

QUEBEC HOME & SCHOOL NEWS

"THE VOICE OF THE PARENT IN EDUCATION"

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Focus on a Member

Over the next few issues, we will be taking the opportunity to meet some of our members from across the province. This month, we had the opportunity to interview Don Barclay, Coordinator, Gaspé-Percé CLC (Community Learning Center)

Many of our readers might not know what a CLC is. Don, could you explain what your CLC is (does), and what it is like working as a CLC coordinator?

Our Community Learning Centre brings together three schools (Belle Anse, Gaspé elementary and the Gaspé Poly) along with a great working relationship with Wakeham Adult Education and the English sector of the Cegep, Gaspé des Îles. What this helps us to do is keep the lines of communication open within the English speaking community. Our doors are always open to form partnerships to help meet the needs of our students, their families, and the wider community. Specifically, we seek out service providers and partners who can help us support activities while engaging our students in challenging and civic-cultural roles (volunteering, job mentoring...). The acronym for our focus this year is 'C.L.A.S.S.' C = Culture and citizenship, L = Leadership, A = Art & Academics, S = Self-esteem, S = Success

We hope that the activities we initiate and maintain reflect and promote these qualities. Working as the coordinator is very rewarding in that I have the opportunity to work with the staff and the students of three schools. Not being an original Gaspesian, I have learned a lot about the rich culture of the area and I appreciate every day the natural beauty of the region.

What do you find most challenging in your work?
I wish I had three hands! I'm

not the best juggler in the world and the multi-tasking can sometimes feel a little overwhelming. We have a tendency to bite off more than we can chew and I have to remind myself on occasion that some times uni-tasking is the way to go.

What sorts of literacy (or education, health etc) trends do you see in your community?

There is a slow but sure increase in the English population of the area. This is partially due to efforts by community organizations and developmental projects to bring back young people to the region. In terms of literacy, I have seen a definite interest in 'graphic novels' among our young readers and a certain desire among youth to 'share' what they are reading (ex: students lounging in the readers corner of the library, discussing articles in books like Guinness book of world records or popular magazines). There is also the competition of computers/internet vs. 'the library', which I am sure is a challenge/trend everywhere.

Could you tell us how you first got involved with QFHSA?

Marion Daigle found out about our community library and wanted to help. She was very familiar with the area (Gaspé coast) and offered children's books and magazines. Since that time we've met with QFHSA through the CLC's project resource team, and are now associate members of QFHSA (we hope to make the plunge and become full time members in the near future). We are also working

with Harold Spanier on an interesting science project.

What was your first impression of QFHSA?

Tea and cookies, a little stuffy, and old school.

What surprised you most about working with our organization?

You are not stuffy at all! I've found a very caring organization that really wants to help, to provide resources and to help support the work of schools and community organizations like the Community Learning Centre's.

What's the best thing to happen since you started working with us?

The books you have provided for our community library and the workshops that were made available to us are greatly appreciated.

If you weren't benefiting from our services, what would you be doing instead?

A lot of bake sales and

spaghetti dinners.

What do you wish other people knew about QFHSA?

The QFHSA is a great resource for workshops, new and used quality books, and a terrific and helpful staff that go out of their way to find time to help you.

What do you do when you aren't working? Could you tell us what you did this summer?

For most of the summer I weeded books in the CLC/school library, a dirty job that someone had to do. In my other life I am a singer-songwriter-performer and I play traditional and maritime style music in and around Gaspé. I released my first CD this summer and traveled to northern France to perform with our group "The Mussels" (les Moules Marinières). I also had the opportunity to explore Paris for a week before coming home. I can tell you it was definitely the trip of a lifetime.



Mission Statement

The Quebec Federation of Home and School Associations Inc. is an independant, incorporated, not for profit volunteer organization dedicated to enhancing the education and general well being of children and youth.

The Quebec Federation of Home and School Associations Inc. promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.

14/29
86 907
BARBARA MILNE-SMITH
Life Member, CHSF
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- * The Virtues Project
- * Balancing Work, Family and School
- ** Regional Council Meetings **

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PRESIDENT'S MESSAGE

Reaching Out!

Carol Meindl



By now, everyone is back in school, schedules have been made up and routines are falling into place. Order has returned, once more, after the casual days of summer vacation.

Home and Schools have had their first meetings, have made their action plans for the upcoming year and the work has begun. Usually the Terry Fox Run is one of the first activities that all school participate in, collectively, for a common cause. Most else of what goes on in a Home and School concentrates primarily on what is going on in "my own back yard" or in this case "my own kid's school". There is not that much interest or concern in what is going on in the 'school next door', not unless that school next door has a 'door' that is being closed and that it may translate into more students to divide up amongst the remaining schools.

But there are often issues that come up, issues that do affect all the schools together, and these are primarily when the Ministry decides to make changes in the Education Act. or school boards make changes to zoning areas. All of a sudden, schools hope that they are not alone and that these issues and problems don't have to be faced in isolation..

When things are going well, we want to be left alone, so that nothing spoils it. But when things are going badly, we look around for friends to help us with our problems. But to have a friend, you must be a friend.

The QFHSA has always made it a priority to keep an eye on what is going on, stay informed about any changes to the Education Act and any other legislation that affects the educational experience or Rights of our students in the English School sector. Collectively, our member schools, through the resolution process, makes their views and concerns visible and audible to the powers that be. At this moment, we may be a relatively small voice but we are a credible one, one that has stayed consistent over the last 65 years in Quebec.

But we need to hear from our locals. We need our members to be more connected and on a more regular basis. We have the QFHSA NEWS to let you share your triumphs with one another, but we also need to hear your difficulties and share them with other schools in similar situations. The QFHSA will be renewing its determination to create and maintain its Regional Committees, committees made up of representatives from each local Home and School Association in a region. These delegates will get together monthly or bi-monthly, and share issues and concerns with each other. When common concerns are realized and gathered together with other regions, a bigger picture of the needs of the whole community can become apparent.

There will be 6 different regional committees:

Greater Montreal,
Outaouais/Abitibi
Central Quebec,
Eastern Townships
Quebec City/Sauguenay/Lac St Jean
Eastern Quebec

Each Local Associations will be advised as to which area they will fall into and will be asked to choose a delegate to represent them. Please put this on the next Home and School agenda. You will be notified when the first Regional Committee meeting will take place. We know that schedules can be hectic and full. Please don't let that be a reason for not sharing ideas and concerns. With the advent of modern technology, committee meetings can take place over the telephone or on computer screen in the comfort of your own home or school. It need not entail a drive through a snowstorm late at night or the hiring of a babysitter.

By collecting our voices and speaking confidently, firmly and well-informedly, we shall be heard.

We look forward to hearing 'your voices in the future. ●

A Message from the Executive Director

Roch Gamache



A PROMISE FOR THE FUTURE

Can you feel the promise in the air? Each year, thousands of children are given the opportunity to re-invent themselves through the learning of new skill sets and the inter-personal relationships they form. These skills are ones that they will carry with them through a lifetime. Do remember the moment that it clicked? The moment you realized that you could READ? The thrill you felt upon solving a particularly difficult math problem? The nervousness involved with approaching a classroom void of your friends? It may seem like a long time ago, yet simply recalling these moments denotes how important they really are in a child's world. A variety of studies have confirmed that having a parental figure involved in a child's school life has a serious impact on both a student's attitude toward school and academic success? Why not allow this to be the year that we, as parents, re-invent ourselves too? There are opportunities to volunteer all around you regardless of your work schedule or availability. Every school is in need of volunteers to help with a variety of tasks and concerns. At QFHSA, we take the roles that volunteers play very seriously. We want to help you examine your educational environment and lend

a voice to your concerns. We are here to facilitate the transferring of information within the parental community so that we all have access to a variety of services. Within the next few months, many changes will be taking form. QFHSA has been an active partner within the Quebec educational environment for 65 years. From its inception, QFHSA has served its members with integrity and passion while maintaining the highest standards of service. This is the cornerstone on which the Federation was built. As we look forward, QFHSA will embrace its history and face the future with the same amount of integrity and passion as we adapt to the current needs of our members. Our new strategic development plan will also provide QFHSA with the means to address our children and youths' oncoming challenges and opportunities. Hence, we are counting on your input and support in this process that will lead us to the fulfillment of our mandate through a new approach that will be in tune with the contemporary reality of parenting.

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**Comments? Questions? Concerns?
Send your letters to our editor....**

BACK TO SCHOOL: STRIVING FOR SUCCESS

As we run around gathering new school supplies, class schedules, and brightly colored backpacks; in the back of each of our minds is the hope that all we are doing will help our child be successful in the new school year. After all, success is what brings better test marks, acceptance into a good college or university and one day a rewarding career. We all want our children to succeed.

It's necessary though to remember that success can be measured in different ways. Certainly, getting good grades is essential and test performance is at an all time level of importance by today's standards. However, keep in mind that success looks different for each child and therefore education and achievement might be better measured as a process rather than a score.

As you witness your child's educational development over the next year, try to take a holistic approach when measuring success. Is your child happy to go to school? Does he or she show an overall interest in learning about the world in general? How are things like communication skills and common sense developing? A child's education should prepare for not only good marks or a decent job; it should prepare him or her for life! You can have a lot to do with helping to develop the very important "life skills" and knowledge your child will need to lead a successful and happy life.

Many parents feel that their child's education is somewhat out of their control. After all, you can't go to class with your child or deal with the bully on the playground. But, your level of involvement in your child's education and school does matter and will affect your child's overall success. Go enthusiastically to parents' nights, participate on parent boards, or volunteer for fundraising events or to help out with sports teams your child might be involved with. The more energized you are about your child's education; the more energized your child will be as well.

Homework is a time where you can share in your child's learning process. We've all heard the saying, "practice makes perfect," and this is what homework is all about. This is a time for you to get an idea of what's going on in the classroom, his or her likes and dislikes; strengths and struggles. This is the part of your child's education which you should be most involved with, especially in the earlier years. Through helping with homework, you are supporting your child's learning but also their overall feeling and attitude that school is important.

As you help your child navigate the homework process during the new school year, keep in mind a both realistic and holistic view of success. Below are some tips to help you do just that.

Help! But help only with what he or she cannot do independently. Research suggests that children whose parents are more involved in the homework and study process usually do better in school. Show your enthusiasm for learning when it comes to reviewing for spelling tests, using flashcards or brainstorming for science fair projects. When your child asks for help, give guidance, not answers. Offering the answers will not help them learn the mate-

rial but instead will teach them to take the easy way out. Prompting a child with questions and allowing them to find their own answers will bring not only more knowledge but also a sense of accomplishment and responsibility. When possible, make the connections for your child of how a homework assignment might apply to real life one day (ex. balancing a check book or measuring ingredients while cooking). "Play school," with your child and allow him or her to teach the math or history lesson to you. Reviewing the material out loud is a sure way to make sure it sticks!

Organization is key! Supply your child



with a sturdy backpack, an agenda and a box of school supplies specifically for homework use. Encourage him to use the agenda; keeping track of not only homework assignments and test dates but also birthday parties and other fun events they might look forward to. Have your child highlight or write due dates in red to avoid an overlook. When it comes to long term assignments and projects, sit down with a calendar together and create a plan of action. This will prevent last minute panic and stress of finishing everything the night before. Help your child keep track of old quizzes, tests and worksheets in a file folder so they are easily found for end of semester reviews.

Make space! A regular, well-lit, quiet, and adequate space should be set aside in your home for study time. Eliminate distractions such as television, phone calls, or people coming and going. If a child's bedroom is the most appropriate place, encourage them to sit at a table or desk instead of lying on the floor or bed. Our brains are more alert and focused when our bodies are as well. Make sure the materials your child might need, such as paper, pencils, or a dictionary are easily accessible.

Establish a routine! If at all possible, homework should be done at the same time and place each and every day. Your child may have soccer practice after school or need some time to unwind, but try not to leave homework until just before bed time. Information is most fresh in your child's mind right after school and late night work could take longer due to fatigue. Have your child list homework assignments from hardest to easiest and tackle the more difficult one's first. Encourage your child to finish weekend assignments on Friday afternoon if possible so that the rest of their weekend is theirs to enjoy.

Watch your child for signs of frustration or boredom. If you see fatigue or frustration setting in, offer a study break or a healthy snack. Homework should be appropriate to your child's ability. If your child is reading above or below grade level, homework should reflect that. Study time

is a good opportunity for you to get a sense of your child's learning style, interests, and skill level. Communicate with your child's teacher if you have concerns.

Offer the support your child needs. Children learn in different ways and excel in different areas. Be aware of and sensitive to your child's more difficult subjects or areas of learning. If he struggles with reading, consider working one on one with him separately from homework in that area, maybe by reading together before bedtime. Some parents struggle with homework and study help and find it more appropriate to hire a tutor. Learn about the resources available to you in your community and use them. Many educational resources are free or of minimal cost, such as library story times or community center classes.

Recognize and reward accomplishments! Compliment your child on her work and keep your interactions and help positive and encouraging. Recognize consistent hard work with a special activity like a pizza or movie night. Some children respond well to a contract or reward chart. Work together to choose rewards that will motivate him to do his best!

Keep informed and in touch! The more involved you are, the more success your child will have in school. Communicate with your child's teachers on a regular basis so that you are up to date on his progress and upcoming classroom activities. Cooperate with the teacher when it comes to dealing with projects or assignments, showing your child that you and the teacher are working as a team to support his learning. His teacher is there to provide the education and you are there to provide support at home. Your child, however, is responsible for his own learning. You can make that responsibility less daunting by demonstrating to your child that you are enthusiastic about learning yourself! The attitude you display about school and homework will most likely be the attitude your child acquires. Good luck!

Melinda Atkinson and Sharon Klar
Bartimaeus, Inc. (Québec)
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Bartimaeus, Inc. has been supporting children and families experiencing behavioral difficulties since 1988. Bartimaeus provides accessible, flexible in-school and at-home support for both private and public schools and their students. Bartimaeus also delivers a series of educational programs through in-class sessions covering topics such as study methods and organizational skills, transition to high school, and social development.

Great Ideas!

More great ideas from our local chapters.

Gardenview Elementary The Virtues Project

This school has really embraced the Virtues Project. Twelve wooden signs were prepared and each was put up in a hallway where students would see them often and be reminded of what they were striving for. Wouldn't you like to have your child's classroom located on Courage Street, or Tolerance Avenue??


Gardenview Elementary A Reverse Garden !!

Grade 3 students report that last October they planted a "reverse" garden of 10 items. When they dug it up in April to see what had happened they discovered four of the "planted" items were missing – the banana peel, the orange peel, the cotton and paper had all disappeared. But the milk carton, plastic bag, nylon sock, aluminum can, plastic water bottle and Styrofoam cup were all still there! According to the reporters, Pete Delis and John Moschovas, we should try to REDUCE using things that don't decompose. Next best, RE-USE things that don't decompose and, finally, RECYCLE things that don't decompose. Don't throw them into the garbage.

North Hatley Elementary A Participation Bar Campaign

Organized by the North Hatley Home & School. Every student who participated in an extra-curricular activity receives a bar (badge made from felt) with the activity printed on the bar. This was begun so that the students would participate and/or volunteer and learn that you are rewarded for doing something out of the ordinary. The bars are given out at the end of the year graduation ceremonies.

Do you have any GREAT IDEAS you'd like to contribute? Has your school created or taken part in an activity you think other home & school'ers would be interested in? Please e-mail all of your suggestions to them to news@qfhsa.org We'll try to include as many as possible!



BACK TO SCHOOL!

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Shigawake-Port Daniel school staff and students have launched the 2009-2010 school year with a school-wide Autumn theme. In an effort to dive into team spirit and a continued love of learning, a scarecrow competition was held. Students were assigned a team consisting of students from various cycles. Each team held secretive meetings to discuss the history of scarecrows, describe their purpose, and of course to plan their scarecrow competition tactics. By September 14th, props arrived, bails of straw were donated and plans were put into action. All teams happened to select regional themes for their scarecrow families such as farming, fishing and family fun! Straw hats off to a job well done!



DID YOU KNOW?

Statistics Canada – Learning Resources Bulletin

Teachers: the Bulletin presents free information and teaching materials available at: www.statca.ca/English/edu. Examples of what is available include, Health & Physical Education (participation in sports) – a new study shows a dramatic decline in the proportion of Canadians 15 and over who participate regularly in a sports activity (team or organized activity). A multimedia Census History – takes visitors on a virtual tour of more than 340 years on census-taking in Canada.

Canadian Children's Museum

You might want to consider a trip to Ottawa with your own children and to take part in one of their great programs: Building Brainstorm – a design studio that shows you what it is like to be an architect, designer, or engineer. It's an Art Attack! – drop-in activities for ages 5 and up. Kids in the Kitchen, Sept. 18-19, where you make your own lunchbox, an Indian "tiffin". Visit at www.civilization.ca - ask to be put on their mailing list.

World Book's new Online Public Library Edition – a comprehensive reference database for all ages, with homework resources, tutorials, educational resources and databases for K-12. The WB Online Info Finder provides more than 40,000 encyclopedia and reference articles to help school-aged children with homework and research. The site features more than 10,000 biographies, a collection of age-appropriate Science Fair projects, geography resource guides, etc. For a preview of WB Online for Kids go to: www.worldbookonline.com/training/pl_kids/index.htm.

Media Awareness Network (MNet) – is partnering with the Canadian Teachers Federation to host Canada's Fourth Annual Media Literacy Week, November 2-6, 2009. This year's theme – Media Literacy in the Digital Age – will emphasize the multiple literacy skills needed by today's youth for accessing, evaluating, creating and distributing media content.

Canadian Centre for Child Protection and Telus – have partnered to offer a mobile safety guide and website. The goal is to educate parents and their children about the responsible use of cell phone and risks associated with text messaging, camera/video phones, internet, and exposure to inappropriate material. The new website provides parents with specific age appropriate strategies. Visit www.mobility.protectchildren.ca

Example: teach your child that replying to a voice/text message will disclose his/her mobile phone number to strangers via caller ID. Learn how to block calls/messages from unwanted users on your teen's phone. Reinforce that they should never respond to any unwanted message.



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New CEGEP program may spell relief for children with language learning needs

While the deficiency in medical services in Quebec is a matter of public knowledge, it is families with special needs children who are painfully conscious of and bear the brunt of the shortage of specialized services offered by speech and language pathologists (SLPs) and audiologists. This scarcity was acknowledged by the education and health & social services ministries, and the order of speech language pathologists & audiologists of Quebec (OOAQ) since the 1980s.

The severity of the problem came to a head in 2001: an Education Ministry sponsored study confirmed a serious gap between the needs of language-learning disabled students and the actual services offered by Quebec school-boards. A subsequent Education ministry allocation of 5.8 million dollars to improve services for these students was insufficient in addressing the serious shortage of SLPs. The Health & Social Services Ministry rehabilitation services 2002 study confirmed the shortage of communication disorders professionals, and strongly recommended that 50 places be added in university SLP training programs. This was rarely met, and the dearth of SLPs continued to grow while the numbers and needs of language disabled students in educational and rehabilitation settings continued to increase significantly.

In an effort to address the SLP deficit, the government ministries advised school boards, CLSCs, and rehabilitation centres to utilize CEGEP educated on-site personnel, despite their lack of essential training in communication disorders and language disabilities intervention. A survey confirmed this practice in various settings, and revealed a deep dissatisfaction of those engaged in this manner. Many felt imposed on and frustrated in their efforts to service children with serious communication and language issues noting that their training in these areas

was inadequate, minimal, and ad hoc. They demanded a comprehensive training to better meet the children's needs. In response, the Education Ministry, several French language CEGEPs, and the OOAQ collaborated in establishing a one year CEGEP training program with a certificate in language intervention. The program, designed as a complementary service to SLP (respecting Law 90: reserved SLP activities), was intended to help alleviate the suffering of families whose children are deprived of adequate SLP services in schools, hospitals, rehabilitation centres, Early Childhood Centres, home, etc.

While this program exists since 2004 in several French CEGEPs around Quebec where SLP scarcity is most felt, it had its debut in an English language program in this, 2008-2009, school-year. The Special Education Technicians Intervening in Language Disorders (SETILD) certificate program is offered in English by Marie-Victorin CEGEP at TAV via its multicultural education centre. At the penning of this article, the first cohort of these specialists is on the verge of graduation. The novelty of this program resides in the fact that they will be practicing in English or French as well as in their community language.

What does the program entail? The enormity and complexity of communication disorders information SLPs are required to master can not possibly be replicated in a one year CEGEP program, however, the SETILD certificate program most certainly provides a comprehensive base of knowledge and practice designed to provide quality services to affected children, their families or other caregivers, and educators.

Parallel with the course objectives, the program's educational aims include: developing in its students a keen sense of

observation and listening, excellent capacity for judgement, a spirit of collaboration with other professionals and the child's significant others, the capacity to work in a multidisciplinary team, the capacity to motivate and develop the language disabled child's desire to communicate, encourage a profound respect for professional ethics, and the capacity to work under supervision.

Although the English language SETILD program is in its infancy in Quebec, similar programs (SLP assistants, aids, etc) have been in existence for the past decade across USA and other Canadian provinces. There is no doubt that the addition of well-trained professionals to our services is much preferable to the use of personnel with ad hoc, and patchy or haphazard training in the area of communication and language disorders. The present reality is that families, educational, and rehabilitation personnel are often frustrated because of scarce or minimal SLP services, while over-extended and exhausted SLPs are thwarted by the fact that the lack in trained personnel capable of actualizing intervention plans, and facilitating carry-over into the child's natural settings, stunts and hinders progress in children who are unable to communicate or reach their potential in language development without intensive intervention. In view of these issues, families, SLPs, and all personnel responsible for communication and language disabled children should not only welcome this addition to SLP services, but ultimately demand that LITs be added to their staff.

Dr. Dr. Yvette Hus, SLP & Marie-Victorin CEGEP instructor



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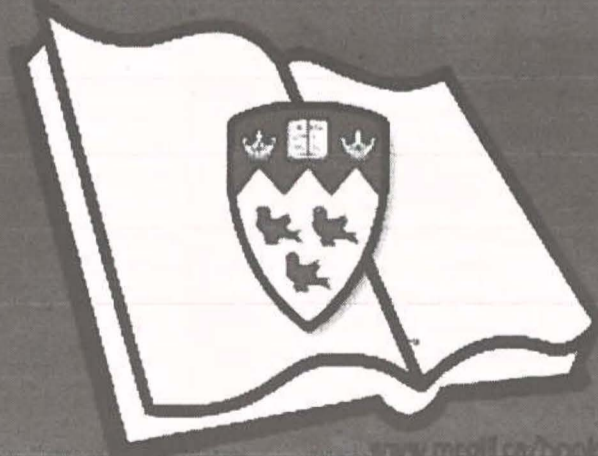
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Médias et obstacles à la participation active des femmes en politique

Près d'un siècle s'est écoulé depuis que les femmes ont obtenu le droit de vote dans presque tous les pays occidentaux et pourtant, dans la majorité d'entre eux, les femmes sont sous-représentées à tous les paliers gouvernementaux. Selon un rapport déposé en 2006 par l'Union interparlementaire, les femmes représentent en moyenne 20 pour cent des députés parlementaires élus au sein des gouvernements à travers le monde. Qui plus est, les femmes brillent par leur absence dans les gouvernements de neuf de ces pays. Au Canada, notre parlement actuel compte à peine 22 pour cent de femmes.

On peut avancer mille et une raisons pour expliquer cette sous-représentation des femmes : le sexisme institutionnalisé, l'inégalité dans la répartition des tâches ménagères et des soins aux enfants qui incombent encore aux femmes, la difficulté d'accéder aux réseaux « traditionnellement masculins » et de qui relève le choix des candidatures. Mais c'est un fait, rares sont les femmes qui parviennent même à s'approcher de ces obstacles à franchir. Dès leur plus jeune âge, les femmes en général sont conditionnées par la société et les médias ; à telle enseigne qu'elles sont incapables de s'imaginer comme femmes politiques actives. Qui plus est, elles sont rarement représentées comme politiciennes et lorsqu'on daigne parler d'elles en ces termes, c'est pour en dresser un portrait peu reluisant.

Devant cet état de fait, le Réseau Éducation-Médias (le Réseau), principal organisme d'éducation aux médias au Canada, en collaboration avec *À voix égales*, organisme sans but lucratif ayant pour mission d'assurer une plus grande présence des femmes à tous les paliers du gouvernement canadien, a créé un programme éducatif pour les élèves de la secondaire et du CEGEP afin d'explorer comment les médias font obstacle à la montée des femmes dans la vie politique. Ces leçons, offertes en anglais et en français sur le site Web du Réseau, leur font découvrir deux conséquences majeures de ce parti-pris médiatique : l'existence de stéréotypes qui empêchent les femmes de s'imaginer dans un rôle de politicienne et la représentation peu flatteuse que les médias font de nos politiciennes activement engagées – offrant ainsi aux jeunes canadiennes des modèles dévalorisés.

Nos jeunes femmes n'arrivent pas à se percevoir comme politiciennes. C'est là un problème complexe et les stéréotypes sexistes dans les médias ne sont que la pointe de l'iceberg. Non seulement le stéréotype féminin s'avère souvent négatif et limitatif mais il est parfaitement incompatible avec le stéréotype de la politique et des politiciens véhiculé par les médias. Les politiciens représentés au cinéma, à la télévision et dans

nos autres médias populaires sont en grande majorité des hommes. Mais ce stéréotype sexiste va plus loin encore : dans les médias, les caractéristiques qu'on attribue aux politiciens sont habituellement associées à la masculinité – et sont donc tout à fait absentes du stéréotype féminin qu'on présente habituellement aux jeunes femmes. Jugez par vous-mêmes. Voici les qualités associées aux politiciens dans nos médias : confiant, combatif, implacable, ayant le sens de l'organisation, de l'engagement – même au détriment de sa famille et de sa vie personnelle – et inspirant. Ces qualités ne sont pas toutes positives mais se retrouvent inmanquablement dans tout portrait de politiciens présenté au cinéma ; c'est le cas dans le film de superproduction *Air Force One* ou *Independence Day* ainsi que dans le portrait plus réaliste du maire Carcetti, dans la série télévisée *The Wire*.

Si nous dressions une liste des qualités qu'on voudra inculquer à une jeune femme dans les médias qu'elle consomme, tels les films pour jeunes et ados, la musique populaire, les *sitcoms* et les magazines, quelle serait-elle ? Y retrouverions-nous les mêmes qualités attribuées aux politiciens et mentionnées plus haut ? Il y a fort à parier que les qualités figurant sur cette liste seraient diamétralement opposées aux premières – et qu'on servirait à cette jeune femme des portraits de femmes superficielles, soucieuses de plaire et pour qui la famille et les relations interpersonnelles passent avant toute forme d'ambition. Des caractéristiques, somme toute, non négatives. Mais force est de constater une incompatibilité presque totale entre ces deux stéréotypes. Les médias transmettent un message clair aux jeunes filles : femmes et politique ne font pas bon ménage.

Évidemment, certaines femmes ne se laissent pas arrêter par ces stéréotypes. Au cours des trente dernières années, on note de remarquables réalisations : ainsi, au Canada et au Royaume-Uni, une femme a occupé le poste de Première Ministre pour la toute première fois. Au cours des élections américaines de 2008, on a vu une femme passer à deux doigts de devenir la première candidate au poste de Présidente des États-Unis ; une autre fut la seconde à briguer le poste de Vice-présidente dans l'histoire de ce pays. Cette percée d'Hillary Clinton et de Sarah Palin dans la course présidentielle devrait sans doute offrir un modèle positif aux jeunes femmes en leur démontrant que la politique n'est pas qu'affaire d'hommes. Mais est-ce bien le cas ? Des études laissent entendre que les choses ont peu changées malgré ces percées historiques. Selon une recherche publiée en 2009 par le Girl Scout Research Initiative et intitulée « The New Leadership Landscape : What

Girls Say About the Election 2008, » les jeunes femmes reconnaissent que ces deux femmes ont joué un rôle capital dans la course présidentielle mais que leur contribution ne les incite nullement à considérer la possibilité de faire carrière en politique. On pourrait expliquer en partie ce phénomène par l'image peu attrayante que les médias font de la politique. Ce n'est pas que les médias se montrent plus durs envers les femmes candidates ; c'est plutôt que ces dernières sont perçues à travers un regard médiatique imprégné de vieux principes dits « féminins ». Un critique politique dirait-il, de George Bush, qu'il « fait mauvaise figure...avec ses fortes hanches et ses jambes trop courtes » ? Ou dirait-on de John McCain, reconnu pour son tempérament fougueux, « qu'il est dur, mordant et intense quand il est en colère » ? Certainement pas. Pourtant, ces commentaires diffusés sur les ondes de CNN, dans le cadre de l'émission *Larry King Live*, proviennent respectivement de la « gourou de la mode » Elsa Klensch et du conférencier-motivateur Tony Robbins, en parlant de Hillary Clinton.

Mais au-delà de ces commentaires, verrions-nous quelque « gourou de la mode » être invitée à donner son opinion sur tel ou tel politicien ? (L'unique cas connu est sans doute celui de l'auteure Naomi Wolf qui, pendant les élections de l'an 2000, aurait fait la manchette lorsque les journaux ont dévoilé qu'elle avait conseillé le candidat à la présidence, Al Gore, sur son choix vestimentaire ; on a jugé bon de publier cette nouvelle tout simplement parce qu'on accusait Gore de se préoccuper à outrance de son apparence physique, comme le ferait une femme.) Qu'on puisse présenter de tels portraits médiatiques explique sans doute que vingt-quatre années se sont écoulées entre la première et la seconde candidature d'une femme à la Vice-présidence...et qu'aucune autre femme, à ce jour, n'ait tenté d'occuper à son tour le poste de Première Ministre au Canada et au Royaume-Uni.

Même si certaines jeunes femmes résistent à la pression exercée par les médias, elles restent néanmoins exposées aux stéréotypes associés aux politiciennes. Que ce soit à l'école ou dans les médias, on présente rarement des portraits de femmes leaders et lorsqu'on le fait, c'est toujours de manière biaisée. Dans son cours d'histoire, une jeune étudiante peut découvrir l'existence d'Hatchepsout et la description qu'on fait de cette première femme d'Égypte ayant occupé le poste de pharaon : « Le règne de Hatchepsout fut long et prospère lorsqu'on le compare à celui d'autres femmes pharaons » (*Wikipédia*) et « Fille préférée d'un grand pharaon fort populaire, cette femme charismatique d'une grande beauté et de sang royal régna sur une

population suffisamment importante, prit finalement le pouvoir et occupa le siège de pharaon » (Site internet *The Story of Hatshepsut*). Il est intéressant de noter que dans *Wikipédia*, on ne peut juger de son règne qu'en le comparant à celui d'autres femmes pharaons – mais certainement pas à celui des hommes pharaons – alors que dans le site *The Story of Hatshepsut*, son accession au pouvoir est attribuée à son droit de naissance et à la quintessence de ses qualités féminines, de son charme et de sa beauté. Pas un mot sur son règne qui fut pourtant parmi les plus paisibles et prospères de tous les pharaons, ni sur le fait qu'elle a su conserver son trône grâce à cette force implacable dont elle usa pour empêcher son neveu, héritier légitime du trône, de lui reprendre le pouvoir. (Devant pareil échec, la rage de ce dernier est sans doute le véritable motif qui l'incita à faire disparaître son nom de tous les monuments d'Égypte après sa mort, contrairement à ce qu'on en dit dans *Egyptology Online*, à savoir « qu'aux yeux de certains, son règne fut sans doute considéré inopportun et contraire aux traditions ».)

Ces stéréotypes sont particulièrement insidieux puisqu'ils découragent nos jeunes femmes à se lancer en politique, allant même jusqu'à les empêcher de pourvoir s'imaginer activement engagées en politique : l'écart entre ces stéréotypes – ceux de CNN et de Disney Princesse – est tout simplement trop grand. Une autre grande histoire politique vient de s'écrire en 2008 aux États-Unis, celle de l'élection du premier Président afro-américain ; cette percée nous montre que nous pouvons combattre et relever tous les défis. Selon la recherche menée par le Girl Guides Research Institute, les garçons et les filles déclarent que la candidature, suivie de l'élection de Barack Obama, est le facteur le plus inspirant de cette course présidentielle. Si nous incitons nos jeunes hommes et jeunes femmes à reconnaître les stéréotypes véhiculés dans nos médias, à les remettre en question et à en discuter ouvertement, nous n'aurons peut-être pas à attendre encore cent ans avant de voir un plus grand nombre de femmes prendre leur place au sein de nos gouvernements.

Matthew Johnson est un spécialiste en éducation aux médias, Réseau Éducation-Médias.

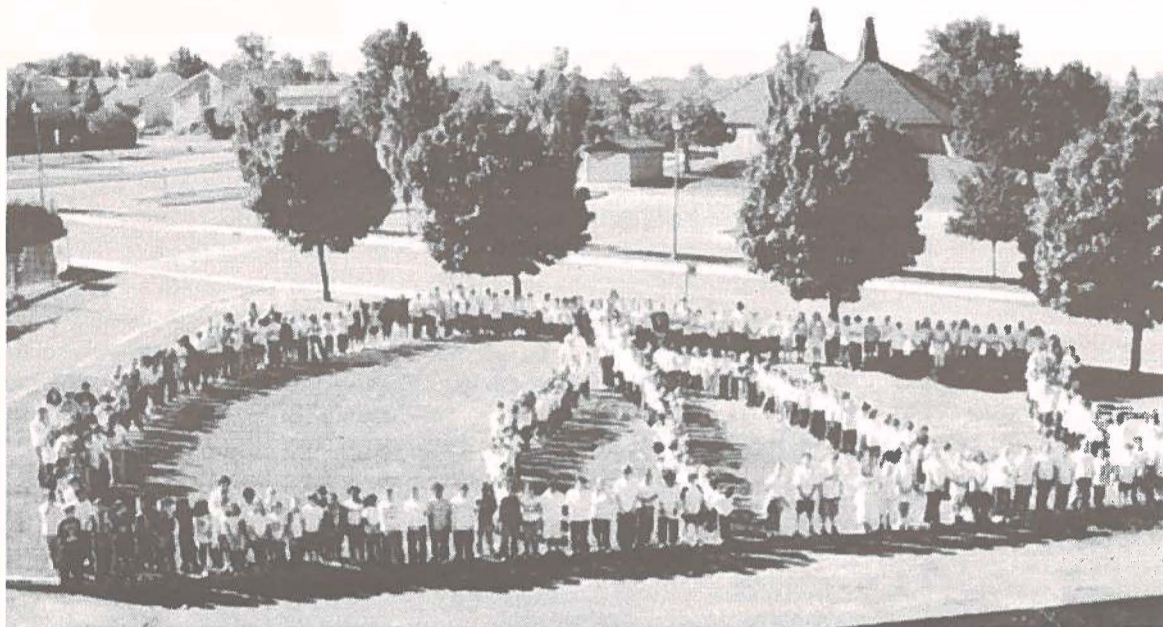
Media Awareness Network (MNet) is a Canadian not-for-profit centre of expertise in media literacy. Its vision is to ensure children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media. MNet's programs are funded by its public and private sector sponsors and partners, who include: CTVglobemedia • Canwest • TELUS • Canadian Internet Registration Authority • CTV • National Film Board of Canada • Government of Canada.

Scrambler



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ST. CHARLES SCHOOL CELEBRATES INTERNATIONAL PEACE DAY



St. Charles is proud to be a member of Peaceful Schools International and it strives to promote a community where the teachers, students and community members collaborate in an environment of safety and respect. Peaceful Schools International was founded in 2001 by Ms. Hetty Van Gorp, who lost her 14-year-old son in a violent bullying incident in 1991.

September 21st was International Peace Day and St. Charles commemorated the day by reminding all the students what it means to be a Peaceful School. The students gathered for a Peace Assembly which included the following:

- Songs filled the air as the children sang a variety of songs ending with Mme Coiteux, the principal's, favorite song "Une Colombe est Partie en Voyage".
- Theresa Bigland, our school's spiritual animator, introduced the school's Peer Mediators. Theresa Bigland works tirelessly and is committed to providing

these students with the proper peer mediation training. Our Peer Mediators have graciously given up their recess and lunch play time to be present in the school yard and are the extra eyes and ears helping to achieve a peaceful playground.

- Children created peace flags with messages of peace that are a visual reminder to all of us for so that we can spread peace and it is our hope that this peace will spread throughout our school, then community and finally in our world.
- Special guest speaker at the Peace Assembly was Ms. Judy Grant. Ms Grant oversees the Peaceful Schools initiative at the Lester B School Board and her goal is to create an environment where bullying cannot exist. She reminded us why we decided to become a member of Peaceful Schools, and that was because we chose to work together to use that power for peace.

The students then proceeded to build a human peace sign in front of the school and the school re-raised its Peaceful Schools International Flag. It's not enough to simply call ourselves a Peaceful School rather it's an ongoing process where peace must be taught, modeled and worked at.

Ms. Judy Grant and Theresa Bigland with the school's Peer Mediators



Message from the Director of Community Services



The Value of Partners *Harold Spanier*

As a not-for-profit organization, we do our work in an environment that has at the heart of its mission education and the general well-being of children and youth.

During the past several months, through an array of meetings and surveys, I've used the partnership model as a means to provide new and attractive services to the QFHSA membership.

I'm interested in activities that address members' needs not only across Montreal Island and surrounding areas, but in the regions in Quebec.

I've been privileged to explore relationships with partners in various fields: museums, health organizations, and service providers of all stripes. I believe that partnership with QFHSA is a powerful force for positive change, both for the school and community.

I'm looking forward to moving together in the coming months as we continue to seek services that positively impact on youth and their families. The goal is to expand the offerings of community services to the QFHSA membership.

Are you on Facebook?

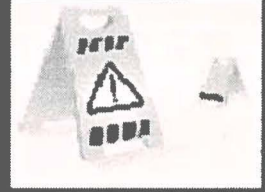
Become a FAN of QFHSA!

We'll be posting lots of new information about great new events and activities for your communities!!



Health & Safety

by Shirley Straughton and Casey Stillwell



Many schools currently have policies in place to restrict peanuts and tree nuts from being brought to school. Awareness of the school's policy and procedure is the key to protecting the health and safety of all students. Some schools are completely peanut/nut free, while others have safe zones for students and staff with allergies. There is an enormous need for improved educational materials, better communication, and clear information.

Some tips to help you keep your school environment safe for those with food allergies:

- Firstly, make certain your child is aware of their allergy. Children who are subject to severe reactions should be trained to read labels and ask questions before eating foods. Allergy groups such as Anaphylaxis Canada, Allergy Asthma Information Association (AAIA), or Association Québécoise des allergies alimentaires (AQAA) can help you train and reassure your child.

- Ensure the school knows about the allergy and work with them to come up with a strategy to keep your child safe. Students and staff in the classroom setting should be educated as to the nature of the allergy and any restrictions it may cause. There should be a well-rehearsed procedure to be followed in the case of accidental exposure.

- Always read the labels on the food you pack in your child's lunch. Don't pack any food with ingredients that are restricted at your school, even if your child is not allergic. Check with school staff before sending in treats for the whole class, and be prepared to send something safe for all.

Each year, the Canada Safety Council holds a National School Safety Week. From October 17-23, 2009, the focus will be on allergic reactions, and how to prevent them in a school environment. The CSC hopes to use their mascot, Elmer the Safety Elephant, to help children learn how to keep public places safe from allergic triggers. Elmer will also demonstrate how to enjoy allergy provoking foods in a safe manner. You and your children can visit Elmer at <http://elmer.ca/>

Food Allergies

Many foods and other substances may cause allergic reactions, with

approximately 6% of school-aged children suffering from food allergies. Health Canada has identified nine priority allergens, which are responsible for the majority of food-related allergic reactions:

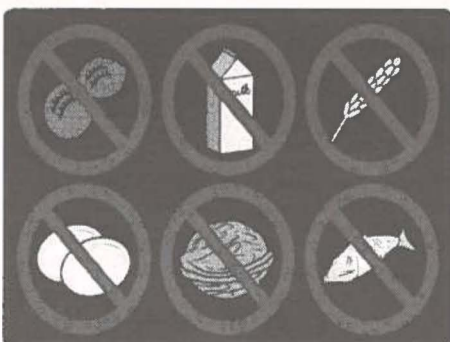
- Peanuts
- tree nuts
- sesame
- soy
- seafood
- wheat
- eggs
- milk
- sulphites

Food allergies occur when the body's immune system mistakenly identifies a food protein to be harmful. The symptoms of allergic reactions vary in type and severity, from mild skin irritations, hives and gastro-intestinal upset to breathing difficulties and loss of consciousness. Symptoms develop at different rates, sometimes getting worse very quickly. Anaphylaxis is the most severe reaction and can be fatal. Exposure to minute amounts of an allergy trigger can cause a serious allergic reaction in sensitive individuals.

Teens and older people with allergies can visit Why Risk It? <http://www.whyriskit.ca/pages/en/home.php> a site for teens at risk of anaphylaxis. Why Risk It? has lots of information for teens struggling to manage allergies on a daily basis.

The Canada Food Inspection Agency offers an alert service for undeclared allergens in packaged foods. You can subscribe to this service at http://www.inspection.gc.ca/english/util/listserv/listsube.shtml?foodrecalls_rappelsaliments

Casey is currently President of MacDonald High School Home & School and helps out with Literacy Activities at her other school, Edgewater Elementary. She is the mother of four and has been a member of QFHSA since 1999, when her son began Kindergarten.



This was the subject of the June article but this time the focus will be on caring for your child if they become infected and how to prevent the spread of infection. The following information is endorsed by The Montreal Children's Hospital.

How the flu is spread:

The flu is a virus that spreads when people cough and sneeze.

It is also spread through nasal secretions on one's hands and/or used tissues.

The flu virus can be found on toys, doorknobs, telephones, computer keyboards or other surfaces that have been touched by infected people. The flu virus can then be spread to others who have touched these objects.

Many other viruses that cause respiratory viruses are spread in the same way.

How to prevent the spread of flu:

Teach your child to cover his/her nose and mouth with tissues when sneezing or coughing.

If tissues are not handy, teach your child to cough into his/her elbow.

If your child is too young to do this, cover his/her mouth with tissues when coughing or sneezing.

Always put used tissues in a wastebasket right away. Always clean hands after wiping the nose or handling tissues right away.

Keep your child away from others in the home if possible - especially babies, the elderly or anyone with a chronic disease.

Limit the number of people who are caring for your child. Remind caregivers to wash their hands after each contact.

Avoid unnecessary visitors. Instead, encourage them to talk to your child on the phone (and wash the phone afterwards!).

Caring for your child if they have the flu:

Make sure your child gets plenty of rest and drinks plenty of fluids.

If your child has a fever, sore throat or muscle aches give acetaminophen or ibuprofen. Do not give aspirin to a child with possible flu as this may cause a rare but serious complication.

Do not give over-the-counter cold and cough medicines to a child less than 6 years old without checking with your doctor. Follow package instructions for older children.

Most children with the flu will have a mild illness and will get better in 5 to 7 days. During this time, he/she should stay home leaving only if

they have to see a doctor.

If your child must see a doctor, he/she will have to wear a mask and wash their hands at the clinic/hospital.

Call your doctor or go to the hospital if your child:

- Develops difficulty or chest pain.
- Has vomiting and is unable to keep down any fluids.
- He/she is unable to drink enough to prevent dehydration(no urination for 6 hours while awake, no tears when crying).
- Is constantly irritable and cannot be calmed down, or becomes confused or unusually sleepy.

For more information call Info-Sante any time of the day, or Montreal Public Health at (514)644-4545 or 1-877-644-4545 between 8:00 a.m. and 8:00 p.m.

To reiterate from the June article - are our schools providing our children with a safe environment?

Are the washrooms stocked with adequate supplies of soap, toilet paper and paper towels/automatic hand dryers? Do the caretakers have enough time to properly disinfect doorknobs, washrooms, cafeterias and other high traffic areas? Home & Schoolers can share the responsibility to ensure that our schools are working to decrease the transmission of infections and keep our children safe.

