles that can be used to implement teacher's lesson."

### **Mental Math Workouts by George Moore**

Comments: "When teachers leave a math lesson, some students finish long before others and welcome more math challenges, so I always have extra worksheets to give them. These are great because each worksheet covers all 5 strands. These are for grades 5 - 7."

### **Firefly French/English Visual Dictionary by Jean-Claude Corbeil**

Comments: "A visual dictionary is very accessible by theme for both teacher and student."

### **Addition and Subtraction - Gr. 3 & 4 by Bill Linderman**

### **Multiplication and Division - Gr. 3 & 4 by Jillayne Prince Wallaker**

Comments: "When the regular teacher has not left sufficient work for the occasional teacher - an excellent *emergency* text for a teacher starting an LTO curriculum reassessment."

### **Fundamentals of English Grammar 3<sup>rd</sup> Edition by Betty Schramper Azar**

Comments: "Teaching grammar; aiding writing excellence; has exercises and workbook; clarity and simplicity useful to teacher and student alike; can be used in the regular and ESL classrooms alike."

### **Busy Teacher's Guide to Art Lessons by Michelle M. McAuliffe and Marsha W. Black**

Comments: "It contains 36 lessons that cover the Ontario Ministry of Education's Guidelines. The lessons are easy to teach and are followed up with an art history lesson."

### **Complete EnglishSmart Grade 1 by Marilyn Kennedy**

Comments: "As I have a grade 1 LTO this helps with my language program as it is a "complete" set of exercises and black-line masters."

### **Curriculum Connections: Magnetic & Charged Materials Gr. 3 by Bill Cowan and Suzanne Pacey - available from SHOPETFO**

Comments: "The lesson plans are easily understood, reproduced and tie DIRECTLY to the Ministry Guidelines for Science - relevant, interesting and fun!"

# SAYING NO, PROFESSIONALLY

By Sharron Raymond  
ETFO Peel Teachers' Local Chief Negotiator

Look up 'dedicated' in the dictionary and you should find the word teacher. Dedicated to meeting the needs of their students; to maintaining open communications with parents; to participating in professional development; to supporting school initiatives; to being and doing whatever is required. This dedication is at the same time the strength and weakness of teachers, for as demands multiply exponentially, their dedication to excellence is culminating in stress, burnout and ultimately in a work-life imbalance something the Board has been highlighting as a major focus. So, can teachers maintain their professionalism and say no? The answer is a resounding **yes**.

The Education Act very clearly delineates the professional duties of a teacher. First among these is to diligently and faithfully teach classes assigned by the principal. To this end teachers are obliged to make their classrooms their top priority. Teachers must also carry out supervisory duties as assigned and be present in teaching areas 15 minutes before classes begin in the morning and 5 minutes before classes begin in the afternoon. Classes are to be conducted in accordance with a timetable. Teaching plans are to be prepared. Reasonable safety procedures are to be in place and proper order and discipline maintained. The Board is to be notified in case of absence. Finally teachers are to assist principals in developing cooperation and coordination of effort among members of staff. These duties constitute a job description for teachers, not teachers' whole lives.

The Peel Board in a recent news release dated October 21, 2002 announced it was to receive healthy workplace certification. This certification comes as a result of the Board setting wellness as a priority and their "stated commitment to staff wellness issues". To celebrate this Board accomplishment, they announced a Working Well draw. To enter, staffs were encouraged to share how their school works together to create a positive **work-life balance**. It is time that teachers follow the lead of the Board and re-evaluate their **work-life balance to reduce the stress and burnout presently plaguing them**. To that end, it is important to note what the Education Act does not require.

Nowhere in the Education Act or in our collective agreements does it say that teachers must be on five or six committees. If membership on one committee allows a teacher to maintain the positive work-life balance the Board has stated it's committed to, then signing up for one committee is fine. Nowhere does it say that a teacher must provide numerous extra-curricular activities. As stated in the contract (Article 19.03) teachers recognize the importance of such activities but at the same time the Board acknowledges these activities to be **voluntary work**. Therefore providing even one or no such activity, if this allows for a positive work-life balance is fine. The Education Act, as well as our contracts provide for a 40-minute uninterrupted lunch. The Peel Board's Wellness program suggests that this time is needed by teachers to take a walk, relax and refocus for the afternoon in order to maintain a positive work-life balance. Thus teachers are being professional when they say no to extra activities during this time frame. Nowhere in the Education Act or our contract does it require teachers to maintain computer systems, or manage networks. Activities, such as these, fall under voluntary work. However, when it leads to stress, and burnout, even the Board would have to agree that the work-life balance is out of kilter and teachers need to reassess how thinly they are spreading their dedication.

Saying **No** is professional. It recognizes the fact that there are limitations to what even a teacher can do well. The duties of a teacher are numerous and they require boundless energy to do well. Taking on too many initiatives / activities /committees either as an individual or staff will only lead to an unhealthy, stress filled environment. Jim Grieves, Director of Education for Peel, noted that, "healthy employees are more effective" and "that good health among our staff is an integral part of our (Board) mission". He continued to state that the Board was committed to managing and sustaining a healthy work environment. From this one can only conclude **to say NO** when requested to take on more initiatives/activities/committees **is acting professionally**, to safe guard the health of the workplace and to maintain the work-life balance the Board has professed to be central to student success and teacher effectiveness.

*This article was originally published in Peel Passages teacher newsletter two years ago. Due to recent concerns about the duties of a teacher, and issues of workload, stress and the work/life balance, it is very appropriate to re-publish the article at this time.*



## PROFESSIONAL DEVELOPMENT 2005 – 2006

Mark your calendars for October 13, 2005 for our first Professional Development event of the school year

**Place: Best Western Stoneridge Inn**, 6675 Burtwistle Ln, London, Ontario N6L 1H5  
Directions to Stoneridge Inn: From Hwy 401 take Colonel Talbot Road (Hwy 4) south (Exit 177A); located at the intersection of Hwy 401 and 4 on the southwest side.

**Time: 4:30 to 7:30 p.m.**

- **Door Prizes**
- **Dinner included for members**
- **Expand your knowledge with interesting and relevant professional development**

Please register by October 9, 2005

Watch the website [etfotvots.com](http://etfotvots.com) for further details

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### FALL GENERAL MEMBERSHIP MEETING

*November 2, 2005*

*Please register by October 28, 2005*

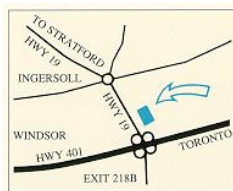
*4:30 to 7:30 p.m.*

#### *Elm Hurst Inn*

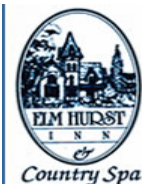
**415 Harris Street, P. O. Box 123, Ingersoll, Ontario, N5C 3K1**

*Directions from east on 401: Take the Hwy 19 exit, turn right (north) at the stop sign and drive slowly for 30 seconds to the entrance on the right*

*Directions from London on 401: Take Hwy 401 eastbound to Hwy 19 North Ingersoll (exit 218). Hotel is on your right.*



- *Dinner included for members*
- *Door Prizes*
- *Meet your new executive*
- *Photo shoot for PD Badges (voluntary)*





**Protecting public education:** Ontario teachers are concerned that cuts in government funding to public education hurt learning conditions for students. Without appropriate funding for our elementary schools: children feel lost in classes that are too big.

- students don't get the individual attention they need
- wait lists get longer for programs for students with special needs
- students don't get the support of teacher librarians, music teachers, and physical education teachers
- parents have to put more and more of their own money into classroom basics

**Get involved:** You can support public education by becoming an active participant in your child's education. Learn about the issues that affect learning in the classroom, talk to your child's teacher, and speak up in favour of fair funding for public education.

You can get more information from these ETFO resources at [www.etfo.ca](http://www.etfo.ca):

- [From the Ground Up](#)
- [Position Papers on key education issues](#)
- [Briefs](#)
- [ShopETFO pamphlets](#)
- [Class Size Research Report](#)
- [Fundraising](#)
- [Privatization](#)
- [Standardized testing](#)
- [Education Funding](#)



**Summer 2005 Literacy and Numeracy Program**  
**Sponsored by the Ontario Literacy, Numeracy Secretariat**

**August 23 and August 24, 2005**

This summer, Program Services of the Thames Valley District School Board will offer two day training sessions in London for both Primary and Junior Teachers. Courses include Primary (Early) Reading, Primary (Early) Assessment and Junior Literacy – Reading. These programs will address key strategies and are sponsored by the Ontario Literacy, Numeracy Secretariat of the Ministry of Education.

You can register:

- On the Employee Portal on "Registration Access" under "Staff Development and Training";
- On the Ministry website; or
- Call Charmaine Graves at 452-2916.



## **Instructional Intelligence – Beyond Monet** **Well Attended**

One hundred ten members registered for the April 21, 2005 workshop “Instructional Intelligence” presented by TVDSB Learning Coordinators Polly Stringle and Dorian Rosati. This was one of our largest PD events yet and we were again proud of the commitment and professionalism of Thames Valley Occasional Teachers who are willing and enthusiastic about taking time after a busy day of teaching to attend Professional Development workshops.

Members enjoyed the hands-on activities based on Barrie Bennett’s “Instructional Intelligence” techniques. Comments from members included: “This was a great workshop”, I’ll be using these strategies in my classroom next week!” and “Thanks so much for organizing these very helpful workshops for us. I look forward to attending more of them.”



### **Summer Academy 2005 Available through ETFO**

Catalogue and registration are now available.

Check [www.etfo.ca](http://www.etfo.ca) for course and registration details.

## **First Annual TVDSB Occasional Teacher Awards and Recognition** **Banquet**



On June 2<sup>nd</sup> your local proudly recognized 28 of our longest-serving members – those with 10, 15, 20, and 25 years of occasional teaching service with the Thames Valley District School Board. These honoured members were presented with a lovely memento of this occasion as well as a certificate presented by President Terry Card.

The featured speaker of the evening was Dr. Jean Hewitt, Director of The Learning Connection. Her inspiring and thought-provoking words made us feel valued and empowered as occasional teachers. Everyone in attendance enjoyed a delicious dinner in celebration of the dedication of our most experienced Occasional Teachers. Congratulations to all the honourees!

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### **Summer Office Hours**

Your ETFO Thames Valley Occasional Teacher Office will be closed during the summer hours, but we will retrieve telephone and email messages on a weekly basis. In case of emergency call ETFO Provincial at 1-888-838-3836.

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## Your New 2005 – 2006 Local Executive

At the May 19, 2005 Annual General Meeting the following people were elected to the local executive:

President – Terry Card  
Chief Negotiator – Terry Card  
1<sup>st</sup> Vice-President – Nancy Miller  
2<sup>nd</sup> Vice-President – Nancy Springer  
Treasurer – Lorna Wilson  
Secretary – Wanda Johnson  
Executive Members at Large – Donna Daugavietis, Janet Jones,  
Michelle Sharpe, Beth Weiler



### “No Sweat Campaign”

*The Canadian Labour Congress document called “Sweatshop Alert” contains interesting and thought-provoking facts about the use of sweatshops in developing countries to produce a wide range of the clothing and other goods we see in our stores every day. The “No Sweat” campaign is an effort to stop the purchasing of goods made in sweatshops. The following is reprinted from “Sweatshop Alert” (December 2004):*

#### ***Why is child labour an issue for trade unions?***

Some claim that if children don't work, they will be forced into begging or prostitution. Perhaps it would be better to just let them work, would say others. Trade unions believe in a world where children have access to decent education and health care and are free from exploitation. Unions also believe that when a child can go to school and the child's job can be given to an adult relative, then both the child and the family are better off.

Children have little power to demand better health and safety conditions or fair wages. Therefore, child labour weakens the power of all adult workers, who are forced to compete with children for jobs. Parents can't get work because companies prefer exploiting their children, who earn sometimes less than half of an adult's salary.

#### ***What We Can Do***

Products made by child labour are sold in your corner store; matches, fireworks, toys, clothes, sporting goods, plastic gadgets...you name it. Oranges and grapefruits picked by children often make their way into your breakfast juice. Surgical instruments used in our hospitals are made by children. We all benefit from their cheap labour.

Governments can act indirectly in protest against child labour by refusing to buy goods made or processed by children and by encouraging countries to stop profiting from the exploitation of children. They can also work to ban the worst form of child labour and provide overseas aid to help children get a primary education.

As consumers, we are the driving force behind the global economy. Let's drive in the right direction! We can raise awareness, we can question stores about the labour conditions under which their goods are made, and we can demand proper labeling. If they can tell us what's in a product, they can tell us who made it.

*The following school boards have adopted “No Sweat” policies: Eastern Ontario (Catholic), Ontario; Hamilton-Wentworth (Catholic), Ontario; Huron-Superior (Catholic), Ontario; Waterloo Region (Public), Ontario; York (Catholic), Ontario; Algonquin and Lakeshore (Catholic), Ontario.*