

# ETFO Niagara Lending Library

## An Annotated Bibliography

(☆ denotes an ETFO publication)

### Curriculum Related Materials

#### Literacy:

Armbruster, B., Lehr, F., & Osborn, J.. (2001). Put reading first: The research building blocks for teaching children to read - Kindergarten to grade 1.

This guide, designed by teachers for teachers, summarizes what researchers have discovered about how to successfully teach children to read. It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension.

☆Johnson, F.. Curriculum connections: Genres to go - Gr. 7&8.

This document provides a guide for teaching specific literary genres to intermediate students. It includes activities for the following genres: Science Fiction, Supernatural, Mystery, Adventure, Comedic, Historical Fiction, Romance and Fantasy.

☆Johnson, F.. Curriculum connections: Read! Read! Read! - Gr. 7&8.

This document outlines a ten day structured process for intermediate students to use with any reader story.

☆Kaner, E., Davis, C. M., Moxey, J., & Taylor, J.. (2001). The class that reads: Best practices for teaching primary reading.

This is a comprehensive resource to help primary teachers teach reading to a diverse student population. Focussing on the practical realities of the classroom, it explains the factors that impact on reading and outlines the components of a balanced reading program.

☆Gaitho, W., Kozak, R., Marr, L., Mathers, S., Piazza, L. & Ramrattan Smith, S.. (2001). Take a closer look: A media literacy resource.

The focus of this resource is to teach intermediate level students to become critical and informed consumers of mass media, with a focus on media violence.

Graydon, S.. (2003). Made you look: How advertising works and why you should know.

This resource offers an intriguing exploration of the advertising universe. Its aim is to help kids decode all the messages.

☆Marr, L. & Ramrattan Smith, S.. (2004). A supplement of curriculum expectations for grades 4 to 6 linked to lessons from: Take a closer look: a

media literacy resource.

This supplement to the Take a Closer Look resource links Grade 4, 5 and 6 expectations to each of the lessons in the original document.

Ministry of Education. (2006). A guide to effective literacy instruction: Grades 4 to 6 - Volume one: Foundations of literacy instruction for the junior learner.

This resource provides teachers with a framework and practical resources for planning a successful literacy program that equips all junior students to grow as strategic readers, writers, talkers, listeners and thinkers. It looks specifically at the junior learner, the knowledge and skill required for literacy and the principles of effective literacy instruction.

Ontario Teachers' Federation. Critical media literacy: Resources for JK - Gr. 12 addressing violence in the media.

Critical literacy involves the active analysis and critique of texts and is an important part of the Ontario policy curriculum for student literacy. This CD includes sample lesson plans that are integrated with Ontario's curriculum from Kindergarten to Grade 12. These lessons are easy for teachers to use and are designed to enhance the critical literacy skills of students and to make sure they have critical skills in their consumption of media.

Willows, D.. The balanced and flexible literacy diet.

This resource reviews the principals of a balanced Literacy program and provides "recipes" for attaining the proper diet. Includes a list of professional readings.

## **Mathematics:**

Colgan, L.. (2003). Elementary mathematics in Canada: Research summary and classroom implications.

This resource examines the current status of mathematics education in Canada and offers some practical ways to make a difference. The report summarizes key research findings of best practice, suggests implications for the classroom and for professional development, and helps educators with the task of defining and shaping implementation plans.

☆Elementary Teachers' Federation of Ontario. (2000). Math links: Patterning and algebra - Grades K-8 (Video & Guide).

This video package focuses on practical and effective teaching strategies and highlights the importance of equity and inclusivity in teaching practices.

☆Johnston, J. & Parkhouse, T.. (2003). Making math happen in the intermediate years.

This mathematics resource document is intended for teachers of students in the intermediate grades. It presents a model for an effective math

program by examining the big picture for mathematics and characteristics of intermediate learners. It promotes teaching math through problem solving and the use of manipulatives

☆Paziuk, J., Pitre, S., Dawson, R., Languay, J. & Davis, M.. (2004). Making math happen in the junior years.

This mathematics resource document is intended for teachers of students in the junior grades. It presents a model for an effective math program by examining the big picture for mathematics and characteristics of junior learners. It promotes teaching math through problem solving and the use of manipulatives

### **Science and Social Studies:**

☆Armstrong, J., Jones, S., Mention, L., Rodreguez, C., Terpstra, H., Wirick, C., Guiney, J., & Ramrattan Smith, S.. (2001). Thames Valley community role models resource inventory.

This resource was developed by the Elementary Teachers' Federation of Ontario in association with the ETFO Thames Valley local. It includes lesson plans focusing on development an appreciation of cultural diversity and includes a community contacts and annotated biographies.

☆Beaver, J., Blakey, L., & Arnold, J.. (2001). Aboriginal voices - Then and now

This unit explores the viewpoints of the Aboriginal people and helps students gain critical thinking skills, which empower them to make informed decisions about issues facing Aboriginal people in Canada today and about the historical events which created the issues. This unit focuses on Social Studies and Language.

Beaver, J., Turgeon, R., & Ramrattan Smith, S.. (2003). The teaching circle: Aboriginal perspectives for Canadian classrooms.

The term "teaching circle" is a traditional Aboriginal activity for engaging in the process of teaching and learning, where each person is a teacher and a learner. This Toronto Star teaching resource was developed for students, educators and communities and incorporates themes related to Aboriginal peoples for Kindergarten to Grade 8 using elements of the newspaper.

☆Belhumeur, R., Donsky, D., Hughes, W., & MacGillivray, K.. (2004). You choose - Student vote 2004.

A joint venture between ETFO and OECTA, this resource was designed for use with students in grades 5 to 8. It has been written to promote the rights and responsibilities of citizen ship as it relates to the voting process. It is written as a series of four cross-curricular lessons (Our Rights and Responsibilities, Making Decisions in Our Lives, Democracy in Canada and the Election Process). It includes a variety os assessment strategies.

☆Blakey, L., Ficzero, A., Gillies-Rezo, S., & Moxey, J.. (2002). Firsts: From aboriginal peoples to pioneers.

This resource compliments the Ontario curriculum. It is appropriate for the Heritage and Citizenship strand of the grade 3 Social Studies curriculum and for the grade 6 Aboriginal Peoples and European Explorers unit. Implicit in all the learning experiences in this resource is the development of attitudes mandated in the Ontario Curriculum - respect, tolerance and understanding with respect to individuals, groups and cultures.

☆Blakey, L., Ficzero, A., Gilles-Rezo, S. & Moxey, J.. (2002). Canadian firsts game.

This game is designed to give students awareness of famous Canadians and the many firsts that have been achieved by Canadians. This game can be used for grades 3 to 8 whenever Canada and Canadian achievements are discussed.

☆Brant, G., Hays-Lawlor, S., Shelmerdine, T., Sorensen, E., Fisk, K., & Guiney, J.. Hastings-Prince Edward community role models resource inventory.

This resource was developed by the Elementary Teachers' Federation of Ontario in association with the ETFO Hastings-Prince Edward local. It includes lesson plans focussing on development an appreciation of cultural diversity and includes a community contacts and annotated biographies.

☆Brown, C., Commanda, J., Gallander, B., Jin Moore, M., Lewis Hill, M., Liut, V., & Brown, K.. (2004). Algoma community role models resource inventory.

This resource was developed by the Elementary Teachers' Federation of Ontario in association with the ETFO Algoma local. It includes lesson plans focussing on development an appreciation of cultural diversity and includes a community contacts and annotated biographies.

Coalition for the Advancement of Aboriginal Studies. (2002). Learning about walking in beauty: Placing aboriginal perspectives in Canadian classrooms.

This resource supports the incorporation of aboriginal perspectives in Canadian classrooms. It examines the aboriginal world view and the experiences of European colonization as well as the aim of developing a pedagogy of respect and honesty.

☆Gieti, P., Lee, W., Makan, K., Martin, S., Brown, K. & Mitchell, J.. (2000). Community role models resource inventory.

This resource was developed by the Elementary Teachers' Federation of Ontario in association with the ETFO Toronto local. It includes lesson plans focussing on development an appreciation of cultural diversity and includes a community contacts and annotated biographies.

Haig-Brown, C., Hodgson-Smith, K., Regnier, R. & Archibald, J.. (1997). Making the spirit dance within: Joe Duquette High School and an aboriginal community.

This book offers an in-depth study of a remarkable school for native students, the Joe Duquette High School in Saskatoon, Saskatchewan. The key to success of Joe Duquette is in its commitment to aboriginal spirituality as its guiding principle for both curriculum and human relations within the school.

Independent Learning Centre. (2001). Social studies multimedia resource (CD-ROM).

This interactive CD-ROM contains 3 units in Social Studies: Grade 3 - Urban and Rural Communities, Grade 4 - Medieval Times and Grade 5 - Early Civilizations.

Indian and Northern Affairs Canada. (1997). First Nations in Canada.

This government resource provides geographic and historic information about Canada's First Nation peoples.

Keenan, M. & Redekop, D.. (2002). Model United Nations - Grades 7 through 9: Cross-curricular program.

This document provides an overview of a cross-curricular Model United Nations program. It includes subject areas, curriculum expectations and timelines for the unit. Lesson plan outlines and resource material are included.

☆Kramer, J. & van Heyst, C.. (2001). Out and about: An environmental unit for grades 3 and 4.

This Science and Technology unit was written with a combined grade 3/4 classroom in mind, but can be implemented in either a straight grade 3 or grade 4 class. This unit addresses mainly the Life Systems strand of the Science and Technology curriculum document, but expectations from other strands and subject areas are included. This unit plan has an environmental focus with the aim of empowering students to use the knowledge they develop to assess a local environment and create an action plan for improvement of this site.

National Union. (2005). A climate change primer.

This publication outlines the issue of global warming and the actions we can take to improve our environment.

☆Pacey, S.. Curriculum connections: Magnetic and charged materials - Gr. 3.

This document provides a unit plan for the grade 3 science unit on magnets and charged materials and includes lesson plans, activities, assessment strategies and resources.

☆Pacey, S.. Curriculum connections: Structures and mechanisms- Gr. 3.

This document provides a unit plan for the grade 3 science unit on structures and mechanisms and includes lesson plans, activities, assessment strategies and resources.

☆Shaw, K. & Henderson, L.. (2003). Weather and us: Grade 5 curriculum resource.

This resource is written for the Grade 5 Science Strand: Earth and Space Systems - Weather. The major learnings identified in the Ontario curriculum document have been included in the unit. Lessons are organized around 5 main themes - Aspects of Weather, Weather Watching and Data Collection, Forecasting, Weather and Climates, and Weather and Human Activity.

### **Special Education**

☆Elementary Teachers Federation of Ontario. (2002). Fulfilling the promise: Ensuring success for students with special needs.

This document outlines ETFO's position on the state of special education in Ontario's public elementary schools and what needs to happen in order to adequately support the province's special needs students. Fulfilling the Promise reflects the input that parents, teachers, community representatives and administrators shared in focus and discussion groups held across Ontario.

Ministry of Education. (2007). Effective educational practices for students with autism spectrum disorders: A resource guide.

This resource guide was designed to support educators in elementary and secondary schools in Ontario in planning and implementing effective educational programs for students with Autism Spectrum Disorders (ASD). It contains information, strategies, and practices that can be put to use in the school and the classroom, as well as a collection of sample materials reflecting current practices in schools. A reference list of additional resources is included for future reading.

### **The Arts and Physical Education:**

Ministry of Education. (2005). Daily physical education in schools: Grades 1 to 3.

This resource guide is intended to assist teachers of students in Grades 1 to 3 in implementing the policy on daily physical activity in elementary schools. It includes information on safety, scheduling, planning and assessment, as well as detailed descriptions of specific activities appropriate for this age level.

Ministry of Education. (2005). Daily physical education in schools: Grades 4 to 6.

This resource guide is intended to assist teachers of students in Grades 4 to 6 in implementing the policy on daily physical activity in elementary schools. It includes information on safety, scheduling, planning and assessment, as well as detailed descriptions of specific activities

appropriate for this age level.

Ministry of Education. (2005). Daily physical education in schools: Grades 7 and 8.

This resource guide is intended to assist teachers of students in Grades 7 and 8 in implementing the policy on daily physical activity in elementary schools. It includes information on safety, scheduling, planning and assessment, as well as detailed descriptions of specific activities appropriate for this age level.

Ministry of Education. (2006). Daily physical education in schools: Guide for school principals.

This resource guide is intended to assist elementary school principals in implementing the policy on daily physical activity. This guide reviews the responsibility for increasing students' physical activity and gives an overview of daily physical activity requirements. It includes information on safety, scheduling, teacher inservice and resources, as well as strategies for promoting, communicating and sustaining the school's daily physical activity program.

Ministry of Education. (2006). Daily physical education in schools: Guide for school boards.

This resource guide is intended to assist school boards in implementing the policy on daily physical activity. This guide reviews the responsibility for increasing students' physical activity and gives an overview of daily physical activity requirements. It includes information on safety, scheduling, staff inservice and resources, as well as strategies for initiating, promoting, communicating and sustaining the board's daily physical activity program.

Pitman, W.. (1998). Learning the arts in an age of uncertainty.

This book outlines the role of the arts in schools and in the world our children will face. The author stresses the importance of an integrated arts-based learning in our school programs.

## **Other**

☆Aoki-Barrett, J., Baker, P., Hallman-Chong, S., Morgan, V., & Walker, P. (2001). Blurred vision: Rethinking the Ontario curriculum.

The authors of this document surveyed the Ministry expectations for the Primary, Junior and Intermediate divisions in Language, Mathematics, Social Studies, History, Geography, the Arts, Health and Physical Education, looking for ways in which the curriculum can be modified and enhanced to increase students' understanding of complex issues. The document outlines four specific areas which they believe deserve greater elaboration in the curriculum. These areas are: Critical Thinking, Environmental Awareness, Media Literacy and Diversity in Education.

## Early Years

Adolescent's Family Support Services of Niagara. (2003). Growing readers: A manual to encourage early literacy in at risk families.

The purpose of this manual is to provide ideas for care-givers, in the context of the day-to-day activity of child care, ideas for promoting the beginnings of the process of "growing readers".

☆Barrett, J., Littleford, J., Vallee, J., & Wannamaker, N.. (2000). Kindergarten years: Learning through play.

ETFO prepared this resource document to provide Kindergarten teachers with a pedagogical foundation for active, play-based learning. It includes research findings, an analysis of how play is important to child development and an extensive section on the Kindergarten learning environment.

☆Elementary Teachers' Federation of Ontario. (2001). Kindergarten matters: The importance of Kindergarten in the development of young children.

In this paper, ETFO identifies the key elements of high quality Kindergarten programs and makes recommendations to the government that address the issues central to the positive development and health of young children.

Federation of Women Teachers' Associations of Ontario. (1986). Play: Active learning in the early school years.

This document begins with statements of belief drawn from recognized theorists about how children learn. It includes definitions of play and descriptions of different types of play. A section on learning centres is presented to assist teachers in planning a activity-based program.

Fox, Fulford & Goldberg Productions, Inc.. (1993). Your baby, your doctor and you - Part two: Your doctor (VHS cassette).

This video includes advice from leading Canadian pediatricians and family development specialists with the most up to date information on better baby care.

Invest in Kids Foundation. What a child will be depends on you and me: A resource kit for a child's first five years.

This resource includes facts, advice, and recommendations from experts in early child development about how adults can support the healthy social, emotional and cognitive development of children in their first five years. It includes games and play activities for children, a comprehensive set of developmental milestones from birth to Kindergarten and suggestions for books, videos, and websites to explore.

Ontario Children's Secretariat. (1999). Reversing the real brain drain: Early



### Years Study - Final report.

This is the final report of the Early Years Study established by the government of Ontario in 1998. By examining the evidence from the neurosciences, developmental psychology, social sciences, anthropology, epidemiology and other disciplines about the relationship among early brain and child development and learning, behaviour, and health throughout all stages of life, the study group concluded that the period of early child development is equal to or, in some cases, greater in importance for the quality of the next generation than the periods children and youth spend in education or post secondary education. The report sets out steps to achieve the goal of improved outcomes for all young children.

The Reiner Foundation. I am your child: The first years last forever (VHS cassette).

The new research in brain development tells us of the vital importance of the relationship between caregiver and child in the critical first years of life. By providing information on such issues as bonding and attachment, health and nutrition, discipline, self-esteem, etc. this video is intended to assist new parents in helping their child reach his/her full potential.

☆Vaclavik, M., Wolanski, Dr. A., & Wannamaker, N.. (2001). Observation: A focus on evaluation, planning and growth for the kindergarten learner.

This ETFO resource was prepared to assist the beginning teacher. It develops and systematizes observation skills to assist teachers to better understand each child's learning needs by becoming better observers.

## **Equity & Human Rights**

Camarada, S., Cranney, B., & Moran, M.. (2001). Helping students manage violence.

The purpose of this guide is to provide educators with information about issues of violence and to provide a resource tool for program development for elementary school aged children from JK through to Grade 8, including special needs students. It contains information and methods to develop programs on bullying, conflict resolution, anger management, peer mediation and the development of healthy relationships. It also provides age appropriate education on wife assault and the effects of witnessing wife assault on children.

Campbell, S.. Positive action: Gender and violence in children's entertainment - Teacher Kit.

The goal of this kit is to assist teachers in countering negative media influences on children. It focuses on what children see on the TV screen, whether it is broadcast TV, video or video games and computers. It provides information about children's social learning and how the media and adults affect it, and about the media world and what research says

about its impact on children. Classroom activities to address media influences are included.

Campbell, S.. Positive action: Gender and violence in children's entertainment - Parent Kit.

The goal of this kit is to assist parents understand the impact of media on their children and counter its negative influences. It focuses on what children see on the TV screen, whether it is broadcast TV, video or video games and computers. Section One provides information on how the media and adults teach children social skills, examines key facts about the media world and outlines what research says about its impact on children. Section Two provides activities parents can engage in both with their children and with other parents to counter TV's negative influence.

Canadian National Institute for the Blind. (2000). Young heroes: Louis Braille (VHS cassette).

This video, which chronicles Louis Braille's dogged determination to develop an alphabet for the blind, was developed by CNIB for use with grade 4 level students to commemorate the first Braille Day in Canada on February 9, 2000. ETFO supported the initiative by providing curriculum-linked lesson plans for use with the video.

Chodzinski, R. T. (Ed.). (2004). Teaching & learning - Issue 1:3.

This issue was devoted completely to the topic of bullying in schools. It contains 10 articles, by a variety of authors, exploring the issue.

Department of Canadian Heritage. (1991). Convention on the rights of the child.

This brochure contains the full texts of the Convention on the Rights of the Child, as adopted by the General Assembly of the United Nations on November 20, 1989.

☆Dhawan, A., Duwyn, M., Meichenbaum, L., & Ramrattan Smith, S.. (2004). Imagine a world that is free from fear.

This is a Kindergarten to Grade 8 resource addressing issues relating to homophobia and heterosexism through four themes; Pride and Self-respect, Safe Schools and Safe Communities, Anti-bullying and Conflict Resolution, and Relationships.

☆Elementary Teachers' Federation of Ontario. (2004). A package of human rights materials available from ETFO.

This folder contains posters and pamphlets available from ETFO on a variety of human rights issues.

☆Elementary Teachers' Federation of Ontario. (2003). AGM 2003 (VHS cassette).

This is a video of the address by Stephen Lewis to the delegates at the

## ETFO 2003 Annual General Meeting.

☆Elementary Teachers' Federation of Ontario. (2001). Lesbian, gay, bisexual and transgender issues in education resource list.

Along with a selection of print resources, this listing also includes the contact information for national, provincial and local organizations dealing with lesbian, gay, bisexual and transgender issues.

☆Elementary Teachers' Federation of Ontario. (1999). We're erasing prejudice for good.

This kit is a literature based program containing K to Grade 8 lesson plans and a teacher resource guide for teaching anti-bias curriculum.

☆Elementary Teachers' Federation of Ontario. Respecting cultures and honouring differences.

This is a supplement to ETFO's "We're Erasing Prejudice for Good" and builds on the goals and ideas of the kit.

☆Elementary Teachers' Federation of Ontario. One in six (DVD).

According to provincial statistics, one in six children in Ontario live in poverty. This DVD recounts the personal stories of six individuals who represent some of the groups most affected by poverty - immigrants, people with disabilities, single women and Aboriginal groups. The print insert provides statistics, resources and suggested strategies for using the DVD.

Gunding, B.. (2005). Creating an inclusive classroom community.

This folder contains the resource handout given to participants at Presenters on the Road workshop of the same name.

Indian and Northern Affairs Canada. (2002). Summary of the First Nations Governance Act.

This act summarizes the application and implications of the First Nations Governance Act.

☆Kwasnica, J., Moxey, J. & Shrouder, A.. (2000). The school that equity built.

The search for equity in schools is a complex goal that involves every aspect of a child's daily experience. This resource examines the concept of equity and the relevant research. It then endeavours to delineate what elements would need to be in place to truly achieve equity in a school community. Included in this document is an integrated unit for Grade 2 students (and adaptations for Grades 1, 3, & 4) that models and teaches the principles of equity.

Lester, H.. (1986). A porcupine named Fluffy.

This lighthearted story about a young porcupine with the curious name of

Fluffy, serves to remind us that we need not let a name or label define us.

Merrifield, M.. (1990). Come sit by me.

This is an educational storybook about AIDS and HIV infection for small children ages 4 to 8 and their caregivers. At the conclusion of the story, the author has included a section of information for students, parents, teachers and caregivers about AIDS and HIV.

National Film Board of Canada. (2001). In other words (VHS cassette).

This video speaks directly to teens and offers a valuable tool to teachers, counsellors and community youth leaders who want to explore the homophobic language heard both in and out of schools - the words themselves, their origins, how young people feel about them, and how to overcome the hurt and anger they cause. The film examines how words shape attitude and aims to foster the change necessary to ensure that schools are safe places where students can learn in a climate of respect.

National Film Board of Canada. (1996). Love taps (VHS cassette).

This video contains a powerful drama about teens, relationships and dating violence. An insert suggests discussion points and activities.

Ottawa Carleton Elementary Teachers' Federation. (2003). Stephen Lewis: Keynote address (Audio CD).

This audio CD contains the keynote address by Stephen Lewis at a Professional Development Day presentation to members of the Ottawa Carleton Elementary Teachers' Federation on February 14, 2003.

Ross, P. N.. (1998). Arresting violence: A resource guide for schools and their communities (Book & CD ROM).

This book explores why young people can be violent and how their behaviour, as bullies or in school gangs, affects school climate and victims in particular and proposes strategies and plans for preventing aggression. The CDROM includes support material, including overheads and slide show outlines, to assist in presentations.

## **General Interest**

Barlow, M.. (1998). The fight of my life: Confessions of an unrepentant Canadian.

A mid-life autobiography of Canadian social activist Maude Barlow. She writes with wit, intelligence and spirit about what motivates her to speak out on current issues such as women's rights, pornography, free trade, Canadian unity, globalization, human rights and the environment.

Barlow, M. & Robertson, H.. (1994). Class warfare: The assault on Canada's schools.

In this book the authors take a head look at the condition of Public

education, finding that most of the negative charges levelled at Canadian schools are unfounded. They argue that the attack on schools has been mounted in the interest of representatives of big business who stand to make a fortune by privatizing public education in our country.

Chilton, D.. (1989). The wealthy barber: The common sense guide to successful financial planning.

The author has made dull and often intimidating topic of financial planning entertaining and readable by delivering his message through the engaging tale of Roy, the wealthy barber. Combining simple concepts, common sense, and an insight into human nature, the protagonist shares his knowledge with his neighbours, giving them a set of practical, easy-to-implement guidelines for financial planning.

Covey, S.. (1989). The 7 habits of highly effective people: Powerful lessons in personal change.

This book presents a holistic, integrated, principle-centred approach for solving personal and professional problems. Covey reveals a step-by-step pathway for living with fairness, integrity, honesty and human dignity - principles that give us the security to adapt to change and the wisdom and power to take advantage of the opportunities that change creates.

Dunning, D.. (2001). What's your type of career: Unlock the secrets of your personality to find your perfect career path.

This practical, approachable book offers an easy five-step planning process that provides the links between your personality and the career that is right for you. With exercises, checklists, tips and strategies, the author introduces eight distinct ways of working to help you discover your own natural approach to the world of work.

Fisher, R.. and Ury, W.. (1991). Getting to yes: Negotiating agreement without giving in.

This book offers a concise, step-by-step, proven strategy for coming to mutually acceptable agreements in every sort of conflict - whether it involves parents and children, neighbours, bosses and employees, customers or corporations, tenants or diplomats.

Florida, R.. (2007). The flight of the creative class: The new global competition for talent.

This book explores this global competition to attract skilled workers and shows how several key events have put the United States at a substantial disadvantage just as smaller countries have discovered the enormous economic value of creative capital and are doing everything in their power to attract these workers.

Lipkin, M.. (2003). Luck favours the brave: How the five social super trends can

make you very, very successful (Book & CD).

The author introduces the reader to the five social super trends defining the collective mood of the 2000s, what they mean and how they can be leveraged for maximum success.

McQuaig, L.. (1995). Shooting the hippo: Death by deficit and other Canadian myths.

With the excitement of a mystery thriller, the author takes a hard look at the story behind the Canadian deficit issue, including the roles of the top levels of government, Wall Street and Bay Street and the media.

McGuaig argues that we've got the wrong deficit culprit and that as we gut our social programs in the name of deficit reduction, we risk destroying the very fabric of our country - and its future.

McGuaig, L.. (1998). The cult of impotence: Selling the myth of powerlessness in the global economy.

This book challenges one of the most widely held beliefs of our time - that issues of globalization and technology have left us powerless to improve the issues of joblessness and cuts to social programs. The book shows how, if we stopped buying into the cult of impotence, we could create a new order that would put the rights of people before the rights of capital.

Ruiz, D. M.. (1997). The four agreements: A practical guide to personal freedom.

In this book, the author reveals the source of self-limiting beliefs that rob us of joy and create needless suffering. Based on ancient Tolec wisdom, the Four Agreements - be impeccable with your word, don't take anything personally, don't make assumptions and always do your best - offer a powerful code of conduct that can rapidly transform our lives to a new experience of freedom, true happiness and love.

Sax, L.. (2005). Why gender matters: What parents and teachers need to know about the emerging science of sex differences.

In recent years, scientists have discovered that differences between girls and boys are more profound than anybody ever guessed and that these differences have major implications for best practices in education and also for effective parenting. The author reviews the research, showing how to recognize and understand these hardwired differences in order to help every girl and every boy reach their fullest potential.

Tan, S.. (2003). The red tree.

In this beautifully illustrated children's picture book, the author relates a story about the power of hope, renewal and inspiration.

United Way. (2004). A way with words (VHS cassette).

This brief video presents, in simple text and pictures, ideas on how to live a happy and rewarding life.

Worzel, R.. (2003). *Who owns tomorrow? Seven secrets for the future of business.*

Built around seven key secrets, such as "Optimize your most important asset," "Demolish the status quo," and "Watch for falling governments," this engaging and provocative book spells the difference between opportunity and vulnerability. It provides an indispensable road map for individuals, businesses, governments and organizations, giving readers the far-gazing tools they need to navigate the future.

Yamada, K.. (2005). *The human spirit.*

This is a book of inspirational quotes celebrating the human spirit and how it influences and reshapes our world - making new discoveries, giving hope and redefining what is possible. These quotes inspire us to do and be more.

## **Instruction, Evaluation & Assessment**

☆ Baker, H., Moxey, J., & Shannon, V.. (2003). *A teacher's guide to planning and programming.*

This guide offers assistance in a wide range of program planning concerns including long-range, unit and short-range planning, assessment, classroom management and professionalism.

☆Boivin, S., & Thompson, ?.. *Curriculum connections: My research project - Gr. 4-6.*

This document outlines a research guide for junior students that allows all students, including those with special academic needs, to participate actively and successfully in a research project.

☆Camp, M., Moxey, J. & Schoones, M.. (2003). *A step by step guide: Guiding a teacher's planner.*

This resource is designed to help teachers with the many planning demands confronting them. It is designed to cover the basics - a guide to everything you need to know about planning in a single resource.

DeBruyn, R.. (2002). *Finishing strong: The last 60 days of the school year.*

This book is designed to make the last weeks of school memorable and productive for students and teachers alike. It was written to enhance your professional success in the last 60 days.

Dennison, P. & Dennison, G.. (1994). *Brain gym - Teacher's edition.*

Brain Gym is a series of simple and enjoyable movements that are used in Educational Kinesiology to enhance students' experience of whole-brain learning. This teachers' edition offers an in-depth explanation of the Brain Gym movements and whole-brain learning concepts.

DePorter, B., Reardon, M., & Singer-Nourie, S.. (1999). *Quantum teaching:*

Orchestrating student success.

This resource focuses on the dynamic relationships within the classroom environment - the interactions that build the foundations and frameworks for learning. The authors have taken the pillars of classic, educationally sound theories and synthesized them into a usable format. It addresses practical ways to influence the mental state of learners by offering specific techniques for developing a respectful, mutually empowering learning environment regardless of the curriculum content.

District School Board of Niagara. (2002). Observation, evaluation and reporting in the Kindergarten years handbook.

This handbook outlines the DSBN's guiding principles for the observation, assessment and evaluation of Kindergarten students. It includes guidelines for reporting to parents and samples for each term as well as information on how to write anecdotal report cards. This handbook also includes a technical manual for the Kindergarten report card.

Dodge, J.. (2005). Differentiation in action.

This resource reviews learning theories and principles of diversity that should inform classroom instruction including issues of thinking and learning styles, multiple intelligences, brain research, and gender-based differences. It then offers suggestions for accommodating student differences with specific reference to such things as instructional practices, flexible grouping and motivation.

☆Elementary Teachers Federation of Ontario. (2001). Adjusting the optics: Assessment, Evaluation and reporting.

This document was developed as ETFO's position regarding the initiatives on student assessment, evaluation and reporting undertaken by the Ontario government (beginning with the Progressive Conservative government of the late 1990s). It identifies key issues that ETFO believes will make a positive contribution to student learning and to teaching methods and that will refocus the attention on students, not testing results.

☆Elementary Teachers' Federation of Ontario. (2000). Classroom beginnings.

This resource is written to provide practical, usable strategies, ideas and information to ensure success for new teachers. It focuses on the classroom, the teacher and his/her professional relationships.

Gregory, G. H. & Chapman, C.. (2002). Differentiated instructional strategies: One size doesn't fit all.

This resource presents the practical techniques and processes that teachers can use to adjust learning based on individual student knowledge, skills, experience, preferences, and needs. It includes more than 50 planning models, matrixes, rubrics, checklists, and questionnaires



to help teachers make the right decisions about instruction and assessment on an individual basis.

☆Leithwood, K., McAdie, P., Bascia, N. & Rodrigue, A.. (2004). Teaching for deep understanding: Towards the Ontario curriculum that we need.

A product of collaboration between the Elementary Teachers' Federation of Ontario (ETFO) and the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), this resource presents recommendations that represent the combined wisdom of both the educational practice and educational research communities. It includes strategies and approaches needed within classrooms and across the system to achieve the goal of affecting deep understanding by all students in Ontario's schools.

☆McMenemy, L. Student portfolios: Shared responsibility for learning.

This resource offers practical techniques on how to start, use and maintain student portfolios as an assessment tool.

Moll, M. (Ed.). (2004). Passing the test: The false promises of standardized testing.

This book contains a collection of articles by researchers, teachers, parents and students addressing the problems of and the growing opposition to standardized testing.

Moorman, C.. (2000). Successful teaching for acceptance of responsibility (Binder & VHS cassette).

This is the resource document for the "Successful Teaching for Acceptance of Responsibility" (STAR) course. This course helps teachers create a classroom environment that models, invites and teaches self-responsible behaviours. Key elements of the course help teachers learn strategies for defining, teaching, and debriefing responsibility and cope with irresponsible behaviours in respectful, helpful ways. The video cassette demonstrates some of the STAR techniques.

Varney, T.. Making the most of June.

The activities and ideas in this booklet were designed to help busy teachers engage lively students during the final month of the school year. The activities are grounded in language arts skills, problem solving and critical thinking.

## **Professional Issues**

Danielson, C.. (1996). Enhancing professional practice: A framework for teaching.

This framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The framework of professional practice is designed to meet the needs of novice teachers, who are

concerned with day-to-day survival; experienced teachers, who want to improve their effectiveness and help their colleagues do so as well; and highly accomplished teachers, who want to move toward advanced certification and serve as a resource to less-experienced colleagues.

Danielson, C., & McGreal, T. L.. (2000). Teacher evaluation to enhance professional practice.

This resource examines the problems of traditional teacher evaluation practices and offers a framework for a three-tracked system that would enhance professional practice.

DuFour, R., Eaker, R., & DuFour, R. (Eds.). (2005). On common ground: The power of professional learning communities.

This book brings the ideas and recommendations of many of North America's educational leaders into one resource for educators working to help their students achieve at even higher levels. Each chapter contributes to a sound conceptual framework and specific, practical strategies for developing professional learning communities.

☆Elementary Teachers' Federation of Ontario. (2002). Professional beginnings: An induction resource guide.

This guide was developed as a resource for ETFO local leaders to use as they work with their district school boards to initiate new, or enhance existing, support programs for beginning teachers.

☆Elementary Teachers' Federation of Ontario. (2002). A teacher's professional portfolio: A working guide.

This working guide offers teachers many suggestions to assist them in the important task of planning and documenting their professional growth throughout their career.

☆Elementary Teachers' Federation of Ontario. (2002). It can happen to you: Preventing allegations of assault and professional misconduct - Volume 1 (VHS cassette).

In this powerful and provocative documentary about unfounded allegations of both physical and sexual assault against public elementary school teachers, four courageous women and men describe how they lived through these allegations and the impact that these events have had on their lives, and especially on their professional practices. In addition, a criminal lawyer provides important advice to educators not only on preventing potential allegations but also on exactly what to do and what not to do when an allegation is made.

☆Elementary Teachers' Federation of Ontario. (2002). It can happen to you: Preventing allegations of assault and professional misconduct - Volume 2 (VHS cassette).

Volume 2 of this documentary presents three supplementary segments relating to allegations of physical or sexual assault against public elementary school teachers. The first two segments deal with the need for family support and supportive colleagues. In the third segment a criminal lawyer outlines the major legal issues which relate to allegations of professional misconduct and/or criminal offences against children. The problematic area of professional boundaries is addressed, along with practical and critical tips to prevent and manage such allegations.

☆Elementary Teachers' Federation of Ontario. (2001). Split decisions: The reality of combined-grades in Ontario in 2001.

This report is based on the work of a task force formed to examine issues emerging from combined-grade classrooms in Ontario. It outlines what makes this century's combined-grade classrooms different from those of the past and looks at key issues for students, parents and teachers. It proposes a number of actions that should be taken by the various educational stakeholder groups to remedy the situation.

☆Elementary Teachers' Federation of Ontario. Parent -Teacher relationships: Putting the pieces together.

This resource provides information on a variety of topics related to teachers' interaction with parents, from how to establish positive relationships and manage conflict effectively, to responding in times of difficulty, such as when a complaint is made to an administrator, school board or Ontario College of Teachers.

☆Elementary Teachers' Federation of Ontario. Out of focus: How student focused funding undervalues elementary education.

Student Focused Funding was introduced in 1998. In this document ETFO reviews the three major components to Student Focused Funding, the Foundation Grant, the Special Purpose Grants and the Pupil Accommodation Grants, and assesses the impact of these grants on elementary students and teachers. ETFO concludes that Student Focused Funding not only perpetuates, but exacerbates the gap between elementary and secondary funding that existed in previous models.

☆Hamill, D., Moxey, J., O'Halloran, S., & Thede, S.. After the chalk dust settles.

This book was created as a resource to assist teachers in recognizing the importance of maintaining a healthy balance and establishing a sense of wellness. It looks at how teachers can reduce stress and achieve overall wellness by learning strategies to cope with change, find a balance between work and home, manage conflict more effectively, communicate better and maintain professionalism.

☆Hannay, L., Wideman, R., & Seller, W.. (2006). Professional learning to

reshape teaching.

This book is about educators taking charge of their own knowledge creation and change initiatives. It provides some ingredients that can be used by all educators as they collaborate to shape complex educational change.

☆Hitchcock, D., Morley, R. A., Ansara, S., & DeQuetteville, J.. (2003). Take every precaution reasonable: A guide to occupational health and safety in elementary schools.

This guide was developed by ETFO to assist members in dealing with health and safety concerns. It includes information about current health and safety legislation, specific health and safety concerns in schools, the rights of educational workers and the responsibilities of the employer.

☆Leithwood, K.. (2006). Teacher working conditions that matter: Evidence for change.

This review was undertaken to redress an imbalance in attention, at least in policy circles, to teachers' working conditions. A clearer understanding of the working conditions that enable teachers to do their best will also provide insights about how to support teacher efforts to further develop their abilities and motivations. Following a review of both theory-oriented and action-oriented research and a discussion of the observations and results, recommendations for improving teacher working conditions are offered.

Lipton, L., & Wellman, B.. (2003). Mentoring matters: A practical guide to learning-focused relationships.

This guide is designed to support the initiation, development and maintenance of a fruitful, learning-focussed experience for mentors and their proteges. It is filled with practical tips, specific strategies, and menus of ideas that correlate to the developing needs of the novice teacher.

☆Moffat, W.. (2000). Getting the job you want.

This handbook was developed to assist both recently graduated teachers and experienced teachers, looking for a change in role, teaching assignment or location, acquire the job they want. It offers practical information regarding letters of application, resume writing and preparing for interviews.

Moorman, C., & Weber, N.. (1989). Teacher talk: What it really means.

This book explores the way teachers talk to children and exposes the underlying "silent messages" that accompany their spoken words. It invites teachers to explore the hidden meanings behind the words, and in many cases, learn new phraseology to help strengthen their communication style.

Morrish, R. G.. (1997). Secrets of discipline for parents & teachers: 12 keys for raising responsible children. (VHS video).

This video offers the keys for raising responsible children without all the deal-making, arguments and confrontations.

## Status

Augustine, S.. (1994). Any woman can! (Audio cassettes).

This set of four cassettes contain a live recording of Sue Augustine's popular seminar for women. Sue presents the principles and practical suggestions women need to take charge of their lives and experience a more rewarding, fulfilling future.

☆Beecroft, J., Brown, C., Neigh, M., Pawis, C., Wright, P., & Ramrattan Smith, S.. (2002). The power of story - Volume 1.

The stories in this Kindergarten to Grade 8 resource provide ways to assist educators and students to reflect on our day to day lives, question the meaning of our experiences, and value the insights we gain. Educators and students may contemplate our own stories as we consider ways to achieve acceptance, appreciation and inclusivity for our diverse Canadian communities.

☆Beecroft, J., Brown, C., Turgeon, R., Grochowina-Totolo, S., Radlein, M., Wright, P. and Ramrattan Smith, S.. (2004). The power of story - Volume 2.

The stories in volume 2 continue the methodology of the previous volume. The focus of volume 2 is courage.

Eberts, M., Henderson, F., Lahey, K., MacKinnon, C., McIntyre, S., & Shilton, E.. (1991). The case for women's equality: The Federation of Women Teachers' Associations of Ontario and the Canadian Charter of Rights and Freedoms.

This book outlines the charter case fought and won by the FWTAO regarding its right to the of statutory membership of female elementary teachers in Ontario.

Ellis, D.. (2000). The breadwinner.

This novel tells the story of Parvana, a young girl growing up in Taliban-run Afghanistan.

Graydon, S.. (2004). In your face: The culture of beauty and you.

The aim of this lively and engaging book is to help teens understand and resist the terrible cultural pressure to conform to a stereotype and to think critically about the beauty culture.

Green, J., Palazzi, L., & Senecal, M.. (2004). Northern lights: Outstanding Canadian women.

This book is a celebration of the richness and diversity of the women of Canada. Through personal interviews the authors have captured the

stories of their triumphs and their trials, offering timeless lessons and profound encouragement to readers at any stage of life.

☆Kay, E., Marr, L., Meldrum, S., Ritchie, S., Robinson, A., Simm, J., Solomon, D., and Sylborne, J.. (2007). Roots of Equality (Grades 3, 4 & 5).

Developed by ETFO members, this curriculum resource uses the themes of family, friends, school, community connections and media to develop lesson plans to help students in Grades 3 to 5 examine issues of equality.

☆Kelly, J., Marr, L., Ritchie, S. and Solomon, D.. (2007). Roots of equality: Four workshops for Grade 7 & 8 girls.

This resource, developed by ETFO members, is designed to help educators foster students' healthy, equal relationships and raise awareness of violence against women. It includes the plans for four (4) workshops for Grade 7 & 8 girls. These workshops are: Building Equal and Healthy Relationships, Friends Making a Difference, Gender-Based Violence and Media.

Madill, F.. (2001). My mummy is sick: A story about breast cancer.

The author wrote this story to help her daughter to understand the implications of her diagnosis of breast cancer. The simply written text explains to the young child issues concerning her mothers illness, treatment and the effect on her family life.

Merritt, S.. (1993). Her story: Women from Canada's past.

This book is a celebration of the courage, strength and determination of women and of the richness and variety of women's lives in Canada's past.

Ontario Federation of Labour, (2007). 1900 - 2000: A century of women and work.

This book reviews the history of Ontario women and work and their fight for equality. It includes artwork from 10 Canadian women artists.

Ontario Women's Directorate. (1993). Words that count women out/in.

This guide is aimed at eliminating gender bias in writing, speech and images by increasing awareness of the subject and encouraging readers to consider the value of using inclusive language.

Pierson, R., Cohen, M., Bourne, P. and Masters, P.. (1993). Canadian women's issues, Volume I: Strong voices.

This book is the first of two volumes that discuss women's issues in English Canada from 1967 forward. Volume I covers the women's movement - how it developed, how it has changed and it's interaction with the politics of culture, communication and the justice system.

Ramrattan Smith, S., & Bickram Ramrattan, R.. (1999). "When we chose

Canada: A mother and daughter share stories that shaped their lives in their new homeland.

This is a collaborative collection of stories that recall the authors' adjustment to life in Canada as racial minority immigrant women.

Rathjen, H., and Montpetit, C.. (1999). December 6 - From the Montreal Massacre to gun control: The inside story.

This book tells the moving story of massacre at the Ecole Polytechnique in Montreal on December 6, 1989 and the fight to change Canada's gun control laws that followed.

Shapiro, Dr. M.. (2006). Life in the balance: My journey with breast cancer.

In this book Dr. Marla Shapiro provides an intimate, inspiring and often surprising account of her battle with breast cancer, from the shock of the initial diagnosis to multiple surgeries, chemotherapy and her agonizing decision to have both breasts removed, followed by reconstructive surgery and recovery. This is a book for anyone whose life has been touched by cancer or who knows someone who has.

☆Stubbs, J., Gaylor, M., Scibetta, R.. (2002). Breaking the silence: Examining violence against women.

This folder contains information presented at the Breaking the Silence workshop sponsored the the ETFO Niagara Status of Women Committee on May 15, 2002.

## **Unionism**

Burke, B., Geronimo, J., Martin, D., Thomas, B., & Wall, C.. (2002). Education for changing unions.

In offering inspiring ideas and practical tools for union education, the authors of this book are responding to the interest of the labour movement, and its social allies, regarding ways to increase participation, mobilization and the democratic practice.

Canadian Labour Congress. Strength of millions.

This folder of information includes 9 pamphlets highlighting the important work unions do for their membership.

☆Elementary Teachers' Federation of Ontario. (2002). Voices of the union (VHS cassette).

In this video public elementary school teachers from across Ontario, talk about the teaching profession and the union. They speak of their passion for teaching, about the challenges they face every day in the classroom and how ETFO helps them meet those challenges.

☆Elementary Teachers' Federation of Ontario. (2001). From the ground up: Elementary teachers' call to action for public education.

Recognizing the immense challenges and threats facing public education in Ontario in the 21<sup>st</sup> century, ETFO produced this position paper to articulate its vision for public elementary education in Ontario.

Federation of Women Teachers' Associations of Ontario. Response to Bill 179.

This booklet was developed to explain the position FWTAO took to Bill 179, legislation on wage control for public sector employees.

Federation of Women Teachers' Associations of Ontario. (1987). Speak with their own voices.

This is a documentary history of women elementary teachers in Ontario and the Federation of Women Teachers' Associations of Ontario. Much of the information was obtained through a process of eliciting oral histories of many women teachers.

Hopkins, R. A.. (1969). The long march.

This book is an account of the history of the Ontario Public School Men Teachers' Federation.

International Labour Organization. (1998). ILO declaration on fundamental principles and rights at work and its follow-up.

This aim of this statement of principles, adopted at the 1998 International Labour Congress, is to reconcile the desire to stimulate national efforts to ensure that social progress goes hand in hand with economic progress and the need to respect the diversity of circumstances, possibilities and preferences of individual countries.

Labatt, M.. (1993). Always a journey: A history of the Federation of Women Teachers' Associations of Ontario 1918 - 1993.

This history of the Federation of Women Teachers' Associations of Ontario and women elementary teachers in Ontario was produced to mark the 75<sup>th</sup> anniversary of FWTAO.

Pietro Paolo, V. (1999). Celebration of resistance: Ontario's Days of Action.

This photo-essay documents the "Days of Action" that were organized across Ontario from 1995 to 1998 to protest the corrosive policies of the Conservative government of the day. A brief written introduction outlines the situations and events that lead to this series of mass demonstrations and summarizes each local event.

Retired Women Teachers of Ontario. (2006). Chalk, challenge and change: Stories from women teachers in Ontario, 1920 - 1979.

This book is a collection of stories from retired women teachers in Ontario about their early experiences in the classrooms and schools of this province. This project, to mark the 50<sup>th</sup> anniversary of RWTO, was intended to capture the heritage and history of classrooms across the



province from 1920 to 1979 and honour the women teachers who dedicated so many years to educating the children of Ontario.

Riche, N. (Ed.). (2002). Dear sister, dear sister: A collection of sisterhood letters from trade union women.

This is a collection of letters from experienced trade union women to a younger trade union sister, and vice versa, highlighting their struggles, achievements, and aspirations.

The Arts and Labour Subcommittee of the Ontario Federation of Labour. (1997). Songs of solidarity, songs of celebration.

This is a collection of protest songs written for use at demonstrations during the “Days of Action” initiative against the Conservative government of the time.