

TORONTO
ELEMEN^TARY
CATHOLIC
TEACHERS

The MetroVoice

December 2006 Volume 33 - Number 1

STORM WATCH

WILL RBO CALM THE GROWING STORM
BETWEEN TECT AND THE TCDSB?

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Goodwill Fleeting
*The Growing Storm over
P & E Time*

Relations by Objective:
*Why RBO Could Improve
Your Working Conditions*

St. Luigi Pray for Us
*Child Obesity and
Vending Machines*

AND MUCH MORE...
*Opinions
Humour*

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President's Christmas Wish

Only months ago, I stood before you to welcome you back from what I hoped was a restful and enjoyable summer. How quickly time passes and the memories, be them positive or negative, of report cards, parent interviews and appraisals are then replaced with the thought of Christmas.

Christmas for me is a time for reflection, hope and renewal. It is a time to better understand my role in life's bigger issues like world peace, child poverty, homelessness, and the devastation of AIDS. The crippling effects of all these global issues calls on us to love our neighbour, replenish not waste, break down barriers, and most importantly not judge.

I came across this wonderful passage by an anonymous writer warning people about the Advent Virus. The warning read:

Be on the alert for symptoms of inner HOPE, PEACE, JOY, and LOVE. The hearts of a great many have already been exposed to this virus and it is possible that people everywhere could come down with it in epidemic proportions.

Some Signs and Symptoms of The Advent Virus:

- A tendency to think and act spontaneously rather than on fears based on past experiences.
- An unmistakable ability to enjoy each moment.
- A loss of interest in judging other people.
- A loss of interest in interpreting the actions of others.
- A loss of interest in conflict.

- A loss of the ability to worry. (This is a very serious symptom.)
- Frequent, overwhelming episodes of appreciation.
- Contented feelings of connectedness with others and nature.
- Frequent attacks of smiling.
- An increasing tendency to let things happen rather than make them happen.
- An increased susceptibility to the love extended by others as well as the uncontrollable urge to extend it.

This Christmas take time for yourself and listen to the silence within. Feel your heart beating inside of you and the pulse of all humankind rushing through your veins. Nurture your soul with goodness and heartfelt intentions of goodwill.

This Christmas, stay well, enjoy friends and family and take time to replenish. I, along with the Toronto Elementary Catholic Teachers executive, extend peaceful season's greetings.

New Teacher Induction Program Update:

The Individual NTIP Strategy Form

On November 30, 2006 the Toronto Elementary Catholic Teachers hosted a "New Teachers" event inviting all new members to our profession. Our newest colleagues fall under the New Teacher Induction Program and consequently have to achieve two satisfactory ratings under the NTIP performance appraisal process.

When a new teacher is hired or assigned to a school the principal is

responsible for meeting with the teacher to discuss the program requirements and expectations. Completion of the Individual NTIP Strategy Form is one of those requirements. The form is "intended to serve as a vehicle for discussion and learning, as well as a means of planning, tracking, and recording the NTIP elements in which each new teacher participates."

The principal will introduce the Individual NTIP Strategy Form and explain that it is to be developed in collaboration with the new teacher's mentor. Together the new teacher and the mentor will determine what methods will be used for each of the required elements. This plan can change throughout the year as the needs of the new teacher change.

The new teacher completes the Individual NTIP Strategy Form. Once the form is completed, the new teacher will share the plan with the principal so that the principal can arrange for the necessary supports and assist in allocating the appropriate resources.

New teachers will then sign the form to signify participation in the NTIP Induction Elements has been completed. The principal's signature denotes that the new teacher has received two satisfactory summative ratings on the performance appraisals for new teachers and has completed the New Teacher Induction Program. The principal is then required to forward a copy of the Individual NTIP Strategy Form to the designated NTIP superintendent.

John Pecsénye is the President of the Toronto Elementary Catholic Teachers



St. Luigi Pray For Us!

With child obesity on the rise and increasing every year, it's no wonder the Ministry of Education, in October of 2005, announced as part of the Healthy Schools Plan, that "every elementary student will take part in a minimum of 20 minutes of sustained moderate to vigorous physical activity each school day."

Joined by the Toronto Maple Leafs, then – Education Minister Gerard Kennedy said, "Ontario's elementary students will be dancing, jumping, walking, and leaping their way to improved fitness and student achievement this year." The plan also included "the return of specialist physical education teachers, the removal of junk food from vending machines and the opening up of our schools for community use after-hours."

Daily physical activity is part of the government's Healthy Schools Program, which to date includes:

- \$39 million this year, increasing to \$146 million by 2008-09, to hire 2,000 new elementary specialist teachers in key areas such as physical education, literacy and numeracy, music and the arts. Six hundred specialist teachers are in place this school year
- Directing school boards to remove all junk food from vending machines in elementary schools and replace it with healthier food and beverage choices. The guidelines provided to school boards are based on expert research and recommendations provided by the Dietitians of Canada and give clear guidance about which foods are appropriate, nutritious choices for children
- All of Ontario's 72 district school boards have signed agreements to reduce or eliminate user fees, opening up schools to non-profit community groups for use after hours and year-round. This is part of a \$20 million investment annually and new agreements will be signed for each school year
- \$10.7 million for training, resources and implementation of daily physical activity

Obesity in children is a growing epidemic. As kids spend more time in front of computers, video screens, and televisions, their physical activity level decreases, while their body weight increases. Although, Canada has the second highest rate of preschool obesity in the world, it is one of the most easily preventable conditions.

Numerous articles suggest "obese children now have diseases like type 2 diabetes that used to only occur in adults.

And overweight kids tend to become overweight adults, continuing to put them at greater risk for heart disease, high blood pressure and stroke. But, perhaps more devastating to an overweight child than the health problems is the social discrimination. Children who are teased a lot can develop low self-esteem and depression."

Experts say "Prevention is indeed better than cure when it comes to childhood obesity." Therefore, of importance, is making sure that schools have healthy food options and don't contribute to the problem of child obesity by allowing junk food to be sold in the schools.

Well...

On a recent visit to St. Luigi Catholic School, I happened to notice a vending machine smack dab in the main lobby. I walked over, nose pressed up against the glass, mouth watering at the idea that I can sink my teeth into anyone one of those sugar induced sweets or calorie rich potato chips.

Given the Ministry's initiative to make "schools healthier places for students to learn" and Deputy Minister Ben Levin's policy/program memorandum to schools, school boards, Directors of Education, and Elementary School Principals "to create communities that promote healthy eating and regular physical activity", I was amazed, although having a sweet tooth myself, to see a vending machine jam-packed with decadence.

Lays chips, Doritos, even Ms Vickies made her way into the machine. For the candy aficionados, Skittles, Gobstoppers, and Starburst are available. For the 'chocophile', your choice of Kit Kat, M&M's, Raisonettes, and the infamous Crunch Bar.

For the calorie conscious readers, the average calorie count for a 100g of Kit Kat is somewhere in and around 507.0kcal inclusive of 26.1g of fat. All for a low price of one dollar!

I understand that St. Luigi is no exception to the rule. I'm told that the very same vendor that stocks their machine fills in excess of 20 other such machines for schools in the Toronto Catholic District School Board.

Given that the Ministry of Education has directed school boards to "remove all junk food from vending machines in elementary schools and replace it with healthier food and beverage choices", what happened at St. Luigi Catholic School? What happened here might not be any different than what's happening in other schools.

Given the lack of direction from both Board and Ministry around what foods are considered healthy alternatives, schools like St. Luigi rely on past practice - vendors stocking machines without anyone paying particular attention to the contents. Baked chips and granola bars one day, thick sweet chocolate bars the next.

Given my particular interest in this topic, and its relevance to my role as co-chair of the Joint Medical and Physical Procedures committee particularly around issues regarding child diabetes, Attention Deficit Hyperactive Disorder and Anaphylaxis, I called the principal at St. Luigi Catholic School to give him a 'heads-up' on my article.

A courtesy call was made, and after a lengthy conversation with the principal, I was invited to meet with him in person. This was an opportunity I was not going to miss. With a deadline looming, just hours away, I entertained the invitation and welcomed the chance to address what I believe is a very serious issue – child obesity.

I entered the school from the back entrance, walked to the office and something appeared different today. Something was missing...

Some might call it divine intervention from St. Luigi himself, others the alignment of the stars, whatever the case, the vending machine was gone. Poof! Vanished!

Later in his office, I found it was the principal who had made the decision to remove the vending machine. I commend the principal at St. Luigi Catholic School for taking the time to listen, investigate, and proactively review all the products in the vending machine and determine their appropriateness.

All it took was someone from the union, in this case me, and someone from the Board, in this case the principal of St. Luigi, to sit down, talk and work things out.

To achieve the Ministry's objective that schools "be in the business of helping students reach their full intellectual, emotional and physical potential," Schools like St. Luigi are leading by making sound decisions about appropriate foods and nutritious choices for children in vending machines. As for the vending machine at St. Luigi, the principal pulled the plug, recognizing all its implications and complications. Until more information is sought and direction given hopefully by the Dietitians of Canada who gave the recommendations in the first place, the vending machine at St. Luigi is closed for business. FYI - Anyone wanting a 'healthy snack' will have to wait until further notice.

The moral of this story, health should always come before profits.

I encourage all school communities and particularly those schools that have vending machines to lead in raising awareness about health and nutrition. Congratulations St. Luigi.

Bruno Pileggi is the Third Vice-President of the Toronto Elementary Catholic Teachers



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The following Letter to the Editor was originally printed in the Toronto Star on October 4, 2006. It is reprinted here with permission of the author.

Unions Combat Poverty

There's much we can do to combat poverty

Thomas Walkom is partly right when he says that we have poverty because we allow it. But the question is not just “who is allowing it” but also “who is creating it.” Since free trade, hundreds of thousands of jobs that paid decent wages and benefits disappeared. Corporate restructuring didn't stop there. Many jobs have been turned into contract or nominally self-employed positions that are paid low wages and receive no vacation pay, sick time or health benefits.

Governments have employed the same tactics using taxpayers' dollars. It is estimated that half of all homecare workers are now “self-employed” at minimum wages ranging from \$9.65 to \$12 per hour. Many work for multinational companies whom the Ontario government allowed to underbid traditionally fair employers like the Victorian Order of Nurses. Here in Toronto, hospitals are taking cafeteria jobs that paid an \$18 hourly wage and giving them to contractors who pay cooks \$10 an hour.

It's not that this kind of attitude is new. Each new generation of immigrants to this city found they needed a union in order to challenge exploitation and raise living standards for themselves, their families and their communities. This was true for the Irish who dug roads and canals, Jewish garment workers, black railway porters, West Indian and Filipino health-care workers; as well as those whose families have lived here for generations.

Across Canada, unionized workers earn almost \$5 per hour more than their non-union counterparts. Yet Ontario's labour laws, gutted by Mike Harris to make it more difficult to join or form a union, have yet to be fixed by Dalton McGuinty's government. It was unions that put a stop to “sweatshops” of the past.

With 1 million people in the Toronto area making less than \$29,800 per year, the role of unions in fighting for stronger labour standards and better working conditions, pay and benefits must not be ignored.

John Cartwright is the President of the Toronto and York Region Labour Council

It's true, music makes you smarter

...According to a McMaster University study of the value of music to the developing brain...kids who took music lessons for a year scored higher on memory tests than kids who didn't.

*Toronto Star
(September 29, 2006)*

Many parents are learning that today's kids are forced to hit the books too hard

Corrigan has become a minor hero in a simmering North American rebellion against over-loading kids with extra work, many experts have long been saying, is of dubious value. ...home-work robs families of time. Stolen time that kids, who are increasingly inactive in North America, might better spend in action – or at least doing something that truly ignites their natural curiosity.

*The Globe and Mail
(Monday, October 16, 2006)*

Liberals expand program to teach values

“... It turns out that there is quite a strong correlation between schools which integrate character education into their curriculum and the reduction of absenteeism, a reduction in misbehaviour, increases in academic success- all those are related to a tone of civility that is brought into our schools.”

*National Post
(Tuesday, October 17, 2006)*

TV watching linked to growth of Autism

Cornell University researchers are reporting what appears to be a statistically significant relationship between autism rates and television watching by children under the age of three.

Autism is rare in Amish society, and the assumption has been that this is because most Amish refuse to vaccinate children. The Amish also do not watch television.

*National Post
(Thursday, October 19, 2006)*

Say no to cutbacks

Results of the International Adult Literacy Survey published by Statistics Canada tells us that 22 percent of adult Canadians have serious difficulty with reading, writing and math and another 26 percent do not have the literacy skills we all need to participate fully in today's information based society. In Ontario, 1.2 million adults do not have basic literacy skills and another 1.4 million are not able to read well enough to carry out daily tasks or to find and keep a job.

*The Toronto Star
(Thursday, October 19, 2006)*



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A Reflection on “When Faith Meets Pedagogy” And Beyond

What a blessing to have experienced this oasis of faith, hope and love in the midst of a rushed and sometimes anxious life! And what a blessing friends are—always ready to connect, affirm and share special moments with you. The message from these last few days is that we are all beloved children of God, full of gifts and talents and full of His divine light. And it is our duty, as Christian educators, to bring out that light in each of our students as well as the other souls who are accompanying us on this life’s journey.

This amazing experience began on Thursday evening, when after a slight detour (we managed to get lost trying to find the Doubletree Hotel), Paulette, Maria and I finally checked in and went quickly up to our room. It finally penetrated into my sub-conscious mind that hey—this was a mini retreat that we all really needed. It was an opportunity to leave behind, for a short time, all the pressures that so often fill our days, and find refreshment and renewal in a moment in time which would prove to be full of God’s life-giving graces. We gave thanks for our decision to indulge ourselves in a sleepover after last year’s frustrating one-hour wait while trying to exit the parking lot.

We registered, grabbed a few sandwiches and proceeded to our first workshop on Teacher Leadership. Besides learning about the traits that a good teacher should embody (i.e. inspiring, trust-worthy, innovative, having a sense of the present and a vision for the future), and that the greatest teacher of all time was Jesus who taught us about servant leadership (integrity, clarity, humility), I will not forget about the “blue cup”. The discussion was about how to deal with aggravating circumstances in our lives and turn them into

something positive. Our speaker told the story about how she was continually picking up coffee cups around her house when she returned daily from work. Her husband was a habitual coffee drinker, but refused to put the cups in the dishwasher. One day, she even found a blue cup in the medicine cabinet. She almost burst a vein until she received a sudden insight. This coffee cup was the evidence of a loving presence in her life and she finally understood what it would mean if all these coffee cups were not around.

She also told us about the importance of silence in our lives. We are too caught up in all the hustle, bustle and sheer noise of our everyday existence— that we do not have the opportunity to get to know our “interior landscape”— the state of our souls. She suggested that we cultivate this quest by just sitting in front of a window. She challenged us to try this and see what would happen.

The theme of the conference this year was “In Communion with Creation”. After the gathering liturgy, we met the most inspirational and awesome creature that God has placed on this great earth. Her name is Sister Jose Hobday. A diminutive, frail, nondescript, eighty-year old woman (with a big mouth and a witty tongue) was wheeled onto the stage. We couldn’t believe the details that followed. Having developed cancer six years ago, she had since suffered from diabetes, near-blindness, and severe inflammation and sores in her foot (almost necessitating amputation). And to top it all off, upon arriving at the hotel, she had fallen and broken a bone in her arm. She had spent eight hours in the hospital, and after all that, they had set her cast too tightly. In fact upon returning to the U. S., she would have to undergo surgery.

There were no sorrowful complaints, no incessant whining. Instead she was full of gratitude and praise for all those involved in her care.

Hers was the face of Christ. My friend Maria is not a mystic, but that was her comment. We sat spellbound as we listened to this little woman who had a big spirituality and a soul full of God’s love. Sister Jose told us how special we were as teachers and how everything we did was sacred. She called us beacons of light and she told us it was our duty to bring out the light in our students and in everyone we met. She was witty and risqué as she told us the story of her skin grafts and asked us to do the tarantula dance. At the end, she directed us to stand and clap— for each other. We felt like the shining stars in God’s creation. Apparently the recording of this amazing woman’s discourse will be available through the TCDSB and I will try to grab one.

The evening’s reception and subsequent free time gave us the wonderful opportunity to reflect and connect — and to figure out how three women were going to use one washroom the following morning and still be on time for breakfast!

During the beautiful Eucharistic Celebration on Friday morning we were reminded of our theme of “Communion with Creation” as representatives from each Board of Education offered life-giving water from their area of the province. We were once again encouraged to seek oneness with God, and through this, become connected to each other.

The rest of the day was full of inspiring speakers. The keynote address by Sister Anne Bryan Smolin was particularly poignant.

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Her message was to take care of the person we see in the mirror so that we can minister to others. As a therapist, author and the president of the Board of Clowns on Rounds, her stories were hilarious, but pertinent. She suggested that we should find a laughing buddy to touch our hearts and souls, smile at everyone we meet, start a “Joy Journal” and learn to relax and live each day so that we can find grace, joy and balance in our lives. We are called to be the Body of Christ, and when we start looking for similarities among us, we become aware of our giftedness and unique qualities coming from our loving Creator. God does not make junk, we are all good!

The remainder of the day was spent at different workshops and perusing the various items at the vendor displays.

Perhaps the most engaging thought from the conference that now lives in my soul is my relation, as a teacher, to the cross of Christ. This has now become a symbol of my existence and my connection to my loving God. I gaze upon the cross and I see the horizontal beam that speaks to our human perspective and “what is”. I contemplate the vertical beam and rejoice in the infinite possibilities of the Divine – “what can be”. It is incumbent upon all of us, as educators, to place ourselves where the two worlds intersect so that we can remain connected to our faith which will then have a transforming power in our lives.

As we drove away from the conference, we suddenly realized that we were not the same persons who had arrived the day before- and we thanked God for this grace.

P.S. This special time of affirmation and spiritual renewal should be made available to more teachers and administrators. How much easier it will be to make others aware of God’s loving presence in our lives when we are totally immersed in His Spirit!

Rita Plescia is a teacher at St. Angela

Teachers’ Generosity goes a Long Way in Lumlukka, Thailand



For most children in Thailand and the Philippines, schools are not about high achievement scores in numeracy and literacy. They are gathering places where children go for support, understanding, and acknowledgment. They are places to learn about life and places to learn about hope. Learning can only happen when life issues are also being addressed.

In the remote community of Lumlukka, even the smallest of gifts are making a big impact on the lives of children who live in impoverished conditions. For the past several years, the Christian Living/Human Rights Committee has been supporting the efforts of the Daughters of Charity, who have brought hope to the poor for over three centuries, buy textbooks and learning materials to promote literacy. In the village of Lumlukka you will find many orphan children who have lost their parents to AIDS. You will also find dedicated volunteers, like Gemma Labitan, retired TECT member, immersed in realities so far removed from our minds and our experiences.

This past summer, Gemma traveled to Thailand and the Philippines and visited many charities that included, the Association of International Charities, where Toronto Elementary Catholic Teacher donations helped buy sewing machines for the hill tribes of Thailand; the Sisters of Charity in Thailand where funds helped purchase educational materials for community schools; and Our Lady’s Missionaries in the Philippines where donations were used to buy computer programs for ‘out of school’ street kids.

All this... for less than \$1, 400 of donation money collected from both the Toronto Elementary Catholic Teachers and OECTA.

In a letter to the teachers of Toronto Elementary, Sr. Josefina Estremera, Provincial Superior of The Daughters of Charity of St. Vincent de Paul writes: “With gratitude in our hearts, we assure of our prayers for God’s abundant blessing on your endeavors to help the least fortunate in the field of education.”

Bruno Pileggi is the Chair of the Christian Living / Human Rights Committee

DID YOU KNOW?

- The name “Thailand” means “Land of the Free”
- Thailand has a population of over 65 million people
- According to the 2000 census the largest religious groups in Thailand are:
 - Buddhist (94.6%),
 - Muslim (4.6%) and
 - Christian (0.7%)

Celebrating TECT Retirees 2005-2006

“Life begins at Retirement”

Every year in June, TECT honours all retirees. As in past years, TECT was afforded the opportunity to pay tribute to our graduating class of retirees. Teachers who have dedicated their lives to educating young people based on gospel values.

Each and every one of them has graced the teaching profession and left a lasting legacy. Imagine the countless thousands of young children who have benefited from their collective devotion, experience and grace. Imagine the seeds that have been planted in the minds of the young. The fruit of their labour will be seen and felt for generations to come. Each and every one of our retirees has given a part of themselves to each and everyone of their students.

The Toronto Elementary Catholic Teachers of OECTA have also been the recipient of their contributions.

Through their involvement in their professional union, this association of professionals has grown immeasurably. Through their participation, the working conditions and the learning conditions of students have grown immeasurably.

Leaving friends and colleagues is always bittersweet, but our retirees leave with the knowledge that they will be missed and forever in the hearts and minds of colleagues and students. Thank you for all that you have done for Catholic education.

May God bless you and watch over you as you move on to your next calling.

*John Pecsénye is the President of the
Toronto Elementary Catholic Teachers*



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Helen Andrenacci



Lucie Antonucci



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Mario Joseph Rao

Francesca Schembri

Joan Schmidt

Janet Shonkier McQuillan

Frances Slat

Lucia Tamburri

Florence Teskey

Irene Van Cauwenberghe

Loretta Wetmore

Leslie Wood

Toronto Elementary Catholic Teachers Awards Dinner 2005-2006

Every year TECT celebrates and honours teachers for their outstanding involvement in the Association and Teaching. Congratulations to all award recipients for your continued dedication and commitment.

Life Membership Award

Brian MacDonald



Outstanding Educator Award

Marcellina Lobalsamo



*Outstanding Involvement In
OECTA*

Rose Marie Grycaj



*Outstanding Involvement in
OECTA*

John Pecsenty



*Association Rep Award
- Etobicoke/York*

Iryna Prus



*Association Rep. Award
- North York*

Joanne DiCesare



*Association Rep. Award
- Scarborough*

Margaret Quinn



*Association Rep. Award
- Toronto/East York*

Alfonso Gambino



An Honourary Membership Award was awarded to former Education Minister Gerrard Kennedy.

To nominate an individual for a TECT award 2006-2007 visit our website www.tect.org

Primary Class Size Reduction

Results for the Toronto Catholic District School Board

The Toronto Catholic District School Board reported that 88 schools have directly benefited and 96.1 teachers have been added to reduce class size.

The chart below tracks the TCDSB's progress since 2003-04. It is based on data provided to the ministry by the school board in October 2005.

Year	20 or fewer	21	22	23	24	25 or more
2003-2004	42%	12%	11%	9%	10%	16%
2004-2005	53%	12%	9%	9%	6%	11%
2005-2006	58%	13%	9%	7%	5%	8%

All boards are expected to meet the target of 20 or fewer students in 90% of primary classes by 2007-08.

Class sizes were reported to the Ministry of Education in October 2005. As enrolment shifts rapidly at some schools throughout the year and teachers are reassigned, class sizes change. These factors, and others, mean that some primary class sizes have not been reduced in 2005-06 as much as expected.

Frequently Asked Questions

How many teachers have been added to reduce primary class sizes?

Over the first two years of the plan, the government has provided school boards with funding to hire 2,375 more teachers in the primary grades (Junior Kindergarten to Grade 3) to reduce class sizes.

How many schools have smaller class sizes since the government came to office?

The first year of funding benefited 1,300 schools, and the second year 1,275 schools. In some cases, classes were added to the same school in both years, so in total, 2,115 schools have added classes as a result of this initiative.

How many students are benefiting from smaller class sizes as a result of the government's investments?

Halfway through our plan, almost half (48%) of Ontario's primary classes are already meeting the target of 20 or

fewer students. In addition, the number of classes with 25 students or more has decreased from 25 per cent to 12 per cent.

Will there be a real cap of 20 students by 2007?

Yes. All boards are expected to meet the target of 20 or fewer students in 90% of primary classes by 2007-08.

The remaining 10 per cent of classes will have no more than 23 students. For these classes, up to three additional students will be allowed to recognize enrolment changes, to minimize the need for more split grades and to avoid unnecessary transportation of students.

What about schools where there is still overcrowding — will those teachers, students and parents have to wait two more years?

Boards are starting with the schools that have the largest class sizes and the available space. The government has made up to \$36 million available in 2005-06 for boards that need to undertake capital construction to accommodate smaller primary class sizes.

Will smaller classes in primary grades mean more students in other grades?

As part of the commitment to reduce class sizes, boards must show that class sizes in Grades 4-8 do not increase when class sizes are reduced in the early grades.

All of the data, as well as the questions and answers provided above, are taken directly from the Ministry of Education website.

Due to limitations of space, the information has been edited. If you are interested in the unedited version you may want to visit the following webpage: <http://www.edu.gov.on.ca/eng/cst/classSize3.asp>. Data is provided for each School Board in Ontario. Once you arrive at the webpage above, use the menu and select Toronto Catholic District School Board.

The Ministry website also allows monitoring of individual schools as well as data to track province wide progress in achieving the Primary Class Size Targets set by the government.

This article was edited by Mario Bernardo. Mario is the Second Vice-President of Toronto Elementary Catholic Teachers



All You Need To Know About **RBO**

WHY RELATIONS BY OBJECTIVE JUST MIGHT BETTER YOUR WORKING CONDITIONS.

As an Association, the more expeditiously we can problem solve with the Board, the sooner the concerns of members are addressed. From TECT's point of view, the Board is taking far too long to address the needs of our members (see article by M. Bernardo on Planning and Evaluation Time). TECT also believes that the Board, in too many areas, is not following the Collective Agreement. One option is of course to file a grievance. TECT has filed numerous grievances on matters ranging from planning time to lunchtime supervisors and beyond. The Association will continue to file grievances whenever there is a belief that individual or system wide abuses of the collective agreement have occurred. Grievances are, however, a lengthy and more litigious process.

There was a belief at TECT that other problem solving options needed to be explored. One option presented to TECT by Provincial OECTA was a voluntary mediation process called Relations by Objective (RBO). RBO is a relationship-building program, not collective bargaining, conducted under the direction of the Ministry of Labour. Given that TECT is always willing to invest the necessary resources to improve relationships with the Board, the Executive voted to participate in the process.

This voluntary mediation process facilitates opportunities for the Association and Management to discuss a wide range of issues. The process involves the coming together of the key decision makers from both Management and the Association. All participants are sequestered for three

days off-site and the focus is entirely on bettering the relationship. Ministry of Labour mediators and arbitrators guide the participants through a structured program intended to facilitate frank and open discussions with no recriminations.

Through these frank and open discussions concerns are raised and impediments to bettering the relationship are listed. The next stage involves highlighting what each side will commit to in terms of future interactions. In other words, what are management and labour willing to do to improve the relationship? Eventually, individual concerns and objectives become joint objectives and both sides work to develop strategies that will lead to the implementation of these objectives.

The intended goal is to see the realization in concrete terms of these agreed upon objectives. In the end, both sides commit to goal statements and action steps designed to improve the relationship. The Ministry team will reconvene a follow-up meeting of the participants three to six months after the program. The facilitators will lead the parties through each of the goals and action steps to check on progress and/or challenges.

I approach this process with guarded optimism. TECT has always been committed to any initiative that can better the working relationship with the Board; however, it is refreshing that, thus far, the Board is also willing to commit their key decision makers to the RBO process. It is not a coincidence that during the last round of bargaining, relations with the Board were the best I have ever witnessed.

In turn, this positive and collaborative approach, created an environment where it was possible, without posturing or job action, to negotiate an excellent collective agreement.

Though I welcome the opportunity to tell the Board all about their shortcomings, it is not always pleasurable to listen to management outline our shortcomings; nevertheless, a few bruised egos are a small price to pay if, as a result, the relationship between TECT and the Board is more open and functional.

From my perspective, if this process develops structures that see the Board truly commit to problem solving at the early stages of problem identification then both sides will benefit. As long as two parties are willing to dialogue and problem solve then entrenchment is less likely to occur. I believe both sides want a more expeditious and effective approach to resolving issues. The sooner a problem is solved the quicker members benefit from this outcome. Contrarily, "Justice delayed is justice denied."

Let us hope that the RBO process will be a pivotal step in re-establishing the positive working relationship that existed between TECT and the Board during the last round of bargaining. Given that we are bargaining again in the not too distant future, the timing would be ideal.

*Anthony Bellissimo is the
First Vice-President of Toronto
Elementary Catholic Teachers*

Top Ten Teacher Movies

The Christmas break is always a great time to pop some popcorn and enjoy a few good movies. To help out with some ideas for your home holiday viewing, we thought it might be fun to suggest our "Top Ten Teacher Movies". We hope you enjoy our suggestions.

GOODBYE, MR. CHIPS (1939)
Robert Donat

BLACKBOARD JUNGLE (1955)
Glenn Ford

MIRACLE WORKER (1962)
Anne Bancroft

TO SIR, WITH LOVE (1967)
Sydney Poitier

UP THE DOWN STAIRCASE (1967)
Sandy Dennis

STAND AND DELIVER (1988)
Edward James Olmos

DEAD POET'S SOCIETY (1989)
Robin Williams

LEAN ON ME (1989)
Morgan Freeman

MR. HOLLAND'S OPUS (1996)
Richard Dreyfuss

MUSIC OF THE HEART (1999)
Meryl Streep

Do any of the movies listed above not belong? Did we leave out one of your favourites? Let us know how we did. Send an e-mail to:

mbernardo@tect.org

CAREplus

Member Assistance Program

Effective January 1, 2007, Metro Catholic Teachers Long Term Disability plan members and their immediate families will have access to professional, problem-solving assistance under a new name CAREplus. To access CAREplus, call 1-866-273-8425 and give the Group Insurance Contact Number 325365 and your Social Insurance Number.

CAREplus is provided by the Metro Catholic Teachers Long Term Disability Plan Board of Trustees. The cost is included in the LTD premium.

CAREplus provides professional assistance for a wide range of issues, including:

- Personal and work related stress
- Couple and marital relationships
- Childcare and parenting issues
- Eldercare concerns
- Depression and anxiety
- Alcohol and drug misuse
- Family matters
- Bereavement
- Legal issues
- Financial concerns
- Career issues
- Crisis counselling/trauma
- Other concerns

These services are provided by Shepell.fgi.

Is the service really confidential?

Yes. Absolutely!

If you have a concern, getting help from CAREplus couldn't be easier. Day or night, 365 days a year, just pick-up the phone and call the toll - free line: 1-866-273-8425

Professional, confidential assistance for you and your family is just a phone call away.

If you have any questions or concerns, please call the Long Term Disability office at 416-398-6583.

Rose Marie Grycaj is the Chairperson of the Long Term Disability Board

Make *The Metro Voice* Your Voice!

Strong opinions on an education issue?

A funny anecdote or experience to which you feel other teachers would relate?

Wonderful memories of a wonderful teacher who helped shape your life, or a colleague who has had an impact on you as a teacher?

Why keep it to yourself?

Send your written thoughts to Mario Bernardo at mbernardo@tect.org



Here Today but Not Gone Tomorrow:

INVESTIGATING CYBER-BULLYING

Dr. Shaheen Shariff has described cyber-bullying as “the latest form of social cruelty, prevalent among adolescents. It allows for the participation of an indefinite audience. It is anonymous, invisible, insidious, and covert and its predators are difficult to identify. Psychologically, it is devastating to its victims. Socially, it is detrimental to all of our students.”

Twenty years ago, it did not exist. Today, with internet users numbering in the billions worldwide, and Canadians sending more than 39 million text messages from their cell phones, 1.2 million per day (December 2003), a whole new means of communication has been made available to our students.

Dr. Shariff, one of many speakers at the recent 2006 CAPSLE (Canadian Association for the Practical Study of Law in Education) Conference, addressed the issue of investigating cyber-bullying in the context of legal standards to guide schools on safety, free expression and learning in virtual space.

According to Media Awareness Network, “Thirty four per cent of students in grades seven through eleven report that they have been bullied within the current school year. Among those, twenty seven per cent say they have been bullied over the internet.” To most of us, this would appear to be an astonishing statistic. And yet, as Dr. Shariff points out, it is unlikely that at least one member of our school community has not been involved in an incident of cyber-bullying.

What is cyber-bullying and how does it differ from more traditional forms of bullying? Bill Belsey explains, “Cyber-bullying involves information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal

Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others.” Cyber-bullying is there forever. It is a taunt that remains, often causing re-victimization as messages are read and re-read by new audiences.

Dr. Shariff highlights the key concerns in the area of cyber-bullying as:

- Supervision (on and off school site);
- Stakeholder obligation (schools, parents, web-providers, police and law-makers);
- Shifting community/societal standards on accepting cyber behaviour (ethical use of technology);
- Walls and borders erased, reflection time reduced;
- No tangible feedback about consequences of the individual’s actions on others;
- Legal challenges existing in a policy vacuum- balancing safety and freedom of expression.

What are the legal implications of cyber-bullying? The Media Awareness Network reminds us that young people need to be aware that some forms of online bullying may be considered a criminal act. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others. It’s also a crime to publish a “defamatory libel” – writing something that is designed to insult a person or likely to injure a person’s reputation by exposing him or her to hatred, contempt or ridicule. A cyber-bully may also be violating the Canadian Human Rights Act, if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or

disability.”

What can we, as educators, do to prevent cyber-bullying? First and foremost, we need to take a proactive stance. How can we achieve this? We need to:

- Monitor the use of computers in our classrooms and computer labs.
- Continue to promote anti-bullying programs in our schools.
- Enforce clearly laid out Board and school-based internet policies and include information in parent newsletters. In addition, we need to
- Take seriously reports related to intimidating and/or threatening online behaviour.

In his article for Education Law, entitled “Cyber-bullying: A Growing Problem”, Lawyer Eric Roher highlighted the following preventative measures to deal with cyber-bullying:

- Students should be encouraged not to share their personal information, e-mail address or password with others
- Students should be taught not to respond to e-mail threats
- Students should not delete messages regarding cyber-bullying, but rather, save the information (e-mail addresses, times, dates)
- Students should be encouraged to report incidents of online threats or intimidation, bullying or harassment to a trustworthy adult

Through education and early intervention, we can help curb instances of cyber-bullying in our schools.

Go to the Internet Library on page 22 for websites that will provide additional information on cyber-bullying.

Patricia Minnan-Wong is Secretary of the Toronto Elementary Catholic Teachers

CHRISTMAS 2005

“I bring you good news of a great joy ... for to you is born this day in the city of David a Saviour, who is Christ the Lord” (Lk 2:10-11).

Last night we heard once more the Angel’s message to the shepherds, and we experienced anew the atmosphere of that holy Night, Bethlehem Night, when the Son of God became man, was born in a lowly stable and dwelt among us. On this solemn day, the Angel’s proclamation rings out once again, inviting us, the men and women of the third millennium, to welcome the Saviour. May the people of today’s world not hesitate to let him enter their homes, their cities, their nations, everywhere on earth! In the millennium just past, and especially in the last centuries, immense progress was made in the areas of technology and science. Today we can dispose of vast material resources. But the men and women in our technological age risk becoming victims of their own intellectual and technical achievements, ending up in spiritual barrenness and emptiness of heart. That is why it is so important for us to open our minds and hearts to the Birth of Christ, this event of salvation which can give new hope to the life of each human being.

*“Wake up, O man! For your sake God became man”
(Saint Augustine, Sermo, 185. Wake up, O men and women of the third millennium!)*

At Christmas, the Almighty becomes a child and asks for our help and protection. His way of showing that he is God challenges our way of being human. By knocking at our door, he challenges us and our freedom; he calls us to examine how we understand and live our lives. The modern age is often seen as an awakening of reason from its slumbers, humanity’s enlightenment after an age of darkness. Yet without the light of Christ, the light of reason is not sufficient to enlighten humanity and the world. For this reason, the words of the Christmas Gospel: “the true Light that enlightens every man was coming into this world” (Jn 1:9) resound now more than ever as a proclamation of salvation. “It is only in the mystery of the Word made flesh that the mystery of humanity truly becomes clear” (Gaudium et Spes, 22). The Church does not tire of repeating this message of hope reaffirmed by the Second Vatican Council, which concluded forty years ago.

Men and women of today, humanity come of age yet often still so frail in mind and will, let the Child of Bethlehem take you by the hand! Do not fear; put your trust in him! The life-giving power of his light is an incentive for building a new world order based on just ethical and economic relationships. May his love guide every people on earth and strengthen their common consciousness of being a “family” called to foster relationships of trust and mutual support. A united humanity will be able to confront the many troubling problems of the present time: from the menace of terrorism to the humiliating poverty in which millions of human beings live, from the proliferation of weapons to the pandemics and the environmental destruction which threatens the future of our planet.



May the God who became man out of love for humanity strengthen all those in Africa who work for peace, integral development and the prevention of fratricidal conflicts, for the consolidation of the present, still fragile political transitions, and the protection of the most elementary rights of those experiencing tragic humanitarian crises, such as those in Darfur and in other regions of central Africa. May he lead the peoples of Latin America to live in peace and harmony. May he grant courage to people of good will in the Holy Land, in Iraq, in Lebanon, where signs of hope, which are not lacking, need to be confirmed by actions inspired by fairness and wisdom; may he favour the process of dialogue on the Korean peninsula and elsewhere in the countries of Asia, so that, by the settlement of dangerous disputes, consistent and peaceful conclusions can be reached in a spirit of friendship, conclusions which their peoples expectantly await.

At Christmas we contemplate God made man, divine glory hidden beneath the poverty of a Child wrapped in swaddling clothes and laid in a manger; the Creator of the Universe reduced to the helplessness of an infant. Once we accept this paradox, we discover the Truth that sets us free and the Love that transforms our lives. On Bethlehem Night, the Redeemer becomes one of us, our companion along the precarious paths of history. Let us take the hand which he stretches out to us: it is a hand which seeks to take nothing from us, but only to give.

With the shepherds let us enter the stable of Bethlehem beneath the loving gaze of Mary, the silent witness of his miraculous birth. May she help us to experience the happiness of Christmas, may she teach us how to treasure in our hearts the mystery of God who for our sake became man; and may she help us to bear witness in our world to his truth, his love and his peace.

Christmas 2005 - Urbi et Orbi Message of His Holiness Pope Benedict XVI



Goodwill Fleeting

The Growing Storm Over Lost Planning and Evaluation Time

Relations between TECT and the TCDSB are becoming ever more strained. The prevailing optimism coming out of the last round of bargaining has steadily evaporated as the Board delays, obfuscates and back tracks on the commitments it undertook in signing our new Collective Agreement. Nowhere is this more obvious than around planning and evaluation time issues. Three years into the Collective Agreement and the Teachers have yet to have their hard won rights honoured and respected.

In the last round of bargaining, the provincial government committed funding that could be used by Boards to hire additional specialist teachers to provide the increased planning and evaluation time being offered to teachers. Given that the Board would be receiving funding for specialist teachers to provide additional planning and evaluation time, the Association sought assurances that the new minimum target of 160 minutes in year-one would not be achieved by tapping teachers who traditionally received in excess of 160 minutes per week.

When the Association confirmed that it wanted assurances in writing in the form of a Letter of Intent, the Board responded the next day with what would become Appendix H of the collective agreement. It reads, "The Board is committed to using funds for specialist teachers to provide additional preparation time as per the Ministry guidelines and funding."

The Board received funds from the Ministry to hire almost thirty specialist teachers in year-one to implement the move from 150 minutes to 160 minutes. Yet, despite the Letter of Intent, the Board hired only seven specialists and re-directed the rest of the monies for other Board priorities. When TECT asked for an explanation, the Board stated that, according to the Ministry, the allocated funds "could" be used

to hire additional staff. The Ministry, we were told, did not say the funding "must" be used to hire additional staff!

Dismayed with the Board's failure to honour our verbal as well as written agreement, the Association was left with no alternative but to file a grievance. Unfortunately, while the Association awaits the outcome of that grievance, teachers who traditionally received more than 160 minutes of planning time are being tapped to provide planning time for teachers who traditionally received less than 160 minutes!

Equally frustrating were the differences that arose from the negotiated improvements reflected in Article 5.08 (f) of the collective agreement. The article reads: "Any teacher who loses preparation time shall be compensated by matching time-in-lieu. This time in lieu will not be provided by existing staff. The scheduling of the time-in-lieu blocks shall be determined by the teacher in consultation with the principal. Joint forms shall be developed by the Board and the Teachers to record the accrual of minutes and the granting of time-in-lieu under this provision."

The four sentences in this article were designed to address four different but fundamental points regarding planning and evaluation time. While the Board and the Association see eye to eye on the first two points, there are deep outstanding divisions on the latter two.

The Association and the Board have different views as to what constitutes lost preparation time, however, the Board has never denied that it has a contractual obligation to compensate teachers who lose preparation time with matching time-in-lieu as prescribed in sentence one of Article 5.08 (f).

The Board has also acknowledged that under our new collective agreement it no longer has the right to utilize existing staff to provide lost

planning time for other members as outlined in sentence two of Article 5.08 (f). In some cases, the Board may decide to utilize principals or vice-principals to provide this lost planning time, however, it is understood that in the overwhelming number of cases it will be occasional teachers who will be utilized to fulfill this function.

The central source of disagreement between the Association and the Board arises out of our respective interpretations of sentence three of Article 5.08 (f). The Association believes the wording in the collective agreement is both explicit and clear: "The scheduling of the time-in-lieu blocks shall be determined by the teacher in consultation with the principal." Based on this wording, the Association believes there can be little doubt that the teacher, and not the principal, has primacy in determining when time-in-lieu will be provided.

It is this fundamental difference that has prevented the Board and the Association from agreeing to a joint time-in-lieu form as prescribed in sentence four of Article 5.08(f). The Association has produced a form, but the Board seems unwilling to agree to it unless it is redesigned to reflect the primacy of the principal in determining the scheduling of time-in-lieu in consultation with the teacher! It is easy to see why the Board would prefer such an interpretation. Unfortunately for the Board, that is not what was agreed to in negotiations and that is clearly not consistent with the wording in the current collective agreement.

The Association had originally hoped that by jointly developing a time-in-lieu form with both the TECT and TCDSB logos, members would feel more comfortable claiming for their lost planning time. Even the most difficult and unreasonable administrator, it was thought, would find it hard to refuse a form sanctioned and approved by the Board.

In the hope of achieving that end, the Association patiently endured more than 14 months of discussions spanning over three academic years. The discussions were frustrating to say the least. The discussions began with the Board asserting that it had never agreed to two methods of making up lost planning and evaluation time. The Board argued that it was only required to reschedule lost planning and evaluation time in a timely manner as outlined in Article 5.02 (a) of the collective agreement. The Board insisted that there was no explicit reference to a teacher's right to accumulate lost planning time. The Board maintained this position at the Joint Staff Allocation Committee even though it was the Board's own negotiating team, during negotiations, that had specifically asked for the flexibility to have teachers accumulate to avoid circumstances where it might be unable to make up lost planning and evaluation time in a timely manner. The Association was astounded! So absurd was the discussion, that at one point, the Association had to remind the Board of the statement in Article 5.08 (c) that specifically referenced the "accrual" of minutes lost. The Board retorted that "accrual" and "accumulate" did not mean the same thing! Even after the Association read aloud the dictionary definition of both accrual and accumulate the Board showed reluctance to accept that the two words were synonymous!

The Board finally conceded that the Collective Agreement did, in fact, stipulate two methods of making up lost planning and evaluation time, only to pick up the argument that it was the principal and not the teacher who was empowered to determine which of these two methods would be utilized and when the lost planning time would be rescheduled. Given its new tact, it was difficult for the Association to believe that the Board was not stonewalling. Every month that passed meant another month where members' collective agreement rights were not being fully recognized.

In order to break the deadlock, the Association decided to issue the time-in-lieu form to the membership. If the

Board refused to make up planning time as prescribed under the collective agreement, and reflected in our form, further grievances would have to be filed. The Board responded by directing principals not to accept the forms. The Board contends that since the time-in-lieu form has not been jointly developed it is invalid. The Association's view is that while the Board may refuse to accept the time-in-lieu form, it still has an obligation to have lost planning and evaluation time made up. Whether it is by submitting the time-in-lieu form, or by e-mail or on a scrap of paper, the Board has been given notice and is, thereby, required to make up the time as "determined by the teacher in consultation with the principal."

The Board has added even further to the frustration and confusion surrounding the rescheduling of lost planning and evaluation time by intimating that in certain instances lost planning time cannot be claimed as "lost". The Association's view is simple. Regarding planning and evaluation time, the current collective agreement states that for "2006-2007 - all teachers receive 180 minutes per week." Article 5.03 (a) does indicate "If a teacher is employed to teach for less than full time, planning and evaluation time shall be pro-rated accordingly." Nowhere in the collective agreement are any exceptions listed! Whether a teacher loses prep time due to a school trip, an assembly or a school Mass a teacher must receive a minimum of 180 minutes per week, pro-rated, otherwise it must be made up by the Board. Teachers need to ask only one question to determine whether they need put in a claim to the Board: "Did I receive 180 minutes of planning and evaluation time?"

Even more frustrating, the Board has intimated on more than one occasion that the Association is encouraging teachers to refrain from attending school Masses when the Mass conflicts with their planning and evaluation time. Nothing could be further from the truth. The Association will strenuously object to any instance where a teacher is made to choose between their prep time and attending a school mass. It

is TECT's view that the Mass is the foundation of our Catholic educational system. In choosing to teach within the Separate system, the Association expects the Board to respect our members' denominational rights as well as their collective agreement rights.

It is difficult to understand why the Board continues to distort and complicate their obligation to make up lost planning time given that this approach is not prevalent in so many other Boards. I hope it is not just about saving money on occasional teachers. The money that might be saved would be miniscule in comparison with the potential loss of goodwill in relations with TECT and its members. I urge the Board to acknowledge the hard work and goodwill of teachers by taking the initiative in this debate. Instead of making it more difficult for teachers to have their planning time made up, come up with ideas to make it easier.

So much goodwill would be restored if the Board suggested the following to TECT: "What can senior management do to fix the problems surrounding planning time and ensure that our teachers receive every minute of planning time they are owed." If that happens, I will be the first to publicly congratulate the Board. Goodwill fleeting will have become goodwill restored.

Mario Bernardo is the Second Vice-President of the Toronto Elementary Catholic Teachers

Words of thanks are extended to Anthony Bellissimo, First Vice President of the Toronto Elementary Catholic Teachers, for his assistance in the preparation of this article.

Teachers who receive less than 180 minutes of planning and evaluation time (pro-rated) in any given week are entitled to time-in-lieu. The scheduling of the time-in-lieu is to be determined by the teacher in consultation with the principal. If this does not occur please contact the TECT office at (416) 398-6838.

IMPORTANT DATES

JANUARY

1st Transfer Request Forms will be available for any teacher wishing to apply for an exchange transfer, an open transfer, job sharing, or transfer to part-time teaching by this date. [Article 7.01](#)

1st Open Transfer Request Forms will be available in schools by this date. [Article 7.01](#)

1st Application forms will be available for teachers wishing to participate in the Deferred Salary Plan for September 1, 2007. [Article 18.04](#)

30th Human Resources must receive Category Upgrading Forms to qualify for retroactive pay to January 1st. Proof of qualifications must be submitted by May 1, 2007. [Article 3.08](#)

31st Deadline date for Open transfer applications to be received by Human Resources. [Article 7.03](#)

FEBRUARY

1st Applications for teachers interested in participating in the Deferred Salary Plan (Commencing September 2007) must be received by Human Resources. [Article 18.04](#)

MARCH

1st Human Resources must receive proof of qualifications by this date for Upgrading Forms submitted by Nov. 30, 2006 to qualify for retroactive pay to September 1st. [Article 3.07](#)

1st Any teacher on a leave of absence that commenced before February 1 of the current school year, and who is due to return September 1 must notify the Human Resources Department by this date on the form which will be provided; or in writing if such has not been received by the teacher, of that teacher's intention to resume teaching or otherwise. [Article 7.05](#)

1st All exchange transfer, open transfer, job sharing, or transfer to part-time teaching requests received by the Human Resources Department on or before March 1 will be compiled and the lists will be distributed as appropriate to superintendents of education, principals and OECTA school representatives. [Article 7.01 \(b\)](#)

9th Date by which Board must notify teachers who have requested an open transfer as to whether or not such request shall be granted. Teachers may not be advised of a specific placement until the end of the normal transfer process. [Article 7.03](#)

MARCH (continued)

15th The Teacher Co-Chair of the LSSAC must be given the following current information prior to the March meeting of LSSAC.

- i) the projected enrolment for the coming school year
- ii) the allocation based on that enrolment
- iii) the current Form 100 [Article 5.07](#)

17th Deadline date for the principal to consult with the Local School Staffing Advisory Committee to discuss:

- i) the projected enrolment for the coming school year
- ii) the allocation based on that enrolment
- iii) the organization of the school based on the above [Article 9.01](#)

31st Open positions in a school's staffing model for the following school year shall be determined by this date. A list of these open positions shall be forwarded immediately to the Superintendents of Education. [Article 7.10](#)

INTERNET LIBRARY

The following websites might be of interest if you would like information about cyber-bullying:

www.cyberbullying.ca

This site provides potential examples of cyber-bullying and what can be done; also cites a number of related articles and websites.

www.cyberbullying.org

This site includes a professional development section for educators and parents.

www.bewebaware.ca

This site includes definition, legal information, risks and safety tips by age.

The following additional information is also available through the TCDSB website:

www.tcdsb.org/library

This site lists an annotated bibliography on Bullying.

www.tcdsb.org/bullyproofing

This site includes the TCDSB Safe Schools Department Bullying Awareness Programme which specifically defines cyber-bullying.

*Patricia Minnan-Wong is the Secretary of the
Toronto Elementary Catholic Teachers*

If you have a favourite teacher-friendly website that you think other members would find useful or interesting, pass it along so that we can share it through the Metro Voice.

Send your suggestions via e-mail to Mario Bernardo at mbernardo@tect.org

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