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A&E Canadian
Classroom

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Each fall brings renewed hope, renewed energy. Millions of students have landed back in classrooms for the beginning of the Fall 2003 academic year. Many issues remain unresolved, principally budgets across the board and those relating to labour. Some of these human resources questions pit the usual suspects against each other—government versus federations, for example.

There are some questions, however, which threaten to drive a wedge between teachers and parents, who, for the most part are mutually supportive when it comes to much of policy handed down on high. Given not too distant labour disruptions in British Columbia, Alberta and Ontario among others, some governments have thought about or declared openly that teachers ought to be denied the right to strike.

That notion is infused with irony, not to mention the constitutionality issues that are raised. Among the public and parents in particular, this notion of declaring teaching an essential service seems to have some cachet. Tired of labour disruptions and resulting lost teaching time, some politicians think rather cannily, that they can translate this idea into votes. We shall see. In this issue, we give the subject a thorough airing.

Another topic that is often linked to budgets, mainly because there never seems to be enough, is special education. We have an experienced educator who has written cogently and thoughtfully about the intricacies of inclusion and the frank burden it places on teachers. Teachers who are often without resources, often left to their own devices or simply overwhelmed by the responsibility while attempting to meet the needs of all the other students in the class.

Our resident futurist, Richard Worzel, has written about discipline in the classroom or the lack thereof. Always provocative and stimulating.

Chaque automne apporte un regain d'énergie et de nouveaux espoirs. Cet automne 2003, des millions d'élèves sont retournés à l'école pour entamer une nouvelle année scolaire. Mais tous les problèmes ne sont pas résolus, notamment en ce qui concerne les budgets à tous les niveaux et le travail. Certaines questions

touchant les ressources humaines dressent les intervenants les uns contre les autres – par exemple les pouvoirs publics contre les fédérations.

Toutefois, certaines questions risquent d'opposer les parents aux professeurs, alors que ces deux groupes s'épaulent presque toujours lorsqu'il s'agit de politiques qui viennent d'en haut. Après les conflits de travail survenus assez récemment entre autres en Colombie-Britannique, en Alberta et en Ontario, certains gouvernements ont envisagé ou déclaré ouvertement vouloir supprimer le droit de grève des professeurs.

Cette idée n'est pas sans ironie, sans parler des problèmes constitutionnels qu'elle soulève. Mais la population en général, et les parents en particulier, peuvent être séduits à l'idée de faire de l'enseignement un service essentiel. De leur côté, fatigués des interruptions de travail et des pertes de temps d'enseignement, certains politiciens sont assez habiles pour exploiter cette idée en vue d'obtenir des suffrages. Nous verrons ce que l'avenir nous réserve... Dans le présent numéro, nous examinons la question sous toutes ses coutures.

Une autre question souvent liée aux budgets, surtout parce que l'argent semble toujours manquer, est l'éducation spécialisée. Un éducateur expérimenté a rédigé un article convaincant et réfléchi sur les complexités de l'inclusion et le fardeau réel qu'elle représente pour les professeurs – des professeurs qui doivent se débrouiller eux-mêmes, souvent sans avoir les ressources nécessaires, ou qui sont tout simplement submergés par cette responsabilité alors qu'ils essaient de répondre aux besoins des autres élèves de leur classe.

Notre spécialiste de la prospective, Richard Worzel, a écrit sur la discipline (ou son absence) en classe. Il nous offre un point de vue invariablement polémique et stimulant. ☺

Wili Liberman

Next Issue

- *Professional Development Supplement*
- *Energy Conservation*
- *Lessons learned from Alberta*

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TEACH

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Teaching is a Work of Heart

<http://www.teachingheart.net/>

Here's a site with so many resources, that it should be bookmarked in a special place in your browser and viewed as many times as possible during the school year. With over 21 links to resources, tips and suggestions, this is one site where you want to pace yourself.

The Back to School, Rubrics and Graphic Organizers Link and Classroom Management links alone merit a couple of hours to view the printable handouts and read all the tips and resources.

A table on the homepage includes links to the following: Great Themes, Books By Theme, Holiday & Seasonal, Back To School, Learning Centers, Classroom Behavior Management, Reader's Theater, Pocket Charts, Math Magic, Teacher Graphics, Songs That Teach, Shopping, Interview Help, 1st Year Teacher, Teacher Buzz Words, Fillers, Special Ed. Resources, Subs Bag of Goodies, Teacher Quotes, Bulletin Boards, Teacher Tribute, Wana Laugh, Free Activity Sheets, Links For Parents, Find Big Book, Calendar Time!, ABC Ideas, Virtual Trips, Online Games, Classrooms Around The World, Wonderful Webquests!!!!, Webrings, Awards, Leveled Guided Reading Books, Fingerplays Galore, Fun with Puppets, More to come, The Reading Rug, End of the Year, Rubrics and Graphic Organizers, Our CDROMs, Report Cards, Ways to Motivate, Super Sites of the Month, Reading Comprehension, Story Problems, Classroom Management, Books of the Month, Schoolhouse Rock, Sites For Teachers, Add Your Site to This Page, Teachers Share Their Sites and Favorites,

K-3 Chatboard, Visit Songs For Teachers and About this Site!

There are also links to three Primary Teacher Time Savers CDs with each containing hundreds of printable files, and modifiable student activity sheets, student books, manipulatives, teacher forms/templates, classroom displays, and much more. Free samples are also included for downloads.

Although Teaching is a Work of Heart emphasizes the primary grades, much of the information is useful to other grades as well. This is one site that will make your school year easier all year long.



Global SchoolNet Foundation

<http://www.globalschoolnet.org/>

This site can rightly claim to have some of the best collaborative online projects, tools and resources for teachers on the Internet.

Global SchoolNet Foundation was founded in the early 1980's, by two San Diego teachers, Yvonne Marie Andres and Al Rogers, who believed that the Internet could significantly impact learning. Their teaching experience and talents together with their devoted team give each of their many projects that personal touch which is crucial to beginning teachers and essential for the success of telecommunications projects in education.

The site itself has a very straight forward and lean appearance, with emphasis placed on content. Links on the left hand side organize all the major links of the site into a wealth of project ideas, contests, articles, mailing lists and archives. Click on the Global Schoolhouse link to check on the following: CyberFair, Doors to Diplomacy, GeoGame, Newsday, Online Expeditions,

Conferencing, Make a Difference, News Lists, Professional Development, Resource Links, Projects Registry and GSN Store. Projects range in skill level for the novice to the expert.

GeoGame is a fun and easy to run educational game. It is designed to teach middle to upper elementary students geography terms, learn how to read and interpret maps and increase awareness of geographical and cultural diversity. There are great teaching strategies and map resources, currency, time and measurement converters, language translators, postal and zip codes and area phone codes to supplement the GeoGame. This was one of the best ways I found to teach students map reading and geography terms.

Another fun and easy to run project is the Travel Buddy Project. Travel Buddy projects are a fun and motivating way to increase science, math, social studies or literacy skills in primary students. There are links here to Flat Stanley: <http://flatstanley.enoreo.on.ca/> (Ontario, Canada); Traveling Techno Buddy: <http://www.geocities.com/travelingtechnoteddy/> (Ellenville, NY); Tunia the Rhode Island Ladybug: <http://home.earthlink.net/~tunia/data/Tunia.htm> <<http://home.earthlink.net/~tunia/data/Tunia.htm%A0>> (Providence, Rhode Island) Lockart Buddies: <http://www.schools.ash.org.au/reachinreachout/adventures> (Cairns, Australia).

Also found on this site is the Project Registry which lists the best collaborative projects from around the world, searchable by topic, grade, month, curriculum, technologies used and level of expertise required. This registry allows teachers to do long term planning.

If you're looking for an Internet project for your class, regardless of your expertise, this is a great site to visit and try out a project. ☺

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Many of us tend to think of Encarta as an encyclopedia. The Encarta Reference Library (2003 edition) is more like a high tech library and homework centre designed for students doing assignment research and information gathering. As you will see, Encarta is more than just written content on a computer screen

To describe Encarta in its totality would be to write another encyclopedia, so we won't. What we are going to focus on are the aspects of Encarta that make it worth considering for teachers and students, versus the other great high tech library, better known as the Internet.



This review is of the 2003 edition but look for the 2004 version released in Summer 2003.

When you launch Encarta, you will have in front of you a browser and, within the browser's window, Encarta's Home Page. All the major content areas and sub-areas are listed on the right, so it is easy to immediately see what resources you have at your fingertips. On the left, there is a search function and the topics will list out below.

If you are doing research for a paper or presentation, just type in the topic and select an article. Once you are into the article, you will find sub-articles, video clips, and recommended Web sites, so you are always able to deepen and refine your exploration of the topic area. As you discover sections of information that you want to save, Encarta's Researcher tool allows you to drop the information into a folder. What you might not expect is that you can easily save the bibliographical

and source information for that specific article. Very handy when constructing your paper's bibliography.

If you are having trouble getting started on a project, Encarta's Homework Helper provides you with a substantive range of specific "how to" guidance papers such as how to write a ...research paper, book report, science project, lab reports, personal essay, or an oral presentation, to name a few.

If your project includes statistics and charts, you will find tons of statistical content within Encarta as well as a chart making tool, so you can both gather statistics, array the information into charts, and then insert into your paper or presentation.

If you are wondering what topic to choose for a project in either the history or geography area, for example, Encarta has over 50 "virtual tours" that allow you to enter famous historical or geographic sites and navigate your way around. For the simply curious, the virtual tours are very interesting.

As you navigate your way through a tour (such as the Roman Forum), little windows will pop up that you can open and read about famous people or events that relate to the site. It's very similar to listening to a tour guide when on a walking tour of a real historical site. One tour that is pretty interesting, and that you wouldn't necessarily expect to find, is a simulation of climbing Mount Everest. You get to experience and see what every stage of the climb to the top is like, including actually seeing and hearing an avalanche.

Encarta also has very high quality resources in the form of interactive atlases, instant word translation dictionaries in five languages, a "famous quotations" library, and much more. You can make all kinds of charts – bar, line, pie – as you are researching. Everything you gather can easily be pasted into Word, Excel, or PowerPoint. All these characteristics make the business of research and organizing information a lot easier, and allows the student to work efficiently at the information gathering stage, in a way that is much faster than working with books and much simpler than working from Internet search engine results.

We have had the chance to see most of the available CD-ROM and online-based encyclopedias over the past few years and, in our view, Encarta has emerged as not only most comprehensive in terms of content, but also the most useful as a working tool for students doing project assignments.

The Encarta Reference Library is a good example of how well-crafted new technology can make a student's work process a richer and more engaging learning experience. After all, this is how more and more students are doing their work. Encarta enables students to use the resources of the Internet, combined with a first class encyclopedia platformed on a very useful workstation, to their full potential. ☺

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Discipline in the Classroom!



By Richard Worzel

Houston, we have a problem, and it is discipline in the classroom. I can think of no other aspect of education where the pendulum has swung as far – and it doesn't auger well for our collective future. And the problem stems from two primary sources: lack of parental involvement, and lack of discrimination.

Discipline used to mean regimentation. You did what you were told, when you were told, and shut up the rest of the time, or you were smacked with a ruler, or worse, sent to the principal for "six of the best." Worse, if you got it at school, you got it twice as badly at home from your parents. That was two generations ago.

Were those the "good old" days? Yes, and no. Teachers and parents worked together providing a single, consistent message about behaviour to young people. Yet, I'm not convinced that beating young people is the best way of instilling manners and civic virtue. From my own experiences of being a parent, and watching other parents, I believe that any parent that resorts to violence is admitting defeat, and falling back on the threat that they are bigger – an advantage that is usually temporary.

With a big push from Dr. Spock, we've gradually moved away from corporal punishment, while simultaneously our society's values have dramatically worsened. In research I did for my new book, *Who Owns Tomorrow?*, one aspect of the

future I looked at was society and our behaviour towards each other. In that research, I came across a 1998 interview with Daniel Yankelovich, one of the pioneers in the field of opinion polling. Yankelovich was asked how people's attitudes have changed over the almost 40 years in which he has been polling. He said that in the late 1960s, when the baby boomers were starting to become adults, they realized that, because of the booming economy, they didn't have to face a lifetime of personal and economic sacrifice for the good of family and society, as the generations before them did. They could, instead, concentrate on "doing their own thing". This, Yankelovich said, meant that the boomers were significantly more tolerant of the lifestyles of people of different races, religions, sexes, and sexual preferences. But this tolerance came at a cost: "[T]here was a kind of narcissism, preoccupation with self, a loss of moral centered-ness, and this hubris and egoism". They became self-absorbed and selfish. And this is the selfishness is now manifest in classroom discipline.

It means that parents are busy, and impatient with dealing with school issues. They either stay away entirely, and expect teachers to manage the problems of their kids (because, after all, "that's what you're paid for, isn't it?"). Or they interpret an attempt to discipline their kids as a personal attack, and reply by attacking the teacher, up to and including verbal and physical abuse. Moreover, the boomers (my generation) developed this perverse belief that no matter what goes wrong, it's somebody else's fault. Denial of responsibility is the hallmark of my generation.

And, of course, since kids are really very smart, they copy their parents' actions. That's why a student, confronted with poor results, bad behaviour, or cheating, will always find a reason why it's your fault, or the school's fault, or society's fault, but never their fault.

The upshot of this has been unmanageable classrooms. Not only can teachers no longer use corporal punishment, but they are regularly threatened with lawsuits by students if the teacher so much as puts a restraining hand on a child to intervene in a schoolyard fight. In response, school boards have created rules that hamstring discipline, to the point where teachers can no longer even give a hug to a student that asks for one. And since kids really are very smart, they know that school's out, so to speak, and that they can get away with murder – sometimes almost literally. As a result, teachers spend more and more time trying to cope with misbehaving kids without the tools to do so. And classroom instruction suffers for all students as a result, even though those who misbehave are still a minority.

Zero tolerance has become the standard for the simple reason that there's no judgment involved, and it's easy to administer.

Now the pendulum is swinging back the other way – but not in a particularly constructive manner, which is the lack of discrimination I mentioned earlier. Since corporal punishment is impossible, and most other forms of discipline seem unenforceable, we are resorting to administrative punishments: suspension and expulsion. Worse, we are adopting "zero tolerance" policies that label kids, and permanently stigmatize them. They become, in effect, ex-cons with records that hang over them like felony convictions. Zero tolerance has become the standard for the simple reason that there's no judgment involved, and it's easy to administer. You metaphorically chop off a hand for a first offense, then chop off the head of a repeat offender. End of issue.

The son of a friend of mine managed, through his own high spirits, to attract one of these labels for doing something relatively trivial – throwing a snowball in a schoolyard. He didn't even throw it at someone, he threw it at a fence. But the "zero tolerance" rule meant that was an infraction, so he was suspended. And once he was labelled a troublemaker, any time something happened and he was nearby, it was presumed he was at fault.

This is a singularly ineffective way of teaching young, uncivilized human beings to become responsible members of society. Instead, it teaches arbitrariness, and creates unreasonable anxiety and hostility. It can easily ruin a young person's life by interfering with their ability to get an education.

So, what's the answer? Well, first, we need discipline, and it has to be effective. But then, it has to be appropriate, which means using judgment in place of zero

tolerance. I would suggest this is an issue to be taken up by all parties: students, teachers, parents, and administrators. I would, in fact, start with students, briefing a student government on the need for discipline, describing the kinds of infractions that take place, and asking for suggestions on appropriate ways of dealing with them. I would ask teachers to consider the suggestions of the students, comment on their practicality, and ask for revisions or embellishments on the students suggestions until both groups come to approximate agreement. At that point, take it to the school council. Ask for their input, and get them to buy into it by including their thoughts and involvement. When all three groups are in essential agreement, take it to the school board, or whatever body has ultimate responsibility, and ask for their blessing. This is actually the hardest part, because administration officials, removed from

the classroom, can be both ignorant and arbitrary. If they are, invite the media in to ask why something acceptable to students, teachers, and parents is unacceptable to administrators.

Is this an easy, simple, or quick process? Absolutely not, but your students will learn from it. It's democracy, and as one commentator put it, "Democracy is slow and messy, but it works. Dictatorship is fast, but unjust." But we need governance in schools that works. Including all interested parties is more likely to get us there than either anarchy or summary execution by zero tolerance. ☹

Richard Worzel is a Toronto-based futurist who volunteers his time to speak to high school students, as his schedule permits. Contact him care of TEACH Magazine, or by email at futurist@futuresearch.com

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Par Richard Worzel

Allo Houston, nous avons un problème, c'est la discipline en classe. Selon moi, aucun autre aspect de l'éducation n'a atteint un tel extrême – et cela ne présage rien de bon pour notre avenir à tous. Le problème découle de deux grandes lacunes : un manque de participation des parents et un manque de discrimination.

Autrefois, la discipline était une discipline militaire : vous faisiez ce qu'on vous demandait et le reste du temps, vous vous taisiez, sans quoi vous risquiez de vous faire taper sur les doigts, ou pire encore d'être envoyé au bureau du directeur pour y recevoir une correction. En plus, si vous receviez une correction à l'école, vos parents redoublaient la punition. Il y a de cela deux générations.

Est-ce que c'était le bon vieux temps ? Oui et non. Autrefois, parents et professeurs parlaient d'une seule voix pour faire passer un message unique et cohérent sur le comportement des jeunes. Pourtant je ne suis pas convaincu que les châtiments corporels soient le meilleur moyen d'inculquer aux jeunes les bonnes manières et le devoir civique. D'après mon expérience en tant que parent et mon observation d'autres parents, je crois que lorsqu'un parent a recours à la violence, il admet en fait son impuissance et use d'une menace fondée sur sa taille – avantage en général temporaire.

Sous l'impulsion vigoureuse du Dr Spock, les châtiments corporels ont été progressivement abandonnés alors qu'au même moment les valeurs sociales se dégradaient gravement. Dans les recherches que j'ai effectuées pour mon nouveau livre, *Who Owns Tomorrow?*, je me suis penché

sur l'avenir de la société et de notre comportement les uns avec les autres. J'ai consulté un entretien donné en 1998 par Daniel Yankelovich – un pionnier des sondages d'opinion – dans lequel on lui demande comment, en près de 40 ans de carrière dans les sondages, il a vu évoluer les attitudes des gens. Il répond qu'à la fin des années 1960, les *baby-boomers* ont commencé à entrer dans l'âge adulte et qu'ils se sont rendu compte que, grâce à l'essor économique, ils n'auraient pas à se sacrifier toute leur vie sur le plan personnel ou économique pour le bien de leur famille ou de la société, comme l'avaient fait les générations antérieures. Ils pouvaient en revanche se concentrer sur leurs intérêts personnels. Selon Yankelovich, cette génération a donc été beaucoup plus tolérante des différences de mode de vie liées à la race, à la religion, au sexe et à l'orientation sexuelle. Mais cette tolérance a eu un prix : « Il y a eu une sorte de narcissisme, de préoccupation de soi et de perte de droiture morale, accompagnées d'orgueil et d'égoïsme. » Les *baby-boomers* sont devenus préoccupés d'eux-mêmes et égoïstes. Et c'est cet égoïsme qui ressort aujourd'hui dans la discipline en classe.

Cela signifie que les parents sont occupés et qu'ils n'ont pas la patience de s'occuper des problèmes à l'école. Soit ils sont entièrement détachés et s'attendent à ce que les professeurs règlent les problèmes de leurs enfants (parce que, après tout, « ils sont payés pour ça, n'est-ce pas ? »). Soit ils interprètent une tentative de discipline à l'égard de leur enfant comme un affront personnel auquel ils réagissent en attaquant le professeur – attaques qui peuvent aller jusqu'aux abus verbaux ou physiques. De plus, les *baby-boomers* (qui sont les gens de ma génération) souscrivent à une croyance pervertie selon laquelle quel que soit le problème, c'est de la faute de quelqu'un d'autre. Le déni de responsabilité est caractéristique de ma génération.

Et bien entendu, comme les enfants sont très intelligents, ils suivent l'exemple de leurs parents. C'est pourquoi lorsqu'un élève a de mauvais résultats, une mauvaise

note de conduite ou qu'il a triché, il a toujours une bonne raison pour dire que c'est de votre faute, de la faute de l'école ou de la société, mais jamais de la sienne.

Il s'ensuit que les classes sont devenues ingérables. Non seulement les professeurs ne peuvent-ils plus avoir recours au châtiment corporel, mais ils sont régulièrement menacés de poursuites par des élèves pour avoir ne serait-ce que retenu de la main un enfant qui se bat dans la cour de récréation. Devant cette situation, les conseils scolaires ont établi des règles qui paralysent la discipline au point que les professeurs ne peuvent même plus serrer dans leurs bras un élève qui l'a demandé. Et comme les enfants sont vraiment très intelligents, ils savent que l'école est impuissante et qu'ils pourront s'en tirer impunément dans presque tous les cas, à moins de meurtre. Les professeurs passent donc de plus en plus de temps à essayer de se débrouiller avec les élèves insubordonnés sans avoir les outils nécessaires pour le faire. L'enseignement de tous les élèves en pâtit, bien que ceux qui sèment la pagaille soient encore une minorité.

Aujourd'hui, la balance penche de l'autre côté – mais pas de façon particulièrement constructive, compte tenu du manque de discrimination dont j'ai parlé plus haut. Étant donné qu'on ne peut pas administrer de châtiments corporels et que les autres moyens de discipline semblent pour la plupart impossibles à appliquer, nous avons recours à des sanctions administratives : la suspension et l'expulsion. Pire encore, nous sommes en train d'adopter des politiques de « tolérance zéro », qui étiquètent les enfants et les stigmatisent de façon permanente. Ces enfants sont effectivement traités comme d'anciens délinquants, avec un casier qui les suit comme une condamnation pénale. La « tolérance zéro » est devenue la norme pour la simple raison qu'elle n'oblige pas à poser de jugement et qu'elle est facile à appliquer. Pour employer une métaphore, on coupe la main du coupable dès la première infraction, et on le décapite s'il récidive. Un point, c'est tout. (*Suite à la page 30*)

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Essentially Education: Should Teaching be an Essential Service in Canada?

By Sabrina Mehra

Some liken it to a plague. Others label it the best thing to happen to the profession in years. Whatever the viewpoint, opinions on whether or not teaching should be an essential service in Canada are passionate and strong, and the topic is becoming difficult to avoid. “Essential service is the disease of the moment,” said Earl Hjelter, a representative for the Alberta Teachers’ Association. “It’s spreading itself across the country like a form of SARS.”

In Alberta, interested parties await the decision of the government-appointed Alberta Learning Commission, whose recommendations on a wide range of education-related topics, including the viability of essential service legislation, are set for release this fall. In Ontario, the provincial government recently expressed an interest in tabling essential service legislation. And while legislation made British Columbia teaching an essential service in 2001, teachers there are heralding a recent decision by the United Nations’ International Labour Organization that criticized Gordon Campbell’s government for its strike restrictions on public sector employees, including teachers.

At the heart of the issue is the criteria that must be met before services can be designated essential. “The usual definition of an essential service is one in which, if

you remove the service, it would provide imminent danger to those people that you would normally provide the service to,” said Doug Willard, president of the Canadian Teachers’ Federation. Police, fire, and certain health services are among those services traditionally regarded as essential. While teachers’ groups and government tend to agree on what specific elements comprise an essential service, whether or not teaching falls under this definition is where any semblance of agreement ends.

“Of course teaching is an essential service,” said Heather Maahs, chair of the Parent Network, a national parents’ rights advocacy group. “If teachers go on strike, the ramifications of that are many-fold, because it means that the kids don’t go to school, and the parents have to find babysitters or stay home from work themselves. It produces a domino effect.” For others, parental inconvenience alone is not enough to deem education an essential service. According to Jim Selby, research director for the Alberta Labour Federation, the crucial difference between traditional essential services and teaching is that no one’s life is at stake if temporarily deprived of classroom time. “There is no threat to public safety that’s a consequence of a teacher’s strike,” said Selby. “It boggles the imagination to even attempt to make that kind of argument.”

It might seem like just a matter of semantics, but there's a lot riding on whether or not teaching is covered by the accepted definitions of essential service. Where essential service legislation is in place, it is illegal for those groups whose services are designated essential to be locked out – or to take strike action.

As would be expected, speculation as to why some governments are interested in making education an essential service – while others are not – is varied and conflicting. In British Columbia – where Bill 18, the Skills Development and Labour Statutes Amendment Act, was passed in August 2001 – the government maintains essential service legislation was enacted to protect the province's students. "This legislation ensures students' education does not take a backseat to labour disputes," said Dubnyk. "Many students have lost school days as a result of labour disputes over the past ten years in BC... The purpose of this legislation is to ensure no student in BC is denied their right to an education during a strike."

Willard, who said a quick check of recent history would reveal that the actual amount of class time disrupted through labour disputes in Canada is quite small, said the drive to implement tax cuts motivates governments to pursue essential service legislation. "They think that doing something like essential services is going to make the whole bargaining process simpler and more affordable, and they're mistaken," Willard said. According to Selby, it is with restraining the bargaining power of teachers in mind – and not the best interests of students – that some governments consider essential service legislation. "If you do not have the right to withdraw your services, then your position at the bargaining table is greatly reduced, and that's not just a theoretical thing," said Selby. "That's a recognized fact that the right to free collective bargaining is very adversely affected in the absence of the right to strike."

Maahs, who said she's thrilled about the implementation of essential service legislation in BC, argued that teachers' unions

operate under the misguided notion that governments should be able to solve all the problems in education by infusing money into the system. "The philosophy right now of all the big unions is, you throw more money at the system, it's going to get better, but that doesn't necessarily hold true," said Maahs, who added that the politically minded unions don't necessarily speak for the majority of teachers. "Just because the price of coffee goes up doesn't make coffee taste any better, and unless we look at the structure of the education system itself, throwing more money at it will just be throwing good money after bad."

Yet for Hjelter, the problem with the education system today is not financial but bureaucratic. Hjelter blamed a surplus of illogical thinkers in positions of power for the current push towards essential service. "They don't know how to deal with an enlightened social dialogue," said Hjelter. "Essential service legislation is too simple an approach and it appeals to people who want simple solutions without thinking them through, without understanding that there are long-term repercussions that in many ways are far more destructive, so the solution winds up creating a whole new set of new problems."

For both sides involved in the essential service debate, the alleged casualty of implementing or not implementing essential service legislation is the quality of the education system itself. "In any place you put this legislation in, what you're going to find is in fact a deteriorating classroom situation," said Selby. "Too many kids in the classroom, special needs kids in classrooms without adequate support, and it means that the quality of education for the children in the system is going to decline. It's inescapable." Essential service legislation negatively affects the quality and number of new teachers entering the profession, according to Willard. "When young people choose careers, they're going to find one where they have a little more freedom to act and have some autonomy, where it's not so highly regulated and so confrontational,"

"There is no threat to public safety that's a consequence of a teacher's strike"



he said. “We’re not going to get as many high quality teachers going into the profession as we may have in the past.”

For those opposed to essential service legislation, the warnings do not end with working conditions and the quality of new teachers. The ability to teach democratic values is challenged where essential service legislation is in place, according to Hjelter. “If a kid in your class is smart enough, he or she would say, ‘You’re talking about this wonderful brave new world out there, the Aristotelian world, and yet you can’t enjoy it, you’re not part of it, and there are all these restrictions on you because you can’t go out there and take some kind of labour action because it’s illegal, so aren’t you being a bit of a hypocrite, sir?’” said Hjelter. It would be hard to teach about democratic values if you couldn’t actually demonstrate it in action, said Willard. “When you see governments on their own making these kinds of decisions without benefiting the people they’re making the decisions for, it’s a negative example of democracy not working,” he said.

But according to Maahs, essential service legislation actually stands to benefit the quality of education. “What it means is that teachers’ unions can’t hold students as hostages anymore for their contract negotiations, and that means students’ educations do not get interrupted, especially students in high school that are looking at graduation and their marks and their world is dependent on what happens in the classroom,” said Maahs. And in BC, Dubnyk said she’s highly doubtful that either teaching or learning has been negatively impacted by essential service legislation. “There is no evidence that student learning has been affected by teachers’ views of this legislation,” said Dubnyk. “In fact, our satisfaction surveys show that satisfaction with the school system among students, parents, and teachers has actually increased over the last year,” Dubnyk said.

Forming yet another special interest group in this ongoing debate are parents. Parents must actively consider the various ramifications of essential service legislation because teachers’ strikes always have an impact on families, said Trudy Griffiths, chair of

the government-appointed Ontario Parent Council. “If you were the parent of a student in grade 11 or 12, you’d probably think it was an essential service because your child relies on their secondary academics to get the post-secondary opportunities of their choice,” said Griffiths. “As parents, we all want our children to be the best they can be and have the optimum advantages out there, and if it was an essential service, there’s no disruption to their academics.” While acknowledging that job actions do place a certain strain on the family unit, Selby said parental inconvenience is a minor portion of the big picture – and too small a portion to remove teachers’ right to strike. “The bottom line is that people don’t look at the big picture that simply some public hardship or discomfort is not sufficient reason to strip away one of the most fundamental democratic rights that Canadian workers hold.”

Relationships, it seems, are at the core of the essential service debate: between parents and teachers, teachers and students, teachers and government, teachers and administration. Just how these relationships are affected under essential service legislation is as yet unclear – and another issue of intense speculation. “It’s going to have some really negative relationship aspects between the teachers and their employers and the government, and it’s going to show up in all kinds of friction between the two,” said Willard. “Whenever they have an opportunity to work together, it might not happen, and so having this kind of a background for kids in school just isn’t healthy.” And whatever the outcome of the ongoing debates, kids should remain the number one consideration, according to Griffiths. “When you’re reading the newspaper or you’re hearing about a board strike on the radio, it always makes you wonder, no matter who it is, are all the parties that are negotiating holding the children’s best interests at heart?” said Griffiths. “Because I think education should always boil down to putting kids first.” 🍷

Sabrina Mehra is a writer and columnist based in Vancouver, BC. She can be contacted at sabrina@sabrinamehra.com.





Inclusion: Special needs from a Teacher's Perspective

By Ron Doorn

Inclusion is all about making changes within the regular educational system as the system is in motion. An old system rarely ceases completely for a new system, like inclusion, to take over. Rather, inclusion is overlapping the existing regular education system.

Coordinator of Special Education at the University of Regina, Donna Patterson states, "This change is particularly tricky since teachers, parents, and students will need to build this airplane while flying it" (p. 65). According to Patterson, the change entails "rethinking teacher training, classroom practices, and administrative structures that are primary steps in reexamining who is taught, what is taught, and how teaching is done" (p.65).

Research shows that inclusion definitely has benefits in developing social skills for both disabled and non-disabled students. However, York, Vandercook, Caughey, and Heise-Neff (1990) noted that the most common feedback heard from regular educators regarding inclusion was, "Besides socializing, why are the students with severe disabilities in the regular classes? ... What are they learning?" (p.1). Research "failed to show greater progress for students with severe disabilities in areas other than socialization" and that "documentation of skill acquisition in other skill areas is lacking" (Sandler, p.1). Studies identify that "students with severe disabilities in general education classrooms spent significantly more time engaged in academic activities than in functional life skill activities" (Sandler, p.2).

In addition, teachers raised concerns about paraprofessionals assisting in the regular classrooms. Paraprofessionals who have much one-on-one time with special needs students often don't have the proper training in working with students having severe disabilities (Giangreco, Edelman, Luiselli, and MacFarland, 1997). When appropriate training is not provided, the result might be, as Billingsley (1993) warned, "active participation" rather than "active education" (p.61).

Many regular education teachers also bear a substantial part of the challenge in implementing full inclusion. Teachers are requested to retrain and reform according to the legislated philosophy of inclusion. These requests place more demands on the teachers to find more time in taking special education training, in adapting and modifying programs in inclusion, and in meeting with parents, special education teachers, etc. to accommodate inclusion.

Surveys show that teachers generally accept “the idea of teaching students with disabilities in their classrooms” (Mastropieri, p.209). However, “only one-fourth or less of the teachers surveyed agreed that they had sufficient time, training, or assistance to undertake inclusive practices. Furthermore, individuals that are the farthest removed from the direct implementation of inclusion practices – principals, superintendents, university professors, and school board officials – are most likely to be supportive of practice; while classroom teachers, who would be responsible for implementation, appear to be the least supportive” (Horne 1985, Larivee & Cook 1979). According to this survey, teachers’ lack of support for inclusion stems from the additional demands that inclusion places on the existing demands of large class sizes, increased cultural diversity, lack of solid home support, and other factors teachers face on a daily basis.

Studies of Canadian school systems found that many regular teachers were concerned about “having sufficient time to address the needs of integrated students, preparation of students to meet the academic demands of higher grades, and dealing effectively with behaviour” (Valeo and Bunch, p. 9). These same studies by Valeo and Bunch (1998) stated, “Teachers perceived integrative practice as demanding time they didn’t have,” and that “teachers felt they form a one-on-one teaching relationship with included students to the cost of regular students.” This concern was apparent in an article written by reporter Susan Balcom, found on page B2 in the Vancouver Sun for May 20th, 1993. The headline reads, “Students with special needs pose biggest problem.” The context of the article was issues on the teachers’ strikes in Vancouver and Surrey. Balcom writes that salary was not the main issue in the contract talks. The main issues were with integration of special needs students and class size, which also affects integration.

According to a Canadian study called the King Report, “Workload and time demands were the biggest contributors to teacher stress, a lack of encouragement and support from administrators was a close second, followed by disciplinary issues and government policy” (King & Peart, 1992). Teacher concerns need to be seriously addressed by administration because teachers are the front-liners in implementing inclusion. How effective can a mandated implementation of inclusion be if its teachers feel stressed, unsupported, and overwhelmed by the demands that inclusion places on them?

The number of teachers on long-term disability is rising and research shows “that administrators played a key role in the experience of teachers who developed disabling conditions”

(Cooper & Goldman, p. 59). The same research states major causes of stress were “lack of decision-making authority on the part of teachers and the feeling of not being valued by administration.” Bacharach and associates (1990) report “that decisional deprivation is related to greater teacher dissatisfaction, more stress, and less loyalty to principals.” “Unfortunately, too much of the debate regarding special education service delivery takes place away from the regular classroom, for instance in universities and colleges. It should not be a great surprise that classroom teachers often do not have a sense of ownership or of empowerment because of their minimal role in determining the nature of the students in their classes” (Pudlas, p.58). It becomes apparent in the studies that administrators need to involve teachers more in the decisions concerning how students are assigned to classes, how teachers are assigned to classes, and how students are disciplined and promoted.

*“Workload and time demands
were the biggest contributors to teacher stress,
a lack of encouragement and support
from administrators was a close second,
followed by disciplinary issues
and government policy”*

King & Peart, 1992

Educational administrators could learn from more efficient models like those found in Italy, where inclusion has been mandated for almost thirty years. “In Italy, teachers cannot have more than one student with a disability – not counting learning disabilities – in each class. If they have a student with a disability, they cannot have more than twenty students in all. Furthermore, special education support teachers can have no more than four students in their case load” (Mastropieri, p.210).

Of course, models like Italy’s require more personnel, resources, and training that are all substantial commitments challenging our administrators in these times of decreased budgets and resources. Nevertheless, inclusion can only be as effective in what resources, personnel, and training are available, apparent in inclusive settings. “Questions now revolve around the kind of funding protocols needed to promote inclusion while ensuring access and supportive services” (Patterson, p.65). Although there are no easy answers to these questions, administrators can hopefully factor more of the teachers’ concerns into the process of finding solutions to implementing inclusion more effectively. ☺

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TEACHER LESSON PLAN

Young Canadians become eligible to vote in a federal election when they reach 18 years of age. However, many do not choose to vote. It has been estimated that only 25% of 18-24-year-olds voted in the most recent federal general election in 2000. Research shows young Canadians have not voted to the same degree as older citizens because of a declining sense that voting is a civic duty or counts for much, or because they were too busy with school, work and family. How can we encourage them to use their right to vote?

Cable in the Classroom (CITC) and Elections Canada have teamed up to present a new national youth project called "Your Vote ... Your Voice". Outlined in this lesson plan are teaching tools to help students produce a 30-second public service announcement (PSA) contest entry. Each PSA, created by young people for young people, should highlight the importance of youth involvement in Canada's democratic electoral process, and should recognize and leverage the fact that youth are highly influenced by their peers.

This project will challenge students to tell their peers about the value of democracy and why it is important to vote. The project also provides a series of activities to supplement your students' learning experiences.

Lesson Plan

Purpose of this Public Service Announcement Project

- To educate students about the value of democracy, the importance of an informed electorate, and the importance of the act of voting to sustain democracy
- To minimize apathy and help create lifetime voters out of today's youth
- To remind youth of their civic responsibility and right to vote

Grade Level/Subject Area

10, 11, 12/English, Technology, Politics, Communication, Civics, Drama, Media Studies

Resources

- Digital video camera
- Videotape or CD ROM (provided free by CITC upon registration)
- Optional: Digital video editing software, computer with access to the Internet, microphone and special lighting

Time

The project's duration is flexible. Teachers may choose to have students complete their PSAs within two or three class periods or engage in more extensive research and writing.

Deadline: November 14, 2003

Curriculum Objectives

This project is cross-curricular and by completing it students will:

- learn about Canada's electoral process (Politics)
- explore what it means to be a "responsible citizen" and the importance of participating actively in the civic affairs of their community (Civics)
- use a range of print and electronic sources to gather information and explore ideas for their written work (English)
- work collaboratively to create a media product designed and shaped by the purpose at hand (Media Studies)
- use effective techniques to carry out the steps in pre-production, production, and post-production (Technology)
- script and produce an original dramatic work, using a range of dramatic forms and processes, and demonstrate an understanding of their audience (Drama)

Deliverable

A 30-second, videotaped, public service announcement with a peer-to-peer message expressing views on the value of democracy, civic responsibility and the importance of voting.

Project Outline

1. Getting Started - Knowledge/Understanding

- Teacher introduces project to students.
- Teacher introduces or reviews various topics related to elections, government and democracy.

For more information and useful classroom resources (i.e. facts on youth and voting, government, history of the electoral process), visit Elections Canada at www.elections.ca, or review the listings on the back page of this teacher's guide.

2. Focused Discussion – Communication

Teacher begins with a short class discussion to focus student thinking, before breaking the class into small groups of three or four.

- Teacher reads: An election has been called. Political signs are posted in the neighbourhood, television ads for political parties are being aired, election campaigns are making headlines and politics is a hot topic at the dinner table.

b) Students reflect on the following questions:

- What societal issues could motivate young people between the ages of 18 and 24 to vote (e.g. health care, education, employment)?
- How does voting affect your future? How does voting affect your community?
- Are you aware of political parties that represent issues that affect you and your family?
- Is voting important? Why or why not?
- What would life be like without democracy? How important is it for you to live in a democratic society?
- What are some issues that politicians need to focus on in the upcoming political campaign?
- What suggestions can you make to the government to help encourage students to vote?

3. The Production – Application

- Introduce storyboard concept.
- Divide the class into groups of five.
- Using a storyboard, groups plan, write and produce a 30-second PSA.
- Once students have written their scripts, the groups gather props and clothing to rehearse their PSAs.
- Students choose a setting for the scene and begin shooting the video.

4. Submit PSA Entry

Steps:

1. Submit your registration form to Cable in the Classroom either on-line or by fax, by October 14, 2003 (though not mandatory, this step is strongly recommended). Upon receipt, you will be sent a videotape in either VHS or Beta format or a CD-ROM on which you would submit your entry. *Note:* more than one entry by a school **will** be accepted.

2. Once the project is completed, submit for each entry:

- your PSA on a videotape or CD
- a copy of your PSA script
- the names and ages of the participants
- the teacher's name, high school, contact phone numbers and e-mail address
- consent forms (sample provided on the Web site)

The entry should be submitted no later than Friday, November 14th at 5:00 p.m. (EST) to:

“Your Vote ... Your Voice” Contest
 c/o Cable in the Classroom
 1750-45 O'Connor Street
 Ottawa, Ontario
 K1P 1A4

3. Important guidelines:

- Any PSA demonstrating a clear bias towards a political party will be disqualified.
- The message in the PSA should focus on voting/democracy in a general context.
- All content, including clips, music, etc. must be original performances.
- Permission from all participants for on-air content must be obtained, as proof will be required if chosen as a winner.

Visit www.cableeducation.ca for complete rules and regulations.

Suggested Online Resources

Elections Canada – Web site

www.elections.ca

- Youth site
- Interesting Facts About Elections
- *A History of the Vote in Canada*
- *I Can Vote!* A user-friendly guide to voting in Canada

Explore a History of the Vote – Museum of Civilization/Elections Canada

www.civilization.ca

Parliament of Canada site – Provides a complete list of Members of Parliament and Senators and tells how Parliament works

www.parl.gc.ca

Prime Minister of Canada's site – Includes a list of Cabinet Ministers and Parliamentary Secretaries and explains Canada's system of government

pm.gc.ca

Canadian Charter of Rights and Freedoms

laws.justice.gc.ca/en/charter

Virtual Tour of Parliament Hill

www.parliamenthill.gc.ca/text/explore-e.html

CPAC – Canada's Political Channel

www.cpac.ca

Cable in the Classroom – Commercial-free, copyright-cleared educational television programs

www.cableeducation.ca

Histor!ca – A Foundation Devoted to Canadian History

www.histori.ca

Kids Voting Canada – Student-focused site about democracy

www.kidsvotingcanada.com

Rush the Vote – A site dedicated to fostering political awareness among Canadian youth

www.rushthevote.ca

Dominion Institute

www.dominion.ca

Famous Five Foundation

www.famous5.org/index.html

YOU CAN

www.youcan.ca/index.html

For more information call 1 800 244-9049

Cable in the Classroom
La câble-éducation

Elections Canada

un
qui
dit tout

PLAN DE COURS POUR L'ENSEIGNANT

Les jeunes Canadiens ont le droit de voter aux élections fédérales dès l'âge de 18 ans. Cependant, la plupart ne votent pas. On estime que seulement 25 % des 18-24 ans ont voté aux élections fédérales de l'an 2000. La recherche indique en effet que les jeunes Canadiens ont moins l'impression qu'il s'agit d'un devoir de citoyen ou d'un exercice pertinent, ou qu'ils sont trop occupés par leurs obligations scolaires, le travail ou leur vie familiale. Comment peut-on les encourager à se prévaloir de leur droit de vote?

La câblo-éducation et Élections Canada se sont associés pour réaliser un projet national s'adressant aux jeunes : *Ton vote... Ta voix*. Dans ce plan de cours, l'enseignant trouvera des outils pour aider les élèves à participer à un concours les appelant à produire un message d'intérêt public de 30 secondes. Réalisé par des jeunes pour les jeunes, chaque message doit, en misant sur le fait que ceux-ci sont très influencés par leurs pairs, souligner l'importance de participer au processus démocratique/électoral au Canada.

Ce projet appelle donc les jeunes à communiquer à leurs pairs l'importance de la démocratie et du vote. Il propose également des activités qui étofferont leur expérience d'apprentissage.

But du projet

- Sensibiliser les élèves à la valeur de la démocratie, à l'importance d'un corps électoral informé et au rôle du vote dans le maintien de la démocratie
- Réduire l'apathie chez les jeunes et contribuer à les transformer en électeurs à vie
- Rappeler aux jeunes leur devoir de citoyen et leur droit de voter

Niveau scolaire / Matière

10^e, 11^e, 12^e années, Secondaire IV, V et Cégep / français, technologie, politique, communication, éducation civique, art dramatique, connaissances médiatiques

Ressources

- Caméra vidéo numérique
- Bande vidéo ou CD-ROM (fournis gratuitement par La câblo-éducation lors de l'inscription)
- **Facultatif** : logiciel de montage vidéo, ordinateur avec accès Internet, microphone, éclairage

Échéance

L'enseignant peut demander aux élèves de terminer leurs messages en deux ou trois périodes de cours ou de consacrer plus de temps à la recherche et à la rédaction. **Date limite :**

le 14 novembre 2003

Objectifs d'enseignement

Ce projet couvre plusieurs matières et les élèves qui y participent :

- apprendront comment fonctionne le processus électoral au Canada (politique)
- exploreront le concept de « citoyen responsable » et l'importance de participer activement à la vie de leur communauté (éducation civique)
- utiliseront diverses sources électroniques pour recueillir des renseignements et explorer des idées pour leurs travaux écrits (français)
- travailleront en équipe à la création d'un produit médiatique visant un objectif précis (connaissances médiatiques)
- utiliseront des technologies de préproduction, de production et de postproduction (technologie)
- écriront le scénario d'une œuvre dramatique et la produiront au moyen de diverses formes et techniques dramatiques, en ayant à l'esprit la compréhension du public visé (art dramatique)

Produit

Un message d'intérêt public de 30 secondes sur bande vidéo, dans lequel des jeunes communiquent à leurs pairs leurs points de vue sur la valeur de la démocratie, les responsabilités civiques et l'importance de voter.

Étapes détaillées

1. Démarrage - Connaissances/Compréhension

- L'enseignant présente le projet aux élèves.
- L'enseignant aborde divers sujets liés aux élections, au gouvernement et à la démocratie.

Pour obtenir plus d'information et des ressources utiles à utiliser en classe (c.-à.-d. renseignements sur les jeunes et l'exercice du droit de vote, le gouvernement, l'historique du processus électoral), visitez le site Web d'Élections Canada à www.elections.ca, ou consultez la liste qui se trouve sur la dernière page de ce livret.

2. Discussion - Communication

L'enseignant amorce une brève discussion pour fixer l'attention des élèves. Ensuite, la classe est divisée en groupes de trois ou quatre élèves.

- L'enseignant lit : Une élection a été déclenchée. Des écriteaux sont affichés dans le quartier, la télévision diffuse des annonces faisant la promotion de partis politiques, la campagne électorale fait les manchettes dans les médias et la politique domine les discussions à table.
- Les élèves réfléchissent aux questions suivantes :
 - Quels sont les enjeux sociaux qui peuvent amener les jeunes de 18 à 24 ans à voter (ex. : la santé, l'éducation, l'emploi)?

- En quoi le fait de voter peut-il changer votre avenir ou avoir un impact sur votre communauté? Connaissez-vous des partis qui défendent des causes qui vous touchent, vous et votre famille? Est-ce important de voter? Que ce soit oui ou non : pourquoi?
- Que serait votre vie sans démocratie? Trouvez-vous important de vivre dans une société démocratique?
- Donnez des exemples de dossiers que les politiciens devraient défendre à la prochaine élection.
- Quelles suggestions feriez-vous au gouvernement pour encourager les étudiants à voter?

3. Production - Application

- Présentez le concept du scénario.
- Divisez la classe en groupes de cinq.
- Au moyen d'un découpage, chaque groupe planifie, rédige et réalise un message de 30 secondes.
- Une fois le script rédigé, les groupes rassemblent les accessoires et costumes pour les répétitions.
- Les élèves choisissent un lieu de tournage et commencent l'enregistrement.

4. Soumettez un message pour le concours

Étapes :

1. Envoyez votre formulaire d'inscription à La câblo-éducation, soit en ligne, soit par télécopieur, avant le 14 octobre 2003 (formalité non obligatoire, mais fortement conseillée). Dès réception, nous vous enverrons une bande vidéo VHS ou Beta ou un CD-ROM sur lequel vous enregistrerez votre message. **Note** : nous acceptons **plus d'une** inscription par école.

2. Une fois le message produit, envoyez :

- votre message sur bande vidéo ou CD-ROM
- le script du message
- les noms et âges des participants
- le nom de l'enseignant et de son école, avec numéro de téléphone et adresse courriel
- les formulaires d'autorisation (spécimen disponible sur le site Web)

Les envois doivent être soumis au plus tard le vendredi 14 novembre 2003 à 17 h (HNE) à :

Concours « Ton vote... Ta voix »

a/s La câblo-éducation
1750-45, rue O'Connor
Ottawa (Ontario)
K1P 1A4

3. Points importants :

- Tout message prenant nettement parti pour ou contre une formation politique sera disqualifié.
- L'essentiel du message doit porter sur le vote et la démocratie dans un contexte général.
- Tout le contenu, y compris les insertions, la musique, etc., doit être une création originale.
- Il faut obtenir de tous les participants la permission de diffuser le message (les gagnants devront fournir une attestation).

Le règlement complet se trouve à l'adresse www.cablededucation.ca.

Ressources en ligne suggérées

Élections Canada – Site principal

www.elections.ca

- Site des jeunes
- Faits intéressants au sujet des élections
 - *L'histoire du vote au Canada*
- *Je peux voter!* Un guide simple sur le vote au Canada

Explorez l'histoire du vote au Canada – Musée canadien des civilisations/Élections Canada

www.civilization.ca

Site du Parlement du Canada - Site offrant une liste complète des députés et sénateurs ainsi qu'une explication du fonctionnement du parlement

www.parl.gc.ca

Site du Premier ministre du Canada – Site comportant une liste des ministres du Cabinet et des secrétaires parlementaires ainsi qu'une explication du système de gouvernement du Canada

pm.gc.ca

Charte canadienne des droits et libertés

laws.justice.gc.ca/en/charter/const_fr.html

Visite virtuelle de la Colline du parlement

www.parliamenthill.gc.ca/text/explore-f.html

CPAC – La Chaîne politique du Canada

www.cpac.ca

La câblo-éducation – Émissions de télévision sans publicité et affranchies des droits d'auteur

www.cableeducation.ca

Histor!ca – Fondation pour l'enseignement de l'histoire canadienne

www.histori.ca

Kids Voting Canada – Site s'adressant aux étudiants et traitant de démocratie

www.kidsvotingcanada.com

Rush the Vote – Site pour sensibiliser les jeunes Canadiens aux questions politiques – Anglais seulement

www.rushthevote.ca

L'Institut du Dominion

www.dominion.ca

Fondation Famous Five

www.famous5.org/index.html

YOUCAN – Association des jeunes Canadiens

www.youcan.ca/fr/index.html

Pour plus d'information, composez le 1-800 -244-9049

National Research Council Canada: Science at Work for Canada

At the frontiers of discovery...

People who imagine and discover the future - these are the people who work at Canada's National Research Council.

Across Canada, the National Research Council (NRC) is present in every province and over 90 communities. It maintains Canada's science and technology library, helps small and medium-sized businesses through a national technology assistance program, and operates over 20 research institutes and technology centres doing cutting-edge work in numerous fields. As the Government of Canada's leading resource for scientific research and technology-based innovation, NRC has moved boldly into emerging fields of importance to Canada, such as nanotechnology, proteomics and fuel cells.

"Do not imagine that the exploration ends, that she has yielded all her mystery or that the map you hold cancels further discovery."
Gwendolyn MacEwen Canadian Poet



Possible career paths at NRC

"Imagination is more important than knowledge." Albert Einstein

At NRC, outstanding people from varied backgrounds are part of a dynamic team where finding innovative solutions to problems is a way of life.

Research Officers – Numerous opportunities are available in the NRC institutes, technology centres and programs found across Canada.

Research Associates – Graduates at the Masters or PhD level in science or engineering have the opportunity to break new ground in exciting fields.

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Industrial Technology Advisors – Innovators with expertise in key technologies who work with more than 12 000 small and medium Canadian businesses each year to help create new products and services.

NRC also has opportunities in finance, human resources, administration, policy and planning, communications and information services.

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NRC plays a critical role in helping students pursue a career in science and engineering. NRC has several student employment programs at the undergraduate, graduate and post-graduate levels. For example, undergraduate students make up one-tenth of the NRC workforce during the summer.



Students work on leading-edge research projects in some of the best R&D facilities in Canada while interacting directly with experts in the field. In addition, NRC has recently launched a program designed to provide financial supplements to graduate students.

For more information about these NRC opportunities, visit <http://careers-carrieres.nrc-cnrc.gc.ca>

NRC is an exciting place to work!

The National Research Council of Canada:

- helped develop the Canadarm as well as a special Space Vision System, which helps astronauts in guiding the Canadarm with pinpoint accuracy in Space.
- used advanced microelectronics technology to etch over 1 700 angels on the point of a pin.
- designed the Olympic torch for the 1988 Calgary Olympics.
- invented the vaccine against Meningitis C and played a key role in the development of the pacemaker.
- invented the anti-counterfeit hologram technology found on Canadian currency.
- developed the world's first music synthesizer, opening new vistas for musicians and music.
- has the world's fastest laser, pulsing at 1.8 femtoseconds.

Le Conseil national de recherches du Canada : La science à l'œuvre pour le Canada

Aux frontières de la découverte...

Des gens qui imaginent et forgent l'avenir, tels sont ceux qui travaillent au Conseil national de recherches du Canada (CNRC).

Le CNRC affirme sa présence partout au Canada, dans chaque province et dans plus de 90 communautés. Il s'occupe de la bibliothèque scientifique et technique du Canada, aide les petites et moyennes entreprises grâce à un programme national d'assistance technique et exploite une vingtaine d'instituts de recherche et de centres de technologie poursuivant des travaux très pointus dans une multitude de domaines. Principal organe du gouvernement canadien pour tout ce qui concerne la recherche scientifique et l'innovation fondée sur la technologie, le CNRC s'est vaillamment aventuré dans de nouveaux secteurs qui acquièrent de l'importance pour le Canada, tels que la nanotechnologie, la protéomique et les piles à combustible.

« Ne croyez pas qu'il n'y a plus rien à explorer, plus aucun mystère à percer ou plus rien à découvrir simplement parce que vous tenez une carte à la main. »

Gwendolyn MacEwen poétesse canadienne



Possibilités de carrière au CNRC

« L'imagination est plus importante que la connaissance. » Albert Einstein

Au CNRC, des personnes exceptionnelles de formation variée font partie d'une équipe dynamique d'employés qui ont choisi pour mode de vie la quête de solutions novatrices à une multitude de problèmes.

Agents de recherche – Les possibilités abondent dans les plus de 25 instituts de recherche, centres de technologie et programmes que le CNRC a implantés à travers le Canada.

Adjoints de recherche – Les détenteurs d'une maîtrise ou d'un doctorat en sciences ou en génie peuvent paver la voie dans de nouveaux domaines passionnants.

Agents techniques – Membres des équipes de R-D qui conçoivent l'appareillage expérimental et le matériel nécessaire à la réalisation d'expériences de pointe dans les laboratoires du CNRC.

Conseillers en technologie industrielle – Des innovateurs possédant de l'expertise dans les technologies essentielles et qui chaque année œuvrent de concert avec plus de 12 000 petites et moyennes entreprises canadiennes à la création de nouveaux produits et services.

Le CNRC ouvre aussi la porte à une carrière intéressante dans les domaines des finances, des ressources humaines, de l'administration, des politiques et de la planification, ainsi que des communications.

Possibilités d'emploi pour les étudiants

Le CNRC joue un rôle important en facilitant pour les étudiants la poursuite d'une carrière en science et en génie. Le CNRC offre plusieurs programmes d'emploi destinés aux étudiants au baccalauréat, aux études supérieures ou aux étudiants diplômés. C'est ainsi que les étudiants du baccalauréat forment le dixième des effectifs du Conseil en été.



Les étudiants ont l'occasion de participer à des projets de pointe dans quelques-unes des meilleures installations de R-D du Canada, tout en côtoyant les spécialistes du domaine. Récemment, le CNRC a de plus lancé un nouveau programme pour apporter une aide financière aux étudiants des cycles supérieurs.

Pour en savoir plus sur ces possibilités de carrière au CNRC, visitez le site : http://careers-carrieres.nrc-cnrc.gc.ca/careers/career_main.nsf/page/home

Rien n'est plus passionnant que de travailler au CNRC! Le saviez-vous?

Le Conseil national de recherches du Canada :

- a concouru à la création du Canadarm, le bras spatial canadien, et du système de vision spatiale qui aide les astronautes à le manipuler avec une dextérité exceptionnelle dans l'espace.
- a recouru à la microélectronique pour graver plus de 1 700 angles sur la pointe d'une aiguille.
- a conçu la torche des Jeux olympiques de Calgary en 1988.
- a inventé le vaccin contre la méningite C et joué un rôle important dans le développement du stimulateur cardiaque.
- a créé la technologie holographique qui protège la devise canadienne contre les faux-monnayeurs.
- a élaboré le premier synthétiseur au monde, ouvrant un tout nouvel univers pour les musiciens et la musique.
- possède le laser le plus rapide au monde, dont les impulsions durent 1,8 femtoseconde.



Au cœur de l'éducation : l'enseignement doit-il être un service essentiel au Canada ?

Par Sabrina Mehra

Pour certains, faire de l'enseignement un service essentiel est un désastre; pour d'autres, c'est ce qui est arrivé de mieux à la profession depuis des années. Et quoi qu'on en pense, la question soulève les passions et le sujet est devenu difficile à éluder. « Les services essentiels sont comme une nouvelle maladie, qui se propage dans tout le pays comme une variante du SRAS », de dire Earl Hjelter, représentant de l'Association des professeurs de l'Alberta.

En Alberta, les parties concernées attendent la décision de la Commission de l'apprentissage nommée par le gouvernement (Alberta Learning Commission), qui doit publier cet automne ses recommandations sur tout un éventail de sujets touchant l'éducation, dont la viabilité de la loi sur les services essentiels. En Ontario, le gouvernement provincial songe depuis peu à déposer un texte de loi sur les services essentiels. Et en Colombie-Britannique, où depuis 2001 la loi fait de l'éducation un service essentiel, les professeurs ont applaudi une récente décision de l'Organisation internationale du travail des Nations Unies, qui critique le gouvernement de Gordon Campbell pour avoir restreint le droit de grève des fonctionnaires, dont les enseignants.

Les critères qui font qu'un service est défini comme essentiel est au cœur même du problème. « Habituellement, un service

est essentiel si sa suppression pose un danger imminent aux personnes à qui ce service est normalement fourni », déclare Doug Willard, président de la Fédération canadienne des enseignantes et des enseignants. Les services de la police, les pompiers et certains services sanitaires font partie des services considérés depuis longtemps comme essentiels. Les associations d'enseignants et les pouvoirs publics s'entendent en général sur les éléments spécifiques qui définissent un service essentiel, mais ils ne sont pas d'accord lorsqu'il s'agit de savoir si l'enseignement répond ou non à ces critères.

« Il est évident que l'enseignement est un service essentiel », affirme Heather Maahs, présidente de Parent Network, organisme national de défense des droits des parents. « Lorsque les professeurs font grève, leur action a de multiples ramifications : les enfants ne peuvent pas aller à l'école et les parents doivent trouver des gardiennes ou rester à la maison au lieu d'aller travailler. La grève entraîne une réaction en chaîne. » Pour d'autres en revanche, le fait que les parents soient dérangés ne constitue pas à lui seul une raison suffisante pour faire de l'éducation un service essentiel. Au dire de Jim Selby, directeur de la recherche à la Fédération des travailleurs de l'Alberta (Alberta Labour Federation), il existe une différence capitale entre l'enseignement et un service

essentiel au sens traditionnel, parce qu'aucune vie n'est mise en danger lorsque les élèves sont provisoirement privés d'école. « Une grève de professeurs ne met pas en péril la sécurité publique », déclare M. Selby. « Il est même incroyable qu'on cherche à avancer un argument de ce genre. »

On pourrait penser qu'il s'agit d'une simple question d'interprétation, mais le fait que l'enseignement entre ou non dans la définition d'un service essentiel a des répercussions considérables. En effet, lorsqu'une loi sur les services essentiels est promulguée, les groupes assurant les services définis comme essentiels n'ont plus le droit de grève ou d'arrêt de travail.

Comme on peut s'y attendre, les raisons pour lesquelles certains gouvernements veulent faire de l'éducation un service essentiel – alors que d'autres ne le font pas – font l'objet de suppositions diverses et contradictoires. En Colombie-Britannique, qui a adopté la loi 18 (*Skills Development and Labour Statutes Amendment Act – loi modifiant la législation sur la formation professionnelle et le travail*) en août 2001, le gouvernement soutient qu'il a promulgué la loi pour protéger les élèves de la province. « La loi garantit que l'éducation des élèves ne passe pas après les conflits de travail », indique M^{me} Dubnyk. « Au cours des dix dernières années, les conflits de travail en Colombie-Britannique ont fait perdre des journées d'école à de nombreux élèves... Cette loi a pour but d'assurer qu'aucun élève de la province ne verra son droit à l'éducation bafoué pendant une grève. »

Selon M. Willard, un simple coup d'œil sur les événements récents permettrait de constater que le temps où l'enseignement a été effectivement perturbé par des conflits de travail au Canada est minime. Il affirme que si les gouvernements veulent adopter des lois sur les services essentiels, c'est dans le but de mettre en œuvre des réductions d'impôt : « Ils pensent qu'en légiférant sur les services essentiels, ils rendront tout le processus de négociation plus simple et moins coûteux, et ils se trompent. » Pour M. Selby, certains gouvernements envisagent ces lois afin de restreindre le pouvoir de négociation des enseignants – et non dans l'intérêt des élèves. « Si vous n'avez pas le droit de procéder à un arrêt de travail, votre position à la table de négociation est grandement diminuée, et pas uniquement de manière théorique », précise-t-il. « C'est un fait avéré qu'en l'absence de droit de grève, le droit de négociation collective est gravement compromis. »

M^{me} Maahs, qui se dit ravie de la mise en œuvre d'une loi sur les services essentiels en Colombie-Britannique, soutient que les syndicats de professeurs partent d'une notion erronée selon laquelle les pouvoirs publics devraient pouvoir résoudre tous les problèmes qui touchent l'éducation en injectant de l'argent dans le système : « Aujourd'hui, les grands syndicats croient qu'on pourra améliorer le système en y versant plus d'argent, mais ce n'est pas forcément vrai. » Selon elle, les syndicats qui ont un programme politique ne parlent pas forcément pour la majorité des professeurs : « Ce n'est pas parce que le prix du

café augmente qu'il est meilleur et, à moins d'examiner la structure même du système éducatif, le fait de continuer à y verser de l'argent sera un investissement en pure perte. »

Pour M. Hjelter, le problème actuel du système éducatif n'est pas financier mais bureaucratique. Selon lui, la tendance actuelle à définir les services essentiels vient du fait qu'un trop grand nombre de penseurs à des postes de décision manquent de logique. « Ils ne savent pas comment mener un dialogue social éclairé », déclare Hjelter. « Les lois sur les services essentiels constituent une solution trop simple, qui plait à ceux qui recherchent une solution simple sans avoir bien réfléchi au

problème et sans comprendre qu'à long terme, il y aura des répercussions qui risquent d'être beaucoup plus destructrices à bien des égards. Ainsi la solution finit par créer un nouvel ensemble de problèmes inédits. »

Les deux parties au débat prétendent que l'adoption ou le rejet d'une loi sur les services essentiels nuit à la qualité du système éducatif même. « Là où une telle loi existe, vous allez trouver une situation en classe qui se dégrade », explique M. Selby. « Il y a trop d'enfants par classe, les élèves ayant des besoins particuliers ne bénéficient pas du soutien voulu, et cela implique que la qualité de l'éducation fournie aux enfants dans le système va diminuer. C'est inévitable. » Les lois sur les services essentiels nuisent à la qualité et au nombre de nouveaux enseignants, selon M. Willard. « Lorsque les jeunes choisissent une carrière, ils en trouveront une qui leur offre une plus grande liberté d'action et où ils disposeront d'une certaine autonomie, un secteur moins réglementé et moins conflictuel. Nous n'allons pas trouver autant d'enseignants de qualité qu'auparavant. »

Pour les détracteurs des lois sur les services essentiels, les difficultés ne se limitent pas aux conditions de travail et à la qualité des nouveaux professeurs. Selon M. Hjelter, la capacité d'enseigner les valeurs démocratiques est compromise dans les provinces qui adoptent de telles lois : « Vous aurez peut-être dans votre classe un enfant assez intelligent pour vous dire "Vous nous présentez un monde aristotélicien parfait, mais vous n'en profitez pas, vous n'en faites pas partie. Votre liberté est soumise à un tas de restrictions et vous ne pourriez pas prendre part à une action syndicale puisque c'est illégal. Alors, est-ce que vous n'êtes pas un peu hypocrite?" » Pour M. Willard, il serait difficile d'enseigner les valeurs démocratiques sans pouvoir les démontrer concrètement : « Lorsque vous voyez un gouvernement prendre une telle décision de son propre chef, sans que les personnes pour lesquelles il prend cette décision en bénéficient, vous présentez un contre-exemple d'une démocratie qui ne marche pas. »

Mais selon M^{me} Maahs, une loi sur les services essentiels pourrait en fait profiter à la qualité de l'éducation. « Les syndicats de professeurs ne peuvent plus prendre les élèves en otage pour négocier leurs contrats et ils ne peuvent plus interrompre les études des élèves – en particulier celles des élèves du secondaire

***«Une grève de professeurs
ne met pas en péril
la sécurité publique»***

dont le diplôme de fin d'études et les notes dépendent de ce qui se passe en classe », explique-t-elle. En Colombie-Britannique, M^{me} Dubnyk doute fort que l'enseignement ou l'apprentissage ait souffert de la loi sur les services essentiels : « Nous n'avons aucune preuve que l'apprentissage des élèves ait été perturbé par l'opinion des professeurs à l'égard de la loi. En fait, nos enquêtes indiquent que la satisfaction des élèves, des parents et des enseignants à l'égard du système scolaire a effectivement augmenté au cours de l'année écoulée. »

Les parents forment un autre groupe d'intérêt au sein de ce débat qui se poursuit. « Ils doivent examiner attentivement les diverses ramifications de la loi sur les services essentiels, parce que les grèves des enseignants ont toujours des répercussions sur les familles », indique Trudy Griffiths, présidente du Conseil ontarien des parents (organe nommé par le gouvernement). « Si vous avez un enfant en 11^e ou en 12^e année, vous pensez probablement que l'éducation est un service essentiel, parce que votre enfant compte sur ses résultats scolaires pour avoir accès à l'orientation post-secondaire de son choix », précise-t-elle. « En tant que parents, nous voulons tous que nos enfants réalisent leur potentiel et qu'ils aient le plus d'avantages possibles, et si l'éducation est un service essentiel, leurs études ne seront pas perturbées. » Tout en reconnaissant que les moyens de pression au travail entraînent des tensions dans la famille, M. Selby estime que la gêne des parents est un élément mineur au sein d'une question beaucoup plus vaste – un élément trop peu important pour priver les enseignants de

leur droit de grève. « En fin de compte, les gens n'ont pas une vision d'ensemble, ils ne voient pas qu'un désagrément ou une gêne du public n'est pas une raison suffisante pour supprimer l'un des droits démocratiques les plus fondamentaux des travailleurs canadiens. »

Il semble que les relations soient au cœur du débat sur les services essentiels – les relations entre les parents et les professeurs, entre les professeurs et les élèves, entre les professeurs et le gouvernement, et entre les professeurs et l'administration. Les répercussions de la loi sur les services essentiels à cet égard ne sont pas encore claires – et constituent un autre problème qui donne lieu à d'intenses spéculations. « Cette loi aura certaines répercussions très négatives sur les relations entre les professeurs et leurs employeurs et le gouvernement, qui se manifesteront par toutes sortes de frictions entre les deux », affirme M. Willard. « Ils risquent de ne pas collaborer lorsqu'ils auront l'occasion de le faire; c'est pourquoi ce genre de situation à l'école n'est pas sain pour les enfants. » Selon M^{me} Griffiths, quelle que soit l'issue des débats en cours, les enfants devraient demeurer la considération primordiale : « Lorsque les journaux ou la radio parlent de grève dans un conseil scolaire, on se demande, quelles que soient les parties en cause, si celles-ci négocient en ayant à cœur l'intérêt des enfants. Parce que je crois que l'éducation doit toujours viser avant tout l'intérêt des enfants. » ❧

Sabrina Mehra est journaliste et chroniqueuse à Vancouver (C.-B.). On peut la joindre à l'adresse sabrina@sabrinamehra.com.



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(Suite de la page 9)

Le fils d'un de mes amis a réussi par son « enthousiasme » à se faire donner une de ces étiquettes pour une bêtise relativement insignifiante – il avait lancé une boule de neige dans la cour d'école. Il n'avait même pas frappé un autre enfant, mais une clôture. Or le degré zéro de tolérance en fait une infraction. Il a donc été suspendu. Et comme il était étiqueté comme fauteur de troubles, chaque fois qu'il se passait quelque chose alors qu'il se trouvait à proximité, il était présumé responsable.

Voilà une façon singulièrement inefficace d'apprendre à des jeunes qui ne sont pas encore civilisés comment devenir des membres responsables d'une société. La tolérance zéro leur apprend au contraire que la vie est arbitraire et elle suscite une anxiété et une hostilité excessives. Elle peut facilement ruiner la vie d'une jeune personne en entravant sa capacité de s'instruire.

Alors, que faire? Tout d'abord, nous avons besoin d'une discipline et d'une discipline efficace. Mais il faut également que cette discipline soit appropriée, c'est-à-dire fondée sur un jugement et non sur une absence totale de tolérance. J'aimerais proposer que toutes les parties

s'attaquent à la question : les élèves, les professeurs, les parents et les administrateurs. Je commencerais en fait par les élèves – j'instruirais un groupe de représentants d'élèves sur la nécessité de la discipline, je leur décrirais quels sont les types d'infraction qui se produisent et je leur demanderais de proposer des moyens appropriés d'y répondre. Je demanderais ensuite aux professeurs d'examiner les suggestions des élèves, de commenter leur application pratique et d'y apporter des révisions et des améliorations de sorte que les deux groupes parviennent à un accord approximatif. À ce stade, je présenterais la proposition au conseil de parents. Je leur demanderais de faire part de leurs commentaires et je les convainrais d'appuyer la proposition en y incluant leurs remarques et leur participation. Une fois que les trois groupes seraient grosso modo d'accord, je présenterais le document au conseil scolaire ou à l'organisme responsable, à qui je demanderais d'approuver le projet. Cette étape est en fait la plus difficile, parce que les représentants de l'administration, du fait qu'ils ne sont pas dans les classes,

peuvent se montrer ignorants et arbitraires. Si c'est le cas, j'inviterais les médias afin de demander pourquoi quelque chose qui est acceptable pour les élèves, les professeurs et les parents n'a pas l'aval des administrateurs.

Cette méthode est-elle facile, simple ou rapide? Absolument pas, mais vos élèves en tireront quelque chose. Il s'agit d'exercer la démocratie et, comme l'a fait remarquer un commentateur, « la démocratie est un processus lent et désordonné, mais il marche. Une dictature est plus rapide, mais elle est injuste. » Et nous avons besoin dans les écoles d'une méthode de gouvernement qui marche. Si toutes les parties intéressées y participent, nous auront plus de chances de réussir qu'en laissant s'installer l'anarchie ou en recourant aux exécutions sommaires de la tolérance zéro. ❧

Spécialiste de la prospective établi à Toronto, Richard Worzel donne bénévolement des conférences dans les écoles secondaires lorsque son emploi du temps le lui permet. On peut le contacter par l'entremise de TEACH Magazine, ou par courriel à futurist@futuresearch.com.



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The "Educational Sites" section provides curriculum grids showing the relevant grade levels and subject areas. "Educational Resources" presents comprehensive teaching strategies, including classroom activities, games, quizzes and tutorials. The site also offers sections on "Internet Research Skills" and "FAQs for Educators".

La section « Sites éducatifs » comprend des grilles de programmes d'études indiquant l'année scolaire et les domaines pertinents. La section « Ressources pédagogiques » propose des stratégies d'enseignement globales, dont des idées d'activités, des jeux-questionnaires, des jeux et des didacticiels. Ce site comprend aussi les sections « Recherche sur Internet » et « FAQ pour enseignants ».

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This section presents teaching strategies, classroom activities, lesson plans and evaluation grids divided by grade level and subject area. You will find resources based on Expo 67, Dieppe in photography and film, Canada and the First World War, and many other themes.

Cette section propose des stratégies d'enseignement, des plans de cours, des activités à réaliser en salle de classe et des grilles d'évaluation. Présentées par sujet et niveau scolaire, les ressources sont liées à divers thèmes, dont Expo 67, Dieppe en photographies et en films, et Le Canada et la Première Guerre mondiale.

