**Call for Presenters: Presenters on the Road** – ETFO is looking for experienced presenters who can deliver high-quality workshops on a wide range of topics for teachers, occasional teachers, DECEs, ESP and PSP members. Presenters who are selected will have the opportunity to travel to various locals across Ontario. As part of the application process, members will be asked to submit a workshop description in their area of expertise. The application deadline is Monday, May 13, 2019 at 12:00 noon. For further information, please visit the ETFO website, contact Lisa West, lwest@etfo.org or call 1-888-838-3836, extension 2279.

**2019 Ontario Pride Events** – Pride events are fast approaching and this mailing contains an Ontario Pride Events poster with events planned across the province from May through September 2019. Pride is an opportunity for everyone including lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) and all people to challenge homophobia, biphobia and transphobia and promote social justice and equity in the community and classrooms. Now more than ever, we need to ensure our schools and communities are welcoming when it comes to LGBTQ issues, gender identity and expression. Many Pride events offer a variety of activities for participation by ETFO locals, Gay-Straight Alliance (GSA) committees and social justice clubs.

**Asian Heritage Month 2019 Posters: Honouring our resistance, celebrating our stories** – For Asian Heritage Month 2019, ETFO presents a series of four (4) connecting posters that conceptualize themes of diverse identities and journeys, stories of celebration and resistance. Through writer Souvankham Thammavongsa’s poetry, the interweaving of communities and their narratives are shared amongst the dynamic, colorful and creative works of four (4) diverse Asian artists living in Canada. For a PDF version and additional information or resources to highlight Asian Heritage Month, please visit here or contact Alice Te, ate@etfo.org or 1-888-838-3836, extension 2238.

**ETFO AQ course calendar 2019-2020** – ETFO AQ courses continue to offer high-quality professional learning. These popular courses, developed by teachers for teachers, are current, practical and provide exemplary learning for teachers. The ETFO AQ course calendar for the 2019-2020 year is provided to post in the school to inform teachers about course offerings for Summer 2019 through Spring 2020.
**Regulation 274: Myth Versus Reality** – Regulation 274 establishes a transparent system for teacher hiring in Ontario’s public school boards that is based on qualifications and experience. Regulation 274 has been an effective deterrent to nepotism and favouritism in the hiring process, but myths about the regulation still exist. This infographic summarizes the results of an independent study about Regulation 274, which dispelled many of those myths.

**ETFO WEBSITE VIEW ONLY – PRS Matters Volume #104 – Advice to ETFO Occasional Employees** – This issue of PRS Matters Bulletin is Advice to ETFO Occasional Employees. This volume provides important tips, advice and resources for occasional members.

**ETFO STEWARDS INFORMATION**

Please direct your members to the ETFO WEBSITE to find the Stewards’ Mailing Cover Memo and its links:

etfo.ca > About ETFO > Publications > Stewards’ Mailings

**IMPORTANT:** To change the number of members at your work site –
Contact: Member Records at 1-888-838-3836 or trecords@etfo.org

The number of members within your school, on file at ETFO, appears in the top corner of the address mailing label

**ITEMS:**

1. CALL FOR PRESENTERS: PRESENTERS ON THE ROAD
2. 2019 ONTARIO PRIDE EVENTS
3. ASIAN HERITAGE MONTH 2019 POSTERS
4. ETFO AQ COURSE CALENDAR 2019-2020
5. REGULATIONS 274: MYTH VERSUS REALITY
6. PRS MATTERS VOLUME #104 – ADVICE TO ETFO OCCASIONAL EMPLOYEES

SOJ/DJS
Call for Workshop Presenters for 2019-2020

Presenters on the Road offers quality workshops in partnership with ETFO locals across the province. All workshops are developed by members for members. There will be a new POTR catalogue offered to locals beginning in the 2019-2020 school year.

Workshop presenters will receive:
- A presenting fee;
- Release time (if required);
- Travel, accommodation (if required) and meals-in-transit (within ETFO guidelines); and,
- An opportunity to be involved in provincial ETFO professional learning and work with members across the province.

ETFO is seeking presenters who:
- Are actively involved with ETFO;
- Understand and integrate the principles of equity within course content;
- Have extensive experience teaching adults and facilitating groups beyond the school level (e.g., local, board, faculty, community, etc.);
- Have strong presentation skills;
- Have a thorough knowledge of effective instructional strategies and assessment practices in all divisions (K-8); and
- Are willing to travel to various locals across Ontario.

Deadline for Applications and Supporting Materials: Monday, May 13, 2019

For more information contact Lisa West, lwest@etfo.org or call 416-962-3836 1-888-838-3836, Extension 2279
This application process is for all members, including current POTR workshop presenters. Please complete this form, [bit.ly/POTRcall](http://bit.ly/POTRcall) which includes:

- Presenter information (including your ETFO member number);
- Current resume (max. two pages);
- Letter of reference and contact information from two people who have seen you present and can comment on your presentation skills; and
- Workshop description and agenda with accompanying example of workshop material (e.g. handout, PowerPoint). You may submit up to two workshops.
- Complete application packages only, will be considered.

**Deadline for Applications and Supporting Materials:**
Monday, May 13, 2019

For questions regarding google form contact:
Kristin Vander Eyken, kvandereyken@etfo.org

We anticipate a high degree of interest from potential workshop presenters. Decisions on successful applications will be made Friday, June 7, 2019. Both successful and unsuccessful applicants will be notified in writing.
ONTARIO PRIDE EVENTS 2019

Now more than ever, we need to ensure our schools and communities are welcoming when it comes to LGBTQ issues, gender identity and expression. Get your local, your GSAs and social justice clubs out to celebrate all Pride events!

NOTE: These dates were accurate at the time of printing. Please check individual websites prior to attending Pride events.

MAY

Elliot Lake Pride
May 23-26
elpride.ca

Cambridge, Kitchener, Waterloo Tri-Pride
May 24-June 2
tri-pride.ca

Haldimand Norfolk Pride
May 25
Facebook Group

Pride Durham
May 27-June 2
pridedurham.com

Guelph Pride
May 31-June 9
guelphpride.com

JUNE

Dundas & Grenville Pride
June 1
Facebook Group

Pride Niagara
June 1-8
prideniagara.com

Belleville Pride
June 1-8
bellevillepride.ca

Brockville Pride
June 3-9
brockvillepride.com

Timmins Pride
June 3-9
timminspride.com

Thunder Pride
June 5-16
thunderpride.ca

Pembroke Pride
June 7-15
Facebook Group

York Pride
June 8
yorkpridefest.com

Brampton Pride
June 9-15
bramptonpride.ca

Hamilton Pride
June 15
pridehamilton.com

Kingston Pride
June 15
kingstonpride.ca

Oxford Pride
June 15, 22
oxfordpride.ca

Kenora Pride
June 21-23
Facebook Group

Pride Toronto
June 1-30: Pride Toronto Month
June 21-23: Marches
pridetoronto.com

Kincardine Pride
June 22
Facebook Group

Kincardine Pride
June 22
Facebook Group

Dryden Pride
June 29
Facebook Group

Barrie Pride
TBA
barriepride.ca

Grey Bruce Pride
TBA
Facebook Group

Pride Perth
TBA
Facebook Group

Stratford Pride
TBA
Facebook Group

JULY

Cornwall Pride
July 5-7
Facebook Group

Sudbury Pride
July 8-14
sudburypride.com

London Pride
July 18-28
pridelondon.ca

Muskoka Pride
July 19-28
muskokapride.com

North Bay Pride
July 21
Facebook Group

Simcoe Pride
July 29-August 11
simcoepride.com

Peel Pride
TBA
peelpride.ca

AUGUST

Windsor-Essex Pride Fest
August 6-11
wepridefest.com

Pride Chatham-Kent
August 17
pride-ck.com

Ottawa Capital Pride
August 18-25
ottawacapitalpride.ca

Mindem Pride
August 19-25
Facebook Group

SEPTEMBER

Peterborough Pride
September 13-22
peterboroughpride.ca

Sault Pride
TBA
saultpride.ca
“When I make things, I know they are taken to be quiet and small. I know there may be no place for them. I know no one is waiting for them. I know it may be that no one wants them. But I must make them. I must. I learn that you must make your art, wherever you are, whoever you are, whatever you have. You must. This is something no one can ever teach a writer. She must find this for herself alone. Over and over. This must.”

—Souvankham Thammavongsa

Souvankham Thammavongsa is the author of four poetry books, Cluster (M&S, 2019), Light (2013), winner of the Trillium Book Award for Poetry, Found (2007) and Small Arguments (2003), winner of the ReLit prize. She was born in the Lao refugee camp in Nong Khai, Thailand, and grew up in Toronto.

Hana Shafi aka Frizz Kid is a writer and artist. Known on Instagram for her weekly affirmation series, she is also the recipient of the Women Who Inspire Award, from the Canadian Council for Muslim Women. Her first book, It Begins With The Body was recently selected by CBC books as one of the best poetry books of 2018.

Honouring our resistance, celebrating our stories: Asian Heritage Month, 2019
Growing up, I did not have books

The only reading material there was

were old newspapers laid out on the floor
to dry
our winter boots

or wrap
things of glass

When I learned to read, the winter boots

lay dripping in the hallway;

the glass, broken and uncovered

because I knew this this

would be my way in

—Souvankham Thammavongsa

Honouring our resistance, celebrating our stories:
Asian Heritage Month, 2019
Souvankham Thammavongsa is the author of four poetry books, Cluster (M&S, 2019), Light (2013), winner of the Trillium Book Award for Poetry, Found (2007) and Small Arguments (2003), winner of the ReLit prize. She was born in the Lao refugee camp in Nong Khai, Thailand, and grew up in Toronto.

Honouring our resistance, celebrating our stories:
Asian Heritage Month, 2019

A SPIDER*

made this
It hadn’t been damaged and if it had been, it was built back over night
Over and over from some small
dark pit, it spun out
a whole world for itself

Nothing could come close and even in its brevity
it will outlast
our dim little buildings

—Souvankham Thammavongsa

*Excerpted from Cluster by Souvankham Thammavongsa. Copyright © 2019 Souvankham Thammavongsa. Published by McClelland & Stewart, a division of Penguin Random House Canada Limited. Reproduced by arrangement with the Publisher. All rights reserved.

Beena Mistry, an illustrator and designer living and working in the Toronto area. By playing with shapes and colours, they like to create work that explores intersectionality. They hold a bachelor’s degree in illustration from Sheridan College and are the web art director for Shameless magazine.
POEM FOR THE RAIN*

Rubber boots, umbrellas, windows, doors, a roof, the gutter — we invent so much to keep from you
You have been talking to us through wreck, through clutter; saying the same thing we’ve never listened to
What arms, what hands there are
have never held, have never been held
Wherever your mouth is, it’s never been kissed
And if there is a heart attached to any of this, it is as boundless as the rest;
beating always against everything

—Souvankham Thammavongsa

Honouring our resistance, celebrating our stories:
Asian Heritage Month, 2019

Souvankham Thammavongsa is the author of four poetry books, Cluster (M&S, 2019), Light (2013), winner of the Trillium Book Award for Poetry, Found (2007) and Small Arguments (2003), winner of the ReLit prize. She was born in the Lao refugee camp in Nong Khai, Thailand, and grew up in Toronto.

Erin Taniguchi is an illustrator and printmaker living in Vancouver, BC. Her work is influenced by spirituality, animals, yoga, handmade items and printmaking methods, particularly relief printing. Erin works primarily in a combination of linocut prints and digital. Her illustration work has been featured in magazines in Canada and the USA.

*Excerpted from Small Arguments by Souvankham Thammavongsa. Copyright © 2003 Souvankham Thammavongsa. Published by Pedlar Press. Reproduced by arrangement with the Publisher. All rights reserved.
ETFO Asian Heritage Month 2019 Poster Series

Honouring our resistance, celebrating our stories
Asian Heritage Month, 2019

For Asian Heritage Month 2019, ETFO presents a series of four posters that conceptualize themes of diverse identities and journeys, stories of celebration and resistance. The premise of the set of posters is to celebrate the cultural contributions of Asian diasporic peoples here in Ontario, more so with a focus on text and images that speaks to the power of the Asian diasporic imagination. Highlighted in the narratives are the communities’ capacities to retain core elements of who we are, where we come from, voicing our own stories, sharing our own experiences and reflecting resistance through metaphor.

About the Writer
Souvankham Thammavongsa is a poet and fiction writer, and author of three books of poetry, Light (2013) which received the Trillium Book Award for Poetry, Found (2007) and Small Arguments (2003) which won the ReLit Prize. Her stories have appeared in Harper’s, Granta, The Paris Review, NOON, Journey Prize Stories, Best American Nonrequired Reading and noted as a distinguished story in Best American Short Stories. Her newest collection of poems is Cluster (M&S, April 2019).

Sou is releasing a new book and has generously submitted four pieces of writing for this project. Three of them are poems, and one of them is an excerpt from a non-fiction piece she wrote for Granta on craft. All of the pieces speak to the theme of cultural production as a diasporic person.

Souvankham Thammavongsa: granta.com/souvankham-thammavongsa-notes-craft/

About the Posters

The following questions can be used as prompts to explore each poster:

- What do you notice? In the text and in the image?
- What connections can you make to the text and the image? (Text to self, text to text, text to world)
- What questions do you have?

Poster 1

The four poster series begins with Sou’s text, When I make things…. a non-fiction piece she wrote.

Sou’s passage speaks to the necessity of ‘voice’ as self-expression, power and identity, and that this need to articulate through art and writing one’s self is innate in everyone. Building off an Alice in Wonderland theme, Hana Shafi, the artist, creates a sense of wonder and whimsy in the image of the young South Asian girl. The character is falling down the rabbit hole, past chai, mangoes and pomegranates. Metaphorically, this speaks to the shock/trauma of displacement, but also the things that we bring with us as artists in the diaspora.

Additional question(s) to explore: What survives? What do we retain?

Hana Shafi aka Frizz Kid is a writer and artist. Known on Instagram for her weekly affirmation series, she is also the recipient of the Women Who Inspire Award, from the Canadian Council for Muslim Women. Her first book, It Begins With The Body was recently selected by CBC books as one of the best poetry books of 2018.

Website: instagram.com/frizzkidart/
**Poster 2**
Sou’s poem Materials, conjours moments of childhood in the space of everyday items that were both present and absent in her life. Strong themes of displacement, isolation and belonging are represented in her selection of objects.

Both the poem and the illustration speak to the ways we survive and make the most of the resources that we have available to us. What seems like discarded items to others can be a source of inspiration, knowledge and growth for us and our strength is in our capacity to see this potential, hold things dear; to see what’s invisible to others.

Additional question(s) to explore: *What tools do we create for ourselves?*

**Ness Lee** is an award-winning illustrator and internationally-exhibiting artist based in Toronto. She is a graduate of OCAD University with a Bachelors of Design in Illustration, and continues to explore her practice using a wide range of mediums such as ceramics, drawing, painting and mixed media sculpture.

Website: nesslee.com/

**Poster 3**
In Sou’s poem, a spider weaves its own world, which comes from within. As diasporic people, we do the same, pulling from our skills, traditions, memories, landscapes and homelands. Beena Mistry’s art uses weaving as a metaphor for this resilience through creation.

Additional question(s) to explore: *How do we build new worlds for ourselves?*

**Beena Mistry** is an illustrator and designer living and working in the Toronto area. By playing with shapes and colours, they like to create work that explores intersectionality. They hold a bachelor’s degree in illustration from Sheridan College and are the web art director for *Shameless* magazine.

Website: beenamistry.com/

**Poster 4**
Sou’s poem, entitled Poem for the Rain, is about love, compassion and longing as resistance, when faced with loneliness and isolation. Erin’s illustration speaks to the idea of “seeking” and the continuity of this search for connection in a world that can be cold to us in many ways.

Additional question(s) to explore: *How do we find each other? How do we make each other feel safe?*

**Erin Taniguchi** is an illustrator and printmaker living in Vancouver, BC. Her work is influenced by spirituality, animals, yoga, handmade items, and printmaking methods, particularly relief printing. Erin works primarily in a combination of linocut prints and digital. Her illustration work has been featured in magazines in Canada and the USA.

Website: erintaniguchi.com/

For a PDF version of the posters and for more information and resources on Asian Heritage Month, please see the link: etfo.ca/buildingajustsociety/equityresources/pages/asianheritagemonth.aspx
Leading the way with tools, tips and ideas to use in your classroom.

With ETFO AQs you can work anytime and anywhere, on your computer, tablet or phone.

ONLINE COURSES

Adapting Curriculum for Second Language Learners
Education Law
Environmental Education: PART 1
French as a Second Language: PART 1 / PART 2 / SPECIALIST
Geography, Grades 7 and 8
History, Grades 7 and 8
Inclusive Classroom: PART 1 / PART 2 / SPECIALIST
Integrated Arts
Integration of Information and Computer Technology in Instruction: PART 1 / PART 2 / SPECIALIST
Junior Education: PART 1 / PART 2 / SPECIALIST
Kindergarten: PART 1 / PART 2 / SPECIALIST
Language, Grades 7 and 8
Mathematics, Grades 7 and 8
Mathematics, Primary and Junior: PART 1 / PART 2 / SPECIALIST
Media: PART 1 / PART 2 / SPECIALIST
Music – Instrumental: PART 1
Occasional Teaching
Primary Education: PART 1 / PART 2 / SPECIALIST
Reading: PART 1 / PART 2 / SPECIALIST
Science and Technology, Grades 7 and 8
Science and Technology: PART 1 / PART 2 / SPECIALIST
Social Studies: PART 1 / PART 2 / SPECIALIST
Special Education: PART 1 / PART 2 / SPECIALIST
Student Assessment and Evaluation
Teacher Leadership: PART 1 / PART 2 / SPECIALIST
Teacher Librarian: PART 1 / PART 2 / SPECIALIST
Teaching Combined Grades
Teaching English Language Learners: PART 1 / PART 2 / SPECIALIST
Teaching First Nation, Métis and Inuit Children
Teaching and Learning Through e-Learning
Teaching LGBTQ Students
Teaching Students with Behavioural Needs
Teaching Students with Communication Needs (Autism Spectrum Disorder)
Teaching Students with Communication Needs (Learning Disabilities)
Use and Knowledge of Assistive Technology
Visual Arts: PART 1 / PART 2 / SPECIALIST
Writing: PART 1 / PART 2 / SPECIALIST

ONSITE COURSES*

Dance:
PART 1 / PART 2 / SPECIALIST

Dramatic Arts:
PART 1 / PART 2 / SPECIALIST

Health & Physical Education, Primary and Junior: PART 1

Kindergarten:
PART 1 / PART 2 / SPECIALIST

* Onsite courses are a blend of online and onsite learning. Please check etfo-aq.ca for location information.

DATES TO NOTE

Registration opens
April 23, 2019
July 29, 2019
Oct. 28, 2019
Feb. 3, 2020

French Proficiency Test
May 1 to May 31, 2019
Aug. 1 to Aug. 30, 2019
Nov. 1 to Nov. 29, 2019
March 2 to March 27, 2020

Registration closes
June 19, 2019
Sept. 10, 2019
Jan. 8, 2020
March 31, 2020

Courses start
July 2, 2019
Sept. 16, 2019
Jan. 13, 2020
April 6, 2020

Courses finish
Aug. 2, 2019
Dec. 13, 2019
March 27, 2020
June 19, 2020

Summer Fall Winter Spring

DATES TO NOTE

Dates may change so please check etfo-aq.ca for up-to-date information.
ETFO reserves the right to cancel programs due to low enrolment. There will be a full refund of registration fees should ETFO cancel a program.

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Kindergarten: PART 1 / PART 2 / SPECIALIST
Language, Grades 7 and 8
Mathematics, Grades 7 and 8
Mathematics, Primary and Junior: PART 1 / PART 2 / SPECIALIST
Media: PART 1 / PART 2 / SPECIALIST
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Science and Technology: PART 1 / PART 2 / SPECIALIST
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ONLINE COURSES

Dates may change so please check etfo-aq.ca for up-to-date information.
ETFO reserves the right to cancel programs due to low enrolment. There will be a full refund of registration fees should ETFO cancel a program.
MYTH vs REALITY
Regulation 274

In 2013 the Ministry of Education asked independent researchers to examine the impact of Regulation 274 on school board hiring. The researchers’ report dispelled many myths about the regulation.*

HERE’S WHAT THE RESEARCHERS FOUND:

**MYTH**
- Regulation 274 forces principals to hire unqualified occasional teachers.
- Regulation 274 interferes with school board policies to increase teacher diversity.
- Regulation 274’s hiring process based on qualifications and seniority is unfair to new graduates.
- Experienced occasional teachers are less effective in the classroom than new graduates.

**REALITY**
- There were NO instances of occasional teachers being hired for positions they weren’t qualified for.
- Regulation 274 had NO impact on hiring for diversity. Because it brings fairness to the hiring process, the regulation is actually consistent with diversity objectives in employment.
- The transparency Regulation 274 brings to hiring, when properly implemented by school boards, makes the path to permanent employment clear to everyone, including new graduates.
- The researchers noted that “research about teacher effectiveness shows that teaching experience matters – all other things being equal, teachers with more experience are better teachers.”

Regulation 274 is an effective deterrent to nepotism and favouritism in the teacher hiring process in Ontario.

Because of Regulation 274, the hiring process is no longer about “who you know” – teachers are hired based on their qualifications and experience.

REGULATION 274 WORKS!

*The final report on Regulation 274, submitted by Directions Evidence and Policy Research Group LLP to the Ministry of Education, can be found at: http://ETFO.ca/link/reg274*
Advice to ETFO Occasional Employees

Being an occasional employee in the school system is a very unique and special role. The relationships developed with students will be different than the relationships experienced as permanent or long-term employees and is no less important or valuable. The school system could not function without occasional employees. This bulletin is designed to help occasional members be as successful as possible. The advice outlined is intended to be supportive of this unique, demanding and flexible profession.

Tips for Occasional Members

As an employee of a district school board or school authority and as a member of your ETFO local, members are covered by the terms of both the central collective agreement and the local collective agreement.

This important information is for recent graduates, seasoned occasional teachers and formerly permanent teachers who have begun “supply work.” Employees transitioning from permanent work to occasional work may wish to seek some additional training specifically targeted toward occasional employees to gain a better understanding of the differences in the approach needed toward things such as relationships and classroom management.

It is important to maintain the continuity of the classroom teacher’s academic program. While professional judgement may be exercised to modify plans if necessary, following plans as closely as possible is important. However, there may be times where it is not possible to implement the planned lessons for that day. There may not be any lesson plans if the absence was unexpected. Having some prepared activities to rely on when day plans are not available or when a planned lesson does not fill the time allotted would be helpful.

At the start of the day

- Check in at the office to announce your arrival and try to introduce yourself to the office administrators and the administration if you are new to the school.
- Pick up keys to the classroom. Some schools also have information binders.
- Unlock the classroom door, find the daybook or plans and prepare for the day.
- Ask about student safety or behaviour plans and review them to ensure consistency for those students involved.
- Identify the names of students with high needs, allergies and those requiring medications.
- Perform any tasks necessary to execute the lessons (e.g., photocopying, cutting, reading information in a textbook, room and activity set-up).
- Find the seating plan if applicable. Making one may be helpful if one is not left.
- Familiarize yourself with school safety routines (e.g., fire drills, school timetable, yard duty supervision schedule and school discipline policy).
- Review the in-school support program timetable, if applicable (e.g., Special Education, ELL).
- Find out if anything needs to be collected from the students (e.g., money, homework).
- Find out if there are any special events happening in the school (e.g., pizza day, special visitor, assembly).
Consistency in the Classroom
Make every effort to follow the rules and routines as closely as possible to maintain consistency for the students. If a temporary rule becomes necessary, provide the students with an explanation for its need. Students are more likely to adhere to a new rule when they understand why it is required. Rules should be short, concise and stated in a positive manner. It is helpful to write the rule on the board or to post it as a reminder.

The rules and expectations may need to be reviewed several times during the day, especially after high-energy activities such as recess or physical education class.

It is important to make sure all students are present in the class before or after transitions. Taking frequent head counts is advisable.

If additional information is needed after reviewing the daybook, support can be sought from the school office administration. Students are particularly helpful in answering your questions about classroom procedures around attendance, washroom use, collecting money, etc. Helpful students are a valuable resource and will identify themselves quickly. Other teachers in the school can also be a great source of support and guidance. Be sure to use them.

Professionalism in the Classroom
Interaction with students must, at all times, be professional. Interactions should be friendly, but avoid behaving like a "friend." Act as a role model, not a friend or peer of the students.

Physical contact with a student, even contact intended to comfort an upset student, should be avoided. Any kind of physical contact can potentially raise boundary issues and result in allegations of professional misconduct. Approach verbal interaction with students in a positive and constructive way. Keep the classroom door open for all discussions with students, and take steps to avoid being alone with a student.

All students have the right to be treated fairly and without favouritism. Use encouragement. Be fair, inclusive, positive and balanced in the feedback provided to all students. Avoid singling students out either positively or negatively in ways which may be seen to separate them from their peers.

Extending opportunities broadly creates a climate of inclusion.

At the end of the Day
Classroom teachers and DECE’s need to know what happened during their absence and where to start when they return. It is very helpful when a clear and detailed outline of the day is provided. Some things to note:

- Behaviours or unusual events (both positive and negative).
- Any lessons that were not completed.
- Changes made to the schedule/lesson.
- Anecdotal observations on student learning.

Please leave plans and resources where they were found at the beginning of the assignment.

Preventing Problems
First and foremost, be proactive. Preventing discipline problems is easier and more effective than responding to them. When a well-planned, stimulating learning environment is created, most behaviour problems can be avoided. Student behaviour may appear to be more disorderly when an occasional teacher is in the classroom because some students may take advantage of your lack of familiarity with the rules and routines. In other words, they try to test the established limits. Don’t be afraid to ask for help from the office.

Knowing Your Collective Agreement
It may identify specific items of information that each school should supply to you. Remember to support the Collective Agreement by following its provisions. If in doubt, contact the local.
Resources

**ETFO AQ Course: The Occasional Teacher**
This course will focus on the knowledge and skills necessary to be an effective occasional teacher. It recognizes that occasional teachers may face additional challenges in their professional lives because of the nature of the occasional teaching role.
edfo-aq.ca/catalogue/#dates

**I Am the Teacher - Classroom Management for the Occasional Teacher Resource**
Experienced practitioners show you how to establish an effective presence in the classroom and school, connect appropriately with students, and establish routines and procedures. This resource for occasional teachers outlines student expectations, classroom and behavior management techniques, and useful instructional practices. To purchase a copy please visit ShopETFO.
shop.etfo.ca/collections/resources/products/i-am-the-teacher

**The Occasion to Lead: A Resource Guide for Occasional Teachers**
Written by occasional teachers for occasional teachers, *The Occasion to Lead* is a must-have resource that will provide you with hands-on knowledge about everything you would ever want or need to know about our profession.
Note: This resource is no longer available on the ETFO website. You can request the resource by sending an email to: otl@etfo.net.

**The Heart and Art of Teaching and Learning**
*The Heart and Art of Teaching and Learning* is a book that is full of practical tips for beginning teachers on: setting up your classroom, classroom management, building inclusion, working with parents, meeting diverse learning needs and occasional teaching.
/heartandart.ca/?page_id=47

**A Member's Guide to Employment Insurance**
This resource addresses several issues pertaining to employment insurance.
edfo.ca/supportingmembers/employees/pages/ei.aspx

**ETFO Professional Judgement Matters: The Occasional Teacher Evaluation**
edfo.ca/SupportingMembers/Professionals/PJdocs/PJM-TPA.docx

**ETFO Professional Relations Matters: Occasional Teacher Evaluation Process**

**ETFO Occasional Teacher Website**
edfo-ots.ca/

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