

DECEMBER 2016

professionally speaking

THE MAGAZINE OF THE
ONTARIO COLLEGE OF TEACHERS

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Promoting Inclusivity

STRATEGIES TO SUPPORT
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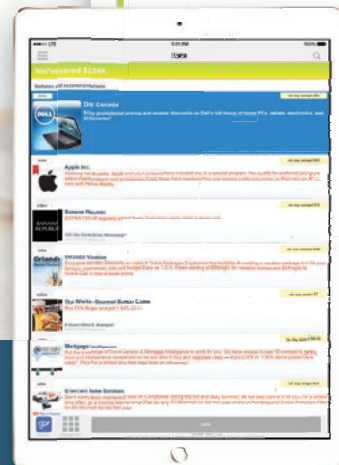
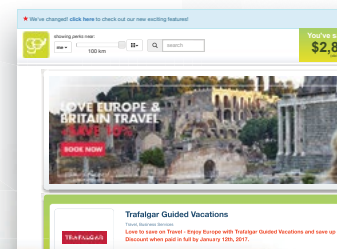
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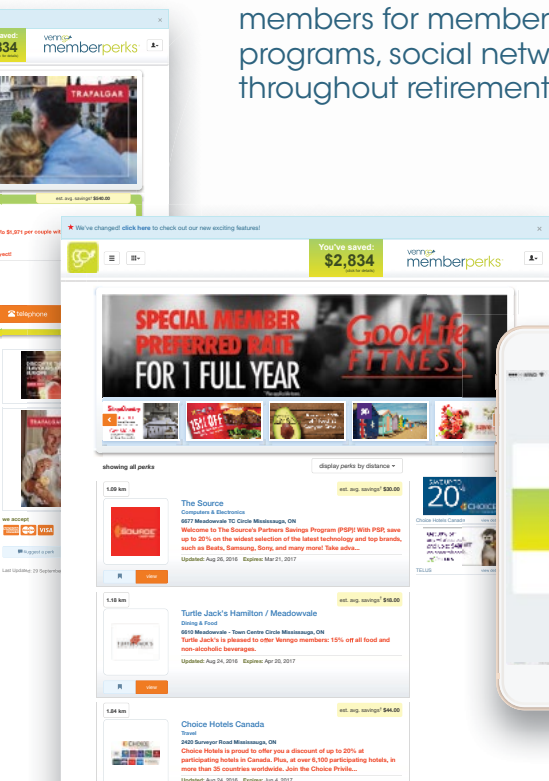


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Setting the Standard for Great Teaching

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CELEBRATING LITERACY

Last September the College attended Word on the Street — a national celebration of literacy and the written word — in Toronto. We were there to spread the word about how the College protects the public interest and promotes diversity in Ontario education.



VISITING DELEGATIONS

In October, the College played host to visiting international delegations from China [pictured], Peru and the Netherlands, who came to learn about effective teacher leadership and the roles and responsibilities of the College.



SETTING THE STANDARD

Staff were on hand at the Ottawa Parent & Child Expo in October to speak with parents and children about how the College sets the standard for great teaching. The College attends these expos to inform the public about its role in regulating Ontario Certified Teachers.



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GREAT TEACHERS: IN ONE WORD

The College's Just One Word campaign (#just1word) commemorates World Teachers' Day by reminding us that everything we do as teachers can have a positive effect on the lives of our students in the classroom and beyond.

BY ANGELA DE PALMA, OCT

Reflective. Supportive. Transformative. Empathetic. These are some of the words identified as descriptors of a favourite teacher during the Ontario College of Teachers' Just One Word (#just1word) social media campaign. The initiative helped promote World Teachers' Day on October 5 in keeping with the College's role of establishing and enforcing professional and ethical standards, as well as its obligation to communicate with the public.

My #just1word was "compassionate." That's because Mr. Nobes, my teacher for two of my elementary school years, was exactly that.

Trying to find my place in the world as a preadolescent, I turned to my journal assignment as an outlet. Although some of my classmates may have seen the weekly activity as a chore, I readily and easily filled the lined pages with frustrations, uncertainties and hopes.

I can't recall too many specifics but there would have been at least one entry expressing my angst over being one of the tallest in a class of girls *and* boys. And there would have likely been an entry revealing envy of the new girl who wore the cool jeans that were heading out of style by the time I was allowed to own a pair.

Just as I looked forward to the class period assigned to journal writing, I was equally eager to read the response Mr. Nobes would record below my musings. My teacher seemed to be of an advanced age back then. But, in fact, after a recent search on the year he was certified via the College's public register, Find a Teacher, I've confirmed that he was quite new to the teaching profession and younger than I realized.

It couldn't have been easy for a rookie teacher to acknowledge the emotions and confessions of a student in both a caring and professional manner. Generic comments would have been much easier.

But Mr. Nobes never wrote generic comments below my journal entries. Instead, he wrote words of encouragement that helped me appreciate my talents. He reminded me, for



My #just1word was "compassionate." That's because Mr. Nobes, my teacher for two of my elementary school years, was exactly that.

example, that my creative writing pieces were often read aloud to the class, and that I was a top scorer on the basketball team.

It's no wonder that one in seven respondents to the Just One Word campaign cited a variation of the word "inspiring" — an adjective that aptly describes so many Ontario Certified Teachers.

I've printed the word cloud from the News area on the College website (oct-oeeo.ca/g5wpm7) and display it proudly. I encourage you to do the same and make it visible in your workspace, because while World Teachers' Day may be officially recognized on October 5 of each year, Ontario teachers provide inspiration to students, parents, colleagues, the teaching profession and society all year long. **PS**

Angela De Palma

@angdepalma; @OCT_OEEO



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LANGUAGE THAT DEFINES US

Are we speaking the same language? Do we share common understandings about the terms we use? Can we ensure that our definitions encourage positive communication, goals, actions and results that serve the public interest?

BY MICHAEL SALVATORI, OCT

One of my treasured possessions is a *Collins Robert French Dictionary*. It was a prize I won in Grade 12 for participating in a French contest. The book sits on my desk all these years later for two reasons: first, it reminds me of the pride I felt in being rewarded for my developing proficiency in French; and second, I love language — especially the power of the form and function of words.

Definitions are important. They contribute to a common understanding from the outset of a conversation — whether face-to-face or via a thread of text messages — which helps to align points of view, foster collaboration and advance goals.

I often reflect on the College's primary mandate to serve and protect the public interest — particularly when international delegations visit us. Defining the “public interest” is especially important when explaining the unique and important role the College plays in regulating Ontario teachers.

What exactly is the public's interest in the teaching profession and how does the College serve and protect it?

The answers depend on the context. For example, consider one of the profession's richest resources, the professionalism of its members. Confidence in public education soars when people know that its practitioners are qualified not only in subject matter but also in child development, differentiated instruction, inclusive learning environments and many other critical areas.

We can also adopt an approach that examines the College's main responsibilities through the public lens that focuses on standards, certification, accreditation and discipline.

Before we can begin to define the public interest in each of these areas, we must ensure that the public is aware of and understands the College's functions. Our public awareness initiative uses a variety of platforms and creative approaches to engage parents and the public. Meeting people in parent council meetings and community events, and interacting with them through email, surveys and social media, spark discussions about how our work serves the greater good and also serves to improve it.



Let us consider two of the College's broad functions: accreditation and certification. The College's role in accreditation is to ensure that initial teacher preparation programs and Additional Qualification courses help teachers develop and enhance their professional knowledge and practice. The community benefits from the College's cyclical, robust and rigorous accreditation process, which culminates in a readily accessible and public accreditation report. High standards and a transparent process and outcome help to serve and protect the public.

Similarly, the public is assured of rigour and high standards through the College's certification process. Our public register, Find a Teacher, is proof of our members' high level of qualification and preparation, as well as their commitment to ongoing learning. (Check out our poll on p. 15 to see the different ways in which your colleagues are using the public register.)

The common thread woven through each of these expressions of the public interest is our members' competence and qualification. It is clear that the public confidence in teaching rests primarily on the well-founded trust in its professionals and their commitment to their students' welfare and learning.

The College takes what the “public interest” means to heart and we strive to inspire public confidence in our work at every turn. Is the community better served by clear communication, open access to our processes and accountability for our results? Yes.

Serving and protecting the public interest means promoting the professionalism of teaching — by any definition. **PS**

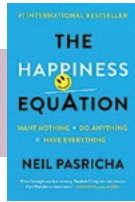
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MEAL KEYNOTES that should not be missed in the year of Canada's 150th Birthday include a stellar line-up of Canadian authors: **Deborah Ellis, Marie-Louise Gay, Steve Paikin and Margaret Trudeau.**



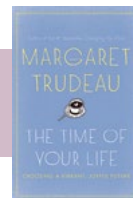
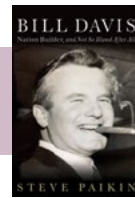
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Textbooks Enrich Learning

I read with interest in the June issue about the history teacher profiled in Great Teaching who uses primary sources to engage her students in real-life historical research. While I applaud the exemplary work of this teacher, I found some of the messages in this profile somewhat misleading.

The article seems to suggest that using textbooks in the classroom does not provide authentic learning experiences for students and that inquiry-based learning, conducting field-work and engaging in rich summative tasks are not part of the textbook experience. Nothing could be further from the reality of today's textbooks. As the agency that evaluates textbooks for the province of Ontario, we examine all the textbooks that are available for use in Ontario schools. These resources have kept pace with changes in pedagogy and offer students many opportunities to engage in inquiry and to do meaningful work that has relevance beyond simply completing classroom assignments.

History and social studies textbooks, for example, include a variety of primary sources that provide opportunities for



students to ask questions, analyze data and apply historical thinking concepts. They also suggest summative tasks that provide choice for students in how they demonstrate their learning and that take students into their communities to gather data, problem solve, or engage in active citizenship.

The article also seems to suggest that exemplary teachers do not “lean” on textbooks. This is

a disheartening message for teachers who are not specialists in the courses or subjects they teach and who can offer a richer program for students supported by a well-researched, well-designed textbook.

I applaud Ms. Whitfield's success, however, I hope we can identify these types of exemplary practitioners without undermining the evolution of textbooks or the many teachers who use them.

—Anita Sherwin-Hamer, OCT, is the evaluations director at Curriculum Services Canada in Toronto.

Corrections:

In “Keeping your Connection to the Profession” (September 2016), we published incorrect information about René Chiasson, OCT. Mr. Chiasson worked in various high schools in the Greater Ottawa area for 22 years as a French teacher. He then held positions as principal and vice-principal at the Conseil des écoles publiques de l'Est de l'Ontario and the Conseil des écoles catholiques du Centre-Est during the last 13 years of his career. He was vice-principal at the École des adultes Le Carrefour for two years and ended his career as principal of École secondaire publique L'Alternative in the Conseil des écoles publiques de l'Est de l'Ontario. We regret the errors.

In “Modernizing Teacher Education” (September 2016), the article erroneously stated that the Enhanced Teacher Education Program includes 80 hours of practice teaching, when, in fact, it includes 80 days. We regret the error.

Defining “Teacher”

After reading the Registrar's Report in the September issue, in which Michael Salvatori, OCT, says that we all remain teachers at heart regardless of the position we hold, it came as a shock to read Pop Quiz with Chris D'souza, who is described as a “former teacher” even though he still works in education. Does this not contradict Mr. Salvatori's message? *[This letter has been translated from French to English.]*

Editor's response: Mr. D'souza is identified in Pop Quiz as an equity consultant and “former in-class teacher,” since he no longer teaches in the classroom.

—Sylvie Lamarche Lacroix, OCT, is a Grade 4 teacher at École catholique Anicet-Morin in Timmins, Ont.



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FOR THE RECORD

HERE ARE THE TOP 10 REASONS OCTs ARE USING FIND A TEACHER*, COURTESY OF OUR LATEST POLL.



1. To learn more about a colleague.

6. To see an OCT's date of initial certification.

9. To check the record of my child's teacher.

2. To confirm that my personal record is up to date.

3. To see an OCT's Additional Qualifications.

4. To see an OCT's Basic Qualifications.

7. To see where an OCT has earned his/her degrees.

5. To see which degrees an OCT has earned.

8. To look up a former teacher of mine.

10. To see an OCT's disciplinary history, if applicable.



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Pop Quiz

with Wali Shah

BY LAURA BICKLE

By age 15, Wali Shah had experienced more than most teens should — he was running with a rough crowd, had lost a friend to violence, and faced assault charges as well as jail time. He would have continued down that path, if it weren't for two Cawthra Park Secondary School teachers in Mississauga, Ont. "They gave me clarity," says Shah. "I now realize the importance of having a mentor — someone you can talk to." With their encouragement and his determination, Shah turned his focus back to school. He used poetry and hip hop as creative outlets for positive change, helping youth deal with everything from mental health and resiliency to identity and heritage. His work as a motivational speaker (TEDx, WE Day, MTV Canada, Bell Let's Talk campaign) and spoken-word poet gained him a spot on the 2014 Youth in Motion's (now Plan Canada's) Top 20 Under 20 list of young Canadian leaders who generate innovation in their community. In 2015, Shah's "Change the World" music video (produced by the Peel District School Board), was part of Bullying Prevention and Intervention Week. At 22, he's now in his fourth year at the University of Toronto and considering a career in teaching.

Q Tell us why anti-bullying initiatives are essential.

In my opinion, bullying is an act of insecurity more than an act of dominance; it is often those who feel neglected and insecure who project their insecurities on others via bullying. Schools can support students by encouraging them to share their identities and stories through writing, games, extracurricular involvement and guest speakers.

Q What role can teachers play?

I was dealing with identity issues in school. It was the teacher who smiled at me in the hallway, or stopped to have a chat, who gave me the confidence to embrace my identity. They made me feel comforted and safe. That is what a positive school climate is about. It is the small, day-to-day things that we overlook that often make the biggest difference.

Q Why does music work well as a communication vehicle?

It offers students an exciting and relevant way to process information. It speaks to their generation and their interests — it reels them in. I urge students and professionals to use the arts as a coping strategy and outlet. It is a way for us to share our narratives and experiences.

Q What are your future plans?

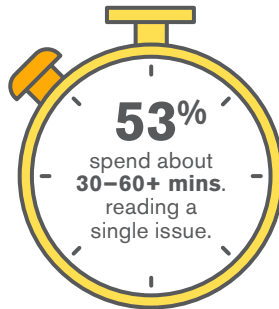
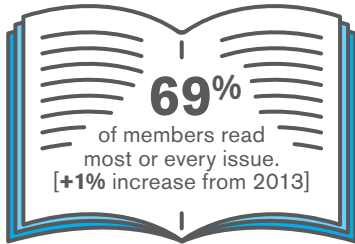
I'll continue to visit schools — facilitating workshops for both teachers and students. I've recently led sessions on deconstructing masculinity with at-risk boys in Grades 7 to 12, during which we used written narrative as a form of expression. It gives them the tools they'll need to express themselves throughout their lives. I want them to turn to poetry instead of alcohol and substance abuse.



THE RESULTS ARE IN!

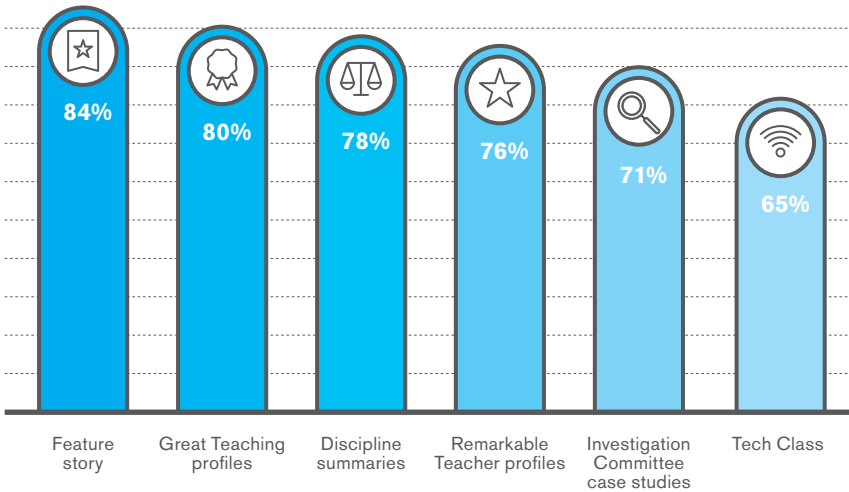
Insights from *Professionally Speaking's* 2016 reader survey.
 BY STEVE BREARTON

GOOD TIMING



READERS' CHOICE

Top 6 articles you look for in every issue:



APPLIED LEARNING

Actions most frequently taken after reading an issue:



59%
 visited a website



59%
 discussed content with a colleague



54%
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47%
 used an idea in the classroom

This survey was sent to 16,000 randomly selected English-speaking members, of which 1,276 responded.



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 Teachers — We have new #Skype virtual field trips galore, from the Grand Canyon to an undersea lab! skype.ms/UWJSGM

*as of November 1, 2016



Update the way you capture your seating arrangements with a swift click of a button. Instead of manually recording (in writing or via an app) the evolution of your classroom layout throughout the year, take a photo with the technology you have — your phone, tablet or camera all work well. Not only will supply teachers thank you for this helpful teaching tool (share the image electronically or leave a printed copy), it will allow you to visually reflect on which arrangements and flexible groupings worked best. The students can also take part in future planning by using this visual aid.

— *Treslyn Vassel, OCT
Peel District School Board*

→ **Have a classroom idea to share?** Send it to us at ps@oct.ca and your advice could be published in an upcoming issue! Check out our Professional Practice research archive at oct-oeo.ca/e6u7sd.



MODEL BEHAVIOUR

BY STEFAN DUBOWSKI

Tinkering with the idea of 3D printing in your classroom? Have a look at Tinkercad — a program from Autodesk, the company behind the AutoCAD software that engineers and other design professionals use. This simplified version is a web-based platform that allows you to create three-dimensional models, no experience required.

The straightforward lessons take you and your students through each step, so that you can learn together. You can then provide your class access to the program by creating a shareable code that allows you to monitor their progress. Visit Project Ignite (projectignite.autodesk.com; a website

within the Autodesk family) to access a variety of ready-to-go projects, such as making model spaceships, building balloon-powered cars and designing miniature houses. Try your hand at new objects by choosing from a series of shapes, which can be dragged to the centre of the screen, moved around and modified. Use the navigational and zoom features to change your perspective and see your project from all angles. Think of Tinkercad as not only a 3D-design program but as a supplementary tool to teach geometry and measurement — a way for students to put math into action.

Not ready to start from scratch?

No problem! Check out the Gallery, where public models are shared with Tinkercad's 3.5-million user community — you can modify them to kick off a new design. Need extra support? Follow **@Tinkercad** on Twitter and watch tutorials on the associated YouTube channel (youtube.com/tinkercad).

Once you've designed your models, display them on the Tinkercad Gallery, Instagram account (oct-oeo.ca/4cdy5c) or Facebook page (facebook.com/Tinkercad). If you don't have access to a 3D printer, connect with one of Autodesk's partners (such as 3D Hubs), for a list of nearby printing services.

APPS ANALYSIS

By Stefan Dubowski



Montessori Math: Add, Subtract

One download, many options — that's the charm of this highly customizable app. Six- to nine-year-olds choose from a variety of activities to help them learn to add and subtract numbers with two or more digits. The stamp game and the abacus ("bead frame"), for instance, break large numbers into smaller quantities so that they're easier to work with. Meanwhile, the tablet feature shows how different number combinations like $16+9=25$ and $12+13=25$ can result in the same total. Number range and other details are adjustable, making this portable practise program appropriate for children at all skill levels.

DEVICE: Apple; Android

SOURCE: iTunes (\$6.99); Google Play (\$4.99)

RATING: 4+; Everyone

EDULULU RATING: 4.5/5



Le bonheur de lire dès 3 ans

Introduce kindergarten students to cute animals who are eager to help them master basic French words. The developers of this app worked with Françoise Boulanger, a renowned French expert in early reading, to create six games that assist with learning new words via vowel sounds, consonants and syllables. It's crafted with clear, concise instructions and a dashboard to track a player's progress. It's also designed for children to use independently, with no ads or external links. However, students should have an understanding of the language — when using it on their own — seeing as the instructions are in French.

DEVICE: Apple; Android

SOURCE: iTunes (\$6.99); Google Play (\$3.99)

RATING: 4+; Everyone

EDULULU RATING: 4.5/5



Brian Cox's Wonders of Life

Brian Cox, renowned physicist and BBC host of the *Wonders of...* series, takes children aged 9+ on a journey through nature with this immersive app. Students can explore photos and videos of animals — ranging from hermit crabs to great white sharks, and kangaroos to chameleons — in their habitats, as well as the special physical features such as powerful jaws, strong legs, or whatever else helps them to thrive. The app does a deep dive into microcosmic creatures, and even features scientific details such as how human sight, hearing and thermodynamics work. It's a wonderful way to spark interest in biology, ecology and the natural world.

DEVICE: Apple; Android

SOURCE: iTunes (\$1.39); Google Play (\$2.01)

RATING: 4+; Everyone

EDULULU RATING: 4/5

* EduLulu is part of Groupe Média TFO, a world leader in education. The online guide's evaluations are the work of teams of independent experts (including OCTs), who review up to 100 English, French and bilingual educational apps (iOS and Android) each month for ages 2 to 17. To access the complete list and search by filter, visit edululu.org/en. Interested in becoming an EduLulu evaluator? Go to oct-ooeo.ca/pyy9nz to learn how to get involved.

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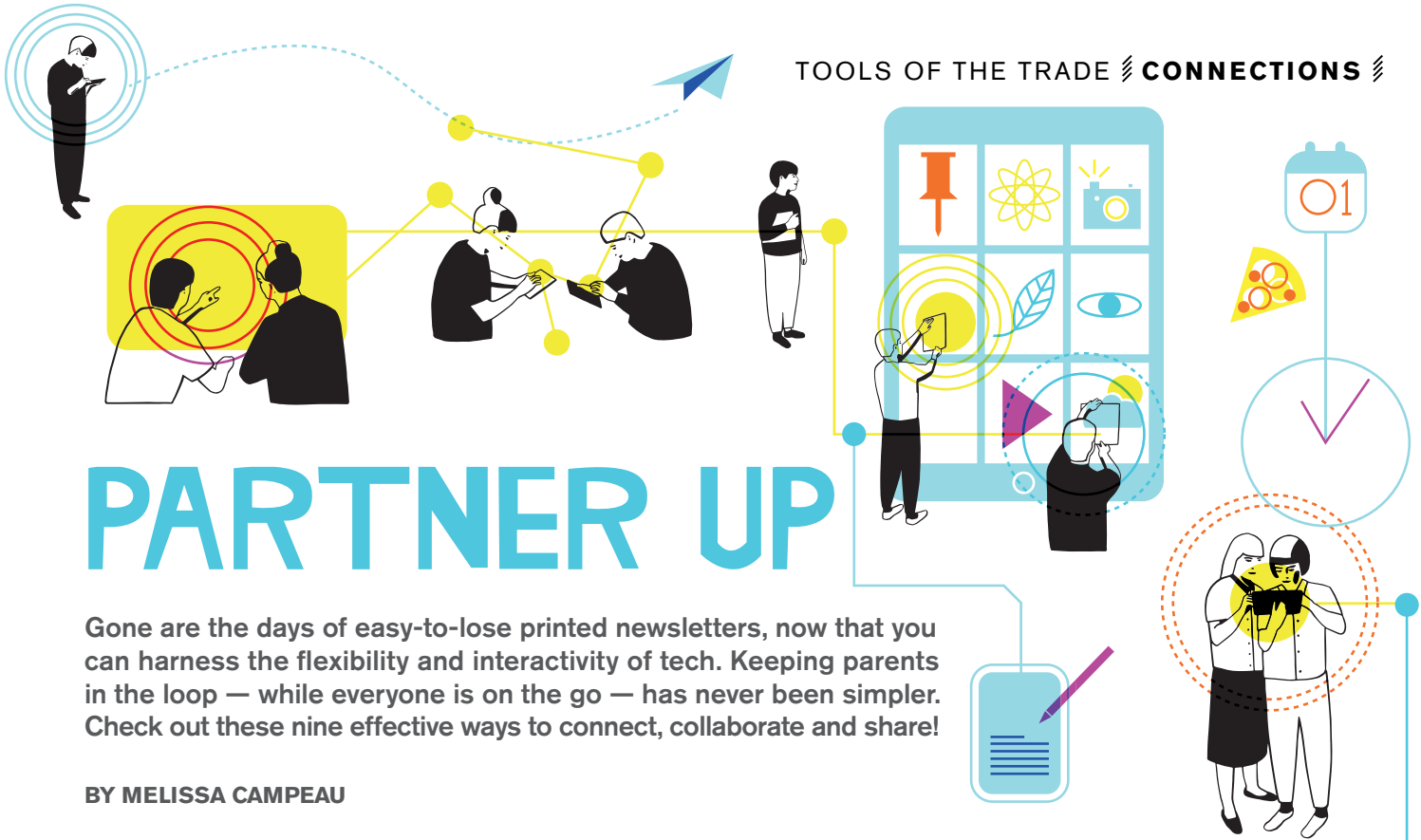
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PARTNER UP

Gone are the days of easy-to-lose printed newsletters, now that you can harness the flexibility and interactivity of tech. Keeping parents in the loop — while everyone is on the go — has never been simpler. Check out these nine effective ways to connect, collaborate and share!

BY MELISSA CAMPEAU

1 Chat Via Video

Finding it difficult to schedule an in-person meeting? Upgrade a phone call to a video chat for convenience (any time, from nearly anywhere) and a better conversation. The visual element means that you can see expressions and show samples of student work.

TRY: [Skype.com](https://www.skype.com); [Oovoo.com](https://www.oovoo.com)

2 Connect Your Calendars

Pizza day! Library books due! With so much to keep track of, make life easier by creating an online class calendar — one that parents can sync with their everyday schedulers. Insert updates and additions on the fly and send alerts when there's something new.

TRY: [Google Calendar](https://www.google.com/calendar), oct-oeo.ca/387n7f; [Outlook Calendar](https://www.officecalendar.com), [officecalendar.com](https://www.officecalendar.com)

3 A Class App

Have a million details to share? There's a built-for-the-classroom app for that! The Remind app, for instance, lets teachers send notes to specific groups to keep important dates front of mind. Classtree is a nifty way to send and collect consent forms entirely online.

TRY: [Remind.com](https://www.remind.com); [Classtree.sg](https://www.classtree.sg)

4 Blog It Out

Want to explain a new unit; share your teaching philosophy? A regularly updated blog offers space for big ideas, plus a convenient spot for daily and weekly agendas, reminders and photos. Turn on the Comments feature to encourage conversation and build a classroom community.

TRY: [Edublogs.org](https://www.edublogs.org); [WordPress.com](https://www.wordpress.com)

5 Get Social

A timely tweet can be worth a thousand words when it means including parents in everyday classroom life. Create private groups on popular social media platforms to share field trip photos and science fair results. Bonus: older grades can help create and post messages.

TRY: [Facebook.com](https://www.facebook.com); [Twitter.com](https://www.twitter.com); [Instagram.com](https://www.instagram.com)

6 Portfolios Plusses

It's no surprise that students with involved parents do better in school. Give students a leg up — and parents a window into classwork — with online portfolios. Intuitive platforms mean members of an invited group can access finished and in-progress assignments, due dates and notes.

TRY: [Edmodo.com](https://www.edmodo.com); [Evernote.com](https://www.evernote.com)

7 Keep It Pinteresting

Not just for kitchen makeovers! Use Pinterest to create boards with images, articles, podcasts and videos for parents and students to review. New unit on Canadian history coming up? Post links to YouTube clips. Art project complete? Celebrate with a virtual wall of art.

TRY: [Pinterest.com](https://www.pinterest.com)

8 Work a Website

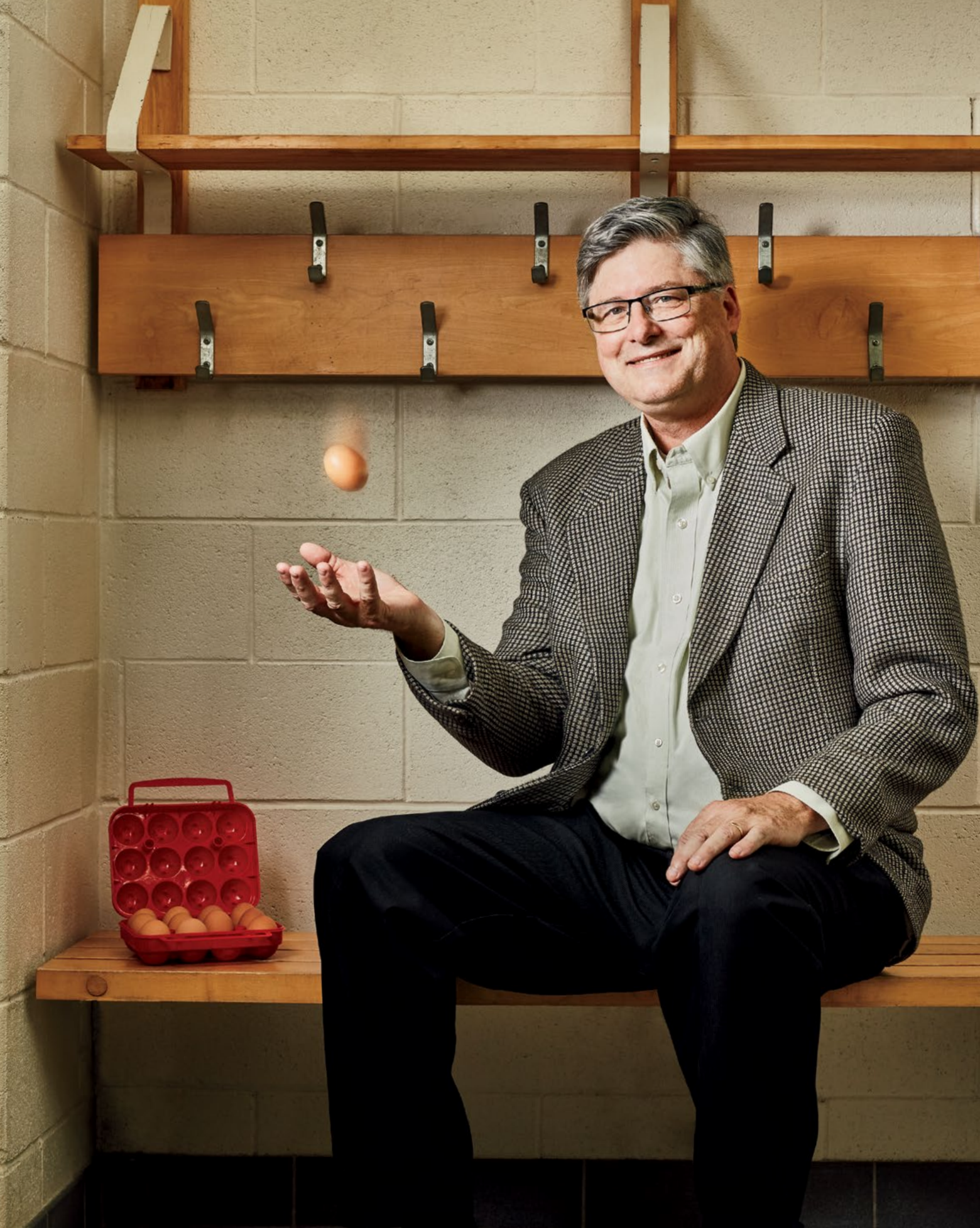
You don't have to know code to build a useful (and attractive!) class website. Free, simple templates mean it's a snap to create a hub for lesson plans, contact information, classroom expectations and anything else parents should be aware of.

TRY: [Google Sites](https://www.google.com/sites), oct-oeo.ca/5pngpx; [Weebly](https://www.weebly.com), oct-oeo.ca/sr4s9w

9 The Write Stuff

Add bells and whistles or keep it simple, either way, e-newsletters are ideal for anything longer than a couple of lines. What's even better is that you'll be hard pressed to find a parent who doesn't have email. Design your own or try a ready-to-use template and/or delivery service.

TRY: [MailChimp.com](https://www.mailchimp.com)





Steven Revington, OCT, lays the groundwork for his Authentic Learning model at the elementary level by cracking it wide open with real-world applications.

BY TRISH SNYDER

Tough to say who's more excited on a muggy June morning at Emily Carr Public School in London, Ont. — Steven Revington, OCT, or his Grade 4 students. They're on the verge of conducting a live experiment before hundreds of spectators — including students, family, staff, politicians and even a camera crew.

Working in pairs, they've applied lessons on gravity and drag to the design of a package or "capsule" that they've constructed to protect a raw egg during a four-storey fall. A London Hydro employee was invited to test the class's pods by dropping each one from a cherry picker hovering above the unforgiving schoolyard pavement. Dressed in white lab coats, the young scientists head outside to wait, well, on eggshells, as the hydro worker propels skyward with their colourful projects.

The materials are decidedly low-tech but they've got all the features you'd want in an aircraft. In fact, Revington initiated his first drop in 1985 after discovering that NASA had perfected its Mars landing capsule design in the 1950s by securing eggs in prototype spacecraft, then tossing them off helicopters.

Many of the handmade pods are loaded with cotton balls, foam peanuts or bulging, air-filled plastic packs. One duo braced their box for impact by attaching cardboard strips folded like an accordion. Another pair topped a baby wipes container with cardboard rotors shaped like maple keys. Just as the first capsule is about to be tested, a fellow teacher enlisted to emcee the event pauses the blasting music and begins the countdown: "Five, four, three, two, one!"

PHOTOS: MARKIAN LOZOWCHUK



ONLINE

To view our Great Teaching video archive, visit oct-oeeo.ca/w2qkmg

EXCLUSIVE



Steven Revington, OCT, revisits his gravity and drag lesson with his former students at Emily Carr Public School in London, Ont.

Spectators gasp as the first box drops and rolls. Revington eyes his stopwatch, announces the flight time — which students record on clipboards — and then carefully peers inside the package. The creators hoist a “Yea” cardboard sign to indicate their egg’s safe arrival, and the yard erupts with applause. The next capsule lands with a splat, shattering the beer cup shock absorbers and its fragile cargo. The audience cheers as the youngsters sheepishly flash a “Yuck” sign along with 500-watt grins. When the final pod — wrapped in pool noodles — lands with a springy bounce, a petite scientist literally jumps for joy.

It’s no wonder Revington has stalled his retirement for four years: unbridled enthusiasm is a typical reaction whenever he dreams up events that transform his students into rocket scientists, artists or music video producers. Inspired by brain research that shows children are more motivated and engaged when they learn by doing, the 32-year teaching veteran pioneered an educational model called Authentic Learning (authenticlearning.weebly.com) that plunges students into different roles to complete tasks with real-world applications.

The approach has earned him awards from TV Ontario and Western University. In 2015, he won a Prime Minister’s Award for Teaching Excellence and was one of three Canadians (selected from 5,000 nominations) to become one of the Top 50 finalists for the Global Teacher Prize, education’s answer to the Nobel Prize.

“I have never met a teacher who has been as intentional, effective or committed to meeting the learning and social-emotional needs of his students,” says Colin King, psychologist and co-ordinator of Psychological Services for the Thames Valley board. “Steve’s Authentic Learning model has engaged even the most reluctant students — [as well as] those with significant learning difficulties — in a manner that connects them to meaningful, real-life learning.”

For Revington, authentic learning is richest when students are called upon to solve a genuine problem with a tangible, useful product. “The idea is to prepare them for life in the most authentic, simulated way we can,” he says. Enter the egg drop. It’s one thing to tell students that astronauts needed to find ways to take care of expensive space

equipment. It’s another when children learn about responsibility by “parenting” a raw egg for a week, then figure out how to protect it by playing with air resistance, impact and recoil — the same kind of thinking that goes into designing stronger packaging or safer hockey equipment.

The class is still buzzing post-drop, when it’s time to return inside to review the data. The students compare their times and draw flight patterns in the air with their fingers — straight down or a little curvy. It doesn’t take long for someone to answer when Revington asks if anyone sees a connection between flight times and patterns. “The capsules that went straight down went faster. Those with more curves have more drag and went slower,” says one girl. “That’s right!” the teacher says, and they’re off again chattering about the best crashes. Revington knows better than to fight it when children are so excited about what they’re learning that they can’t stop talking about it. “Let’s get your snacks a little early today,” he says. “You can have a social moment to talk about today’s event.”

Since this teacher is also a parent who knows little ones love pretending — from pulling on firefighter costumes to acting like bakers — he immerses them in the learning process by encouraging role-playing. First, the students get into character by dressing appropriately for the task. “I found that their focus, motivation and productivity increase dramatically when they wear lab coats and clip-on project clearance badges,” Revington says. Second, everyone slips into a different role during group work. If teams are building a tower, one child is the designated foreman, another plays accountant and another steps in as safety regulator. “They get to see that there’s a variety of skill sets needed to do the various jobs,” he says.

Revington believes learning deepens when you involve the greater community. After developing a passion for Australia when he taught down under for a year, the now-retired teacher presented Aboriginal myths and explained the spiritual significance of the country’s central region, where Uluru/Ayers Rock is found, to his students back home. He had the class spread out on the carpet to create authentic Dreamtime paintings, distinguished by earthy colours and dotted figures. He wondered what locals back in Australia would think of his students’ artwork, then made a few calls to find out: he sent their projects to Australia to be assessed by local Aboriginal artists. The pros were impressed with how well the students had connected with their land and techniques — four of the paintings were even framed and displayed in an out-back police station. Seeing that their work had value to others made a greater impact than the highest grade or shiniest star sticker. “The expectations grow and the quality rises when you prepare something for the community,” Revington says.

Authentic learning events emphasize process, not content, by providing opportunities to make memorable personal connections with the world. Revington’s classes explore ancient history by choosing a Roman tradesperson and consulting real-life experts to create a product or tool of that trade. One boy visited a local custom guitar-builder and constructed a lyre while a girl travelled more than 100 kilometres to learn

glass-blowing from an artisan. He says those interactions infinitely improve the quality of the final products and, because each learning journey is personal, the lessons stick. Finally, the class mounts a “living museum” open house, transforming their desks into market stalls, dressing in period costumes and pretending to sell their wares to visiting students, staff and parents. “It’s no longer enough to dispense content — a kid can find anything on his iPhone,” Revington says. “I try to be the architect who brings minds together. That’s the core of the human experience. It’s something you cannot do on a smartphone.”

Revington is never too busy orchestrating multi-layered learning events to tune into the needs of individual students. He made a deal with one girl who had an anxiety disorder — the moment she felt panic rising, she’d make a little “T” with her hands to signal she needed to retreat to the hall and collect herself, to avoid melting down in front of her peers. It was a window of opportunity she’d never been offered before — she used it once.

As soon as Michelle Schaap’s son, Wesley, had a taste of Mr. Revington’s next-level activities, she no longer had to fight to get him to school (her daughter was previously in Revington’s class). Together, with his classmates, Wesley helped to remake a music video by the band Empire of the Sun. Students used green screens, made costumes, filmed at a nearby museum, had the footage edited by neighbouring high school film students, then rolled out a red carpet for a gala and public screening.

It’s the kind of learning experience that leaves students with goosebumps and memories — a powerful way to stoke their fire for learning. “His approach goes beyond fun facts glued on bristol board, which gave my kids a drive to learn at a different pace,” says Schaap. “Mr. Revington showed my children how much they can accomplish. He has a real gift.” **PS**

The OCT featured in this department has been recognized with a national teaching award and exemplifies the high standards of practice to which the College holds the teaching profession.



Steven Revington, OCT, nurtures teamwork to maximize co-operation during learning experiences that mimic real life. Here’s how:

PERSONAL ATTENTION

First, he motivates students individually by observing their strengths and weaknesses, as well as asking about their likes and dislikes. A boy who loves football but not reading? Revington will drop a football magazine on the child’s desk, then photograph him reading. “I look for ways to make success happen.”

CO-OPERATIVE ACTIVITIES

Coaching soccer and hockey teams in the past helped Revington amass a solid toolkit of corporate team-building activities. Here’s one: Each student stands with one finger out. The class must lower four metre sticks to the floor in teams of three to five without losing contact with the stick. The sticks inevitably float upward, not down, until the students figure out they need one leader, lots of followers and plenty of communication.

SPECIAL DAYS

Revington rewards great teamwork by wrapping the day’s lessons around a theme. On Halloween, students sit in a circle and take turns complimenting each other while they pass around a ball of yarn — making a spider web as the yarn unfurls. “They start to make a connection: ‘When I co-operate with my buddies, look what I can do.’”



Class ACT

Schitt's Creek star Daniel Levy attributes his success in television to the English teacher who taught him the subtleties of subtext.

BY RICHARD OUZOUNIAN

The 800,000-plus Canadians who tune in to the CBC comedy series *Schitt's Creek* have plenty of reasons to watch, but what arguably keeps them coming back for more is the show's heavily bespectacled and highly talented Daniel Levy.

His performance as David Rose, the charmingly dazed hipster son of Catherine O'Hara and his real-life father, Eugene Levy, has solidified his stardom after a decade of hosting programs like MTV Canada's flagship show *MTV Live* and *The After Show*.

Although Levy co-created the offbeat comedy series with his SCTV-veteran father and writes many of the scripts, he traces the origins of his career as a comic writer not to his gene pool but to his time spent in an OAC1 English class at North Toronto Collegiate Institute.

"High school was a tricky time for me," recalls Levy. "I had high hopes but lacked the confidence to go out there and make things happen. I knew I wanted to write, to create, to have my voice heard but I had no idea how to do it."

But then Anne Carrier, OCT, came along at just the right moment in 2001. "I remember Dan sitting on the right-hand side of the semi-circle seating arrangement that I liked to put students in," says Carrier. "His demeanour caught my attention because he was calm and engaged in a class that was full of very intense students, who were primarily interested in the marks they would get."

The fact that Levy made such a strong initial impression on Carrier had nothing to do with his father's celebrity status. "I didn't know he was Eugene Levy's son," she insists. "I often taught students whose parents had a high profile but I preferred not to know. I wanted to get to know the person first. And when I did get to know Dan, I thought to myself, 'This is a very well brought up young man.'"

Levy may have impressed Carrier, but she had the same effect on him. "Ms. Carrier had an innate ability to make you want to strive, both academically and intellectually. She created a safe space for ideas to be shared, concepts to be discussed and opinions to be expressed without fear of failure or embarrassment."

Carrier's approach was not only pedagogically sound, but informed by a piece of astute psychological intuition. "What teenagers really want is to be taken seriously," says Levy, "and we definitely felt that when we were in her class."

PHOTO: VANESSA HEINS

“What teenagers really want is to be taken seriously, and we definitely felt that when we were in Ms. Carrier’s class.”

The well-worn phrase “a born teacher” acquires new meaning when discussing Carrier’s career path: “I used to help my Grade 2 teacher, Miss Neary, in class! I always loved learning but I also loved sharing my learning,” she laughs, remembering her young self. “I might have been a bit hard to take, though — the know-it-all student.”

With her early years spent in Peterborough, Ont., Carrier took her post-secondary studies at an exhilarating assortment of venues: Carleton University in Ottawa, The University of Manchester in England, Trent University in Peterborough and finally the University of Toronto’s faculty of education.

“I started out in political science but once I got to England,” Carrier recalls, “I felt this pull toward 18th- and 19th-century literature.”

She began teaching within the Toronto District School Board in 1974. Carrier then spent 14 years as the assistant head of English at Northern Secondary School, before winding up as the head of English at North Toronto in 1998, where she stayed until her retirement in 2005.

I enjoyed a wonderful journey in education,” enthuses Carrier. “I was blessed to live during what I believe was the best time to teach — not too much technology and just enough freedom. I also always had great department heads, which is something every teacher needs and dreams of.”

After a far-reaching teaching journey, Carrier wound up doing just the kind of work she was meant to do, and the same thing happened to Levy. Despite his comedic pedigree, he wasn’t sure where he was heading in life before he entered Carrier’s class. “I initially thought journalism would be a good career for Dan

because of his attentiveness to his peers and his engagement in knowledge,” the star’s former teacher explains.

Levy finds her observation amusing but correct. “Funny enough, I did end up spending eight years talking to people for a living on TV. Which I suppose, in its own pop cultural way, was a form of journalism.”



Schitt’s Creek actor Daniel Levy’s former OAC1 English teacher Anne Carrier, OCT, at North Toronto Collegiate Institute in 2001.

Considering how outgoing Levy is today, Carrier admits that back then, she never would have guessed his actual career path.” But then she recalls Levy as co-host of the school fashion show — when a more extroverted young man began to emerge.

Levy — who had previously discovered the school theatre program — excelled in that role, so much so that he looked to participate in similar activities throughout the rest of the year.

But Levy’s success today is not just as a performer but as a writer, and he gives Carrier full marks for that.

“The most inspiring thing about being in Ms. Carrier’s class was her approach to academia. She emphasized subtext,” explains the *Schitt’s Creek* star. “The challenge of reading between the lines and examining what an author is trying to

get at was incredibly stimulating — and nobody does subtext like Shakespeare.”

The watershed moment in the Toronto native’s development as a writer, however, came with an assignment on Thomas King’s *Green Grass, Running Water*.

“This was a major turning point for me,” says Levy. “We were asked to write an

essay based on this terrific story. Instead of delivering another generic assignment, I took a risk and decided to mimic the book’s unique narrative structure to convey my ideas. In the end, it presented more like a memoir, but I handed it in anyway and hoped for the best.

“The following week, Ms. Carrier read my work to the class, as an example of how to think outside of the box,” Levy explains, with an audible sense of pride. “She gave me a 99 per cent and said that I didn’t get perfect because I handed in a paper that was clearly not an essay — fair enough!”

“I remember Dan doing an excellent job,” says Carrier. “It wasn’t a traditional approach but it was an extraordinary examination of the nature of social satire. He had a real attunement to it.”

“Ms. Carrier’s encouragement changed everything for me,” says Levy. “She could have failed me, but instead she inspired me to think differently and continue to write.

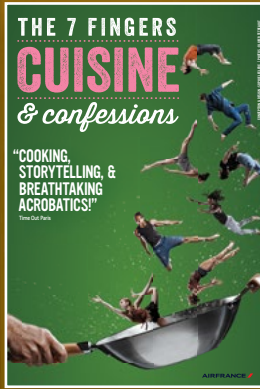
“I walked away feeling supported and validated — which is why, looking back, I am able to attribute my career as a television writer to that very moment.” **PS**

In this department, notable Canadians honour the teachers who have made a difference in their lives and have successfully embraced the College’s Ethical Standards for the Teaching Profession, which are care, respect, trust and integrity.

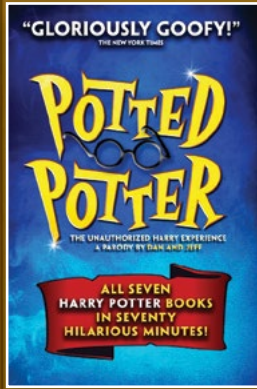
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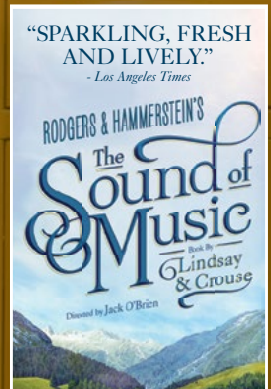
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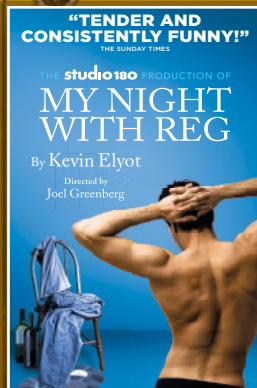


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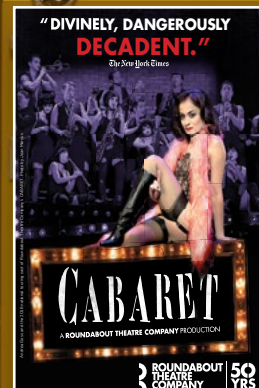
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Creating Inclusive Schools

Schools across Ontario are investing in measures to promote safe learning spaces for increasingly diverse classrooms. Though strategies vary, they share a focus on professional standards of practice, community outreach and student engagement.

BY JENNIFER LEWINGTON

In 2012, Dallas Mahaney was an openly gay Grade 10 student at St. Thomas of Villanova Catholic High School in Lasalle, Ont., southwest of Windsor. Though not personally bullied, he worried that homosexual youth are at greater risk of suicide than their peers. That year, with Ontario set to pass Bill 13, anti-bullying legislation entrenching the right for students to ask for a gay-straight alliance (GSA) club, Mahaney was refused when he made the request at his school.

But that September, with the law in place and the blessing of school leaders, an enthusiastic newly arrived vice-principal worked with Mahaney and others to establish a GSA club in the first week of school. Later, the Windsor-Essex Catholic District School Board provided buses for students to attend a local equity conference.

What changed? Danielle Desjardins, OCT, the vice-principal who spearheaded the initiative, says the new club was consistent with board policies to promote safe schools and her own professional beliefs. “As a heterosexual female leader, I have the ability to be a voice for these students,” she says, now principal of Safe Schools, Equity and Inclusion at the Windsor-Essex board. “I see it as my ethical obligation.”

The willingness to look at sensitive issues through the eyes of others — including students from the lesbian, gay, bisexual, transgender and queer community (LGBTQ) — proved transformative at Villanova.

The 1,200-student high school now provides a gender-neutral washroom — increasingly the norm in boards across Ontario — and allocates a room as a permanent “safe space” for gay-straight alliance members. Since 2012, club membership has climbed to about 40 students who meet weekly over lunch.

As well, Windsor-Essex provides teacher workshops on inclusive education, including one led by a practising Catholic who is gay, says Michael Seguin, OCT, a board superintendent for Equity and Inclusion, Faith and

Teacher Leadership. “We decided to get out of the gate early,” he says. “Villanova became the flagship of where we were going as a Catholic system.”

Board officials cite the school’s social inclusion strategies, in part, for reduced incidents of bullying and student discipline over the past five years. Earlier this year, Villanova won an Ontario Premier’s Award for Accepting Schools as “a strong champion for social justice in southwestern Ontario.”

“[Ontario schools] are making progress and I look at it optimistically,” says Chris D’souza, a school board equity strategist who teaches an equity course at Brock University’s faculty of education. While praising provincial strategies on equity and inclusion — and the introduction of anti-bullying legislation in 2012 — D’souza describes school efforts as “scattered all over the province.”

That puts Ontario teachers, who subscribe to the College’s standards of practice (including a commitment to students, professional knowledge and learning leadership) and ethical standards of care, respect, trust and integrity, on the front line to fulfil the province’s aspirations for safe, caring schools.

“I don’t think you can expect [students] to perform academically if for some reason they are being marginalized, ostracized, bullied or taunted,” says Robert Casey Slack, OCT, a superintendent of education with the Rainy River District School Board in northwest Ontario. Creating inclusive schools, he says, requires being aware of who is “not at the table” and making adjustments to ensure all voices are heard.

With 40 per cent of students self-identified as Aboriginal, Rainy River hired two “Indigenous leads” to assist teachers and schools in infusing Indigenous culture and history in the curriculum. As well, the board supports culture initiatives, including mentoring, and teacher professional development.

“It’s about knowing your audience and knowing your students and fostering those relationships to ensure that each student has success in all aspects, not just academically.”



Sherry Marentette (left), OCT, leads the GSA at St. Thomas of Villanova in Lasalle, Ont.

Partnering with Egale Canada Human Rights Trust, a national advocacy organization, the board has provided training for staff at all levels on LGBTQ issues. All three Rainy River high schools have gender neutral washrooms and gay-straight alliance clubs, and there is a growing number of GSA-related clubs in the board’s elementary schools. Despite challenges of geography and transportation, the board has provided busing for board-sponsored student leadership conferences.

Slack cautions against “direct cause and effect” between inclusion measures and academic success, but points to encouraging statistics: rising graduation rates for both Indigenous and non-Indigenous students over the past five years.

“It all comes down to the attitudes and the beliefs of teachers,” says Jacqueline Specht, director of the Canadian Research Centre on Inclusive Education at the faculty of education at Western University. “If we look at all the research about teaching and inclusion, broadly defined, it is about [these questions]: Does the teacher believe those children belong in his or her classroom and do they feel

they have the capability of having these kids in the classroom?”

At schools with successful practices, the answer is an emphatic “yes.”

Take Eastview Public School, for example. At a chilly sunrise ceremony in late June, teachers, students and community members gather around a crackling campfire on the front lawn of the east-end Toronto school to hear Ojibwe language teacher Nicholas Deleary offer an Ojibwe prayer for the day’s event: a celebratory powwow of traditional games, drumming and dancing.

“We greet the new day: there is a whole new day of work ahead of us,” says Deleary, pinching tobacco between his fingers to add to the fire’s spiritual energy.

The annual powwow draws more than 1,000 students and families from Scarborough-area schools in the Toronto District School Board (TDSB). But for Eastview, this year’s host, the festivities are no one-day wonder — they are part of year-round efforts to create a welcoming learning environment for the school’s diverse, growing population of 400 students. One-third of them self-identify as Aboriginal, as a significant population

of First Nations and Métis families live in the neighbourhood.

For Eastview, ranked 17th of almost 600 TDSB schools based on need, an undisputed priority is to build trust with an Aboriginal community suffering the painful legacy of residential schools.

Building trust takes allies — from partnerships with Aboriginal and other social service agencies to support from the Toronto District School Board’s Aboriginal Education Centre for curriculum, professional development and cultural activities. Eastview staff includes an Ojibwe-language teacher, a “cultures and traditions” teacher and a child-and-youth worker — all with First Nations roots.

Eastview principal Kenneth Morden, OCT, who arrived four years ago, sees positive results from collaborations, especially with parents. “It seems they are feeling more and more comfortable to come [into the school],” he says. “If they have got something on their minds, they [let me know].”

September Stonechild, whose youngest children have attended Eastview since kindergarten, was initially unsure



At Eastview Public School in Scarborough, teachers and students participate in an annual celebration of Aboriginal culture.

about keeping the girls, now five and seven, at the school. Eastview is filled with Aboriginal murals and artwork, but Stonechild’s wariness stems from her history, now behind her, of addiction and homelessness, and from Cree family members with direct experience of residential schools.

Her confidence grew when kindergarten teacher Carolyn Esau, OCT, made overtures through friendly notes sent home about the girls’ progress. “Never in all my life had a teacher asked for my number so they could reach out and ask me ‘how are you doing?’” says Stonechild, who now sits on Eastview’s parent council.

She also credits encouragement from school council president Rashida Wall, whose three children have Aboriginal roots on their father’s side. Wall, a regular presence at the school, was won over by its focus on the varied needs of children. “I see a difference in my kids ... they enjoy coming to school,” she says.

Teachers had their own learning curve, some uneasy about making a faux pas when adding Aboriginal content. Esau, who has taught at Eastview for nine years,

had little prior knowledge of Aboriginal traditions, but knew she had to learn to help all her students.

She credits then-fellow teacher Christina Saunders, OCT, of Cree-Métis heritage, for initiating “lunch and learn” events for school staff to learn about Aboriginal history, identify curriculum with First Nations perspectives and share insights on professional practice. “I jumped on her coattails and there was no turning back,” says Esau.

Saunders, now an instructional leader at the Aboriginal Education Centre, bristles over lingering resistance by some to learn about Indigenous issues. “The biggest thing I hear is: ‘I don’t know how to do that,’” she says. “It is called Google,” she sighs, citing the plethora of online resources.

This year, the collective efforts at Eastview paid dividends.

In 2015–16, the school reported a 66 per cent drop in transient students — one measure of family disconnectedness — over 2013–14. Moreover, 39 per cent of Eastview students clocked at least one month of perfect attendance in 2015–16, up from 29 per cent a year earlier.

Challenges remain, but Morden praises the willingness of teachers to widen their perspective on those in the classroom.

“Most of us come from middle-class backgrounds and we haven’t had those experiences [of some families],” he says.

In coaching new teachers to look beyond their own experiences, some faculties of education are examining what is known as “white privilege,” which acknowledges systemic barriers faced by visible minorities and under-represented groups.

“We have such global classrooms that we as teachers need to be interested in knowing about the experiences of others,” says Dolana Mogadime, OCT, an associate professor at Brock University’s faculty of education, which held a first-ever Canadian “White Privilege Symposium” in September to explore racial oppression. “We wanted teachers and administrators to have this critical sensibility about how whiteness has an impact on the school environment and decisions that are made.”

As changing demographics redefine urban schools, some schools partner with community agencies to promote student success.

“It all comes down to the attitudes and the beliefs of teachers.”

At École secondaire Jeunes sans frontières, a Grade 7 to 12 school in Brampton in the Conseil scolaire Viamonde, flags from almost 30 countries, many from French-speaking Africa, hang in the school atrium.

Well-represented in its fast-growing population of 550 students are children of immigrants or newcomers themselves, including recent refugees. On site is a Peel Region francophone settlement agency that assists new arrivals in making a smooth transition to an unfamiliar Canadian school culture.

Audrey Neka, from Ivory Coast, had no friends at Jeunes sans frontières when she arrived four years ago. Through the settlement agency, she joined *accueil des nouveaux arrivants*, a student-run welcoming committee. She credits an older student mentor, who by chance lived in the same apartment building as her, for helping her to overcome early academic struggles. “Now I know if I have issues [at school] I can go to the people who can help me,” says Neka, a mentor herself.

Through the partnership with the agency, says Jeunes sans frontières principal Josée Landriault, OCT, “We know our new arrivals are being taken care of and that lets us concentrate on the students we have here.”

Despite inclusion progress elsewhere, the integration of students with emotional and developmental disabilities is a “last bastion” for schools, says Western University’s Jacqueline Specht. “We still

have [these students] bused halfway across the city to special classes,” she says.

Specht recommends increased professional development to instil confidence in those teaching diverse learners. “The attitude has to be that all children belong in the classroom and that I [the teacher] can do this,” she says. “There are lots of teachers who [practise] inclusion really well and who realize that they don’t have to create 27 [different] lesson plans.”

That proved true last year for Ottawa-Carleton District School Board’s Manor Park Public School teacher Julie Duncan, OCT, whose ethnically diverse, mixed-income class of 24 Grade 4/5 students included 15 with individualized education plans (two with autism).

Duncan was concerned about high stress levels among students, many of whom were from single-parent homes. So, she suggested an alternative event to Mother’s and Father’s Day to honour a significant parent, relative or neighbour. Last spring, for “FamJam” — so named by the students — they wrote personal letters to their valued adult, practised public speaking (reading excerpts from their letters for short video clips presented later) and used math and graphing skills to organize the potluck menu and seating plan for 80 guests. At the event, each child-adult pair received a commemorative photo taken by a Manor Park teacher, who was also a skilled photographer.

For Duncan, the emotional event (some guests left in tears) created an

opportunity for diverse learners to meet the requirements of the literacy curriculum and, as importantly, reduce their stress over Mother’s and Father’s Day. “It’s about knowing your audience and knowing your students and fostering those relationships to ensure that each student has success in all aspects, not just academically,” she says.

Like Duncan, Jeunes sans frontières English teacher Renée Petit-Pas, OCT, emphasizes the need to lay the groundwork to ensure success for students with different skill levels.

Last year, as co-ordinator of the school’s International Baccalaureate (IB) diploma (an international education program that teaches skills for a globalized world), Petit-Pas taught a Grade 11 English class of IB students, university-bound non-IB students, English as a Second Language learners and one student with a developmental disability functioning at an elementary school level.

She tailored the curriculum so that those weak in English could speak French and participate in the class discussion. She also adapted the program for the low-functioning student. “This was someone who intellectually was fairly limited, but I wanted him to feel welcome and comfortable and part of my class.”

Providing opportunities for students of different skill levels to connect with each other “has been incredibly rewarding,” says Petit-Pas. Having established an inclusive setting in the English class, she invited the entire class to help the student with the developmental disability to complete his favourite project: starring in his own short film. All of the students jumped in willingly — the epitome of inclusion for Petit-Pas.

Back at Scarborough’s Eastview, Morden reflects on the successful powwow and what it takes to practise successful inclusion. “Our goal has been to jump in. If we make mistakes, someone will tell us and will learn a better way,” he says. “This is not the time for hesitation.” **PS**

LEADERSHIP TRAINING FOR UNDER-REPRESENTED GROUPS

With an increasingly diverse student population, the Waterloo District School Board (WDSB) introduced a mentoring program two years ago to address systemic barriers for Aboriginal and visible minorities with leadership ambitions within public education.

The Aboriginal and Racialized Teachers for Leadership program, part of a broader board policy to develop future leaders, aligns with Ontario’s Equity and Inclusive Education

Strategy (2009), which recommends “positive employment practices that support equitable hiring.”

“If you have the same people tapping the same people [on the shoulder] then [equitable hiring] is never going to happen,” says Deepa Ahluwalia, equity and inclusion officer for WDSB. “If we are going to be of good service to our students, then we need to address it.”

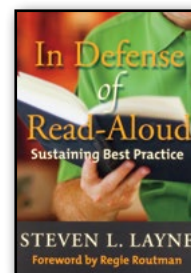
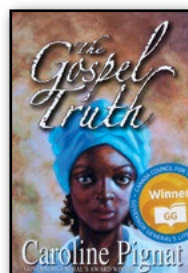
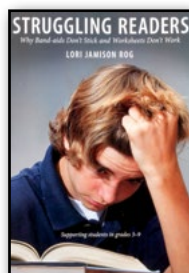
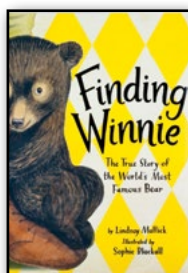
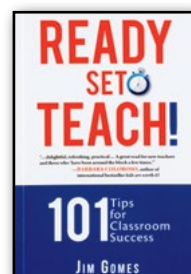
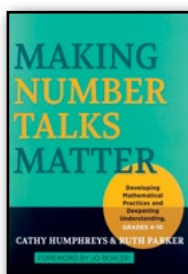
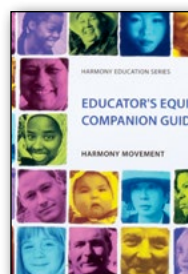
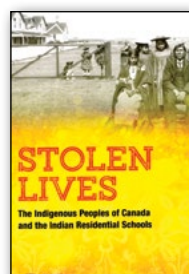
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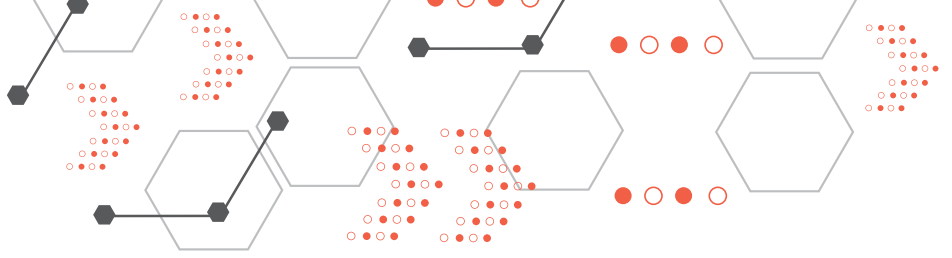
Setting the Standard
for Great Teaching



Jennifer King, OCT, uses web-based collaborative software in her Grade 6 class at St. Gabriel School in Ottawa.



PHOTOS: MATTHEW LITEPLO



TAKING TECH TO THE NEXT LEVEL

These OCTs are using technology to transform teaching, engage students and enhance learning.

BY STEFAN DUBOWSKI

From smartphones to laptops, from classroom apps to board-wide software, the range of technologies available to teachers is broad — perhaps overwhelmingly so. As a professional, you need to consider not only the spectrum of solutions, but also how hardware, software, apps and games affect student learning and the way you go about your work as an educator. So how do you assess these high-tech options and how might you make the best use of them?

To help answer those questions, we interviewed six teachers from across the province who are taking technology in the classroom to the next level. Read on for inspiring case studies of teachers turning to 3D printing, digital portfolios and other tools to motivate students and improve learning outcomes.



Collaborating using Google Apps

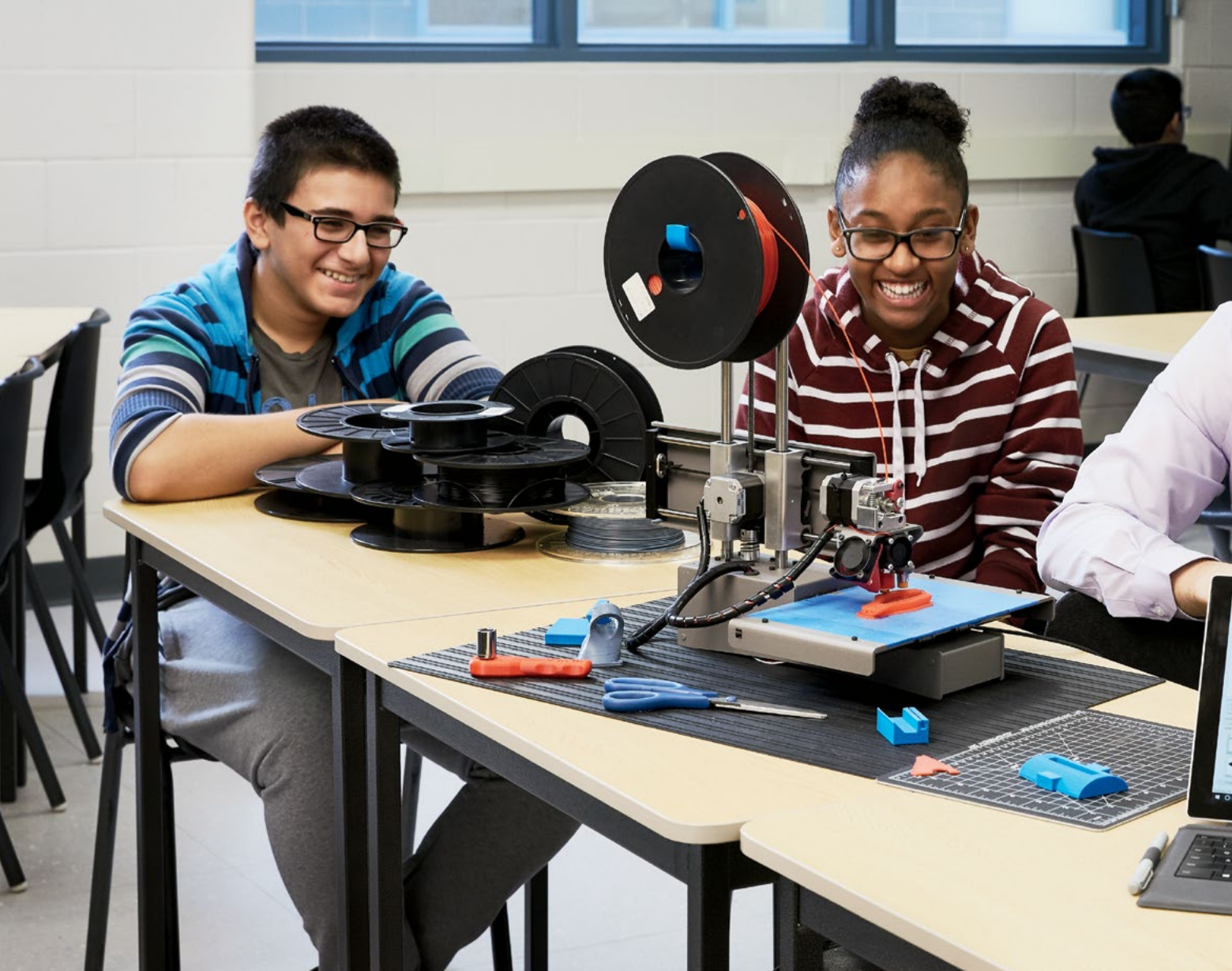
While teaching Grade 6 last year at St. Gabriel School in Ottawa, Jennifer King, OCT, gave her students access to technology to facilitate group work. She also gave them lessons in constructive collaboration. The students thrived on the software and the instruction.

They were studying invasive species such as zebra mussels and giant hogweed. The learners worked in groups of four or five to consider ways to keep the largely unwanted invaders from destroying Ontario's natural environment. They used web-based collaborative tools, specifically Google Apps for Education (google.com/edu), to collect and develop their findings. Apps for Education includes software for word processing (Google Docs), presentations (Google Slides) and data storage (Google Drive).

Document management was the key in order for students to work together. They could see from the information in Drive when a document was added. They could

also see who in their group was contributing to the documents — who was providing new information and who was making helpful comments. And everyone could see who wasn't contributing. That caused trouble. At one point during the project, some of the students complained to King about the laggards. Rather than mediate, she taught them constructive feedback. "They learned to respond to an issue like that respectfully," such as telling a team member that the group values their input and needs him or her to play a bigger role, she says.

That perspective empowered the students, enabling them to handle a group-work crisis later on: members of one team wanted to leave because they couldn't support the ideas of their compatriots. Using their new communication skills, they discussed the matter and amicably agreed to split the team. "The conversations they had were more adult-like than the ones I've been involved in, in similar circumstances," King says.



Students in David Del Gobbo's class use 3D printing to create a replacement handle for a pair of scissors.

Problem-solving with 3D printing

David Del Gobbo, OCT, was on a mission to engage and inspire his Grade 9 Special Education students at Stephen Lewis Secondary School in Mississauga. To that end, he introduced a tough activity for the teens: take a real-world problem and solve it through 3D printing.

The students were asked to tackle a straightforward challenge presented by classmates, such as create a replacement handle for a pair of scissors. They had to research the matter, brainstorm ideas and evaluate each other's progress as they designed their solutions.

Along the way, they learned to use free 3D design software: Tinkercad (tinkercad.com, see p.18 for more) and 123D Design (123dapp.com), both by software company Autodesk.

"All of the items created had to be designed almost completely from scratch," Del Gobbo says. "One of the temptations with 3D printing is to simply reprint other people's designs."

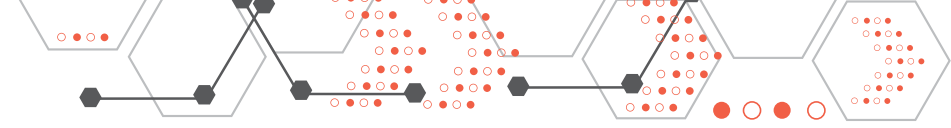
Once the designs were peer-reviewed and modified based on feedback, the students were given the chance to make their work truly real using a 3D printer.

The project was enriching. The students honed their research, critical-thinking and problem-solving skills. They also improved their math skills, since they had to make precise measurements to design their objects. And they learned the importance of assessment and improvement. "Sometimes the physical act of handling their object brings up more issues for them to solve," Del Gobbo says. "A certain edge might

be too sharp or a certain part may be too small in a certain dimension. So they often make additional tweaks and print out another version."

The project brought education into the realm of reality. As Del Gobbo put it, "The sheer satisfaction that students have when they see their object being printed, and eventually hold it in their hands, is immense. It's a huge incentive for them to persevere even when they hit roadblocks."

As for the teacher, Del Gobbo proved the power of the practical. By giving students control over the problem-solving process, and by focusing their efforts on a real-world challenge, the teenagers worked more diligently than they would have on more abstract tasks. To check out his lesson plans go to docs.com/delgobbo.



“The sheer satisfaction that students have when they see their object being printed, and eventually hold it in their hands, is immense.”

—David Del Gobbo, OCT

of probing questions, such as: How would you summarize your topic? What are you most proud of with respect to your work so far? What have you learned about yourself?

The results were eye opening — for the students and the teacher. The technology suited the children. They had an easier time articulating themselves on video than they did in writing, making the video journals eminently practical as they tackled challenging topics. Lewis also got to know her students better, especially those who wouldn't necessarily speak up during class discussions. “Sometimes in a classroom, they're not as comfortable sharing with the whole group, but they still have lots to say,” she points out. And the students benefited from reviewing their videos to see how their thinking had changed over the course of the project, driving home the idea that through research and study, people learn and grow.

Lewis has tips for other teachers who want to use video journals: find a quiet place for the students to record their reflections so they can concentrate; have them keep their videos relatively short, perhaps no longer than three minutes, so they're forced to focus; and use a file-sharing service that can handle large files, like Dropbox ([dropbox.com](https://www.dropbox.com)) or Google Drive ([google.com/drive](https://www.google.com/drive)), so students can share their videos with you — without clogging your email inbox.

Boosting student engagement with YouTube

Andrée Levasseur, OCT, felt sure that her Grade 6 math students at École élémentaire et secondaire publique Maurice-Lapointe in Ottawa would be more engaged if she taught differently. Specifically, she wanted to give the youngsters more time during class for exercises. “Otherwise the homework is done at home and when they need help the teacher isn't there,” she says.

So Levasseur and her colleagues overhauled their lessons, incorporating online videos and more in-class practice.

The teachers start with the videos. They record and upload their own content to YouTube, usually a video in which they give a lesson in geometry, measurement or another aspect of the curriculum. During class, the students use school-provided laptops or tablets to watch the content. Then they spend most of the class working on activities that the teachers have designed to help them practise what they learned.

Levasseur says the method gives the teachers more time to respond to students' questions instead of lecturing. The students benefit, too. They learn at their own pace, since they can watch the videos as often as they need in order to understand the lesson. And if they require help, they can get it immediately.

So far, this non-traditional system is working well. The students are “engaged and motivated,” she says. “And they appreciate the time in class to work on their activities.”

In the future, Levasseur plans to have students create their own videos. “Sometimes it's better when it's taught by a peer,” she says. “I think they relate to the lessons better. And they really seem to like it.”

Levasseur suggests that it's important to use technology only when and where it makes sense. “I believe technology must not serve as a substitution for pencil-and-paper tasks. We have to aim to use it to transform teaching.”

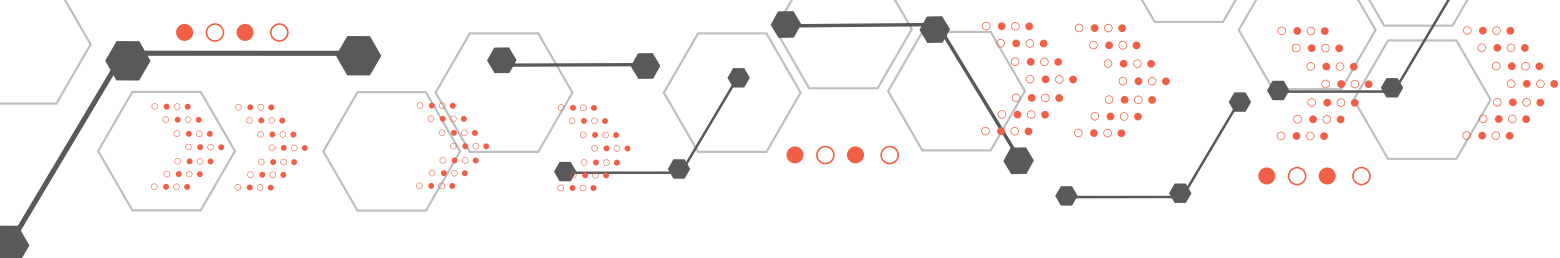
Quiz game app motivates math students

Walk into one of John Rodgers' Grade 9 to 12 math classes at Bruce Peninsula District School, and you may be expected to pull out your smartphone and get ready for a math-quiz battle. This OCT

Using video journals to assess progress

Marcie Lewis, OCT, sought a better way to teach her Grade 6 students the art of self-reflection at Ridley College in St. Catharines. There had to be some method to improve their ability to review and make sense of their work, to see how far they've come, to scrutinize their strengths and weaknesses.

Lewis introduced video journaling as a solution. She used it during a six-week multidisciplinary assignment in which the youngsters identified and researched responses to real-world problems, such as child labour, lack of mental health care in developing countries, and the spread of infectious diseases. In the research phase of their projects, the students would use school-provided Apple laptops to record videos of themselves answering a number



in Lion's Head, Ont., often kicks off with a session of GameShow, an interactive app developed by Canadian software company Knowledgehook (knowledgehook.com/gameshow). Over the course of about 10 minutes and five to 12 questions, the students are tested on their understanding of math concepts based on the Ontario curriculum. Questions pop up on the screens of their smartphones and tablets; the students enter their answers, score points and compete to see who is most knowledgeable. (There is also a non-competitive option.)

"I tend to leave it in competitive mode," Rodgers says. Players have just a few seconds to answer each question and, when the match is done, they get to see who are the top scorers. Does that competition make students anxious about their math knowledge — or lack thereof? Not in Rodgers' experience. "Nobody seems to be really upset if they're not number one," he says. "And it generates a lot of energy and excitement."

GameShow is an example of a student-response program in which children respond to whatever's happening in the game, app or software. While researching technologies for the classroom, Rodgers and his colleagues found that students get more out of this sort of system than, say, video-recording software or

grade-management programs. With student-response technologies, "you can generate a math-talk community in your classroom," he points out. "They talk about the options. You get a lot of mileage out of something like that."

Discussion is one of the main ways for students to become engaged in a subject, which is why Rodgers doesn't fret if a student doesn't have his or her own smartphone or tablet with which to play the game. He regularly has the learners work in teams anyway, so they share a device. "Sometimes that's a better way to organize it because you're definitely going to get that conversation."

Rodgers believes that educational technology has come a long way, indicating that in the past, there was more hype than substance. "Having technology in the classroom is finally making sense."

Regardless of the technology employed for learning purposes, OCTs are encouraged to consult the Ontario College of Teachers' professional advisory, *Use of Electronic Communication and Social Media*, to help guide their professional judgment.

Taking charge with digital portfolios

Last year, students at Blessed Pier Giorgio Frassati Catholic School in Toronto collected their best work in

digital portfolios. Then they got ready to reflect and present.

Specifically, the children saved their assignments and homework in their individual Google Drive (google.com/drive) folders. Then the students curated their work, identifying what they felt were the most important elements, including feedback from peers and teachers. From there, the learners created student-led conferences to be delivered midyear — parent-teacher interviews that were "flipped" in that the students explained their progress and what they thought they needed to work on.

"The students ran the show," says Maddalena Shipton, OCT, a Grade 1 to 8 French as a Second Language teacher, who partnered on the project with Grade 5 teacher Daniele Motanaro, OCT. In addition to Google Drive, they used Google Slides (google.com/slides) to make the presentations, including charts to describe where they started and what they'd achieved. They used the Screencastify feature on Slides to record the presentation with a voice-over so parents who couldn't attend the conference would be able to watch the presentation on their own time.

At the end of the year, the students went even further: they built on their student-led conferences using any additional material in their portfolios to create passage presentations in which the children explained why they should move on to the next grade. They used Adobe Spark (spark.adobe.com) to create videos to summarize their points. The videos included QR codes that, when scanned with a smartphone, led to a feedback form where parents and teachers could add their comments.

These projects, the student-led conferences and the passage presentations, tied in with a school-wide, student-empowerment initiative dubbed #ICANyet, which saw youngsters combine digital portfolios with a motivating idea: even if you can't do something today, keep trying and you'll succeed.

"[That concept] helped students appreciate that learning is a journey and that they are on the right path to success — even when it's not a straight one." **PS**

CHANGING THE CONVERSATION

Tina Zita, OCT, knows very well that technology has transformed the educational process for many teachers and students. But she also knows that in one particular way, not much has changed.

An instructional technology resource teacher with the Peel District School Board and previously a kindergarten to Grade 5 computer teacher, Zita has seen technology become commonplace in the classroom. However, "we're still having to have conversations about its worth," she says.

That's been the situation for a while. Some argue that technology in class is a distraction and that students don't learn core subjects such as math, history and language — only how to use computers.

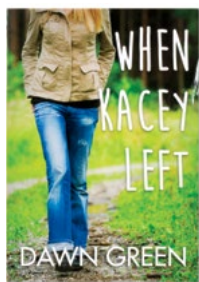
To help set the record straight, Zita suggests that teachers need to emphasize education when talking to people who worry about the effect that technology is having on students. "I think we need to [move] the conversation away from technology to the learning goal," she says. "Technology is just a tool that gives students access to information."

As a tool, technology may involve any number of activities. Whether it's apps students can use to communicate more effectively or video games that they can play to learn key concepts. Whatever form technology takes, it is only truly useful when teachers and students apply it to specific educational purposes.

reviews

Your guide to recently released books and other teaching resources.

For additional reviews of French-language resources, visit pourparlerprofession.oeeo.ca. With the exception of some classroom sets, items reviewed are available on loan from the Margaret Wilson Library at the College. Contact Olivia Hamilton at **416-961-8800** (toll-free in Ontario **1-888-534-2222**), ext 679 or email library@oct.ca.



When Kacey Left

BY DAWN GREEN

Navigating the complexities of teenage existence is difficult enough, but in the year following her best friend's death, Sara finds that her path and her purpose are more ambiguous than ever. By reluctantly writing in a journal, as she is assigned to do by her school counsellor, Sara authentically reveals her intense pain, confusion and, with time, her growing resilience. Eventually through the development of some unlikely relationships, Sara discovers how to reclaim her identity apart from being the “dead girl's best friend.”

This debut novel from B.C. author Dawn Green explores the theme of teenage mental health with a perfect mix of delicacy and honesty that young adult readers will appreciate. Its unassuming approach makes it accessible to students who will likely recognize characters and situations that are familiar.

By focusing on the living victims of suicide, *When Kacey Left* asks readers to not only question the how and why but more importantly, the what now? By doing so, the novel may generate fresh and insightful conversations about friendship, suicide, grief and forgiveness. Ultimately it offers cause for reflection on the far-reaching impact of our daily interactions with others, with an emphasis on the power of kindness and the possibility of friendship beyond our usual social boundaries.

This book could be assigned for independent, small group or full-class study with clear curriculum connections to both English and health education. A resource package compiled by the executive director of Toronto's Stella's Place (a comprehensive mental health assessment and treatment service for young adults) accompanies the book to further facilitate discussion in classrooms or counselling centres.

Natalie Munro, OCT, is a learning support teacher at St. Margaret's School in Victoria, B.C.

When Kacey Left, Red Deer Press, Markham, Ont., 2015, softcover, ISBN 978-0-88995-523-3, 227 pages, \$12.95, reddeerpress.com

Becoming a History Teacher

EDITED BY RUTH SANDWELL AND AMY VON HEYKING

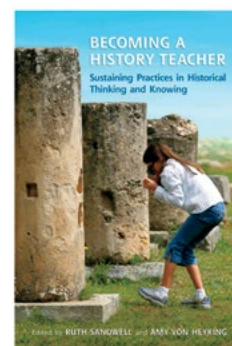
This book had its beginnings at a symposium in Calgary in 2011, where history education researchers, teacher educators, historians, secondary school teachers, graduate students and student teachers from across Canada gathered to talk about how best to prepare teachers of history.

In their essays, they identify students' disengagement from learning history and they struggle with the consequences of students not understanding what really matters about the lessons of history. They discuss the reasons and brainstorm ways to prepare students' development of critical historical thinking. They examine the reliance on rote learning and memorization that offer little room for actually “doing history.” They urge history teachers to show students how to evaluate significance, assess cause and consequence, explore the varied perspectives of people in the past and probe the ethical dimensions of history.

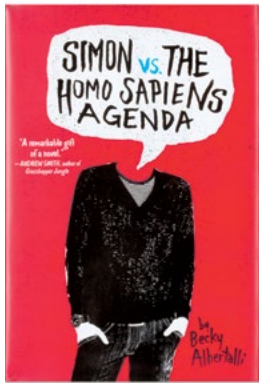
All aspects of teaching history throughout the range of schooling, from elementary school through to teacher training and beyond,

are picked apart. This collection of intelligent, passionate and readable arguments moves forward our thinking on teaching history. It promotes the development of more sophisticated historical understanding and is consistent with The Historical Thinking Project's (historicalthinking.ca) vision for students as critical thinkers who can “interrogate historical sources. They know that a historical film can look ‘realistic’ without being accurate. They understand the value of a footnote.” The role of history teachers is transformed from transmitters of information to practitioners of history. History class moves from a boring exercise in recalling a set of facts and dates to a hotbed of controversy.

Nadira Baksh, OCT, recently completed a combined Honours Specialist in English and history. She is a volunteer at Dunrankin Drive Public School, Peel District School Board.



Becoming a History Teacher: Sustaining Practices in Historical Thinking and Knowing, University of Toronto Press, Toronto, 2014, softcover, ISBN 978-1-4426-2651-5, 345 pages, \$25.17, utpublishing.com



Simon vs. the Homo Sapiens Agenda

BY BECKY ALBERTALLI

Themes of gender and sexuality have emerged from the dark in the spate of LGBTQ fiction for teens in the last decade.

First-time novelist Becky Albertalli is well positioned to guide her readers through the genre — as a clinical psychologist, she knows the subject well. In this story

of young love, with its conflicting emotions and fear of exposure, she has written a relatable story for teens who may be all tangled up in their own difficult sexuality or gender confusions.

Simon, a not-quite-openly gay 16-year-old, has met a young man online (“Blue”) and they have developed a thriving email relationship. Using pseudonyms, the boys talk about their dreams and their fears of coming out to their friends and families.

As their emails get more personal, Simon starts to think he is falling in love. To complicate matters, he inadvertently leaves his

email open on a school library computer and classmate Martin reads one of Simon’s emails to Blue. This is too tempting for Martin, who threatens to blackmail Simon.

Although the blackmail plot line is entertaining, the essence of the story revolves around Simon and his relationship with his family, his friends and with Blue.

Simon is a stickler for grammar and a very witty young man. Through his sharp observations, we witness his trepidation about coming out before Martin tells all. He worries that his family will make a big “to do” about his sexuality and turn it into more than he wants it to be. He also frets over telling his long-time friends. Most importantly, Simon wants to know Blue’s identity and to meet him in person. The book especially shines in the exchange of emails between Simon and Blue. The humour and angst of first love are portrayed with grace and sensitivity.

The author’s background shows in the authenticity with which Simon speaks. This book is a welcome addition to classes studying gender and sexuality.

Bev Bellrose is a library technician at Sudbury Secondary School with the Rainbow District School Board.

Simon vs. the Homo Sapiens Agenda, HarperCollins Publishers, Toronto, 2015, hardcover, ISBN 978-0-06-234867-8, 303 pages, \$21.99, harpercollins.ca

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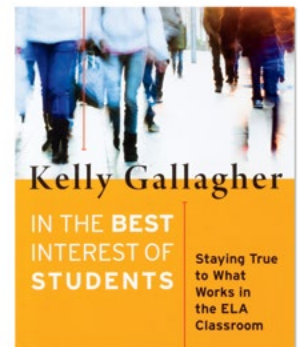
In the Best Interest of Students

BY KELLY GALLAGHER

Educators should step back from their classrooms to reflect on what kind of teaching is really in the best interest of their students. Is it teaching to a provincial test? Or is it perhaps something broader and less prescriptive? Gallagher, whose previous book was called *Readicide: How Schools Are Killing Reading and What You Can Do About It*, is transparent in his analysis of assessment-based teaching — and it is not favourable.

The author strongly encourages teachers to teach beyond curriculum expectations so that students can explore their learning widely and deeply. He also suggests that we remain focused on what has consistently worked before in the instruction of reading, writing, speaking and listening. He believes in maintaining balance within a literacy program. Teachers are encouraged to include classics and non-fiction, along with high-interest and student-chosen titles. There is a great need for modelling in all stages of the writing process, where students pattern their efforts after familiar literature. Gallagher also stresses the need for teachers to explore narrative and imaginative reading and writing, and include these samples in their teaching.

Dorothea Bryant, OCT, has retired from teaching language arts at the University of Windsor’s faculty of education, and now tutors primary and secondary students in reading and writing.



In the Best Interest of Students: Staying True to What Works in the ELA Classroom, Stenhouse Publishers, Portland, ME, 2015, softcover, ISBN 978-1-62531-044-6, 248 pages, US\$23, distributed by Pembroke Publishers, pembrokepublishers.com

Live From Your Class

BY JAMIE MASON COHEN, OCT

Live From Your Class: Everything I Learned About Teaching I Learned from Working at Saturday Night Live does not follow the standard “Everything I Learned...” format a reader might expect. Instead, the author takes us on an autobiographical journey detailing his experience, from working at Saturday Night Live (SNL) in New York to teaching overseas, teaching adult learners, and finally, teaching in Ontario schools. As his career evolved, Cohen realized that he could use humour and the stories of his life to engage his students, build relationships and transform his classroom from good to great.

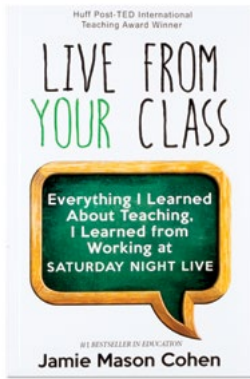
It turns out that teachers and the writers at SNL have much in common. The forums may differ but the goals remain the same: they both aim to galvanize either their students or their audience, to inspire them to think and yes, even to make them laugh. And surprisingly, they use many of the same tools to do so. With practical suggestions like getting out from behind the desk to quickly capture the attention of students (remember, teachers are performers too) to keeping instructions brief, Cohen leans on his wealth of life experiences to show how humour can be a great ally in connecting with your students.

A winner of the TED-Huff Post International Teaching Award, Cohen guides us through the kinds of humour that work well in a classroom, with a focus on humour that respects your audience. To that end, he leads us to a student-directed learning environment where students play a key role in how they can best learn. Also included are model plans, links to websites and additional free downloadable resources for integrating humour into your classroom and encouraging your students to laugh their way to classroom success.

Most valuable are the chapters spent discussing how to foster collaboration and group work within classrooms. Much like working in a comedy writing room, Cohen shows us how to effectively group students together so that their individual learning styles can support each other and grow their projects together. The chapters on Cohen’s experience teaching in international schools offer words of wisdom to those considering that experience.

Laughter in your classroom is good for both you and your students. Consider spending a Saturday night reading this book. It may even be more entertaining than that other live show on Saturday night.

Anne Marie Landon, OCT, is acting principal at George Vanier Catholic School with the Renfrew County Catholic District School Board.



Live From Your Class: Everything I Learned About Teaching I Learned from Working at Saturday Night Live, Cardinal Rules Press, 2015, softcover, ISBN 978-1-53077-791-4, 312 pages, \$16.95, cardinalrulespress.com

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REVIEWS

The Feedback-Friendly Classroom
How to equip students to give, receive, and seek quality feedback that will support their social, academic, and developmental needs
Deborah McCallum



The Feedback-Friendly Classroom

BY DEBORAH McCALLUM

Student feedback is not just another task connected to classroom assessments. Rather, it should be an integral part of your schedule to maintain open communication between you and your students and social interaction among the students themselves. *The Feedback-Friendly Classroom* highlights the nature of honest communication as a crucial part of daily classroom culture, where students take ownership and play key roles in ensuring that they are learning what they should be learning by telling you what's working for them and what isn't.

With a core belief that socialization is just as important as academic learning, McCallum suggests a number of meaningful activities to support individual social and emotional growth, while building a community of respectful and engaged learners. She also stresses that it is not the quantity of feedback tasks but the quality of them that will harness effective learning. This creative guide can be used to incorporate feedback strategies and to show students how to transfer knowledge from all subject areas.

Cheryl Woolnough, OCT, is a Special Education teacher with the Peel District School Board.

The Feedback-Friendly Classroom: How to equip students to give, receive, and seek quality feedback that will support their social, academic, and developmental needs, Pembroke Publishers, Markham, 2015, softcover, ISBN 978-1-55138-304-0, 128 pages, \$24.95, pembrokepublishers.com

Open Questions for the Three-Part Lesson

BY MARIAN SMALL

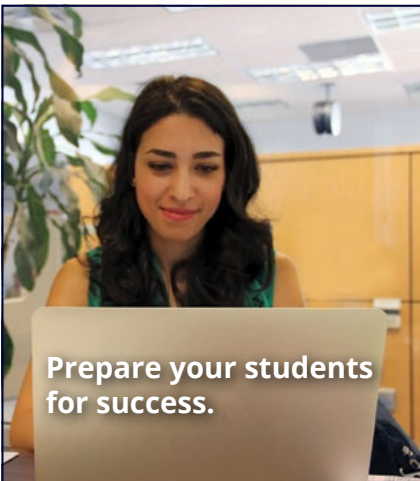
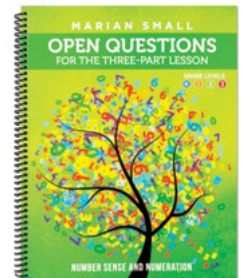
A constructivist approach to teaching mathematics has been supported by research for years; students take the lead in their learning by constructing their own understanding through adept and creative questioning and planning. Nowhere is this more important than in mathematics, where learning is incremental and must be built one block of understanding at a time.

This book is an invaluable resource for a solid mathematics program that relies on the sturdy foundation of the three-part lesson. For those unacquainted with that model, it consists of a brief orientation section, an action component and a consolidation period. Teachers draw on students' prior knowledge through discussion, present the main learning activity and then highlight the learning that has occurred. Each of these parts is supported by suggestions for open-ended questions that can be used to spur learning. Also published in French, the book offers examples of potential student responses. Manipulatives are also identified. All expectations addressed are listed or clustered — making it even easier for teachers to refer back to their long-range plans and cross reference when using multiple resources to deliver their mathematics program.

Small suggests that teachers be given the opportunity to observe and critique lessons, with a focus on the efficacy of the lesson rather than on the teacher.

Jennifer Wyatt, OCT, is the junior-school principal at The York School, a Toronto co-ed, non-denominational IB continuum school.

Open Questions for the Three-Part Lesson: Number Sense and Numeration, Grades K-3, Rubicon Publishing Inc., Oakville, 2015, softcover, ISBN 978-1-77058-980-3, 127 pages, \$45.95, rubiconpublishing.com



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FIRING UP ASSESSMENTS

A high school science teacher uses a colourful online tool to see where students need support.

BY STEFAN DUBOWSKI



Edward Hitchcock, OCT, evaluates student performance using web-based software.

THE CHALLENGE: Scrutinize students' specific skills to understand who could use the most help and in what areas.

THE SOLUTION: Use Edusight, web-based software that generates a "heat map" of student performance. See where students struggle and consider potential solutions.

LESSONS LEARNED: Edward Hitchcock, OCT, wanted a better way to evaluate the performance of his Grade 9, 10 and 11 science students. The gradebook software that he and other teachers used at Bayview Glen School in Toronto was fine for organizing marks — but it didn't let the educators drill down into the grades to see where students may be struggling, or the best way to help students overcome those challenges.

So Hitchcock signed up to use Edusight, an Ontario-made web service in which teachers can collect marks, notes and comments — and then transform that data into practical guidance.

The software automatically creates graphs that illustrate how students are doing — not just test and assignment scores, but information broken down into categories such as knowledge, inquiry, communication and application. The program displays assessments in colours from green to red, providing what Edusight calls a "heat map" to identify students who need special attention.

Hitchcock says there's a growing trend toward standards-based grading, which focuses less on test results and more on students' skills and abilities. Edusight supports this evaluation process. If you wish to set up your classroom using standards-based learning, you can either use Ministry of Education expectations or upload a custom list of standards.

"There's also a mobile app for recording observations in text, image or video, which should be useful for recording evidence of POC — product, observation and conversation," Hitchcock says.

YOU CAN DO IT TOO!

WHAT YOU'LL NEED:

- An Edusight account, free for individual teachers (edusight.co)

STEPS TO TAKE:

- 1) Upload your class list to Edusight to create individual student portfolios.
- 2) Enter notes and grades for each student throughout the year.
- 3) Use the analysis window to view individual student progress.
- 4) View graphs, comments and marks to see where students may need help.

OBSERVATIONS: Students don't always know how to interpret marks. "They struggle to know why they struggle," Hitchcock explains. Edusight helps make the education process less frustrating for his students by showing them precisely where they may need help.

Hitchcock still has to use the school's standardized gradebook software to upload information, which takes time. To waste less of it, he enters grades into the standard school software first and then transcribes the marks into Edusight for trend analysis.

Teachers can share individual student portfolios with students and parents to keep everyone informed. Some students initially find the detailed Edusight evaluations "a little disorienting ... because they're used to just getting marks," Hitchcock says. "And parents are used to that, too. But typically when I show them what an Edusight gradebook looks like and I can show what we've learned, the skills we've addressed and how the student is progressing, they see the benefit." **PS**

The College's professional advisory Use of Electronic Communication and Social Media (oct-oeeo.ca/wztn58) guides members' professional judgment in the use of technology.

HELPFUL HINT: Edward Hitchcock, OCT, says before using any web service to store student information, check the service's privacy policy. Edusight says it never shares data with third parties and that you're in control of the information you upload to its servers.



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governing ourselves

Governing Ourselves informs members of legal and regulatory matters affecting the profession. This section provides updates on licensing and qualification requirements, notification of Council resolutions and reports from various Council committees, including reports on accreditation and discipline matters.

COLLEGE NEWS

COLLEGE MAKES PRESENTATION TO SASKATCHEWAN'S NEW TEACHER REGULATOR

In September, College Registrar and CEO Michael Salvatori, OCT, and Council chair Angela De Palma, OCT, gave a presentation to the Saskatchewan Professional Teachers Regulatory Board, the new regulatory body for the teaching profession in Saskatchewan.

Ontario and Saskatchewan are the only Canadian jurisdictions with a self-regulatory model for teacher regulation. The Saskatchewan Professional Teachers Regulatory Board (SPTRB)

will regulate teacher certification and oversee disciplinary functions for misconduct or incompetence.

During their presentation, Salvatori and De Palma spoke about the role of the regulator, the role of the board and lessons learned. The College has worked closely with the registrars for teacher certification in each of the Canadian provinces and territories, and looks forward to working with members of the SPTRB to help serve the public interest. **PS**

OFC COMMENDS COLLEGE ON REGISTRATION PRACTICES

In 2016, Ontario's Office of the Fairness Commissioner (OFC) assessed the registration practices of the Ontario College of Teachers to determine if they are fair, transparent, impartial and objective.

This review is part of the OFC's Cycle 3 Assessment process and is being carried out for all self-regulatory organizations in Ontario.

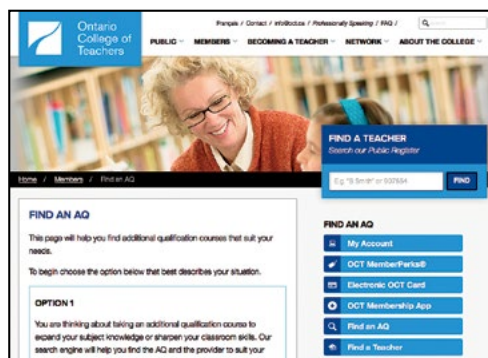
The College's OFC work group, comprising staff from various College departments, submitted documentation to the OFC to support its drafting of the report on the College's registration practices. Upon receiving the draft assessment report from the OFC, the work group provided comments on the report and further documentation to the OFC.

The draft assessment report was revised by the OFC based on the feedback it received from the College, and the OFC was pleased to announce that it had no recommendations for the College with respect to modifying its registration practices. In fact, the report identified a number of commendable registration practices, and congratulated the College on a successful outcome.

The OFC noted that the College's transparent and collaborative efforts in this process demonstrated its commitment to openness and accountability. **PS**

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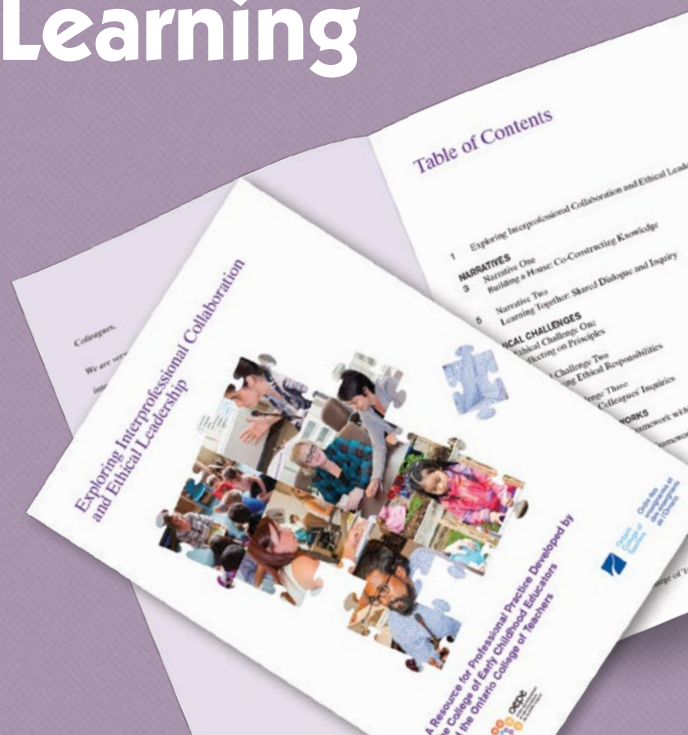
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INVITATION TO APPLY



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COLLEGE COUNCIL VACANCY

There is a vacant elected position on College Council in the French-language Catholic Secondary position. College members who hold the qualifications required to teach a course or class in the Intermediate or Senior division in the last two years, and who are employed by a French-language Roman Catholic school board or school authority as a full-time secondary classroom teacher and work in a French-language instructional unit (*French-language instructional units do not include immersion programs), are invited to apply to serve in this vacant Council position.

You may submit an expression of interest if:

- you are a member in good standing with the College and live in Ontario;
- you are employed as a secondary school teacher and hold the qualifications required to teach a course or class in the last two years of the Intermediate division or in the Senior division;
- you are employed in a French-language instructional unit;

- you are a full-time classroom teacher*;
- you are available to participate in Council and committee meetings from the time of your appointment until June 30, 2018; and
- you are not on a leave of absence for any reason other than illness, compassion, family or parental.

You may apply if you hold a position as an employee or appointed or elected director, official or member of the executive at the provincial level, or as a president at the local level, in the *Association des enseignants et des enseignants franco-ontariens*, the Ontario Teachers' Federation or the Ontario Ministry of Education. However, you must resign that position and meet the employment requirements of this Council position before taking office.

If you meet the criteria and would like to serve on the Council of your professional governing body, please forward your resumé by email to Myrtle Herzenberg, Council and Committees Officer, at mherzenberg@oct.ca.

The deadline for receipt of applications is **January 5, 2017, 4 p.m.**

If you are selected by Council to serve:

Your employer will be reimbursed for temporary replacement salary expenses incurred for time that you are engaged in College business. You will be directly reimbursed for travel and accommodation costs associated with Council and committee business.

The Governance Committee will review all applications, meet with short-listed candidates and recommend a nominee to Council.

Please contact Myrtle Herzenberg toll-free in Ontario at 1-888-534-2222, ext. 685, for further information on the duties associated with Council service.

* A full-time classroom teacher is defined as a person who is part of an employer's regular teaching staff and is assigned in a regular timetable to provide one or more instructional services in a school on a full-time basis. Guidance counsellors, librarians, co-ordinators or consultants who co-ordinate subjects and programs for students or for the teachers of subjects and programs are considered to provide instructional services.

GOVERNING OURSELVES

COLLEGE NEWS (CONT.)

CONTRIBUTE TO TEACHER EDUCATION

Practising and retired members of the College are invited to support the policy development and accreditation process for Additional Qualifications (AQs). Interested members should contact Déirdre Smith, Manager, Standards of Practice and Education at standardsinfo@oct.ca.

The College also invites feedback from its members on the following new leadership-focused AQ course guidelines: Teacher Leadership, Principal's Qualification Program and the Supervisory Officer's Qualification Program.

Provide your feedback through the College website at oct-oeeo.ca/abyrff. **PS**

COUNCIL MEETINGS

At its meeting on September 29–30, 2016, College Council:

- appointed and welcomed new Council members Jacqueline Karsemeyer, OCT, and Pier-Olivier Arsenault, OCT, to fill vacancies in the Central Region Part-time/Full-time position and Southeast Region Full-time position respectively;
- recommended that the Minister of Education amend Bill 200, the *Protecting Students Act*, to:
 - delete an exemption for spouses related to professional misconduct;
 - ensure that a copy of all discipline decisions from hearings held in public be available to the public;
 - ensure that notations on the public register of withdrawn allegations or not-guilty findings of professional misconduct and incompetence not be linked to the College's decision database on its website;
 - give the College discretion to post explicit terms, conditions and limitations from sensitive Fitness to Practise Committee decisions on the public register;



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COUNCIL MEETINGS (CONT.)

- enable the Investigation and Discipline committees to consider prior decisions about members at the conflict resolution stage, unless the outcome was a refusal to consider and investigate a complaint;
- add “matter not be referred” to the Investigation Committee’s options to dispose of matters in the complaints resolution process;
- enable Discipline Committee decisions to take immediate effect after a Certificate of Qualification and Registration is revoked; and
- recognize the College Registrar as the official complainant in professional misconduct matters rather than directors of education.
- received an oral report from the Public Interest Committee, including its opinion on the College’s response to CBC’s news program *Marketplace*, how the committee consults with Council, and the adjudication of sexual abuse matters among regulated professions;
- rejected the Provincial Coroner’s recommendation to consider having members attest to having read the College’s professional advisory on the duty to report;
- agreed to provide full-text Discipline Committee decisions to the free legal database CanLII;
- approved publishing summaries of Discipline Committee decisions involving matters of incompetence in *Professionally Speaking*;
- approved amendments to the professional advisory *Additional Qualifications: Extending Professional Knowledge*;
- recommended to the Minister of Education that the Teachers Qualification Regulation (176/10) be amended to include two First Nations Schools Leaders Additional Qualification courses to Schedule C;
- recommended “Teaching Students who are Blind/Low Vision” as a name change to an Additional Qualification course in Schedule D in the Teachers’ Qualification Regulation (176/10);
- asked the Minister of Education to amend the Election Regulation (293/00) to recognize all provincial school authorities as eligible employers;
- asked the Minister of Education to amend the Election Regulation process for filling positions vacant during an election to occur at the first business meeting of Council after the inaugural meeting;
- requested that the Minister of Education amend the Election Regulation (293/00) so that an appointment to fill a vacant Council position as the result of the election process be approved by both elected and appointed Council members so that it’s consistent with the current appointment process;
- asked the Minister of Education to amend the *Ontario College of Teachers Act* to:
 - limit a Council member’s term to six consecutive years, except as permitted by regulation in exceptional circumstances;
 - prohibit individuals who have reached their term limitation from running for election for a full three-year term of Council prior to being eligible to serve again.
- asked the Minister of Education to amend the Election Regulation to permit eligible College members to vote only for the system position(s) in which they are employed; and
- amended College bylaws to enable Council to appoint a committee chair from remaining committee members if the position becomes vacant. **PS**

NEW COUNCIL MEMBER



Pier-Olivier Arsenault, OCT

The College Council welcomes new Council member Pier-Olivier Arsenault, who was appointed on September 29, 2016, to fill a vacancy in the Southeast Region Full-time position.

Pier-Olivier Arsenault, OCT, is a Special Education teacher with the Conseil des écoles publiques de l’Est de l’Ontario. Since beginning his

teaching career in 2009 with the Conseil scolaire Viamonde, Arsenault has taught a variety of subjects such as physical education, arts, sciences, English and kindergarten in two French-language public schools located in Hamilton and Orangeville.

In 2013, Arsenault was hired as a long-term supply teacher by the Conseil des écoles publique de l’Est de l’Ontario to work in a public elementary school in Ottawa as a school

leader for the ALF-PANA programs to support the integration of new arrivals and French proficiency for francophones. He was then hired as a full-time teacher in Trenton, where he has worked as a resource classroom teacher and Special Education resource teacher.

In addition to teaching, Arsenault has served as a school union representative and bargaining committee member for Conseil scolaire Viamonde Local 58, a secretary-clerk for Conseil des écoles catholiques du Centre-Est, a language monitor, a teacher’s assistant, a library activity leader, and taught French for one year to civil servants. He has also served as a member of review committees for the HIV/AIDS Online School Support Kit, and Steps to Inclusion for Ophea, a not-for-profit organization that champions healthy, active living in schools and communities.

He holds a BA and a B.Ed. from the University of Ottawa and is enrolled in the Master of Arts Counselling Psychology program through Yorkville University. **PS**

INVESTIGATION COMMITTEE CASE STUDY

INSENSITIVE COMMENTS

The College's Investigation Committee considers all complaints made to the College about its members and reviews all information resulting from investigations. The committee can dismiss a complaint or refer the matter, in whole or in part, to the Discipline or Fitness to Practise committees for a hearing.

The Investigation Committee may also caution or admonish the member in writing or in person, or provide written reminders or advice, or ratify a Memorandum of Agreement reached through the complaint resolution process.

By law, cases under investigation are confidential. For the education of members, the following account, based on facts from real cases, raises important questions about teacher conduct such as what is appropriate and what is not. Details have been altered to respect confidentiality.

In the spring of 2015, the College received a letter of notification from a school board regarding Louis, an elementary school teacher. The letter alleged that, over the course of a few months, Louis made a number of inappropriate comments to students including telling a student that he looked like a terrorist and telling two students that they needed the walk they had taken because they could use the exercise.

Information received from the board also indicated that Louis had made demeaning comments about a student's country of origin, asking her if she was glad that her parents left their country because there, children were forced into criminal gangs. As a result of his behaviour, the board issued a letter of discipline. Louis was also suspended for five days without pay.

The College's CEO and Registrar

subsequently initiated a complaint against him.

Explaining his behaviour, Louis said that his remark about the student looking like a terrorist was based on the student looking like terrorists he had seen in news programs. He added that he made the comment with no negative tone or look.

He also said that his comments about students needing exercise were intended to be humorous and the students appeared to accept them. He stated he had made these remarks in class for many years and they were never misunderstood.

He also said that he made the country of origin comment in relation to a prominent newspaper article published that day and was hoping to engage the student.

If you were a member of the Investigation Committee, what would you do?

THE OUTCOME

The panel decided not to refer the matter to the Discipline Committee, but it issued an admonishment to Louis. An admonishment is a way to communicate the concerns of the Investigation Committee that is not disciplinary in nature. In their decision, the panel members expressed their concerns about the frequency of Louis's remarks over the course of a few months. The committee noted Louis's explanations about his statements. However, the panel determined that he needed to be aware of the potential impact of such comments on students in an environment that is required to be safe and welcoming. Given that teachers work with a diverse community of students, the panel was concerned about the insensitivity of the statements as they relate to students' culture and body shape. **PS**

DON'T FORGET TO PAY YOUR 2017 MEMBER FEE

The annual member fee is due.

If your fee is not deducted through payroll, please make sure to pay \$150 directly to the College.

Protect your good standing status and preserve your ability to teach in an Ontario publicly funded school.

IT'S EASY. SUBMIT YOUR FEE:

- by debit or credit card online at **oct.ca**
- via your bank or financial institution.

Use the seven-digit invoice number we assigned to you the last time you paid your annual member fee as your online account number. Please call us if you've forgotten or don't have it.

- via the College's mobile app
- by phone at 416-961-8800 (toll-free in Ontario at 1-888-534-2222). Follow the prompts.

THE DEADLINE FOR RECEIPT OF PAYMENT IS APRIL 17, 2017.



Setting the Standard for Great Teaching

Three-member panels of the Discipline Committee conduct public hearings into cases of alleged incompetence or professional misconduct. The panels are a mix of elected and appointed Council members. Members found guilty of incompetence or professional misconduct may have their certificate revoked, suspended or limited. In professional misconduct matters only, the committee may also reprimand, admonish or counsel the member, impose a fine, order the member to pay costs, or publish the order in *Professionally Speaking*. Discipline Committee panels have ordered that summaries of these recent disciplinary cases be published in *Professionally Speaking*.

Member: Salvatore Balsamo, OCT
Registration No: 443783

Decision: Reprimand

A Discipline Committee panel reprimanded Salvatore Balsamo, a teacher at the Toronto Catholic District School Board, for inappropriate electronic communications with students, inappropriate communications about colleagues and inappropriate comments to students.

Balsamo, who was certified to teach in August 2001, attended the hearing on May 6, 2016, and was represented by legal counsel.

During the 2012–13 academic year, Balsamo engaged in a repeated pattern of verbal, psychological and emotional abuse of students. On several occasions, he encouraged students to circumvent the direction of their teachers and criticized those teachers openly on social media. He also used language that was disrespectful, insensitive and discriminatory in his communication with his students. Examples of his comments include:

- “If I don’t see you then I will say my goodbyes tomorrow night in a message ... Just all of you have to fight for me ... just like I’ve fought for all of you in the past!”;
- “Does it feel we don’t talk as much as before? Or just me ...”; and
- telling a student that another student just texted him and that he wasn’t going to respond. “I just told her to leave me alone ... I don’t have time for her ... like zero ...”

In June 2013, Balsamo was placed on paid leave while the board started an investigation. Both Toronto Police Services and the Catholic Children’s Aid Society were contacted. No criminal charges were laid.

In October 2013, the board imposed a two-day disciplinary suspension without pay and restricted Balsamo from communicating with students through any form of social media for a period of five years. In addition, Balsamo was required to review professional boundaries and obligations, and applicable board policies. The member agreed to a voluntary transfer to a new school community.

The Discipline Committee panel found Balsamo guilty of professional misconduct and directed him to appear before it immediately after the hearing to receive a reprimand.

In its written decision, the panel stated, “The Committee finds that the Member’s repeated pattern of verbal, psychological and emotional abuse of students warrants a reprimand by his peers.”

Member: Wayne Thomas Bodley

Registration No: 199523

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Wayne Thomas Bodley, a former teacher at the Durham District School Board, for sexually abusing a student on numerous occasions.

Licensed to teach in September 1995, Bodley attended the hearing on

April 14, 2016, with his legal counsel.

The panel heard that in 2006, while on a field trip to attend a conference, Bodley made a pass at the student. The student told Bodley something to the effect that he was not interested and asked him to drive him home.

Bodley continued to make contact with the student. They “hung out” and engaged in sexual activity on numerous occasions, which included oral sex, mutual masturbation, watching pornography and sexual intercourse.

As the relationship progressed between the two, Bodley gave the student marijuana, alcohol, cigarettes, beer and clothing. He also bought the student “poppers,” which is a liquid drug that lowers one’s inhibitions.

They continued the personal and sexual relationship until the student graduated.

In 2013, the student notified the board and the College of the personal and sexual relationship between the two. The same year, Bodley resigned from the board.

The Discipline Committee panel found Bodley guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification and Registration.

In its written decision, the panel stated, “The Member’s repeated horrendous conduct over a number of years involved the sexual, physical and emotional abuse of an already vulnerable student. Moreover, the Member’s conduct jeopardized the public’s confidence in the teaching profession.”

Member: Matthew John Chiarot

Registration No: 286105

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Matthew John Chiarot, a teacher at the Hamilton-Wentworth Catholic District School Board, for failing to accurately record grades and for making inappropriate comments to students.

Chiarot, who was certified to teach in

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July 1998, attended the hearings on the following dates: March 19, 20, May 6, 7, August 28, 29, 2013; January 28, 29, March 4, 5, August 27, November 21, 2014 and June 8, 2016. He was represented by legal counsel.

During the 2006–07 and 2007–08 academic years, Chiarot:

- failed to accurately record the grades of students enrolled in his courses;
- made inappropriate comments to students: he called a student who performed morning announcements “gay” and — following parent/teacher interviews — commented to a student, in front of the class, “Your mom grilled me. She sure is animated.”

Chiarot’s board suspended him with pay from January to April 2008.

The Discipline Committee panel found Chiarot guilty of professional misconduct and ordered that his teaching certificate be suspended for one month. He was also directed to appear before the panel immediately after the hearing to receive a reprimand.

In addition, he was ordered to complete, at his own expense, a course or courses of instruction in boundary violations and sensitivity.

In its written decision, the panel stated, “The Member’s inappropriate and insensitive comments made towards students did not foster a safe and accepting learning environment. The inaccuracy in recording student grades is also completely unacceptable.” The panel further stated, “Members of the teaching profession are expected to model appropriate behaviour to students, but the Member did the opposite.”

Member: Gerard Francis Clements
Registration No: 101719

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Gerard Francis Clements, a teacher at the Dufferin-Peel Catholic District School Board, for several incidents involving students. These include inappropriate comments, inappropriate physical

contact and inappropriate electronic communications.

Clements, who was certified to teach in November 1993, did not attend the February 29, 2016, hearing, nor was he represented by legal counsel.

For example, in 2010 and 2011 the member:

- asked a student, “What are you, an idiot?”;
- grabbed a student by the front of her coat; and
- sent a student his telephone number through Facebook and invited her to contact him.

The panel heard that Clements was offered support on multiple occasions, including through the board’s employee assistance program, but he did not take advantage of any of the support that was offered.

The Discipline Committee panel found Clements guilty of professional misconduct and ordered that his teaching certificate be suspended for three months and that he appear before the panel after the hearing to receive a reprimand.

In addition, Clements was directed to complete, at his own expense, courses of instruction in anger management and classroom management prior to his return to a teaching position.

In its written decision, the panel stated, “The Committee finds that the Member’s insensitive and offensive comments, his physically and emotionally abusive behaviour, and his inappropriate electronic communications warrant a reprimand by his peers.”

Member: Christine Ann Collini
Registration No: 431415

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Christine Ann Collini, a former teacher at the District School Board of Niagara, for sexually, physically and emotionally abusing vulnerable students.

Licensed to teach in May 2000, Collini did not attend the hearing on June 7, 2016, nor was she represented

by legal counsel.

The panel heard that during the 2012–13 academic year, Collini invited two students to her house. She straddled one student on the couch and began to kiss him. She and the student got up and went to her bedroom. While they sat on the bed talking, she began kissing and touching his groin area. The student felt uncomfortable and left the bedroom.

The second student went upstairs to her bedroom. When he arrived, Collini was lying on the bed undressed. They then had sexual intercourse.

The board terminated her employment in November 2014.

The Discipline Committee panel found Collini guilty of professional misconduct and directed the Registrar to revoke her Certificate of Qualification and Registration.

In its written decision, the panel stated, “The Member brought shame to the teaching profession through her abuse of her position of trust and authority.”

Member: Dorothe Joan Fair

Registration No: 142222

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Dorothe Joan Fair, a former vice-principal at the Upper Grand District School Board, for engaging in unprofessional conduct on multiple occasions.

Fair, who was certified to teach in June 1975, did not attend the hearing on February 22, 2016, nor was she represented by legal counsel.

Her unprofessional conduct, which happened in 2009, 2010 and 2011, included:

- grabbing hold of a colleague’s right buttock in a crowded auditorium;
- sending an email to staff members that contained jokes of a sexual nature.

Her board suspended her without pay for 10 days and transferred her to another school. In 2012, she retired from the board.

The Discipline Committee panel

heard that Fair misled the board during its investigation into her conduct.

The panel found her guilty of professional misconduct. It ordered that her teaching certificate be suspended for three months and that she appear before it to receive a reprimand.

In addition, she was directed to complete, at her own expense, a course of instruction in professional interactions and boundary violation issues with colleagues.

In its written decision, the panel stated, “The Member was a vice-principal who was expected to be a school leader and a role model, but she abused her position of trust and authority.”

Member: Victor Damien French

Registration No: 206416

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Victor Damien

French, a former teacher at the London District Catholic School Board, for displaying a pattern of inappropriate behaviour and comments of a sexual nature.

French, who was certified to teach in April 1996, did not attend the hearing on April 26, 2016, and was not represented by legal counsel.

During the 2009–10 academic year:

- he sometimes rubbed a colleague’s arms and back, and pinched her sides in front of students and in the halls. When she told him to stop, French said he could not help it.
- a student asked French and his colleague to stand together so that she could take a photo of them for her scrapbook. The student saw the member put his hand around his colleague’s waist and pinch her side. When she told him not to touch her, French said he was trying to tickle her. He also attempted to kiss his colleague goodbye. This gesture made the student uncomfortable.

The day after, the student confronted French regarding his actions on the previous day. French became angry. He screamed and yelled that he had been joking.

- French took the hand of a female student who was upset and told her that she was a special, independent woman. This interaction made her feel uncomfortable.

The Discipline Committee panel found French guilty of professional misconduct and ordered that his teaching certificate be suspended for four months. He was also directed to appear before the panel after the hearing to receive a reprimand, which must happen prior to starting or returning to any position requiring a Certificate of Qualification and Registration.

In addition, he was ordered to complete, at his own expense, a course of instruction in appropriate boundaries and boundary violations issues and a course on anger management. The courses should be completed no more than 90 days before starting or returning to a teaching position.

In its written decision, the panel stated, “The coursework will remind the member of his obligations as a teacher and will help him to make better decisions in any future interactions with students and colleagues.”

Member: Unidentified

Decision: Reprimand, conditions

A Discipline Committee panel directed a teacher of the Keewatin-Patricia District School Board to receive a reprimand for failure to adequately supervise his students.

The member, who was certified to teach in May 2001, did not attend the March 30, 2016, hearing but was represented by legal counsel.

During the 2013–14 academic year, the member did not properly account for his student who failed to return to the classroom after a recess break. The member was unaware of the student’s absence for about one hour, until advised by the office that she was missing.

In November 2013, he resigned from his board.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that he appear before it to receive a reprimand.

In addition, he was directed to advise the College Registrar, at least 30 days before his return to any teaching duties or to any position for which a Certificate of Qualification and Registration is required, of the date of such return, the name of his employer and the nature of the employment.

The panel also directed him to successfully complete, at his own expense, a pre-approved Additional Qualification (AQ) course, or coursework equivalent in length to an AQ course, with a focus on lesson planning, classroom management, instructional strategies, communication skills, and student learning and assessment.

The course must be completed no more than 90 days before starting a teaching position.

In its written decision, the panel stated,

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4. Update your email address
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Ontario
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“The objective of protecting the public is satisfied by the fact that the Member is currently not teaching and has expressed no desire to return to teaching.”

Member: Edmund Brian Hacker, OCT
Registration No: 519663

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Edmund Brian Hacker, a Transportation Technology teacher at the Toronto District School Board for removing board property and transferring or scrapping vehicles without authorization.

The member, who was certified to teach in September 2007, attended the public hearing on March 31, 2016, with his legal counsel.

The panel heard multiple incidents including that:

- during the 2009–10 school year, he supervised students who transferred the engine from a vehicle donated to the school into the private vehicle of a staff member, without school authorization;
- during the 2010–11 school year, he removed a vehicle donated to the school from school property and drove it to his residence without school authorization;
- he disposed of two school vehicles donated to the school without school approval; and
- in 2013, he left the school before the end of the school day without authorization.

The board suspended him twice for five days without pay.

The panel found the member guilty of professional misconduct and ordered him to appear before it immediately after the hearing to receive a reprimand. It also directed the member to successfully complete, at his own expense, a pre-approved course on ethics.

In its decision, the panel stated, “The Member’s disregard for his professional duties as a teacher of Transportation Technology and his poor management of resources within the program justify this decision.”

Member: Bruce Leslie Hyde
Registration No: 460267

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Bruce Leslie Hyde, a former teacher at the Durham Catholic District School Board, for engaging in a repeated pattern of verbal and physical abuse of students.

This matter was heard by the panel on February 2, 2015, October 7, 2015, and April 22, 2016. Hyde, who was certified to teach in August 2002, attended the hearing on April 22, 2016, and had legal representation.

His unprofessional conduct, which happened in 2010, included:

- hitting a student and/or students in the face;
- pushing a student and/or students;
- using words like “asshole,” “fuck,” “shit,” “bullshit,” “dick” and “faggot”; and
- instructing a student to “sit his fat ass down.”

As part of his board’s investigation, he was instructed not to have any contact with any students. Despite this instruction, Hyde contacted a student and/or students via telephone and/or Facebook to discuss the students’ complaints.

His employment with the board was terminated in April 2011.

The Discipline Committee panel found Hyde guilty of professional misconduct and ordered that his teaching certificate be suspended for three months and that he appear before the panel immediately following the hearing to receive a reprimand.

It also directed the member to successfully complete, at his own expense and prior to seeking or engaging in employment where a certificate is required, a pre-approved course on classroom management and boundary issues.

In its written decision, the panel stated, “The Member was found guilty of similar misconduct in 2009. He was ordered to take remedial courses with respect to classroom management and

appropriate methods of disciplining students. Despite that sanction, the Member engaged in a repeated pattern of verbal and physical abuse of students in 2010 and 2011. Clearly, the Member did not “get” the message that this type of conduct is unacceptable.”

Member: Yves Joly
Registration No: 417765

Decision: Suspension, reprimand
A Discipline Committee panel ordered the suspension of the teaching certificate of teacher Yves Joly for failing to comply with an order from his prior disciplinary hearing.

Certified to teach in August 1998, Joly did not attend the April 12, 2016, hearing, nor was he represented by legal counsel.

During his prior hearing, on March 25, 2013, Joly was found guilty of professional misconduct for engaging repeatedly in inappropriate conduct mostly related to the supervision of students and ensuring their safety. The Discipline Committee directed Joly to appear before the committee by September 25, 2013, to receive a verbal reprimand. Joly, through his legal counsel, had agreed to be at the College’s office on July 23, 2013, to receive a reprimand, but he failed to attend.

The April 12, 2016, Discipline Committee panel found Joly guilty of professional misconduct and ordered him to appear before it to receive a verbal reprimand. He must do so prior to accepting any teaching position requiring a Certificate of Qualification and Registration.

In addition, the committee ordered that his Certificate of Qualification and Registration be suspended for three months from the date of its order.

In its decision, the panel stated, “The Committee finds the Member’s failure to comply with the previous order reprehensible. In its view, by failing to abide by the terms and conditions of this order, he has shown contempt for the College, the governing body of his profession.”

Member: Mark Andrew Kissel, OCT
Registration No: 453835

Decision: Reprimand, conditions
A Discipline Committee panel ordered that Mark Andrew Kissel, a teacher at the Toronto District School Board, be reprimanded for demonstrating a lack of judgment and professionalism.

Kissel, who was certified to teach in July 2002, did not attend the hearing on June 13, 2016, but was represented by legal counsel.

During the 2011–12 academic year, Kissel failed to appropriately supervise students on a field trip. During the trip, a group of four students did not board the return bus at the time specified by the member.

Eventually, Kissel asked the driver to move the bus a little further down the highway and, when it was safe to do so, to turn back to get the students. The driver drove until she reached a safe spot to turn the bus around, which was a couple of kilometres down the highway, around a curve, and out of the four students' sight. It took the driver about seven to eight minutes to turn the bus around and return to the students.

As the bus approached, the four students held hands and stood across the middle of the highway. This action forced the bus driver to apply the brakes quickly and veer the bus away from them. The driver then moved the bus into a parking lot.

After exiting the bus, Kissel said to the students words to the effect of “when I say get on the f’ing bus, I mean get on the f’ing bus, so get on the f’ing bus.”

The board investigated the matter and Kissel received a two-day unpaid suspension.

The Discipline Committee panel found Kissel guilty of professional misconduct and directed him to appear before the panel within 90 days of the date of its order to receive a reprimand.

In addition, Kissel was ordered to complete, at his own expense, a course of instruction in classroom management and student supervision. The courses should be completed within 90 days of

the date of the order.

In its written decision, the panel stated, “The coursework will remind the Member of his obligations as a teacher and will help to ensure that he maintains a safe learning environment at all times and that he prioritizes student safety, both within the classroom and on field trips.”

Member: Ian David Luke
Registration No: 149550

Decision: Revocation
A Discipline Committee panel revoked the Certificate of Qualification and Registration of Ian David Luke, a former shop teacher at the Upper Grand District School Board for physically, verbally, psychologically or emotionally abusing students.

Licensed to teach in August 1987, Luke did not attend the hearing on April 4, 2016, nor was he represented by legal counsel.

The panel heard that Luke’s abuse over the course of two academic years (2008–09 and 2010–11) involved multiple students and, in some instances, jeopardized student safety. For instance, he called students “little fuckers” and yelled at students to “shut up.” He called one student “fucking clueless” in front of the student’s class and yelled at another student to “get off his ass and clean the fucking shop.”

He was physically abusive to a student by taking hold of his neck and pushing his face into the table surface of a table saw. He threw a torch tip at another student. He endangered another student by positioning him near a grinder while Luke ground a piece of metal, thus causing sparks to fly into the student’s face.

Luke was suspended twice by his board in 2009 and, yet, in 2010, he committed several more acts of verbal, physical and psychological or emotional abuse toward students.

The Discipline Committee panel found Luke guilty of professional misconduct and directed the Registrar to revoke his Certificate of Qualification

and Registration.

In its written decision, the panel stated, “The member’s egregious misconduct spanned two academic years; involved multiple students; was repeated and escalated despite the Member receiving two warnings and two Board-imposed suspensions. The Member’s behaviour showed disdain for his students’ physical and psychological or emotional well-being.”

Member: Doug James Luymes
Registration No: 202856

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the certificate of Doug James Luymes, a former teacher employed by the Burnaby Board of Education in British Columbia, in connection with an assault and forcible entry charges.

Luymes, who was certified to teach in June 1996, did not attend the May 3, 2016, hearing but had legal representation.

In May 2008, Luymes was at the home of an adult female in response to an advertisement placed on Craigslist offering sexual services. While at the home, a dispute and physical confrontation ensued between him and the woman, resulting in a call to the police.

He was charged with assault and forcible entry. The charges were later stayed in exchange for his entering into a peace bond.

The Director of Certification in British Columbia cancelled Luymes teaching certificate.

The Discipline Committee panel found the member guilty of professional misconduct.

The panel ordered that his teaching certificate be suspended for three months, starting on the date of its order, and that he appear before the panel to receive a reprimand. The reprimand must be given before he starts a teaching position or any position for which a Certificate of Qualification and Registration is required.

In addition, Luymes was directed to

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complete, at his own expense, a course of instruction in professional ethics. He was directed to do so prior to starting a teaching position.

In its written decision, the panel stated, “Teachers are role models who must maintain the ethical standards of the teaching profession in their conduct in the community, and the Committee denounces the Member’s misconduct in this case as disgraceful, dishonourable and unprofessional and as a conduct unbecoming a member of the teaching profession.”

Member: Not identified

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded a former vice-principal at the Toronto District School Board for accessing and setting up a new email account in someone else’s name.

The member, who was certified to teach in June 1985, attended the public hearing on April 5, 2016, with her legal counsel.

In 2011, the member used a colleague’s computer without permission, accessed the person’s email account and created a rule to forward any email that person received from specific colleagues to another email account.

She had done so after she inadvertently discovered that two colleagues were exchanging emails that contained disparaging statements about her.

The member was charged with mischief, unauthorized use of a computer and interception of private communications.

In 2012, the charges were withdrawn by the Crown after the member provided a written apology to her colleague as well as information about counselling she had undertaken and the 75 community service hours she had completed.

The panel found the member guilty of professional misconduct and ordered her to appear before it immediately after the hearing to receive a reprimand. It also directed the member to successfully complete, at her own expense and prior to

seeking or engaging in employment where a certificate is required, a pre-approved course on professional ethics.

In its decision, the panel stated, “The risk of repetition is minimized as the Member has retired and has taken steps, at her own expense, to address the concerns surrounding her misconduct. Given the circumstances, the Committee finds that publication with name would be unnecessarily punitive, would not provide additional deterrence value, and is not necessary to protect the interest of the public.”

Member: Amanda Josephine O’Connor, OCT

Registration No: 495998

Decision: Reprimand, conditions
A Discipline Committee panel ordered a reprimand of Amanda Josephine O’Connor, a former teacher at the Hamilton-Wentworth District School Board, for inappropriate physical contact toward a student.

O’Connor, who was certified to teach in September 2005, did not attend the hearing on February 25, 2016, but was represented by legal counsel.

During the 2013–14 school year, one of her students climbed onto furniture in the classroom and began to wrap a cord around his neck. He continued to misbehave even after her requests to stop.

O’Connor physically restrained him by blocking him into a corner of the classroom, while holding his arms behind his back. She held the student in this position for about one to three minutes until the student began to cry.

As a result, in October 2013, the board suspended O’Connor with pay pending the outcome of its investigation.

A month later, she was criminally charged but the charges were eventually stayed.

The Children’s Aid Society conducted an investigation and verified that the member used inappropriate physical force toward the student. Her employment with the board was terminated in June 2015.

The Discipline Committee panel found the member guilty of professional misconduct and ordered that she appear before it to receive a reprimand. The committee directed that she appear within three months after the date of the decision on a day to be arranged by the member with the hearings office.

Prior to seeking or engaging in employment requiring a Certificate of Qualification and Registration, she was also directed to complete, at her own expense, a course on classroom management as it pertains to students with special needs.

In its written decision, the panel stated that it was troubled by the member’s inappropriate form of discipline toward the student.

Member: Christopher Charles Parkin
Registration No: 282716

Decision: Revocation

A Discipline Committee panel revoked the teaching certificate of Christopher Charles Parkin, a former teacher employed by the Toronto District School Board, for sexually abusing students.

Parkin, who was certified to teach in December 1997, attended the public hearing on March 1, 2016, but was not represented by legal counsel.

In the 2011–12 and 2012–13 school years, Parkin’s repeated misconduct involved the sexual, physical and emotional abuse of students, which included grooming of three students, inappropriate communications that started out as “friendly” and led to communications that were sexual in nature, and sexual contact.

In 2014, he was found guilty of two charges of sexual exploitation and one charge of luring a child under the age of 16. He was sentenced to 15 months’ incarceration.

The panel found him guilty of professional misconduct and directed the Registrar to immediately revoke his Certificate of Qualification and Registration.

In its written decision, the panel stated, “The Member brought shame to the teaching profession through his abuse of his position of trust and authority.”

Member: Jack Eldon Reed

Registration No: 508570

Decision: Suspension, reprimand, conditions

A Discipline Committee panel suspended the Certificate of Qualification and Registration of former teacher Jack Eldon Reed for failing to comply with the terms of an agreement he made with the College.

Certified to teach in June 2006, Reed represented himself, but did not attend the June 16, 2016, hearing.

Reed breached the terms of an agreement he made with the College in July 2010 by failing to complete the agreed upon coursework within 24 months of the date of his agreement. He was given a six-month extension, but he again failed to meet his obligations.

The Discipline Committee panel found Reed guilty of professional misconduct and ordered the Registrar to suspend his certificate for one month starting on the date of its order.

He was also directed to appear before the panel to receive a reprimand prior to starting any teaching position in Ontario, including in a private school, or any position for which a certificate is required.

In addition, he cannot start a teaching position until he successfully completes, at his own expense, two Additional Qualification course(s) or Additional Basic Qualification course(s) that cover classroom management, curriculum development and delivery, assessment and evaluation, and organizational skills and communications.

In its decision, the panel stated, “The Committee finds that a one month suspension is acceptable in the circumstances and will serve as a reminder to members of the profession that the failure to abide by their agreements entered into with the College will lead to an escalation in the severity of their penalty.”

Member: Peter Daniel Robertson, OCT

Registration No: 259315

Decision: Reprimand, conditions
A Discipline Committee panel

reprimanded Peter Daniel Robertson, a teacher at the Hamilton-Wentworth District School Board, for displaying a pattern of inappropriate physical contact with students and a colleague.

This matter was heard by the panel on June 15, 2015, and April 28, 2016. Robertson, who was certified to teach in June 1988, attended the hearing on April 28, 2016, but did not attend the hearing on June 15, 2015. He was represented by legal counsel.

During the 2010–11 academic year, Robertson:

- made inappropriate physical contact with students in his class, which made them uncomfortable;
- made inappropriate comments to a female student, which made her feel uncomfortable; and
- had inappropriate physical contact with a female colleague and made inappropriate comments to her.

The Discipline Committee panel found Robertson guilty of professional misconduct and directed him to appear before it immediately after the hearing to receive a reprimand.

In addition, he was ordered to complete, at his own expense, a course of instruction in appropriate professional boundaries. The course should be completed within 120 days of the date of the Discipline Committee’s order.

In its written decision, the panel stated, “The Member’s pattern of inappropriate physical contact with students and a colleague, and his inappropriate comments made to a female student and the same colleague, warrant a reprimand by his peers.”

Member: David Norman Shackleton, OCT

Registration No: 438357

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded David Norman Shackleton, a teacher at the Peel District School Board, for inappropriate physical contact with a student.

Shackleton, who was certified to teach in July 2000, attended the hearing on February 19, 2016, and was represented by legal counsel.

In October 2014, Shackleton had inappropriate physical contact with a female student when he made brief contact with her backpack in an attempt to move her. In addition, he did not provide support to her after she had reported being called a name by two other students. The board suspended him for three days without pay.

During the proceedings, the Discipline Committee panel heard that the member had been previously disciplined by his board on three different occasions between 2011 and 2013 because of issues relating to inappropriate physical contact, the maintenance of appropriate boundaries and his care for students’ well-being.

The panel found the member guilty of professional misconduct and ordered that he appear before it immediately after the hearing to be reprimanded.

Shackleton was also directed to successfully complete a course(s), at his own expense, in appropriate disciplinary strategies and sensitivity training within 90 days of the panel’s decision.

In its decision, the panel stated, “The coursework will remind the Member of his obligations as a teacher and will help him to refrain from engaging in any inappropriate physical interactions with students in the future.”

Member: Kristen Michelle Tamburrino, OCT

Registration No: 439280

Decision: Reprimand, conditions

A Discipline Committee panel reprimanded Kristen Michelle Tamburrino, a teacher at the District School Board of Niagara, for stealing money.

Tamburrino, who was certified to teach in June 2001, attended the hearing on May 27, 2016, and was not represented by legal counsel.

Between November 2013 and January 2014, Tamburrino took someone’s bank card without his consent and used it to withdraw a total of about \$1,140 from his bank account.

In February 2014, she was arrested and charged with fraud not exceeding \$5,000. Shortly after, she was charged

HEARINGS

with possession of property obtained by crime not exceeding \$5,000 (a “possession under” charge).

The board decided not to investigate after determining that this was not a school-related matter. However, she was transferred to another school within the board.

In October 2014, she pleaded guilty to the “possession under” charge. She received a conditional discharge and was placed on probation for 12 months. The fraud charge was withdrawn.

The Discipline Committee panel found her guilty of professional misconduct and ordered that she appear before the panel immediately after the hearing to be reprimanded. She was also directed to successfully complete, at her own expense, a course in ethics.

In its decision, the panel stated, “The Committee finds that the Member’s dishonest and illegal conduct warrants a reprimand by her peers.”

Member: Charilaos Tremis, OCT
Registration No: 218422

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Charilaos Tremis, a former teacher at the Peel District School Board, for committing a number of violations in relation to his running of his school’s auto shop.

Tremis, who was certified to teach in November 1990, attended the hearing held on February 23, 24, 25, 2015; April 20, 2015; September 8, 9, 24, 2015; October 1, 2015, and June 22, 2016. He was represented by legal counsel.

From June 2003 and June 2008, Tremis:

- violated school policy by allowing vehicles not belonging to the school to remain on school property;
- used the school’s auto shop to repair personal or other vehicles;
- removed a large metal lathe from the school without permission, which led to retrieval costs for the board;
- allowed a person to work as a volunteer in the auto shop without the permission of school administration or the board; and

- failed to comply with a number of health and safety provisions.

His employment was terminated by the board in October 2010.

The Discipline Committee panel found him guilty of professional misconduct and ordered that he appear before it immediately after the hearing to be reprimanded.

Tremis was also directed to successfully complete, at his own expense, a course in safety in an auto shop/ transportation technology prior to starting or returning to a teaching position or any other position for which a Certificate of Qualification and Registration is required.

In its decision, the panel stated, “... his disregard for the authority of school administration, his lack of transparency in the running of the school’s auto shop, and his failure to comply with a number of health and safety provisions warrants a reprimand by his peers.”

Member: Jeffrey Steven Williams, OCT
Registration No: 422412

Decision: Reprimand, conditions
A Discipline Committee panel reprimanded Jeffrey Steven Williams, a former teacher at the Toronto District School Board, for using inappropriate language and behaviour with students who were especially vulnerable.

Williams, who was certified to teach in November 1998, attended the April 22, 2016, hearing and had legal representation.

In February 2012, Williams:

- swore in the classroom;
- made comments critical of students’ work and/or efforts, which were not appropriate for teaching.

As a result of his conduct, students were anxious and upset.

Williams received a letter of counsel from the school principal.

During the fall of 2012, Williams spoke sharply when students were unable to complete assigned work, yelled at them and used profane language.

He retired from his position with the board in January 2016.

The Discipline Committee panel found Williams guilty of professional misconduct and ordered that he appear before it immediately after the hearing to receive a reprimand.

In addition, prior to commencing or returning to a teaching position, he was directed to complete, at his own expense, a course of instruction in classroom management.

In its written decision, the panel stated, “The coursework will remind the Member of his obligations as a teacher and will help him to make better decisions in any future interactions with students.”

Member: Robert Michael Highill Woron
Registration No: 395359

Decision: Revocation

A Discipline Committee panel revoked the Certificate of Qualification and Registration of Robert Michael Highill Woron, a College member and former teacher in Manitoba, for sexually abusing a student.

Licensed to teach in June 1983, Woron did not attend the hearing on June 14, 2016. He was represented by legal counsel, but his counsel was not present at the hearing.

The panel heard that from September 1 to September 30, 2009, Woron engaged in a sexual conduct with a student.

In September 2013, Woron was criminally convicted for his actions and in October 2013 he was sentenced to six months’ incarceration and three years’ probation.

The Discipline Committee panel found Woron guilty of professional misconduct and directed the Registrar to immediately revoke his Certificate of Qualification and Registration.

In its written decision, the panel stated, “In addition to the harm that he has done to Student 4, the Member’s conduct has jeopardized the public’s trust in the teaching profession. Accordingly, the Member has forfeited the privilege of holding a teaching certificate in Ontario.” **PS**

Copies of the full decisions are available at oct-oeeo.ca/uveuah.



NAME: *Wes Williams*

- Born March 31, 1968, in Toronto; the eldest of three children of Guyanese immigrants
- Attended Shaughnessy PS (K–Grade 3), St. Timothy Catholic School (Grade 4), Our Lady of Good Counsel School (Grades 5–8), Senator O’Connor College School (Grades 9–12) & L’Amoreaux CI (Grade 13), all in Toronto
- Went to Carleton University for one year, then left to pursue music full time
- “Let Your Backbone Slide” was the first Canadian hip-hop single to go gold; it won Best Rap Video at the 1990 MuchMusic Video Awards
- Won the 1991 Rap Recording of the Year JUNO for his *Symphony in Effect* album; was the first hip-hop artist to perform at the JUNO Awards; received the Pioneer Award at the 1998 Canadian Urban Music Awards
- Began acting in 2000; nominated for a 2009 Gemini Award for his role in *The Line*
- His self-help memoir *Stick to Your Vision: How to Get Past the Hurdles & Haters to Get Where You Want to Be*, was shortlisted for the 2010 Forest of Reading — White Pine Award
- Joined the cast of the CBC comedy *Mr. D* in 2012; plays teacher Paul Dwyer
- Ranked No. 1 on CBC 2013 Music’s list of the 25 greatest Canadian rappers
- Released his “I Can’t Breathe” single in 2015; inspired by Eric Garner’s death in the United States
- Is a motivational speaker who regularly visits schools and has done a TEDx talk

THE VISIONARY

Hip-hop pioneer Wes Williams (a.k.a. Maestro Fresh Wes) freestyles on how his education has shaped his art.

BY LAURA BICKLE

Describe yourself in elementary school.

Easily distracted.

Describe yourself in high school.

In Grade 9, I was busy trying to be cool. In Grade 10, I found myself — football and track had a lot to do with it.

Most influential teacher?

My Grade 4 teacher, Ms. Toner, inspired me to do public speaking and taught me that it’s OK to be nervous in front of people. Ms. Hickey, my Grade 6 teacher, taught me creative writing. I put the public speaking and writing together, and started making songs.

Any memorable assignments?

In Grade 11, we were asked to write original characters for *Lord of the Rings*. I remember spending the entire weekend working on it. At first, the teacher didn’t believe I wrote it. I got an A+.

Who is your hero?

Chuck D from Public Enemy is very inspiring. He’s awesome onstage as well as off. He’s like a big brother. He wrote the foreword for my book, *Stick to Your Vision*.

As a student, what career path did you dream of following?

Football player and rapper.

What do you wish you had been taught in school but weren’t?

It would have been good to have been taught more cultural stuff on black history, but I learned to be independent. Formal education is your base — then you need to take the initiative to learn on your own.

Favourite way to spend recess?

In elementary, it was wrestling in the schoolyard. In high school, it was rhyming and beat-boxing.

Fondest school-related memory?

Performing at the high school dance. Strobe lights were big back then!

The thing I learned in school that still applies to my life today is ...

Be compassionate to people.

Your most memorable teacher?

Mr. Ken Wilson, OCT, my Grade 2 & 3 teacher. He was a good dude. He made school and learning fun. I bumped into him again seven years ago. He looked at me and said: “Wesley Williams! I *knew* you were the Maestro!” I literally picked him up — it was like a scene from a movie.

How has your educational experience informed your role on *Mr. D*?

Playing a teacher is cool but being a parent and having my son in school makes me truly appreciate what real teachers have to deal with. **PS**

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\$685

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- ABQ Junior
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SESSION DATES:

Winter 2017: Jan. 23 - Apr. 7, 2017
 Late Winter 2017: Feb. 27, 2017 - Apr. 28, 2017
 Spring 2017: Apr. 10 - Jun. 9, 2017

REGISTRATION DEADLINES:

Winter 2017: Jan. 6, 2017
 Late Winter 2017: Feb. 17, 2017
 Spring 2017: Mar. 24, 2017

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