



The Supply Line

ETFO Thames Valley Occasional Teachers' Local

Volume VIII Issue 2

October 2005

President's Notes:

Teacher unrest again has been in the news and as in Ontario, the solidarity of Teachers, this time in British Columbia, has prevailed to bring the parties together and find a resolution to their differences.

While Occasional Teachers benefited from many of the bargaining achievements of our Teacher colleagues, our local now has been without a collective agreement for over a year. As with our Teachers, success this time may well depend on the willingness of our members to stand together.

One notable issue identified by the members has been first access by TVDSB Occasional Teachers to permanent teaching positions. When our Board hires an Occasional Teacher to the list, it is not hiring a Teacher of a lesser standard. In these times of declining enrolment and scarce permanent positions, those of our members who seek a career in teaching deserve priority to these jobs. Our OTs are not as cheap to hire as new graduates because we bring experience to the task, but we are the best candidates for the job, known by the administrators and aware of the policies and procedures of the Board. In workplaces outside of education, we would be the pool from which employers sought permanent employees. As ETFO's logo at the end of this column implies, when the board hires an Occasional Teacher to the list, they are building for tomorrow.

Your bargaining team will continue to negotiate with the Board, backed by the full resources of ETFO as promised by President Emily Noble. Details of our progress will be forthcoming at the November General meeting and in further bulletins.

Terry Card



Building for Tomorrow

Charity Silent Auction

Our Silent Auction is an annual event of festive hors d'oeuvres and music, where patrons donate goods or services and the items go to the highest bidder. Silent bidding entails writing your name and the amount of your bid on the item's bid sheet. Last year we offered items such as oil changes, accommodations at the Idlewyld Inn, Lamplighter Inn, and the Sheraton Four Points, hair cuts, luggage, books, videos, theatre tickets and a hundred other items to consider. This year all proceeds will be divided among

- Participation House Project Hope - which provides therapeutic, educational and social support for high needs young adults living at home;
- The Children's Safety Village - a child-sized town designed to teach young children about safety and risk awareness;
- The WrapAround Initiative - a process that provides help and hope to families with multiple needs by partnering them with community resources and enabling them to take ownership of decisions that affect their lives.

Bring a friend or neighbour, mix and mingle in stately elegance and use our sponsors to further your holiday shopping.

Thursday, December 1, 2005

4:30 – 7:30 PM

Windermere Manor (west of Richmond)





Professionalism and Ethics - A members obligation

Regulation made under the *Teaching Profession Act* – Ontario Teachers' Federation

Section 18(1)(b) of the Regulation made under the *Teaching Profession Act* states that a member shall, “on making an adverse report on another member furnish him (her) with a written statement of the report at the earliest possible time and not later than three days after making the report.”

Does this include principals and vice- principals?

Principals and vice-principals are not members of the Ontario Teachers' Federation and therefore do not meet the criteria of 18(1)(b). However, members are encouraged to inform principals and vice-principals if they make an adverse report about a principal or vice-principal. It is the professional thing to do.

Ontario College of Teachers

Principals and vice-principals are members of the Ontario College of Teachers. A principal or vice-principal could make a complaint of professional misconduct concerning another member of the College if they believe that a member has not acted ethically.

Does 18(1)(b) apply to teachers in their role as parents?

Yes, you would have to inform the teacher in writing within 72 hours as outlined in Section 18(1)(b) of the Regulation made under the *Teaching Profession Act*. You should go to the teacher to discuss whatever concern you have, just as you yourself would expect any parent to come to you first, rather than going to the principal. It may be that your concerns could be cleared up at this point. If not, you still have the option of going to the principal, but you must then inform your child's teacher of the substance of your conversation in writing within three days, assuming that this conversation is critical of the teacher. It would also be appropriate to inform the teacher if you intend to discuss matters further with the principal. You may also wish to consider including the teacher in the meeting with the principal.

Are there any exceptions to the 18(1)(b) obligation?

Yes. The *Student Protection Act* 2002 added a new subsection (2) to s.12 of the *Teaching Profession Act* ...*a member who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need NOT provide him or her with a copy of the report or with any information about the report.*

This makes it clear that the obligation to notify another teacher in writing of an adverse report does not apply to allegations of sexual abuse of students.

What to Do

If you have reason to believe that a colleague has made an adverse report about you and has not informed you of this within 72 hours consider: speaking to the teacher about your concerns; and speaking to staff in Professional Relations for advice.

Should a teacher complete the parent survey for their child's teacher as part of the performance appraisal process?

That is up to you. It would be considered to be a violation of your 18(1)(b) ethical obligations if you wrote negative comments on the survey and did not provide the teacher with a copy within 72 hours. If you have any concerns about your child's teacher, they should be discussed directly with the teacher.

Professionalism is at the core of our being as teachers. Professionals support each other and approach problems with the attitude that they can work together to solve their concerns. Maintaining professionalism should be foremost in the way you conduct yourself in the workplace.

If you have any questions or concerns about your ethical obligations, contact staff in Professional Relations at 416-962-3836 or 888-838-3836. Calls are confidential.



Be a Confident Occasional Teacher

Students most readily accept a confident and prepared Occasional Teacher. Be enthusiastic, sensitive to the needs of the students and try to familiarize yourself with their routines.

At the office:

- Introduce yourself to the Principal and if needed, seek assistance in a professional manner. Be concise and positive in your conversation.
- Show appreciation for the efforts of the secretary and custodian.
- While you are checking out the school, the school is also looking at you.

In the classroom:

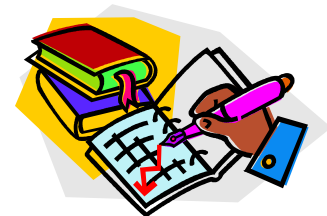
- Greet the students at the door to quickly establish a rapport with the class.
- Have an entry activity ready.
- Be upbeat and confident.
- Briefly state your expectations regarding behaviour with some “Just for today” rules.
- Try to follow regular routines as much as possible.

Basics of discipline:

- Be consistent in your enforcement of the rules with reasonable and appropriate consequences.
- Monitor student behaviour at all times.
- Manage misbehaviour immediately using strategies such as:
 - Pausing near trouble spots in the room (proximity management);
 - Pausing in your comments;
 - Calling on a student who is not paying attention to respond, however, call the name before asking the question so as not to embarrass the student;
 - Making lessons participatory as much as possible; and
 - Employing effective and prolonged eye contact.

If you want to be called back be sure to:

- Teach what was outlined;
- Follow established routines;
- Record what was accomplished;
- Mark the day's assignments; and
- Leave the room as you found it.



TIP -

Wear comfortable shoes. A teacher on the move is most effective.

TIP -

Keep a record of the neat ideas you encounter, such as bulletin boards, displays, discipline procedures etc.

TIP -

Ask for an item from the student in exchange for an item borrowed to cut down on things that are not returned.

Before you begin ask yourself:

- Where is the daybook, the timetable and supervision schedule?
- Where is the seating plan and class list?
- Where are the evacuation procedures and exits?
- Who are the special needs students in the room?
- Who will be interacting with the class during the day, e.g. Volunteers, LST?
- Are there assemblies or special activities that day?
- Which staff members can I call on for assistance?
- Where is the staff room, gym, library, photocopier, staff washroom, student washroom, playground etc.?
- Am I responsible for collecting money/ forms and what is the routine?
- How do I access the AV equipment and the photocopier?
- What is the coffee policy?

Some opening activities to establish rapport:

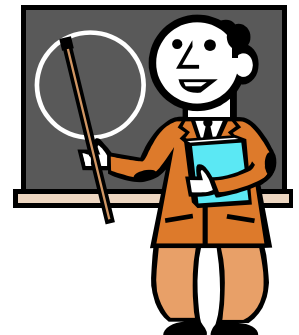
- Use a puppet and have young students introduce themselves to it. The puppet visitor can ask students about class routines etc.
- Pair older students and allow 2-3 minutes for them to interview each other and find out 3 new facts to relate to the class.
- Have students spend a few moments creating name cards for their desks and illustrate these with hobbies, favourite TV shows etc.

Some filler activities:

- Play "Twenty Questions" with an interesting object from your bag
- Use oral questions for math exercises
- Create tongue twisters and illustrate
- Have stretching and resting activities
- Read a short newspaper or magazine article for students to discuss, and debate. Write a letter to the editor in reply about the topic.

Some websites for inspiration:

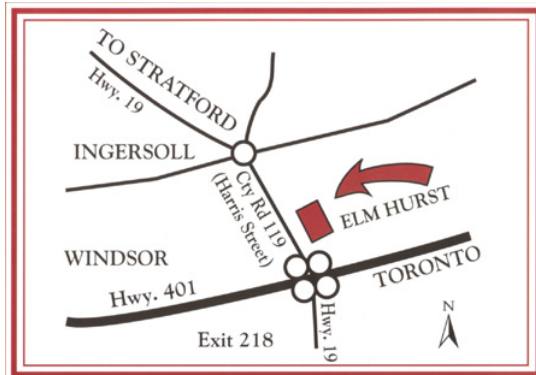
- www.teachersfirst.com – a rich collection of lessons and resources arranged by subject area and grade level for K – 12
- www.guest-teacher.com
- www.philville.com
- www.princetonol.com/groups/iad - incredible art lessons
- www.teachervision.com
- www.funbrain.com
- www.pacificnet.net/~mandel – by teachers for teachers





AUTUMN GENERAL MEETING
November 2, 2005
4:30 PM – 7:30 PM

Budget presentation – Collective Bargaining update
Ken Varley Duo – Jazz Entertainment



Elm Hurst Inn, Ingersoll
Hwy 401 at 19 - Exit 218
(30 minutes from London)

Dinner and door prizes included
Final Photo Shoot for ID Badges

Register by October 28, 2005
641-3936 / contact@etfotvots.com



PD FOR OCCASIONAL TEACHERS
Sheraton Four Points

1150 Wellington Road South, London
November 17, 2005 from 4: 30 PM - 7:30 PM

Dinner, door prizes and choice of workshop -

1) MIND GAMES - PART 3: An action packed and engaging presentation that explores learning strategies to ensure that we strengthen the brain connections of our students and rejuvenate young minds.

Presenter: Joanne Myers -Teacher, OISE Instructor, Barrie Bennett facilitator
OR

2) SUBVIVAL: Meet your students with respect, achieve their cooperation and do it all when there is no daybook. This entertaining workshop will provide you with a grab bag of ideas which will work in any classroom.

Presenter: John Bertram - Toronto Board consultant, Barrie Bennett facilitator

REGISTER BY NOVEMBER 14, 2005
641-3936 / contact@etfotvots.com

CRIMINAL ALLEGATIONS OR CHARGES

What to do if it happens to you . . .

AT THE FIRST HINT of a problem involving any allegation that could potentially lead to a criminal charge or Children's Aid Society / Family Services investigation against you, contact Provincial ETFO.

- DO NOT participate in or consent to an interview.
- Make no statement to anyone regarding the allegation / charges.
- Say, "I am willing to co-operate but I am unable to comment until I contact the Federation and legal counsel."
- Call Professional Relations Services at 1-888-838-3836 and state that your call is urgent.
- You will be put in touch with the Professional Relations Services "on-call" counsellor who will provide the necessary assistance

Call: 1-888-838-3836

AFTER HOURS EMERGENCY LEGAL ASSISTANCE

Only When:

- Police are on the scene or on the way.
- You are facing criminal charges for an alleged criminal offence directly related to the performance of your professional duties.
- You are at risk of being arrested / incarcerated.

"After Hours" Call: 1-888-838-3836

- A voice message will provide the necessary instructions to put you through to an operator.
- You will be asked a few quick questions.
- Where appropriate, a criminal lawyer will be contacted and you will be connected immediately.





Occasional Teacher Performance Appraisal /Evaluation

The current Collective Agreement (Article 17.02) states that in a Long-Term Occasional assignment of twenty-one days or longer, a LTO may request an Evaluation Report.

Article 17.03 states that the Board will pay the single board application fee for Apply To Teach when a current evaluation report has been submitted.

The Evaluation is also of benefit when an OT applies for postings.

Evaluation Reports are based on the following:

Five Areas of Expectations

1. Planning and Preparation
2. Classroom Environment
3. Assessment and Evaluation
4. Instruction
5. Ongoing Professional Leadership and Learning

Principals are asked to comment on the expectations and to provide a general assessment of *Satisfactory* or *Unsatisfactory*. The benchmarks for each expectation are not specified on the O.T. Evaluation Report but there is a cross-reference to the Performance Appraisal Report for Teachers. The following are those "descriptors":

1. Planning and Preparation: Reflects knowledge of subject matter, current courses of study or curriculum / policy statements; Includes variety of approaches to address various learning styles and abilities; Addresses issues of equity and diversity; Includes consideration of safety of students; Materials and resources support instructional expectations; Uses assessment results to plan for individuals and groups; Allows for students to refine and extend the curriculum expectations.

2. Classroom Environment: Safe for all students; Demonstrates caring and respect for students; Promotes polite and respectful student interactions; Promotes the value of learning; Maximizes learning; Routines and duties are well organized and occur smoothly to maximize instructional time; Teacher maintains standards of conduct which are clear and consistent with the school's code of behaviour; Teacher's responses to student behaviour are consistent, appropriate, and respect student's dignity.

3. Assessment and Evaluation: Assesses and evaluates student learning, student approaches to learning and the achievement of curriculum expectations; Gathers data on student performance using variety of assessment strategies; Keeps a continuous and comprehensive record of group and individual achievement; Reports and provides ongoing feedback of individual achievement.

4. Instruction: Communicates clear, challenging and achievable expectations for students; Instructions are clear, explicit; Uses correct oral/written language appropriate to age and developmental stage of students; Uses oral/written questions which provide an opportunity for responses at a variety of cognitive skill levels; Instruction focuses students on the lesson; Activities build on student's prior knowledge and experience; Listens attentively and responds appropriately to student's contribution; Feedback provided promptly to students; Adjusts lessons to enhance learning as appropriate; Links content and skills to everyday life experiences; Links instructional activities directly to student expectations and assessment results.

5. Ongoing Professional Leadership and Learning: Participates in ongoing learning and professional growth; Assists the Principal in maintaining close cooperation and coordination of effort among the members of the staff and the learning community; Supports school activities.



ETFO THAMES VALLEY OCCASIONAL TEACHERS' LOCAL

An Invitation
to our annual

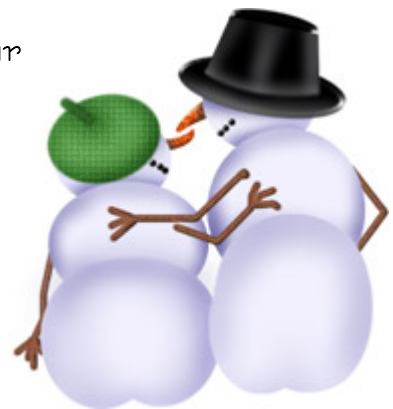
Charity Silent Auction
and
Holiday Celebration

in support of -
Children's Safety Village of London Area
Participation House Foundation – Project Hope
The WrapAround Initiative

Thursday, December 1, 2005
4:30 pm – 7:30 pm

Windermere Manor, 200 Collip Circle, London
(Windermere Road west of Richmond Street)

Hors d'Oeuvres and Cash Bar
Jazz by Ken Varley Duo



RSVP by November 27, 2005
contact@etfotvots.com / 641-3936